

Critical Incident Policy



St. Andrew's
Church of England Primary School

ENRICHING LIVES

Our Vision.....

We believe that every person in our school community should flourish and broaden their horizons. Therefore, it is the element of 'enrichment' that defines our school; we are a church school that endeavours to provide the widest of opportunities for all.

Within our caring and nurturing environment and guided by our shared Christian values, we aim to ensure that all voices in our school family can be heard and all are engaged in learning that develops and challenges them, excites their imagination and provides an opportunity to achieve their full potential.

We see everyone and everything as valued in the eyes of God and recognise that all the members of our family are individuals as we work together towards a society of mutual respect, compassion and justice.

Even the smallest person can change the course of the future."

..... JRR Tolkien

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1 Introduction

What is Business Continuity?

Business Continuity is a management process that provides a framework to ensure the resilience of your organisation, in this case a school, in the event of an incident or business disruption. It ensures the continuation of services while protecting your reputation – a failure to deliver services could potentially put vulnerable children at risk.

Business Continuity Plans need to be clear, concise and tailored to the needs of the organisation – no 'one size fits all' solution exists. The causes of service disruptions that may have a significant impact include:

- Loss of premises
- IT failure
- Loss of utility supply (e.g. electricity, gas, water)
- Loss of personnel
- Loss of telecommunications
- Loss of supplier

In its most basic form Business Continuity involves the following steps:

- Conducting a Business Impact Analysis (BIA) for each service / function
- Writing Business Continuity Plans based on the information within the BIA's
- Training staff on relevant business continuity plans
- Exercising business continuity plans
- Reviewing Business Continuity Plans on an annual basis

Business Impact Analysis

The purpose of the Business Impact Analysis (BIA) is to address the following areas in detail:

- Clearly define business processes for each key service ie what is provided to whom,
- How, when, where and why;
- Identify the range of different impacts – on all stakeholders – of not providing the service;
- Determine the extend, or severity of each impact;
- Understand how these impacts change as the length of disruption increases;

- Determine how quickly the services needs to be re-instated;
- Determine the minimum acceptable levels to which the service must be reinstated (this level may change overtime ie 50% restored in 24 hours, 100% in 7days); and
- Quantify the resources that will be required to enable the service to be reinstated within the timescales to the service level specified.

Identifying the risk of each possible interruption will help to prioritise which contingency arrangements need to be dealt with as a matter of urgency. Critical services are those whose loss would have the greatest impact in the shortest time.

