St Barnabas CE Primary School

"Preparing for a positive future, achieved through faith."

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

"Let your light shine."

Matthew 5:16

Critical Incidents Plan

DOCUMENT STATUS

Review	Date	Action
1	March 2013	New policy
	March 2018	Policy review
	March 2018	Ratified by FGB
2	March 2018	Shared with whole staff & CIMT
3	March 2019	Review of existing document
4	March 2020	Review of existing document
5	March 2021	Review of existing document
6	March 2022	Review of existing document
7	March 2023	Review of existing document

This template and associated guidance has been designed to complement and enhance any existing Local Authority procedures and guidance, such as those covering Educational Visits and Health and Safety in Education Premises. It does not supersede those procedures or any existing arrangements for contacting key partners and the Emergency Services during a critical incident.

*   As a user of the Business Continuity Plan you must familiarise yourself with the whole document upon receipt of it, and wherever necessary, raise any queries immediately with the Plan Owner, who is named in Part 1.4. ***

Table of Contents

1.0 About this Plan

1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
March 2020	Revised in the light of Covid-19	JH

1.2 Plan Purpose

To provide a flexible response so that St Barnabas CE Primary School can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery)

1.3 Plan Remit

The following school functions are covered by this Plan:

- Teaching, school administration, catering, out of hours clubs, school trips

The following premises are covered by this Plan:

- Buildings including: classrooms, kitchen, offices, hall, staffroom, playground, carpark and other ancillary areas.

1.4 Plan Owner

The Headteacher is this Plan's Owner and responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans.

1.5 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE
Jane Hodgkinson	Headteacher	March 2023
Emma Perkins	Deputy Head	March 2023
Natassia Carr	EYFS & KS1 leader	March 2023
Bev Walsh	School Business Manager	March 2023
Kay Haslam	Caretaker	March 2023

Carsten Kressel	Chair of Governors	June 2023
Karen Timmis	Chair of Resources Committee	June 2023
Whole staff	Staff meeting & available in the safeguarding suite of policies	June 2023

1.6 Plan Storage

All parties on the above distribution list are required to store safely and confidentially a copy of this plan at their regular place of work **and** off-site i.e. at home / in vehicles (if appropriate) / in grab bags.

1.7 Plan Review Schedule

This Plan will be updated as required and formally reviewed in line with the School's review timetable.

2.0 Plan Activation

2.1 Circumstances

This Plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this Plan include:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School in the Emergency Service's cordon preventing access, , School facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport e.g. for SEN pupils

2.2 Responsibility for Plan Activation

A member of the nominated **Critical Incident Management Team**[1] will normally activate and stand down this Plan.

2.3 Escalating a Serious Incident

In all circumstances, one of the Children & Young People's Services officers should be informed immediately of an incident to escalate and trigger Directorate support.
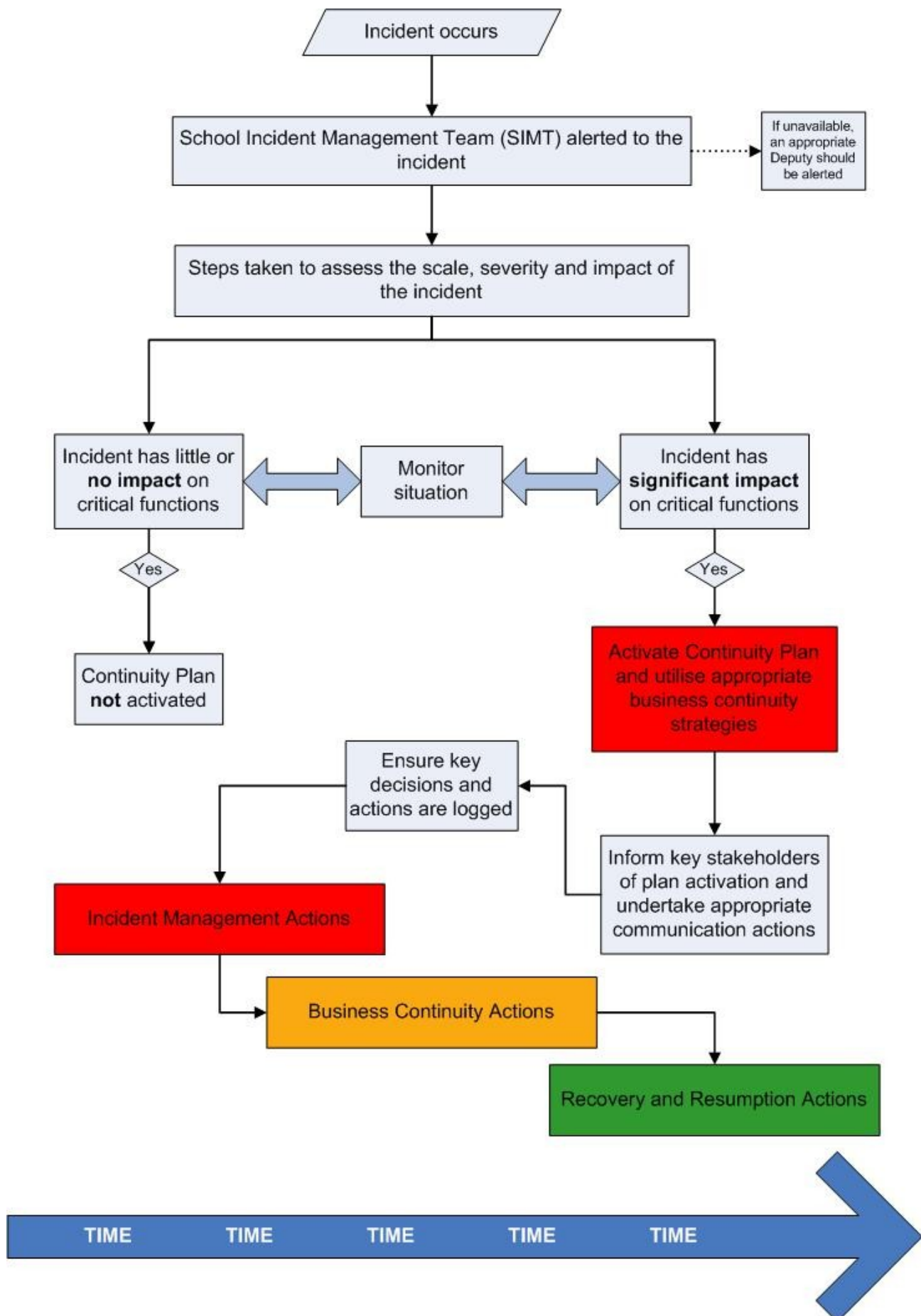
The following provides a list of key contacts.

Key Warrington Borough Council Contacts

STAFF LIST PENDING – REQUESTED CONVERSION FROM PDF

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[1] *See Section 3.1 for the responsibilities your School Incident Management Team*

2.4 Activation Process

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                    ┌─────────────────────┐
                    │   Incident occurs    │
                    └─────────────────────┘
                               │
                               ▼
    ┌─────────────────────────────────────────┐      ┌──────────────────┐
    │ School Incident Management Team (SIMT)    │┈┈┈┈▶│ If unavailable,   │
    │ alerted to the incident                   │      │ an appropriate   │
    └─────────────────────────────────────────┘      │ Deputy should    │
                               │                       │ be alerted       │
                               ▼                       └──────────────────┘
    ┌─────────────────────────────────────────┐
    │ Steps taken to assess the scale,          │
    │ severity and impact of the incident       │
    └─────────────────────────────────────────┘
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- Incident occurs
- School Incident Management Team (SIMT) alerted to the incident
  - If unavailable, an appropriate Deputy should be alerted
- Steps taken to assess the scale, severity and impact of the incident

- Incident has little or **no impact** on critical functions ◀▶ Monitor situation ◀▶ Incident has **significant impact** on critical functions

- Yes (left) → Continuity Plan **not** activated
- Yes (right) → Activate Continuity Plan and utilise appropriate business continuity strategies

- Inform key stakeholders of plan activation and undertake appropriate communication actions
- Ensure key decisions and actions are logged
- Incident Management Actions
- Business Continuity Actions
- Recovery and Resumption Actions

TIME   TIME   TIME   TIME   TIME ➔

3.0 Roles and Responsibilities

3.1 School Incident Management Team

Role	Responsibilities	Accountability / Authority
Headteacher	- Senior responsible owner of Business Continuity Management in the School - Ensuring the School has capacity within its structure to respond to incidents - Determining the School's overall response and recovery strategy	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
School Critical Incident Management Team	- Leading the School's initial and ongoing response to an incident - Declaring that an 'incident' is taking place - Activating the Business Continuity Plan - Notifying relevant stakeholders of the incident, plan activation and ongoing response actions - Providing direction and leadership for the whole School community - Undertaking response and communication actions as agreed in the plan - Prioritising the recovery of key activities disrupted by the incident - Managing resource deployment - Welfare of Pupils - Staff welfare and employment issues	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

The following Staff have been identified as the School's Critical Incident Management Team:

Name	Role	Contact Details (delete/amend as necessary)
Jane Hodgkinson	Incident Manager	Mobile Number: 07795251989 Email Address: StBarnabas_primary_head@warrington.gov.uk Out of Hours Contact Details: 07795251989/01257 424347
Emma Perkins	Deputy Incident Manager and continuation of teaching and learning co-ordinator KS2	Mobile Number: 07812 994470 Email: stbarnabasdeputy@stbarnabascewarrington.co.uk Out of Hours Contact Details: as above
Carsten Kressel	Chair of Governors	Mobile number: 07885 499544 Email: ckressel@stbarnabascewarrington.co.uk Out of hours contact details: as above
Jayne Fisher	Safeguarding Lead, pastoral support and staff liaison	Mobile Number: 07597 943590 Email: senco@stbarnabascewarrington.co.uk Out of Hours Contact Details: as above
Natassia Carr	Continuation of Teaching and Learning Coordinator EYFS & KS1	Mobile Number:: 07964 251286 Email Address: ncarr@stbarnabascewarrington.co.uk Out of Hours Contact Details: as above
Bev Walsh	Administration and Finance Coordinator	Mobile Number: 07747016924 Email Address: stbarnabas_primary@warrington.gov.uk Out of Hours Contact Details: as above
Kay Haslam	Site safety Coordinator	Mobile Number: 07857 747904 Out of Hours Contact Details: as above

3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper) Carsten Kressel	· Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator Jane Hodgkinson	· Collating information about the incident for dissemination in Press Statements · Liaison with Warrington Borough Council's Press Office to inform media strategy	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.

Stakeholder Liaison
Jayne Fisher
	· Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):
	    ○ Governors
	    ○ Parents/Carers/carers
		All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident

	o Key Warrington Borough Council Services o School Crossing Patrol o School Transport Providers o External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc	Management Team if the Headteacher is unavailable).
Maintenance Officer Kay Haslam	• Undertaking duties as necessary to ensure site security and safety in an incident • Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure • Lead point of contact for any Contractors who may be involved in incident response	Reporting directly to the Headteacher or School Incident Management Team.
School business manager Bev Walsh	• Ensuring the resilience of the School's ICT infrastructure • Liaison with Warrington Borough Council ICT support or external providers (if applicable) • Work with the Business Continuity Coordinator to develop proportionate risk responses	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Chair of governors Carsten Kressel	• Act as single point of contact for all governors • Hold list of governors to be contacted in order • To delegate on behalf of governing body agreed responsibilities according to skills/experience on the GB • Keeping the information flow regular and Update governors when needed To have regular communication with HT and inform governors of outcomes To act as point of referral for press release on behalf of all governors	

3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Governors	- Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents - Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery - Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable - Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers	Liaison with the Headteacher or School Incident Management Team in response to a crisis. Reporting progress in developing Business Continuity Plans to Parents/Carers

4.0 Incident Management

> **Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt School activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc**

4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

• Protect the safety and welfare of pupils, staff, visitors and the wider community
• Protect vital assets e.g. equipment, data, reputation
• Ensure urgent and necessary communication takes place
• Support the Business Continuity phase
• Support the Recovery and Resumption phase

4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
1.	Make a *quick* initial assessment: • Survey the scene • Assess (i.e. scale/severity, duration & impact) • Disseminate information (to others)	Gather and share information to facilitate decision-making and enhance the response *A full impact assessment form can be found in Appendix A*	☐
2.	Call the Emergency Services (as appropriate)	**TEL: 999** Provide as much information about the incident as possible	☐
3.	• Evacuate the School building, if necessary. • Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors. • If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities • Notify relevant stakeholders of site evacuation	• Use normal fire evacuation procedures for the School • Consider arrangements for staff/pupils with special needs • If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	The normal **Assembly point** for the School is: School Playing field. The **alternative Assembly Point** for the School is: SMT are aware of meeting point	☐
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contactors and Visitors as a priority	Office personnel will be responsible for collecting and taking to the assembly point: • Staff signing in/out book • Class registers • Visitors signing in/out book	☐
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	☐
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	☐
8.	Identify School Incident Management Team to undertake specific emergency response roles	*Information on roles and responsibilities can be found in Section 3.0*	☐
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	*The Log template can be found in Appendix B*	☐
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	☐
11.	· Take further steps to assess the impact of the incident · Agree response / next steps	Continue to record key decisions and actions in the incident log *The impact assessment form can be found in Appendix C.*	☐
12.	Log details of all items lost by Pupils, Staff, Visitors etc as a result of the incident, if appropriate	*A form for recording this information is in Appendix D*	☐
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the following Teams in Children's Services may be approached to assist with incident management: · WBC Critical Incident Support for Schools · Planning and Accommodation · Education Psychology Service · Legal team · Press communications team	☐
14.	If appropriate, arrange contact with the Council Press Office via WBC Support for Schools.	Establish a media area if necessary.	

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
15.	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the School community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised. *Business Continuity Strategies are documented in Section 5.3* Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	☐
16.	Ensure Staff are kept informed about what is required of them	Consider: · what actions are required · where staff will be located · Notifying Staff who are not currently in work with details of the incident and actions undertaken in response	☐
17.	Ensure Pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in School.	☐
18.	Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update	☐
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Chair of governors to act as communication liaison between school and rest of Governing body.	☐
20.	Consider the wider notification process and the key messages to communicate	Local Radios may be useful in broadcasting key messages	☐
21.	Communicate the interim arrangements for delivery of critical School activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate website/telephone/text/email/ through WBC telephone line and website key stakeholders to take responsibility for their designated roles	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident *The Financial Expenditure Log can be found in Appendix F*	☐
23.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found : Held by LA insurance team-Christina Tomlinson, Tel no. 01925 442325	☐
24.	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	☐

4.3 Examples and Guidance on Specific Incidents Focussed on People

Assault on a student or member of staff

When a member of staff or student has been assaulted, the matter should be reported to the Headteacher immediately, who should ensure that the following action is taken:

- If the victim(s) requires medical attention, request a first-aid trained member of staff to see to the injury and call 999 if needed.
- Request students not involved in the incident to move away from the area and return to classrooms, if appropriate.
- Where the incident involves a fight or assault between students identify all those involved and request a member of staff to take them to a separate room away from other students.
- If appropriate to the nature of the incident, written statements, which should be purely factual, should be secured as soon as possible from any witnesses, and the names of witnesses should also be obtained.
- If the assault is on a member of staff, they should also prepare a statement as soon as possible.
- Ideally all statements should be prepared on the day of the incident, but the member of staff should be advised to contact his/her professional association before making the statement if they wish.
- Staff are requested to record as much information as is practicable about the incident and the background to it. The head teacher should hold all statements for reference in any future enquiry.
- If the assailant is an unknown intruder and/or has a weapon of any sort, attempt to move all students and staff to a safe location or room away from the threat and call 999.
- Try to remain calm and reassure the children to prevent panic.
- Do not attempt to restrain any individual that is leaving the school premises, unless it is a pupil and you fear for their safety, and contact the school head teacher or other senior member of staff as soon as possible to make them aware of the situation.
- Assault on its own does not necessarily involve physical injury or contact: the apprehension or fear and expectation of such violence is sufficient to cause trauma.
- There is no power of arrest for common assault. This does not mean that reasonable force cannot be used to restrain an assailant in the prevention of assault or further assault. However, a police officer has a common-law power to take whatever action is necessary to prevent a breach of the peace.
- Depending on the circumstances of the case, the police may:
    - Decide not to take action
    - Caution a person who admits the offence

- Press charges
- If the police decide to take no action, it is also open to any other person, including the victim, the head teacher, local authority, governing body or teacher unions and organisations to start a private prosecution.
- An assault occasioning actual bodily harm is a more serious offence. The essential additional element, when compared with common assault, is the infliction of significant, but not necessarily permanent or disabling, injury. This could include significant bruising, cuts, or other injury requiring medical treatment. It also includes psychiatric harm over and above minor emotional upsets.
- Schools should ensure that adequate procedures are in place to record all incidents of physical or verbal abuse (e.g. harassment, or threatening or abusive behaviour). Whilst these may not necessarily require an emergency response, the recording of such events can be used to note the frequency of such disturbances and possibly indicate wider trends

Use of force to restrain students

Refer to school's positive handling policy.

Bereavement

- In the event of the death of a student or member of staff, the school should call 999 in the first instance and also contact WBC to notify them of the situation.
- Where the deceased is a member of staff, WBC will take the necessary actions in alerting the Human Resources team to make contact with their family. WBC will also provide liaison with the school to arrange for temporary or supply teachers, where required.
- The school is responsible for informing staff, students and the wider school community of the death and liaising with the family of the deceased to ascertain what information can be released.
- It may be appropriate for the school to provide a representative at the funeral and organise a sympathy card for the family.
- In the event of the death of a student (or a number of students) the school should contact WBC and request assistance where required.
- The school Incident Manager should convene an Incident Management Team if applicable, and notify all staff of the death.
- It may be appropriate to close the school early, though this will be dependent upon the nature and timing of the incident.
- If the death has generated media interest, contact the WBC Communications Team who can assist in managing the press organisations need for information and assist in drafting statements and/or letters.
- Students should be told as soon as possible of a person's death. This is to prevent them learning from some other, possibly inappropriate, source.
- Whenever possible they should hear the news from someone close to them, in familiar surroundings. It is very important to tell the truth as far as it is known.
- Children may not take everything in at this stage. They will go over and over the facts later, asking more questions and gradually assimilating the information. Do not worry about having to keep on giving the same answers.
- These points encapsulate the overall message in helping bereaved children:
    - Try to maintain feelings of security, of being cared for and loved.
    - Maintain all the necessary practical care.
    - Be honest at the child's level of understanding.
    - Continue to talk and communicate.
    - Do not pretend to believe what you don't believe.
    - Try to understand the child's feelings and reassure where possible.