Business Continuity Plan

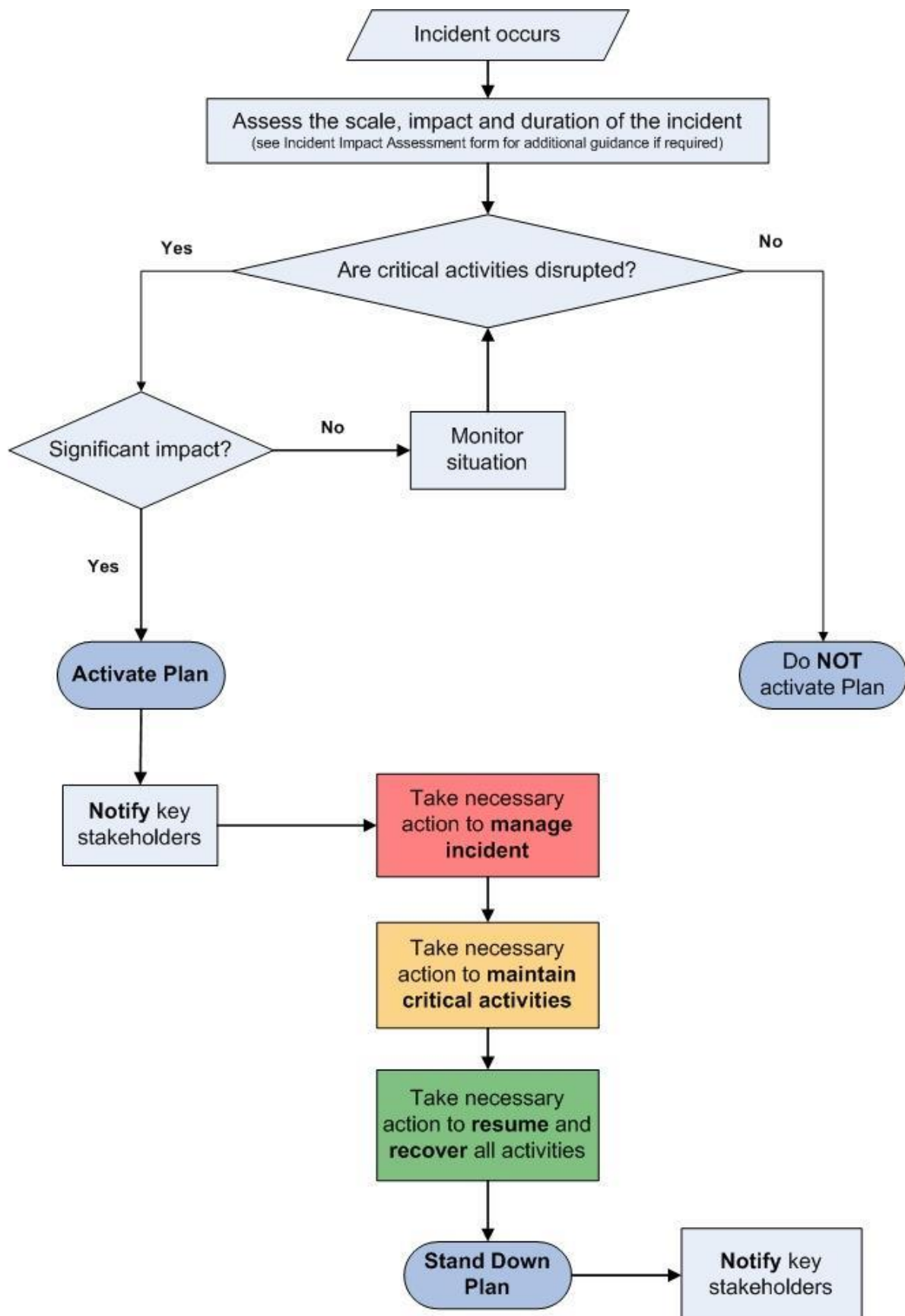
A Business Continuity Plan is simply the documentation of agreed procedures and information that is developed, and maintained in readiness for use in an incident or service disruption to enable a service or organisation to continue delivering its critical activities. It is important to note that the plan should be accessible given a range of scenarios and stored both in hard copy and electronically, with at least one copy held off site for added resilience.

The plan should detail the following:

- Formalising an incident response structure (who will manage the incident and how)
- Implementing appropriate measures to reduce the likelihood or impact of a disruption
- Identifying any single points of failure
- The recovery of critical services
- Contingency arrangements / back up procedures (e.g. paper-based systems, alternative premises)
- Longer term recovery issues (such as the restoration of services not deemed critical).

Contact Details	
Name of School	St Andrew's C.E. Primary School
Name of Headteacher	Mr John Whalley
Name of Deputy Headteacher	Mrs Kate Martin
Name of Assistant Headteacher	Mrs Jayne Leeson
Name of School Finance Manager	Miss Sam Maher
Name of School Office Manager	Mrs Eleanor Allan
Name of Caretaker	Mr Matt Peacock
Name of Chair of Governors	Mr John Powe
Contact Number	01526 352705
Contact email	enquiries@st-andrews-woodhall.lincs.sch.uk

2. Activation



3. Incident Management Phase

- Protect the safety and welfare of staff, visitors and the public
- 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

	Action	Details	Responsibility	Actioned
1	Initial assessment	Survey the incident scene and disseminate information.		
2	Call the emergency services (as appropriate)	Provide as much information about the incident as possible.		
3	• Evacuate the school building if necessary. • Ascertain whether pupils should remain within the school grounds at a relative place of safety indoors. • If it is safe, consider the recovery of vital assets to sustain critical school activities. • Inform relevant stakeholders of site evacuation.	• Use standard fire evacuation procedures. • Consider staff members and pupils with special needs and/or disabilities. • If remaining within the school grounds, ensure that the assembly point is safe • Take advice from emergency services as appropriate.		
4	Ensure that all pupils, staff members and school visitors report to the identified assembly point.	• The normal assembly point is on the playground • The alternative assembly point is Petwood Hotel		