- Don't be afraid to say 'I don't know'.
- Don't be afraid to share your own feelings.
- Remember there are others who can help.
- Don't be afraid to admit to colleagues and family that you can't cope at any particular time.

Hostage situation in the school

- **If someone is taken hostage in the school premises the school should seek to evacuate the rest of the site and call the police.**
- Key areas of consideration if taken hostage:
    - Do not try to intervene or be a hero
    - Co-operate fully with the instructions of the hostage-taker
    - Try to remain calm and spread calmness – the children are likely to copy your behaviour
- If possible, the Incident Manager or nominated deputy should convene key members of the IMT outside of the school and make contact with WBC to provide support in managing the incident.
- Students and staff should be separated from the hostage. They should be evacuated from the premises and convened at the designated assembly points or other locations as instructed by the police.
- Attempt to account for all individuals via registers and identify which persons are still inside the building.
- It is likely that the press will be interested in the incident and would be marshalled by police officers at the scene, in liaison with the WBC Communications Team and the designated school Communications Officer, where available.
- It is unlikely that students or staff would be able to re-enter the school building following the resolution of the crisis until at least the following day. Therefore, school staff should liaise closely with WBC and the police to arrange for a safe location to take students until they can be collected by their parents.

Missing child / abduction / runaway

- **Where a child is thought to have been abducted the school should immediately call the police.**
- **Where a child is missing the Head teacher should alert relevant staff in the school and institute a search of the school grounds and buildings.**
- Consideration will be given to the individual circumstances and the child's records e.g. the child's age, mental capacity, whether the child has never gone missing before or whether the child has a record of leaving school without permission.
- If the child is not found in this immediate search the school should call the child's parents to see whether child is with them. Care should be taken not to alarm parents unnecessarily, particularly if the student has only been missing for a short period of time and is not thought to have been abducted.
- Teachers should speak to classmates of the missing person who may know of their whereabouts.
- If they are still presumed missing, the school should alert the Police.
- Where the child's behaviour record indicates a history of running away then the school should also contact CYP, who may seek assistance from their educational psychology service and social care teams.
- Where staff are available and where it is reasonable to do so, the areas adjacent to the school or where the child is known to frequent will be searched, in liaison with the police.
- When a pupil goes missing students and staff may be traumatised and some counselling may be needed.

- Irrespective of whether a student goes missing from home or school, it is likely that the school will become involved either directly or indirectly.
- If a runaway returns, he or she will require sensitive reintegrating into school.

Identifying potential runaways

- Sometimes a student who is considering running away will regard their teacher as their only trusted adult, so it is important that teachers know what signs to look out for and are able to identify potential children at risk. Some of the unusual patterns of behaviour present in students at risk are:
    - Marked variations in mood, e.g. extreme highs, or outbursts of anger
    - Appetite change, accelerated weight loss or gain
    - Depression, lack of motivation, detachment
    - Lack of concentration, extreme tiredness
    - Self-neglect
    - Social changes, disassociation from friends
    - Absenteeism
- Other factors which can help to assess risk include: previous history, stress-related symptoms, family breakdown and other significant life changes. Many potential runaways feel isolated and a teacher can help by:
    - Taking time to talk and listen
    - Not probing or appearing judgemental
    - Helping the student get appropriate help
    - Teaching the whole class critical life-skills

Offensive weapons

- Offensive weapons include knives and guns, but could also include hand tools or even pencil sharpener blades where these are being used or threatened to be used in an offensive manner.
- As a general rule, the Police will be called to deal with any incident believed to involve a weapon. An assessment should be made of the seriousness of the incident to help the police make their own judgement on the nature and immediacy of the response.
- There may be exceptional circumstances where staff decide they need to take action before the police arrive.
- It might be appropriate for members of staff to ask a pupil to hand the weapon over willingly or search a pupil who agreed to co-operate. Such action comes within a teacher's authority to discipline a child. However staff are under no obligation to search a pupil themselves. The Police are empowered to undertake a search where a pupil declines to co-operate.
- Teachers should not confront a pupil or person suspected of possessing a weapon in the presence of other pupils if this can be avoided. Preferably two or more members of staff should divert the pupil or person to a place where no other pupils are present.
- It is a criminal offence to carry an offensive weapon or knife on to school premises, including playing fields.
- Where the person suspected of carrying an offensive weapon is not a registered pupil at the school, or where an incident involving a pupil takes place outside school premises, any search should be undertaken by the police.

Notifiable disease

Diseases notifiable (to Local Authority Officers) under the Health Protection (Notification) Regulations 2010:

• Acute encephalitis	• Malaria
• Acute infectious hepatitis	• Measles
• Acute meningitis	• Meningococcal septicaemia
• Acute poliomyelitis	• Mumps
• Anthrax	• Plague
• Botulism	• Rabies
• Brucellosis	• Rubella
• Cholera	• SARS
• Diphtheria	• Scarlet fever
• Enteric fever (typhoid or paratyphoid fever)	• Smallpox
• Food poisoning	• Tetanus
• Haemolytic uraemic syndrome (HUS)	• Tuberculosis
• Infectious bloody diarrhoea	• Typhus
• Invasive group A streptococcal disease	• Viral haemorrhagic fever (VHF)
• Legionnaires' Disease	• Whooping cough
• Leprosy	• Yellow fever

As of April 2010, it is no longer a requirement to notify the following diseases: Dysentery, Leptospirosis, Ophthalmia neonatorum, Relapsing fever and Viral hepatitis. These and other diseases that may present significant risk to human health may be reported under Other significant disease category.

1. **Pandemic**

The school's responsibility within the **'Warrington Pandemic Health and Social Care Coordination Group Structure'** is set out in the diagram below:-
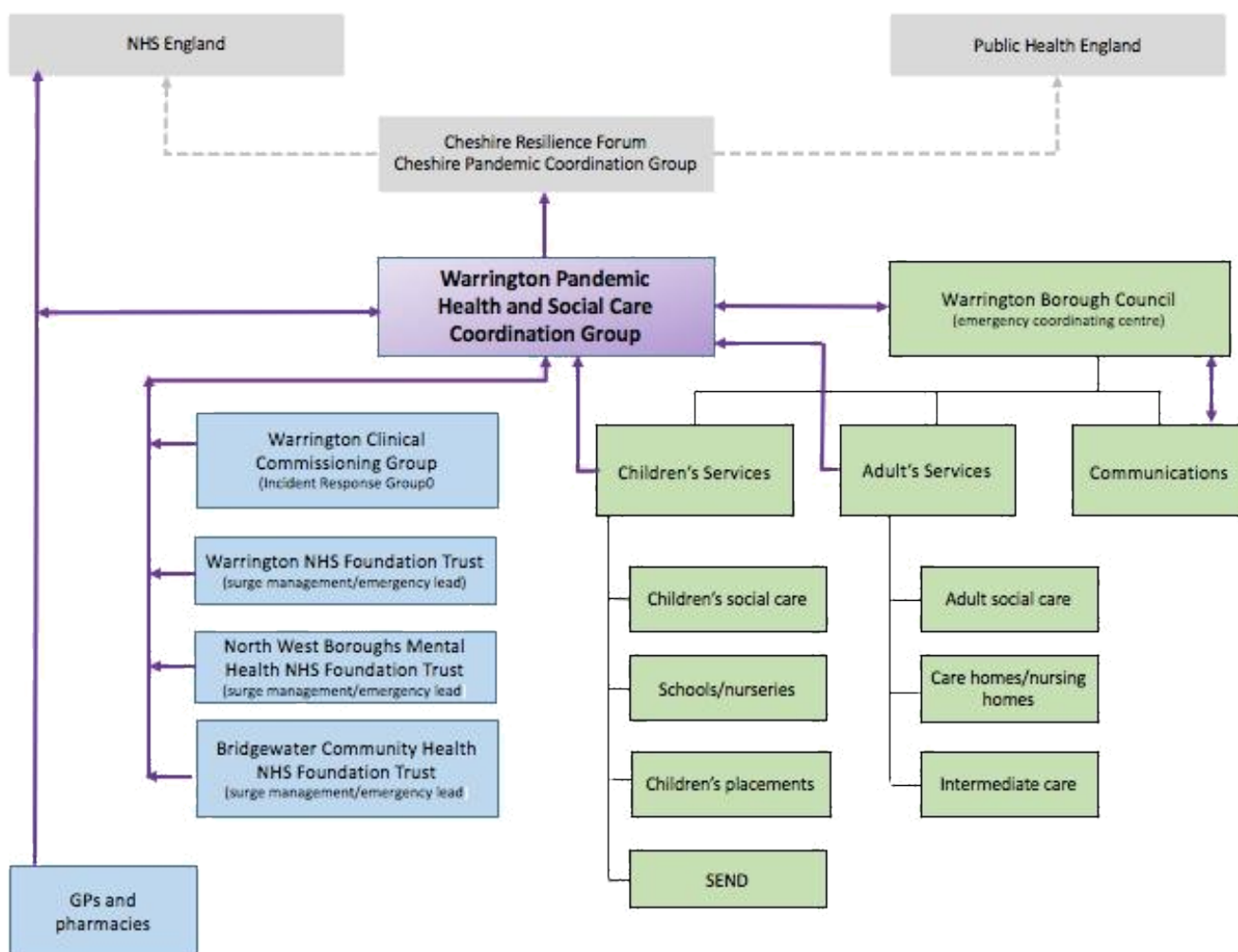
In the event of a pandemic, the school will take advice from the Health and Safety Team at WBC 01925 442657 (Theresa Whitfield) and from the Director of Education for Warrington Paula Worthington 01925 444021 in the first instance. The school will also follow the guidance set out in the 'Warrington Integrated Pandemic Influenza Health, Social Care and Education Plan' (copy kept in the Critical Incident Box). With reference to that document we will consider the following in particular :-

- **National Assumptions for the spread and course of the pandemic**
  The National Assumptions are based on the 2011 National Strategy
  and could be subject to change see Appendix A
- **Staff Absence**
  Staff are critical to the functioning of Health and Social care systems and are at higher risk of infection due to the nature of their jobs, plus will face increased pressures in response to the direct effects of the pandemic on those they care for. We need to plan for the possible impacts a high-impact pandemic influenza virus could have on staff absence in order to adapt and prioritise essential services and keep them running effectively. Additional staff absences are likely to result from other illnesses, taking time off to care for dependents, children in event of schools and nurseries closing, family bereavement, practical difficulties and other psychosocial impacts.

	UK 2011 National Strategy	Implications for Warrington
How many staff will be absent from work?	Staff absence should follow the pandemic profile. Up to 50% of staff may require time off at some stage. In a widespread and severe pandemic, 15-20% of staff may be absent on any given day. Small units (5-15 staff) within organisations may suffer higher staff absences: 30-35% absent on any given day.	Large organisations should plan for up to 20% staff absence on any one day. Smaller organisations (like care homes, shops and small businesses) can be hit harder with up to 35% staff absence on any one day.
If sick, for how long are staff expected to be absent from work?	Most people will return to normal activity within 7 to 10 days.	Should also plan for bereavement and serious illness in 1-5% of the workforce.

- **Schools Guidance** for Wider response and Local Warrington Response Appendix B

St Barnabas CE Primary Specific Provision Planning:-
1. Suspend normal absence policy for duration of pandemic (staff)
2. Suspend cover arrangements / PPA
3. Accept DBS Portability
4. School Closure
   a. ONLY if advised and communicated via NHS / WBC
5. Pupils
   a. pupil movement between schools would be restricted eg for workshops or Cluster festivals
   b. 'Online work' would be provided on the class pages on the school website – we are advised that this should be for a 15 day period
   c. The school Safeguarding team will consider the effect on Vulnerable Pupils / Child Protection – Social Care, etc
6. Staffing
   a. The school will consider staff movement / co-operation between schools in conjunction with local cluster schools
   b. There will be no staff training off site
   c. There will be a restriction on Peripatetic staff in school for peripatetic music staff
7. Parents
   a. Maintain contact – provide a link for information from NHS, etc on the school website. Use E-mail / the school App to communicate directly with parents.
8. School will prioritise Y6 group of children where possible
9. School Meals
   a. The capacity to make sandwiches – Free School Meals (FSM) Only would be dependent on 1 member of qualified staff – remaining pupils will need to bring in packed lunches
   b. If 1 member of kitchen staff is available across our school and the next nearest school provision to make sandwiches (FSM) Only would be dependent on 1 member of qualified staff
10. Contact with LA

a. Daily Information upload on staff & pupil absence
11. Critical Staffing Issues
- **_Leadership Staffing_** – either 1 member of SLT or in their absence 1 person from school will be nominated for SLT (by agreement)
- **_Teacher and TA Staffing Levels_** –   2 year olds 1:5
  _3_ – 4 year olds 1:8
  Reception 1:20
  Year 1 – Year 2   1:30
  Year 3 – Year 6   1:35

- **_MDA Staffing Levels_**

In order to determine whether you have the correct ratios for any other class, please refer to school's appropriate risk assessment, this is based on things like, the outdoor play area, what equipment we have, any potential hazards, the age of the children, behaviour problems, any children with disabilities, blind spots on the playground, security issues etc.

The number of staff on duty should be determined after a risk assessment.

Suggested ratios of adults: children are 1:30 for KS1 and 1:60 for KS2.

4.4   Specific Incidents Focused on Property

Bomb threat / suspect packages

Please Note: A separate bomb evacuation point **at least 500m** away from the premises should be identified.
- If you receive a bomb threat or warning by telephone:
    - Keep calm and attempt to write down what is being said by the caller.
    - Try to keep the caller on the phone and ask questions such as; "When will it go off?", "Where is it?", "What does it look like". The words used by the caller can often indicate how familiar he or she is with your premises, thereby giving some indication as to whether the threat is genuine or otherwise.
    - Where possible note any unusual accent or background noise.
    - Once the caller has hung up notify the head teacher immediately.
- If you receive a bomb threat or warning by post:
    - Keep physical handling of the letter to a minimum
    - Notify the head teacher immediately
- Contact the police.
- It may be appropriate for staff to check areas of the building for suspect packages to ascertain whether:
    - There are any suspicious objects, i.e. items you would not normally expect to see in that location
    - There are major items that cannot be accounted for, e.g. items which you would normally expect to be in position but are missing
    - Anything is out of place
    - There is anything unusual, i.e. was a window or door left open that would not normally be open? Has anything been disturbed or items removed?
- Do not touch or remove any suspicious object.
- Seek police advice as to whether the school should be evacuated – this decision is ultimately the responsibility the school.

- Evacuate the premises if it is necessary to do so using the fire alarm procedure and take a register of persons at the designated bomb assembly point.

Carbon Monoxide Leakage

- Carbon monoxide is colourless and odourless. It is a product of the incomplete combustion of gas, for example in a central heating boiler or gas fired convector heater. This can be caused by inadequate ventilation or mechanical faults resulting in the leakage of carbon monoxide into the surrounding area.
- Carbon monoxide can make people feel sleepy and fall unconscious from oxygen starvation. Inhalation of carbon monoxide can also turn the skin pink.
- In the case of suspected carbon monoxide leakage:
  - Call the site / Maintenance Officer.
  - If a number of persons have been taken ill call the emergency services (ambulance and fire service)
  - Open all doors and windows.
  - Switch off and isolate the appliance that is suspected of causing the leak, if this is possible.
  - Evacuate the room or area where the leak is suspected. In some cases it may be necessary to evacuate part or all of the building.
  - Notify the head teacher who should consider invoking the school emergency plan.
  - Contact a CORGI-registered contractor to attend the site, or the Property Related contact number (see Appendix J)
  - - Contact WBC CYP to alert them of the incident and request their assistance where required.

Chemical / toxic hazardous material spillage

- Substances hazardous to health most likely to be found in educational establishments include:
  - Any chemical which comes from a supplier labelled very toxic, toxic, harmful, corrosive or irritant
  - Micro-organisms
  - Dust of any kind when present as a substantial concentration in the air
- Substances may be hazardous through inhalation, ingestion, absorption through the skin or skin contact.
- In schools and colleges, such substances will be found usually in laboratories, practical workshops, cleaner's cupboards and (in the case of pesticides) sometimes in the school playing fields.
- In the event of a toxic or chemical spillage in the school:
  - Call the site / Maintenance Officer immediately, if there is one
  - If it is safe to do so identify the substance spilled and take necessary action to minimise contamination if trained to do so.
- It may be necessary to evacuate the room and ensure windows are opened.
- If spill is severe, evacuate part or all of the building, using fire drill procedures if necessary.
- Move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical / toxic / hazardous spillage incidents.
- If severe spill is immediately outside the building:
  - Follow procedures to contain all persons within the building.
  - Ensure all doors and windows are locked.
  - Switch off fans or air conditioning
  - Avoid using electrical equipment in case sparks are produced.
  - Do not smoke.
- Contact the relevant number (see Appendix J) and seek further advice from the Fire & Rescue Service if they are required

Gas leak

If you smell gas, or suspect there is a gas escape, you should immediately do the following:
- Open all doors and windows.
- Call facilities / site manager.
- Shut off the gas supply at the meter control valve (if you know where it is).
- Notify the head teacher of the incident.
- Evacuate part or all of the premises as necessary.
- If gas continues to escape, call the gas company on their emergency number, as listed in the Emergency Pack

Heating failure

- In the event of a failure of the heating system the head teacher should alert the site / Maintenance Officer who will ascertain the cause of the failure and try to get the system working.
- If this is unsuccessful then the school should contact the WBC contractor to assist restoring heating supply.

Required temperatures

- The Education (School Premises) Regulations 1996 set a standard of 18ºC in teaching areas and 15ºC in the hall/gymnasium, corridors, cloakrooms and toilets where the external air temperature is - 1ºC or above.
- Failure to reach these temperatures is usually a maintenance issue, but where there is a mechanical breakdown which puts the heating system out of action for any length of time, consideration needs to be given to whether it is appropriate for the building to be occupied.
- Where the above temperatures cannot be maintained in the occupied parts of the school, then the head teacher will consider whether any of the following actions may be appropriate:
    - Take the affected areas out of use
    - Provide temporary heaters (N.B. this should be subject of a risk assessment by the head teacher as there may be hazards such as high surface temperatures, naked flames or fumes from bottled gas depending on the types of heaters to be used).
    - Notify WBC of the difficulty and seek assistance in providing temporary heaters or additional contractors to resolve the problem where possible.
    - If it is not possible to achieve the required temperatures, the head teacher should consult with WBC to close the school. Consideration should be given to looking after children until they can be collected by their parents, particularly in cold weather.