5	Check that all pupils, staff members and visitors have been evacuated. • Consider the safety of all pupils, staff members and visitors as a priority.	Undertake a roll call using the pupil attendance register, staff lists and the visitors signing in book.		
6	Ensure that the emergency service vehicles have access to the incident site.	Ensure any required actions are safe by undertaking a risk assessment		
7	Establish a contact point for all supporting personnel.	Consider the availability of staff members and who may be best placed to communicate information.		
8	Ensure a log of key decisions/actions is started and maintained throughout the incident.	Use the template in the appendix.		
9	Where appropriate, record names and details of any staff members or visitors who may have been injured or affected by the incident.	This information should be held securely as it may be required by emergency services or other agencies either during or following the incident		
10	- Assess the impact of the incident. - Identify and agree next steps			
11	Log details of all items lost by pupils, staff members and visitors as a result of the incident, if appropriate	See attached key contacts list		
12	Consider the involvement of other teams, services or organisations that may be required to support the management of the incident			

13	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 to ensure that the impact of the disruption is minimised. - Consider the school's legal duty to provide free school meals and how this will be facilitated.		
14	Ensure staff members are kept informed about what is required of them.			
15	Ensure parents and pupils are kept informed as appropriate to the circumstances of the incident.	- Consider communication strategies and additional support for pupils with special needs. - Agree arrangements for parents collecting pupils at an appropriate time/liaison with SEN transport - Consider the notification of pupils not currently in school.		
16	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Governors will be regularly appraised of the situation via e-mail where possible or text service		
17	Consider the wider notification process and the key messages to communicate.	Local radios may be useful in broadcasting key messages.		
18	Communicate the interim arrangements for delivery of critical school activities.	Ensure all stakeholders are kept informed of any contingency arrangements by e-mail or text service		

19	Log all expenditure incurred as a result of the incident	Record all incident -related costs incurred in the attached financial expenditure log.		
20	Seek specific advice/inform your insurance company	Insurance policy details can be found via RPA.		
21	Ensure recording process is in place for staff members and pupils leaving the site.	Ensure the safety of staff members and pupils before they leave site and identify suitable support and risk control measures.		

Continuity Phase

- To ensure that 'critical activities' are resumed as quickly as possible and/or continue to be delivered during the disruption
- To activate one or more of your business continuity strategies to enable alternative ways of working
- To make best use of potentially limited resources by suspending 'non critical' activities

1	Take time to understand and evaluate the impact of the incident on 'business as usual' activities by communicating with key stakeholders to gather information.	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	Plan how critical activities will be maintained utilising pre-identified or new business continuity strategies	• Consider: • Immediate and ongoing priorities • Communication strategies • Resource availability • Deployment of resources • Roles and responsibilities • Finance • Monitoring the situation • Reporting • Stakeholder engagement • Any welfare issues • Planning the recovery of non critical activities		

3	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 facilitate the recovery of critical activities. This may require the involvement of external partners.		
4	Evaluate the impact of the incident	Take time to understand the impact of the incident on the normal operations of the school.		
5	Log all decisions and actions, including what you decide not to do and include your decision making rationale	See the attached activity log.		
6	Log all financial expenditure incurred.	See the attached financial expenditure log.		
7	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and the availability of staff members.		
8	Secure resources to enable critical activities to continue or be recovered.	• Emergency 'grab' box to be available in each school office • Cloud systems (Finance/MIS so could be accessed off site) • Offsite backup so can be reinstalled		
9	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders		

5. Recovery Phase

- To return to 'business as usual' as quickly as possible
- To ensure any non critical activities suspended as part of your business continuity response are recovered within appropriate timescales
- Where the impact of the incident is prolonged, normal operations may need to be delivered under new circumstances e.g. from a different building on a longer term basis.