Lightning strikes

- If pupils and staff are outdoors, avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.
- If you think pupils are at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LAY FLAT.
- If in a building, instruct the pupils to move away from windows and do not touch metal structures or phones and computers.
- If the school is struck by lightning ensure all persons stay away from electrical equipment and evacuate the site if this is appropriate.
- Contact the emergency services to assist any injured persons.
- Notify WBC of the incident, using the Property or People Related contact numbers and request the contractor service to undertake any electrical testing and repairs that are needed.

Storm warnings

- It is considered that winds forecast in excess of 70 mph or storm force 8 (Beaufort Scale) could represent a potential danger to some buildings, trees or other structures.
- National radio and television networks provide a regular update of weather forecasts as well as local radio stations, which would be able to provide more localised information.
- In addition WBC will be notified via the Meteorological Office to provide early warning for severe weather in the area. WBC will notify schools if a storm warning, as described above, is likely to affect the area.

Safety information in the event of potentially destructive stormy weather

- Safety of pupils and staff has to take priority. Lessons may have to be disrupted and movements within the school should be kept to a minimum.
- Particular attention should be given to minimising movements outside school buildings because of the risk of falling tiles, masonry and other debris.
- Outside play and other activities should be risk assessed and consideration given as to whether they should be cancelled (including school trips and swimming lessons).
- Consider whether it is safe for children to cycle home.
- In the case of schools with two or more access points, consideration should be given to using (if possible) an entrance on the leeward side of the site.
- Check the site for potential damage from dead branches/trees or other potential risks.

Precautions in the event of potentially destructive stormy weather

- Close all doors and windows.
- Close all blinds and curtains.
- Establish the wind direction and advise all staff and pupils to keep well away from windows directly exposed to it. Whenever possible, rooms on the leeward side of the building and ground floor area should be used.
- Evacuate rooms which are both downwind of and close to any trees.
- Mobile and demountable buildings should be evacuated and pupils relocated into "safe" areas of the main building(s).

5.0 Business Continuity

5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

5.2 Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	☐

2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on 'business as usual' School activities by communicating with key stakeholders to gather information.
		
		Consider the following questions:
		· Which School activities are disrupted?
		· What is the impact over time if these activities do not continue?
		· Would the impact be:
		  ○ Manageable? ☐
		  ○ Disruptive? ☐
		  ○ Critical? ☐
		  ○ Disastrous? ☐
		· What are current staffing levels?
		· Are there any key milestones or critical activity deadlines approaching?
		· What are your recovery time objectives?
		· What resources are required to recover critical activities?
			☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	☐
4.	Log **all** decisions and actions, including what you decide **not** to do and include your decision making rationale	Use the Decision and Action Log to do this. *The log template can be found in Appendix B*	☐
5.	Log all financial expenditure incurred	*The Financial Expenditure Log can be found in Appendix E*	☐
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	☐
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	☐
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. Staff, Parents/Carers, Governors, Suppliers, Local Authority, Central Government Agencies etc.	☐

5.3 Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff etc	
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave	
3.	Using different ways of working to allow for reduced workforce, this may include: • Larger class sizes (subject to adult and child ratios) • Use of Teaching Assistants, Student Teachers, Learning Mentors etc • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of pupils at once	
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other Schools	
6.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Schools	
2.	Pre-agreed arrangements with other premises in the community i.e. St Barnabas Church, Penketh High School, Other Primary Schools eg Evelyn Street, Sacred Heart	
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	
5.	Off-site activities e.g. swimming, physical activities, school trips	

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back–ups of key school data e.g. SIMs/FMS remote back-ups, external drive or memory stick back–ups, photocopies stored on and off site	
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	
3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	
5.	Emergency lighting	

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	
4.	Using mutual support agreements with other Schools	
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	

6.0 Recovery and Resumption

6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the School as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

6.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐
2.	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	☐
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. As appropriate through website/telephone/text/email. Appropriate stakeholders with responsibilities to communicate as per their delegated roles to other stakeholders e.g. Parents/Carers, Local Authority etc]	☐
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School.	☐
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	☐

6.3   Further Considerations of Business Continuity Incident Management

Those providing support need support

Be aware of the possible delayed reactions for those actively involved in responding to a critical incident. Staff who are coordinating the school's response should be supported and relief periods should be scheduled for them.

Teachers are vital in supporting students through a critical incident; but they also need and deserve informed guidance and emotional support themselves.

Staff closely associated with the students involved or affected by the incident should be offered opportunities for debriefing and counselling.

Support for head teachers and senior managers

The strains of leading a school through a critical incident can be profoundly disturbing but may not be identified or acknowledged until after the crisis has subsided. The support of family, senior colleagues, governors, other heads and close friends need to be engaged.

Experience is that head teachers and senior managers often underestimate the impact of critical incidents on themselves and may be reluctant to seek support.

Implications for the wider curriculum

- Consider the inclusion of training for staff in areas such as loss, change or bereavement as part of the school's development plan.
- Consider the provision of relevant fiction and non-fiction books in the school library.
- Consider, within PSHE, discussions with students about what are normal reactions to stress or crises and give them guidance about practical measures to alleviate the stress responses, e.g. relaxation techniques or positive imagery.

Consider the inclusion of skills or projects within PSHE concerned with the cycle of life and death.

7.0 Appendices

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Appendix A

Emergency Pack

Checklist 1: Immediate Actions
Below is a checklist of the key initial actions that the school should complete immediately following an incident.

	Action	Role and Person Responsible	Time/Date Completed
1.	**Evacuation**		
	Evacuation of the premises		
	Roll call		
	Everyone safe		
	Call emergency services (as appropriate)		
	Contact Warrington Borough Council (as appropriate)		
	Obtain a copy of family and staff contact lists		
	Liaise with emergency services personnel at the scene		
2.	**Details of casualties – obtain information on the following:**		
	Names and injuries		
	Current location of casualties		
	Current location of relevant others Whether next of kin have been informed		
3.	**Injury**		
	Who is accompanying injured person(s) to hospital?		
	Provide accommodation which is restricted to next of kin, pupils and staff (as appropriate)		
	Provision of immediate transport, assistance, and counselling (as appropriate)		
	Contact Warrington Borough Council (as appropriate)		
4.	**Incident in school hours**		
	Decide whether to keep other pupils in school		
	Decide whether to send pupils home (all or some)		
	Arrange transport in liaison with WBC (as appropriate)		
	Ensure staff, parents and governors receive your version of the facts and actions underway as soon as possible		
5.	**Incident outside school hours**		
	Decide how to contact parents; for bad news avoid phone chains		
	Consider announcements via the local radio stations and other media		
	Ensure staff, parents and governors receive your version of the facts and actions underway as soon as possible		

Checklist 2: Actions in the first 24 hours

In addition, the table below summarises some further procedures that should be followed by the school in the 24 hours immediately after the incident.

	Action	Role and Person Responsible	Time/Date Completed
1.	**Gather incident information** What happened? Where? When? Who notified you? Who has been contacted? Also, their names and numbers. E.g. WBC , Emergency services People: Who was involved? How were they affected? Where are they now? What is their current condition? Premises: Is there any damage to the premises? Who has been contacted?	Incident Manger	
2.	Evaluate situation and estimate extent of disruption	Incident Manger	
3.	Consider activating the school Emergency Response Team. If so identify a suitable location and time. If school premises are not available determine where to base the recovery operation from.	Incident Manger	
4.	Liaise with WBC Health and Safety Education Team and Property Departments.	Incident Manger/Comms Officer	
5.	Keep a log of all decisions made, noting time, action and when completed.	Administrator	
6.	Ensure the safety of student and staff.	Any member	
7.	Notify staff and place key staff on standby. Ensure availability of School Emergency Plan and Checklists.	Comms Officer	
8.	**Determine Strategy for dealing with the incident i.e.** What additional resources or assistance is required? • Resolve the incident internally e.g. contractors • Contact WBC for assistance.	Incident Manger	
9.	Activate procedures for informing parents.	Incident Manager/ Deputy Manager	
10.	Establish school communications control: • Establish media response in liaison with WBC who will lead. • Arrange basic incident information press release for parents, staff, governors, other schools and media. WBC and other agencies to help produce a joint message. • Provide updates to maintain communication links.	Comms Officer	
11.	Arrange student transport if required. Contact WBC for support with bus and coach services.	Deputy Incident Manager	

12.	Arrange collection of students by parents, if applicable. Organise pick-up point and welfare of remaining students.	Parent Liaison Officer	
13.	Agree immediate resources needs with WBC service / loss adjustor. For longer term needs arrange alternative accommodation where necessary and essential office equipment	Maintenance Officer / Incident Manager	
14.	Assess disruption to education process	Deputy Incident Manager	
15.	Establish priority items to salvage if building out of use. Paper based records and essential IT information	Deputy Incident Manager	
16.	Consider a shift system to allow staff involved in the recovery process to have a break.	Deputy Incident Manager	
17.	Draft a record of events with help from appropriate WBC staff if necessary.	Incident Manager	