	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.		
	Respond to any ongoing and long-term support needs of staff members and pupils.	Depending on the nature of the incident, the disaster management team may need to consider the use of counselling services.		
	Once recovery actions are complete, communicate the return to normal school operations.	Ensure all staff members are aware that the business continuity plan is no longer in effect via briefing.		
	Debrief staff members (possibly with pupils) about the incident.			
	Complete a report to document opportunities for improvement and any lessons identified.	• The incident report should be reviewed by all members of the disaster management team. • Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.		

	Review this continuity plan in light of lessons learnt from the incident and the response to it.	• Implement recommendations for improvement and update this plan. • Ensure any revised versions of the plan are read by all members of the business continuity team.		
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Appendices

A	Activity log
B	Financial Expenditure Log
C	Impact Assessment Form
D	Lost Property Form
E	Business Continuity Strategies
F	Risk Register
G	Action Cards

A: Activity Log

Completed By		Date		Sheet Number	
Incident					
Time	Log Detail				

B: Financial Expenditure

Completed By		Date		Sheet Number	
Incident					
Details				Transaction Method	Cost

C: Impact Assessment Form

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?						
Are there any staff or pupil casualties or fatalities?						
Have the Emergency Services been called?						
Is the incident currently affecting School activities? If so, where?						
What is the estimated duration of the incident?						
What is the actual or potential loss of workforce?	Over 50%		20%-50%		Under 20%	
Has access to the whole site been denied?						
Which areas have been destroyed, damaged or made unusable?						

Is there evidence of structural damage?	
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable?	
If so, which staff are affected by the ICT disruption?	
Have any utilities been affected?	
Is there media interest in the incident?	
Does the incident have the potential to damage the School's reputation?	
Other information?	

D: Lost Property Form

Impact Assessment Form			
Completed By		Incident	
Date		Time	

[illegible]

E: Business Continuity Strategies

1. Tactical Options to Mitigate Against a loss of Premises

Tactical Options to Mitigate Against a loss of Premises	
Identification of alternative locations designated as the agreed 'work area recovery site'. You will need to consider transport requirements and accessibility for these identified premises. You may need to have multiple places agreed for your work area recovery if you have large premises and these different options will need to be documented. You may find it helpful to categorise available sites according to the following: • 'cold' sites - has no equipment/furniture/computer systems set up but can be re-fitted in the event it is needed. This obviously means it takes longer to make 'fit for purpose' following an incident. • 'warm' sites - usually these sites will have hardware and connectivity already established though may take some time to be fit for purpose. • 'hot' sites - is essentially a duplicate of the original site, with full computer systems as well as near complete back-up of user data, but may not match the capacity of the original site.	
Creating an emergency 'grab bag' that contains essential information and equipment needed for both incident management and business continuity, and should be stored in a secure place on and off site. The contents of the bag should be the responsibility of a named person and should be regularly checked and updated.	
Mutual support agreements with schools where there is capacity for schools to accommodate each other in the event of an incident.	
Virtual learning environment opportunities	
Localising the incident, e.g. isolating the problem and utilising different sites or areas within the school premises portfolio	
Off site activities e.g. physical activities, school trips	

2. Tactical Options to Mitigate Against a loss of Critical ICT Systems

Tactical Options to Mitigate Against a loss of Critical ICT Systems	
Flexible lesson plans	
Use of a secure external network, virtualised network or secure cloud that can be accessed via the internet to allow extra back up and protection for your files	
Manual workarounds: ensure there is a record of where pre-printed forms etc are stored and that there are procedure guides to inform their use where necessary	
Access systems via the internet outside of your network for secure, cloud based applications.	
Ensure that anyone who requires ICT to undertake critical activities has the Ability to work at home where possible and appropriate. Ensure that critical equipment is taken home where practical and possible and consider procuring mobile equipment for these users	
Using different ways of working. This could include: changing work patterns, suspending 'non critical' activities to focus on your priorities and assist the recovery of critical systems in the first instance with a phased approach for all other ICT 'non critical' activities.	