Checklist 3: Actions for 24 hours – 2 weeks following the incident

	Action	Role and Person Responsible	Time/Date Completed
1.	Ensure all relevant parts of initial incident stage are complete.	Incident Manger	
2.	Implement any emergency expenditure authorization procedures (with guidance from WBC).	Incident Manger	
3.	Identify usable facilities on site	Maintenance Officer	
4.	Review health & safety / security issues.	Incident Manager	
5.	Consider alternative accommodation where necessary and essential office equipment	Incident Manager	
6.	Assess staffing requirements, timetables and supply cover.	Deputy Incident Manager	
7.	Invoke salvage procedures in liaison with WBC.	Incident Manager	
8.	• Update information provided to parents, students and local community using, websites, newsletter, Class Dojo • Continue media liaison with WBC. • Maintain updates and support for staff.	Comms Officer	
9.	Review service deliveries / contractor arrangements on site.	Deputy Incident Manager	
10.	Monitor staff and student welfare, and report any problems. Notify WBC services if follow-up support is needed for students and staff	Teachers / Incident Manager	
11.	Arrange special assembly / areas of contemplation if appropriate. Allow students to express emotions if incident involved death or injury.	Incident Manager	
12.	Advise other users of the school site about alternative arrangements	Maintenance Officer	
13.	When closing the incident: • Clear the outstanding action list. • Stand down staff on stand by. • Inform appropriate WBC contacts. • Insure any temporary premises have been made secure and that WBC are aware you are leaving.	Incident Manager/ Deputy Incident Manager/ Maintenance Officer	
14.	Arrange a debrief session for all staff to consider how well the response to the incident was managed. Request support from WBC with debriefing if required, and amend the school emergency plan as required to incorporate recommendations. Disseminate decisions taken.	Incident Manager	

Checklist 4: On-going actions and considerations

Following the completion of the initial incident response, there may be a number of ongoing issues to consider, depending on the nature of the emergency. Some of these may relate to the use of the property itself whilst others may require support for the school community in coming to terms with what has happened.

	Issue for consideration	Role and Person Responsible	Time/Date Completed
	Staff		
1.	Hold a staff briefing session as soon as possible		
2.	Position staff at set points to meet students returning to school		
3.	Provide written information on the incident and how it will affect the school		
4.	Review courses / timetabling		
5.	Issue new fire notices and procedures, if required		
6.	If the building has been affected or the school relocated, hold a fire drill as soon as possible so students know the new exit routes and assembly points.		
7.	Consider imminent examination issues		
8.	Ensure support is provided to staff who feel affected by the incident.		
9.	Monitor the well-being of students and report changes in behaviour etc.		
	Students		
10	Hold a school assembly to pass on information to students		
11	Issue new timetables if required		
12	Issue maps showing restricted areas etc.		
13	Issue an information sheet to students and parents		
14	Monitor welfare and signs of distress in students		
15	Allow an opportunity for students to talk about the incident		
	Parents		
16	Hold parents / teachers meeting		
17	Provide support for parents if any child has been injured or killed		
18	Issue letters via students and provide regular updates to parents on the recovery process		
	Premises – for use where the site itself has been damaged or relocation is required		
19	Request assistance from WBC where the property is damaged or when relocation is required		
20	Obtain plans of the building. Mark on areas affected by the incident.		
21	Check for obstacles to pupils movements		
22	Check / reallocate toilet facilities		
23	Identify new routes		
24	Review entrances / exits and identify new access points where required		

	Issue for consideration	Role and Person Responsible	Time/Date Completed
25	Check fire escape requirements (consult with the Fire & Rescue Service)		
26	Establish areas with restricted access to contractors and vehicles		
27	Reallocate space e.g. parking, student areas, etc		
28	Review site security		
29	Review Health & Safety procedures		
30	Review fire prevention arrangements (liaise with the Fire & Rescue Service)		
31	Consider reorganising or cancelling forthcoming events		
32	Contact users of the site out of school hours and notify them of new arrangements if necessary		
33	Instigate a procedure for agreeing the goods to be replaced with loss adjustors		
34	Set up an ordering and payment procedure		
	Contractors		
35	Hold regular meetings with contractors, loss adjustors, school building surveyors		
36	Establish Health & Safety requirements		
37	Establish access requirements for vehicles		
38	Establish student restricted access areas		
39	Adapt doors to fire exit / exit doors as necessary		
40	Agree working practices and times when noise must be kept to a minimum		
41	Provide the contractors with a copy of the timetable for each room		

Log of Events, Decisions and Actions			
Completed by		**Sheet Number**	
Incident		**Date**	
Time	**Log Details**		

Impact Assessment Form			
Completed By		**Incident**	
Date		**Time**	

Question	**Logged Response**		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location & severity)			
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)			
Have the Emergency Services been called?			
Is the incident currently affecting School activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%	☐	
	20 – 50%	☐	
	1–20%	☐	
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			
Which work areas have been destroyed, damaged or made unusable?			
Is there evidence of structural damage?			

Question	Logged Response
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other Relevant Information	

Lost Property Form			
Completed By		**Incident**	
Date		**Time**	

No.	Name	Status (e.g. staff, pupil visitor)	Details of possessions lost/left behind	
			What	**Where left/lost**

Financial Expenditure Log				
Completed By		**Incident**		
Date		**Time**		

	Expenditure Details *(what, for whom etc)*	Cost	Payment Method	Transaction made by

CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	School branding material and stationery
	School logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register and Insurance Policy
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up data restoration routine
Equipment and other items	First Aid Kit
	Warrington map
	Portable radios (plus spare batteries)
	Wind up LED torch
	Back-up devices (where used)
	Laptop with wireless connection
	Pay-as-you-go mobile phone and charger
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Emergency cash, a cheque book or school payment/debit card
	Contact details for taxi / transport providers
	School Floor Plans
	Spare keys
	Key to St Barnabas Church
	Whistle / megaphones
	High visibility jacket

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

Impact (or Consequence)	
Description	**Indicators**
5 (Major)	The risk has a *major* impact if realised
4 (Significant)	The risk has a *significant* impact if realised
3 (Moderate)	The risk has a *moderate* impact if realised
2 (Minor)	The risk has a *minor* impact if realised
1 (No consequence)	The risk has *no consequence* impact if realised

Probability (or Likelihood)	
Description	**Indicators**
5 (Very Likely)	The risk *will* emerge
4 (Likely)	The risk *should* emerge
3 (Unlikely)	The risk *could* emerge
2 (Very Unlikely)	The risk is *unlikely* to emerge
1 (Impossible)	The risk *will not* emerge

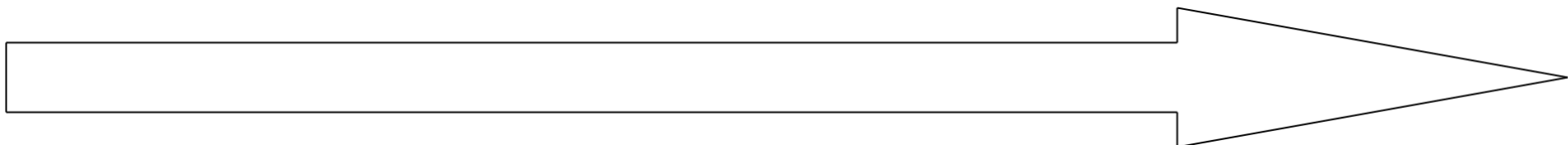| Score	Risk Description	Action Required
25	Extreme Risk	˙Immediate escalation to Headteacher for risk control activities
20-15	High Risk	˙Risk to be actively managed with appropriate risk control activities
12-6	Medium Risk	˙Take appropriate action to manage the risk
5 and below	Low Risk	˙Risk to be removed from register with monitoring activity to assess changes in risk rating

Example School Risk Assessment (partially complete)

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	• Staff absenteeism policy • Use of Supply Teachers	Pre-prepared Teaching packs for Virtual Learning Environment	
2.	Severe weather events e.g. high winds, snow, heat wave, drought						
3.	Power outage						
4.	Utilities disruption e.g. gas, electricity or water supply						
5.	Telephony failure						
6.	Fire affecting the School premises						Appendix G
7.	Widespread or localised flooding						
8.	Mass staff absence e.g. industrial strikes, lottery syndicate						
9.	Transport disruption						
10.	Violent extremist activity on School premises						
11.	Local hazards in the area e.g. School proximity to airport, railway line, tram line, motorways, industrial sites etc						
12.							
13.							
14.							

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
15.							

Critical Incident Decision-Making Tool

Information *What do you know/what do you **not** know?*	Issues *What are the problem/issues arising from that piece of information*	Ideas *What are the ideas for solving the issues/problems?*	Actions *What are you going to do? What are you **not** going to do? Who is responsible? What are the timelines?*

STAFF CONTACT LIST

Name	Role	Contact Details
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
		Mobile Number: Email Address: Out of Hours Contact Number: Home Address:

KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
School Contacts	
Headteacher – Jane Hodgkinson	07795 251989
Deputy Head and KS2 Leader – Emma Perkins	07812 994470
SENDCO – Jayne Fisher	07597 943590
EYFS & KS1 Leader – Natassia Carr	07964 251286
Caretaker - Kay Haslam	07857 747904
Chair of Governors – Carsten Kressel	07885 499544
Deputy Chair of Governors – Anne Ellison	07955 764191
Safeguarding Governor and Vicar – Karen Timmis	01925 633556
Chair of Resources Committee – Karen Timmis	01925 633556
Key Local Authority Contacts	
Paula Worthington	01925 444021
Ellen Parry	
Other Local Authority Contacts	
Health and Safety Education Team	
Finance	Sally Watson- 442997
HR	443871
Other Local Contacts	
Police - / local station/community officer	999 / (01244 350000 for general enquiries)
Cheshire Fire & Rescue Services (Winwick Road)	999 / 01925 411310
Warrington Hospital –nearest A&E/Ambulance	999 / 01925 635911
Local Church	
BBC Radio Manchester	0161 200 2020
Local Radio	01925 403550
NHS – local surgery/clinic Park Road Lane	01925 725289
Primary Care Trust	01925 572165 (Chapelford)
Health Protection Agency	0844 225 1295
Meningitis free phone number	0808 801 0388
BMU	
United Utilities	0845 746 2200
N Power	0845 331 331
Lansafe	01257 251477
British Gas	0800 111 999
ADT	
Payroll	
Maintenance Contracts: plumber etc	
Other Useful Contacts	
Foreign Office	020 7270 1500

Letter to Parents template

Dear Parent/Carer

You will all be aware of the recent incident that has affected our school. I am sure you will appreciate how upset we all are.

I am sure you will understand that it is not possible for me to comment on the incident at this stage other than to provide factual information, but I will do my best to keep you up to date as time proceeds.

We are currently working closely with Warrington Borough Council's Children and Young People's Department to ensure that disruption to life of the school is kept to the minimum possible. However, as you will appreciate, it may be sometime before we are back on an even keel.

We will be monitoring the well-being of all students closely in the coming weeks to ensure that any on-going problems as a result of the incident are identified. There will be opportunities during the school day for students to talk about the incident and how they feel.

For the immediate future we have made the following arrangements, which will come into effect from …….......... ……..............…… ……...........…...……

As from today we will be using ……........... ……..............…… ……...........…...…… as the school office. We hope to have temporary buildings available for all students to continue with their education from ……........ ……..............…… ……...........…...……

Please note that our new contact numbers are listed below. However I would ask you to keep calls to the school to a minimum so that we are not overwhelmed.
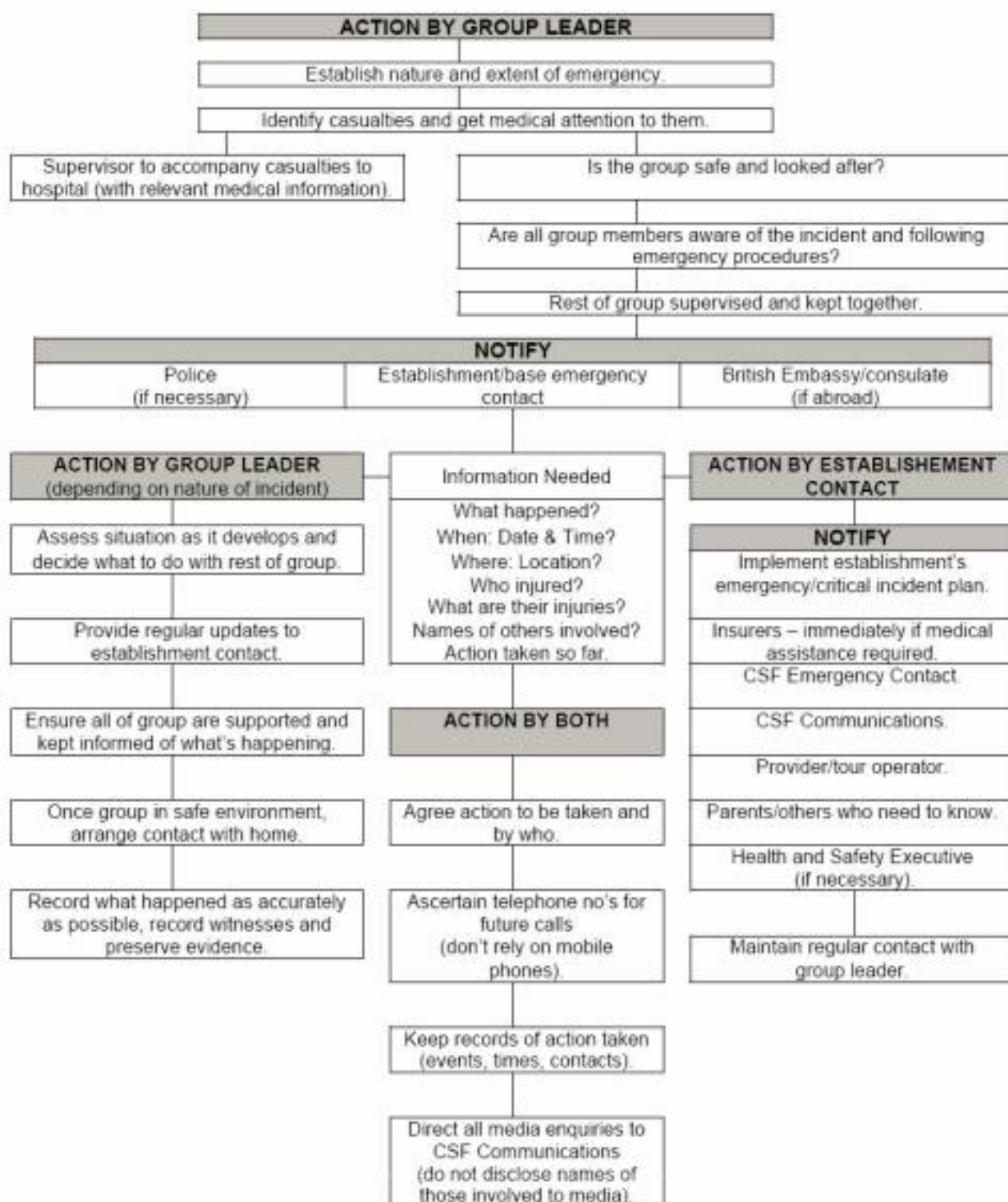
(Tel and Fax Nos.)

The process of recovery is moving very fast as more and more decisions are made about the best ways to proceed. We will provide updated information as frequently as possible both on the board at the entrance to the school and in a weekly update letter to be sent to all parents.

Thank you for your support and understanding in what is a difficult time for all of us.

Yours sincerely,

Action flow of events during Educational Visits

ACTION BY GROUP LEADER

Establish nature and extent of emergency.

Identify casualties and get medical attention to them.

Supervisor to accompany casualties to hospital (with relevant medical information).	Is the group safe and looked after?

Are all group members aware of the incident and following emergency procedures?

Rest of group supervised and kept together.

NOTIFY

Police (if necessary)	Establishment/base emergency contact	British Embassy/consulate (if abroad)

ACTION BY GROUP LEADER (depending on nature of incident)

Assess situation as it develops and decide what to do with rest of group.

Provide regular updates to establishment contact.

Ensure all of group are supported and kept informed of what's happening.

Once group in safe environment, arrange contact with home.

Record what happened as accurately as possible, record witnesses and preserve evidence.

Information Needed

What happened?
When: Date & Time?
Where: Location?
Who injured?
What are their injuries?
Names of others involved?
Action taken so far.

ACTION BY BOTH

Agree action to be taken and by who.

Ascertain telephone no's for future calls (don't rely on mobile phones).

Keep records of action taken (events, times, contacts).

Direct all media enquiries to CSF Communications (do not disclose names of those involved to media).

ACTION BY ESTABLISHEMENT CONTACT

NOTIFY

Implement establishment's emergency/critical incident plan.

Insurers – immediately if medical assistance required.

CSF Emergency Contact.

CSF Communications.

Provider/tour operator.

Parents/others who need to know.

Health and Safety Executive (if necessary).

Maintain regular contact with group leader.

Appendix A

National Assumptions

Due to the highly unpredictable nature and variable severity of future pandemics, the UK government advises that the most recent and relatively mild 2009 outbreak should not be seen as representative for future possible pandemics.[1, 2] The Department of Health strategy advises to plan for 'a range of scenarios reflecting pandemic viruses of low, moderate and high impact.[3,4] It advocates for an approach to pandemic flu planning which considers these three key underlying principles:

Precautionary – plan for an initial response that reflects the level of risk, based on information available at the time, accepting the uncertainty that will initially exist about the scale, severity or level of impact of the virus.

Proportionality – plan to be able to scale up or down in response to the emerging characteristics of the virus and its impact at the time

Flexibility – plan for the capacity to adapt to local circumstances that may be different from the overall UK picture – for instance in hotspot areas.[3]

The DH Strategy assumptions are based on a summary of scientific evidence, which advises the following predicted viral characteristics of an emerging pandemic influenza A virus[8].

- Incubation period: 1–3 days.
- Latent period: 0.5–2 days.
- Duration of infectiousness: about 5 days (from time of exposure[10]) in adults and possibly longer in children
- Basic reproduction number (R0) (the number of individuals that can be directly infected by an infectious person): 1.1–2.0.