3. Tactical Options to Mitigate Against a Loss of Staff or Skills

Use of temporary staff (teaching/non teaching)	
Multi-skilling/cross training to ensure staff can undertake different roles and responsibilities. This could involve identifying deputies /job shadowing/staff undertaking temporary additional duties	
Using different ways of working to allow for a reduced workforce. This could include: Use of pre-prepared educational materials that allow for independent learning Team activities and sports to accommodate larger numbers of pupils at once Larger class sizes (subject to relevant ratios) Virtual learning environment opportunities	
Suspending 'non-critical' activities to focus on your priorities	
Using mutual support agreements with other schools to focus on your priorities	
Ensuring that the business continuity aspects of staff management are considered in all management arrangements, e.g. managing attendance, job descriptions, contractual requirements etc.	

4. Tactical Options to Mitigate Against a Loss of A Key Supplier, Third Party or Partner Agency

Pre-identified alternative suppliers	
Ensuring all external providers have a Business Continuity Plan in place and you understand the impact to their plan on the delivery of your critical activities in the event of an incident	
Insurance cover	
Using mutual support agreements with other schools	
Using alternative ways of working to mitigate the loss, e.g. suspending activities	

F: Risk Register

Governance: Gov Committee – Full Governing Body/Link Governor – Chair of Governors/ Link Member of Staff – Headteacher

Governance - Primary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R				Control Measures	Resp.	Current Risk level S x L = R				Further Mitigation / Progress
There is the risk that school's financial performance does not support the school strategic plan (SSP) and the annual implementation plan (AIP)	- Ineffective budget calculation (SRP) - Over commitment of funding - Inaccurate growth predictions (declining enrolments) - Fund raising activities don't meet target / expectations - Theft / loss / fraud - SSP and AIP goals, targets and key improvement strategies cannot be delivered - Educational outcomes not met - Reputation damage	5	4	20		- Compliance to relevant Guidelines and Regulations - Compliance to operational procedures - Operational audits - Regular monitoring review of finance procedures by Chair of Resource Committee - Managerial / supervisor oversight, monitoring, and review of tasks - in schools by Headteacher and School Business Manager		4	2	8		Reduce the Risk 
Governors lack relevant skills, organizational structures or terms of reference	- Board fails to meet its purpose. - Lack of information flow and poor decision making. - Uncertainty as to roles and duties. - Decisions made at inappropriate level. - Excessive bureaucracy. - Inadequate information resulting in ill-informed decision-making. - Governors become unable to fulfil their monitoring and control functions. - Governors become remote and ill-informed. - Confusion and lack of strategic direction - Ambiguity of decisions. - Confusion. - Breakdown of trust.	4	4	16		- Development of a Governors' Skills Matrix - Composition of Board designed to ensure relevant skills. - Robust Governor recruitment and induction. - Terms of reference issued for all committees. - Strong Chair and Committee chairs - All Board and sub-Committee papers are circulated to all Governors and include detailed written reports by the Headteacher, Deputy Headteacher and SBM. - Governors receive regular briefings from staff governors - Some Governors have specific roles taking a particular responsibility in, for instance, child protection, property, Health and Safety and pastoral aspects - Decisions and actions are included and a consolidated list is provided for Board meetings. - Clear chain of command is in place from Chair to Head		3	1	3		Reduce the Risk 

Governance - Secondary

Lack of vision or strategic and operational direction	- The School drifts with no clear objectives, priorities or plans. - Issues are addressed piecemeal with no strategic reference. - Financial difficulties. - Loss of reputation. - Shortfall in pupil numbers. - Charitable objectives are not met. - The sustainability of the School is in jeopardy	5	4	20		- The school produces an annual school development and improvement plan based on a long term strategic overview 5 year financial forecasts are regularly reviewed. - Clear annual objectives for the School. - The School has a 5 year Development Plan. 5 year financial forecasts are regularly reviewed. - Regular Budget Meeting.		4	1	4		Reduce the Risk 
Poor relationship between Governing Body and School and Conflict of Interest	- Breakdown in trust and understanding. - All parties become unreceptive to advice. - Strategic tension and lack of a shared mission. - Decisions might not be based on relevant considerations. - Private benefit. - Board cannot operate effectively. - Culture of secrecy or deference. - Arbitrary over-riding of control mechanisms. - Lowering of morale and motivation.	5	3	15		- Regular schedule of Governors' Meetings. - Good working relationship between Governors, Head and School Business Manager. - School Business Manager attends relevant Governors' Meetings - Systems are in place to minimise conflict of interest - Clear terms of reference are issued to Governors. - All Governors have equal voting rights. - Governors' meetings have a culture of frankness and transparency.		4	1	4		Reduce the Risk 

External: Gov Committee – RSW Committee/**Link Governor –**

/ Link Member of Staff – Finance Manager & Headteacher

External – Primary – N/A

External - Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R				Control Measures	Responsibility	Current Risk level S x L = R				Further Mitigation / Progress
Significant rises in inflation & utility prices impacting on schools day to day running	- Disruption to operations. - Failure to purchase necessary goods and materials - Potential rise in staffing costs	4	3	12		- Supplier checks completed and reviewed regularly - Ensure that best value principles are maintained - Use contingency fund where possible - Budget according to possible rises in inflation - Reduction in controlled expenditure costs		3	1	3		Reduce the Risk 
Failure of contractors to provide goods or services	- Disruption to operations. - Breach of contract disputes.	4	3	12		- Financial Regulations. - Robust contracts are in place. - Supplier checks completed and reviewed regularly - Good communications are maintained with contractors. - Stocks of key goods are maintained. - Contingency plans in place for alternate contractors		3	1	3		Reduce the Risk 
Undesirable people on site	Potential of theft and assault.	5	3	15		- All staff and pupils are aware of the risk and report potential intruders. - Restricted access to school grounds - Security policy in place. - All visitors are required to sign in and are given an identity badge.		5	1	5		Reduce the Risk 

Regulatory: Gov Committee – RSW Committee/**Link Governor –**

/ Link Member of Staff - Headteacher

Regulatory – Primary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R			Control Measures	Responsibility	Current Risk level S x L = R			Further Mitigation / Progress
Breach of legislation and regulations (inc Health and Safety)	• Failure to employ appropriate HS principles and practices • Failure to use PPE • Disregard / breach of policy and/or procedures • Accident or misadventure e.g. infectious disease outbreak, electrocution (faulty equipment), chemical spill, gas leak etc. • Exposure to asbestos • Death, injury or disability • Workers Compensation / Public Liability claim • Cost implications (time and money for investigations / reporting / rehabilitation) • Possible litigation • Disruption to learning programs • Stress event requiring professional help • Inquest / Coroner's Inquiry • Reputation damage to the school • Litigation, fines, penalties or censure. • Employee, parent or pupil action for negligence. • Litigation.	5	3	15	• Implementation of appropriate H&S Management System • Communication and Consultation with contractors to include: • Policy and Planning • OHS Risk Management • Contractor Management • Hazard Management • Purchasing • First Aid and Infection Control • Induction and Training • Document Management • Evaluation • Incident and Hazard Reporting System HSE • H&S Advisory Service for support • RPA Service • Key legal and regulatory requirements are identified by audits, school inspections, Human Resources, Governors and SLT. • Responsibility is allocated for key compliance procedures. • Compliance monitor and reporting is in place. • Comprehensive insurance is in place to cover as many eventualities as possible.		4	2	8	Reduce the Risk 

Regulatory - Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R			Control Measures	Responsibility	Current Risk level S x L = R			Further Mitigation / Progress
Breach of GDPR and information loss	- Inadequate information security systems / guards / classifications - Unethical (unlawful) behaviour by staff member / contractor - Aggrieved staff member or contractor - Accidental release / failure to safeguard / appropriately destroy / deal with records - Lack of accessibility and/or ease of accessibility to records (information) - Litigation for breach of copyright / privacy - Potential consequences under Archives Act - Cost involved in restoration of records - Possible impact on student learning or student / staff well being - Possible civil action (aggrieved party - student, teacher, parent) - Reputation damage for the school, the Department and the Government	5	3	15	- Compliance to ICT Security Policy - Electronic records back up stored in secure drive / area - Log in / password protocols - Anti-virus software - Paper records stored in secure area - Disposal of records policy and procedures - Records transferred to archives as much as possible - System access controls - Firewall and audit trails - Data security information linked to GDPR guidance shared with all staff		4	1	4	Reduce the Risk 