The following table displays the likely impact pandemic influenza would have on the UK, and some of the implications for Warrington. This table is adapted from the NHS England Operational Framework[11] which illustrated the DH Strategy assumptions.

	UK 2011 National Strategy[3]	Implications for Warrington
Where will it start?	An influenza pandemic could emerge anywhere in the world, including in the UK	Need for vigilance
When will it start?	An influenza pandemic could emerge at any time of the year	Not seasonal
Stopping the spread?	It will not be possible to stop the spread of, or to eradicate, the pandemic influenza virus, either in the country of origin or in the UK, as it will spread too rapidly and too widely	Spreads fast
When will it reach the UK?	Regardless of where or when it emerges, it is likely to reach the UK very rapidly	Little time to prepare
How will it spread in the UK?	From arrival in the UK, it will probably be a further one to two weeks until sporadic cases and small clusters of disease are occurring across the country	Should be ready to respond within a week.

How long will it last?	Initially pandemic influenza activity in the UK may last 3-5 months, depending on the season.	If in summer will be followed by seasonal flu so may be dealing with flu for most of the year
What course will the pandemic follow?	Pandemic waves may be multiple and may each last 15 weeks. There may be subsequent substantial activity weeks or months apart even after the pandemic is declared over; subsequent winters are likely to see a different level of flu activity compared to pre- pandemic winters	One or two waves may occur several weeks apart.
What will the clinical attack rate be?	Studies suggest that roughly 50% of all people will display symptoms (ranging from mild to severe) but the proportion with severe symptoms will not be known in advance	Under planning assumptions, over 100,000 people will develop symptoms
How many patients will seek primary healthcare support?	Health services should prepare for up to 30% of symptomatic patients requiring assessment and treatment in usual pathways of primary care.	Over 30,000 will present to primary care for assessment and treatment.
How many patients will require hospital care?	1-4% of symptomatic patients will require hospital care, depending on how severe the illness caused by the virus is. There is likely to be increased demand for intensive care up to 25% of those hospitalised.[13]	Up to 4,000 people will present to hospital with flu symptoms or complications. Over 1,000 will require intensive care
How many deaths will there be?	Up to 2.5% of those with symptoms could die as a result of influenza if no treatment proved effective. Planners should prepare to cope with a mortality rate of up to 210–315,000 additional deaths nationally possibly over as little as 15-week period.[1]	1,000 to 1,500 extra deaths estimated over a 15 week period
Which groups (by age or other characteristic) will be affected?	All ages are likely to be affected but those with certain underlying medical conditions, children and otherwise fit younger adults could be at relatively greater risk as older people may have some residual immunity from previous exposure to a similar virus. In any influenza epidemic school children have the highest probability of being infected. In pandemic influenza age distribution profiles for fatality rates are shifted towards older children and younger adults. In 1918 a strikingly high proportion of young adults developed illness and died[12]	Transmission in schools is likely to be high.
Development of vaccine	4-6 months	Cannot depend on a vaccine for control

Appendix B

Schools Guidance

*The school team is currently undertaking further work in the development of pandemic influenza preparedness

Wider response (reference CRF)
In the event of an influenza pandemic the general government position will be to avoid or minimise school closures as much as possible. There will be a national level steer on this issue. School closures would only be taken in an influenza pandemic with a very high impact when the Government (COBRA) considers that the pandemic is severe enough to advise schools, early years and childcare settings to close. However, under some circumstances depending on the public health risk assessment, PHE may advise localised closures (individual schools or catchment areas), or the decision may be made by head teachers (and their Board of Governors where relevant) to close establishments temporarily using a precautionary approach in the early stages of an influenza pandemic to reduce the initial spread of infection.   Once the virus is more established in the country, the general policy would be that schools should not close – unless there are specific local business continuity reasons (staff shortages or particularly vulnerable children), In case of school closures, the Department for Education will advise local authorities who are responsible for ensuring that all maintained schools and settings are told of the

decision. The Department for Education will inform Independent schools, Academies and Free Schools directly. The DCLG RED team will advise SCGs of the decision.

Other issues to consider related to educational facilities are: staff capacity; staff and pupil health status; infection control measures; and communication channels.

Local Warrington Response

In Warrington there are 69 primary schools, 12 secondary schools; 1 University Technology College; 1 nursey school; 3 special schools and 1 pupil referral unit (PRU). There is also one independent special school in the area. The Local Authority will have a lead role in coordinating the response across the education system. Some schools have converted to Academy status and therefore are independent of the LA, however academies will be asked to sign-up to this plan and agree to follow the response outlined. As at 1 May 2018, 8 secondary schools, 11 primary and the PRU have converted to Academy status. The UTC and the Free School are both academies. There are also two colleges.

There is a small team of local authority advisors working with schools under the supervision of the Head of Education. The Warrington representative for primary schools is the secretary to the Warrington Association of Primary Head Teachers and there is also a named representative for Warrington Secondary Schools.

Business Continuity Plans
Each school should have their own business continuity plan or critical incident policy. These should be robust enough to refer to the assumptions highlighted in event of a pandemic influenza e.g. 50% of population will develop symptoms, rapid spread of infection and 50% staff absence over the 15 week period with 15-35% of staff off on any given day.

Key elements of business continuity plans will include identifying the critical functions that will have to continue, thresholds where staff capacity is too low to maintain schools functioning in usual way and collaborative arrangements with other local schools in the same geographical area.

It is important that these business continuity plans are shared with the Head of Education so that any areas of concern or identified gaps can be worked through with support. Training on pandemic influenza and business continuity plans for all schools could help strengthen preparedness during the inter-pandemic planning stage.

Monitoring and communication portal
During a pandemic two-way communication between the local authority and schools is important to facilitate information sharing from local authority to schools on latest guidance and advice or national steer regarding school closures. Information from schools to local authority is essential to evaluate pressure on the school systems e.g. information on staff absence and also to identify any potential outbreaks as soon as possible e.g. reporting of children or staff with influenza like symptoms.

There is an existing portal managed by the local authority 'my school services' which currently has a one way communication channel in place for primary and secondary schools. It is possible that this could be adapted to facilitate two-way communication to enable data collection from the schools about their staffing and health status of staff and children. The Head of Education at the Local Authority will explore whether this system can be adapted or will identify a reliable alternative and will consider the practicalities of establishing a two way system as part of an emergency pandemic influenza response. For the purposes of ensuring effective communication this can be made available to all schools and colleges. Key messages may also be shared using other existing news feeds and Warrington Schools and Colleges fora.

Having information channels between local authorities, schools and parents is also important to share infection control messages and basic signposting advice on accessing health services. In the event that there is a decision to vaccinate children once a vaccine becomes available then this channel could potentially be used to send information to parents. The majority of schools already have the facility to send text messages to all parents. The Head of Education will establish ways to ensure that information can be shared with parents via the school systems.

Another possible use is in the event that antiviral medications for children is recommended, parents can receive this information via the text message services outlining where they can go to get the medicine for their children.

To facilitate data collection daily on staff absence or illness and pupil absence or illness, a template could be developed on the portal so that schools can use this each day. This would facilitate analysis to identify trends and feed into the Warrington Pandemic Coordination Group. The analysis of data will likely be supported by the local authority public health intelligence team or similarly qualified staff from local authority. This will help inform the work of the Warrington Pandemic Influenza Health Social Care and Education Group.

Staff capacity and Collaborative ("Buddy") arrangements
Warrington primary and secondary schools should each have business continuity plans which identify potential measures required to limit impact of staff absence and avoid the need for school closure. Primary and secondary schools in Warrington generally operate collaborative arrangements based on local geography and admissions arrangements. Given that a pandemic can last 15 weeks there is a need for sufficient and sustainable plans that aim to limit the impact of staff absence.

Measures to consider include joining classes together and developing an 'emergency curriculum' of generic skills that can be tailored to different educational levels

Availability of non-teaching staff in schools is also essential to functioning and preventing need for closures. One potential solution to be further explored is the use of a pool of alternative similarly qualified staff. For example, Livewire leisure staff might have had all the necessary checks required to work with children and so could potentially be a substitute for non-teaching staff. They may also be able to support some sport or physical activity lessons for the pupils.

Safeguarding
Safeguarding issues and reporting mechanisms in educational settings will need to continue in event of a pandemic flu and measures should be in place to ensure that there is sufficient cover to maintain these and other listed critical services through each school's business continuity arrangements.

Decision making for school closures
The national steer for school closures will be communicated through the established networks outlined in the portal system and also wider communications strategy through the WBC Emergency coordination centre. In the early stages of a pandemic, depending on public health risk assessment, PHE may discuss with the DPH and they may make recommendations on localised closures of specific schools if deemed necessary e.g.an isolated outbreak. All decisions regarding school closures would be reviewed regularly with the latest available information. PHE will provide advice to schools in the form of a recommendation to the head teacher, but ultimately it is the Chair of the Governing Body decision to close a school. The Head of Education in Local Authority will coordinate information between schools and the Warrington Pandemic Coordination Group

Representation

The WBC Head of Education will sit on the Warrington Pandemic Influenza Health Social Care and Education group and will report back through the existing mechanisms to the primary and secondary schools representative who will use the existing channels to feed on any important issues. The Head of Education will also bring forward any issues identified by the representatives or issues identified through the portal system.

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