Management: Gov Committee – RSW Committee / **Link Governor –**

/ Link Member of Staff - Headteacher

Management – Primary – N/A

Management - Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R			Control Measures	Responsibility	Current Risk level S x L = R			Further Mitigation / Progress
SLT members lack relevant skills/ inadequate performance & poor communication	- The planning process is not comprehensive or robust. - Key objectives are not met. - Lack of information flow and poor decision making. - Uncertainty as to roles and duties. - Decisions made at inappropriate level. - Excessive bureaucracy. - Ambiguity of decisions. - Confusion. - Breakdown of trust.	4	4	16	- Composition of SLT is designed to ensure appropriate breadth of expertise. - The Head regularly reviews the skills necessary of the team. - Performance of SLT and other key individuals is monitored by Head and Governors as appropriate. - On-going review of teaching and support staff roles, responsibilities and reporting structure. - Organisational structure monitored by GB - Clear leadership shown at SLT meetings. - Minutes are taken of all SLT meetings		3	1	3	Reduce the Risk 
Failure to follow appropriate safeguarding procedures	- Harm to a pupil. - Major impact on School's reputation. - Recruitment and retention issues. * Litigation.	5	4	20	- Comprehensive Child Protection policy and procedures are in place. - School follows safer recruitment procedures. - All staff are given regular child protection briefings. - Every child protection issue is followed up diligently with legal advice as required - Monitoring by Governors at all meetings. .		4	1	3	Reduce the Risk 

Curriculum: Gov Committee – RSW Committee / **Link Governor –**

/ Link Member of Staff - Headteacher

Curriculum - Primary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R			Control Measures	Responsibility	Current Risk level S x L = R			Further Mitigation / Progress
Ineffective planning of school activities	- Death, injury or disability - Workers Compensation / Public Liability claim - Cost implications (time and money for investigations / reporting / rehabilitation) - Possible litigation - Disruption to learning programs - Stress event requiring professional help - Inquest / Coroner's Inquiry - Reputation damage to the school	5	4	20	- School has adopted and applied policy and procedures to identify, assess, evaluate, treat, monitor, review and report risks for the duration of the activity - Appointment of lead teacher as decision maker and point of contact between students, teachers, principal and parents for the duration of the activity - The lead teacher will ensure that all excursion considerations and planning and approval procedures are met and adhered to particularly requirements for any - Relevant medical information (allergies etc.) and emergency contact details obtained for each student and shared with appropriate people - Where safety equipment is provided / required it is to be worn / used - Activate a communication plan for emergency situations - Appropriate risk assessments sought from all 3 party providers		4	2	8	Reduce the Risk 

Curriculum - Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R				Control Measures	Responsibility	Current Risk level S x L = R				Further Mitigation / Progress
Poor student wellbeing	- Best outcomes for students not achieved - Students do not reach competent numeracy and literacy levels - Reputation damage to the school, the Department and the Government - Criticism from school community - Decreasing enrolments (further impacting funding and creating cyclic issues)	4	4	16		- School Development and Improvement Plan - Review student wellbeing arrangements to ensure each student is 'known and valued' by a significant adult at school. - Provide ongoing PD for staff identified as the 'significant teachers,' to support them in their pastoral responsibilities - Promote and publicise excellence in debating, sport, drama, competitions etc. through the school newsletter and assemblies - Regular school leadership team meetings to monitor and review progress - wellbeing and safety - within school grounds risk, wellbeing and safety - outside school grounds risk and emergency response risk		3	2	6		Reduce the Risk 

Education needs of children not met.	• Pupils perform poorly academically • Litigation. • Poor performance in league tables. • Failure to achieve improved learning outcomes • Failure to demonstrate sustained improvement in student engagement and wellbeing • Fail to improve pathways and transitions • Poor student attendance • Reputation damage to the school • Effect on School's reputation. • Loss of potential and existing pupils. • Failure to achieve targeted expected results • Reputation damage to the school • Criticism from school community • Decreasing enrolments (further impacting funding and creating cyclic issues) • Low staff morale & High staff turnover	4	4	16		• .School Development and Improvement Plan • Targeted programs • Professional development • Parenting Strategy • School improvement networks • School Development and Improvement Plan • Curriculum review and ongoing development • Review and standardise pedagogical practices • Courses to raise leadership skills and abilities within the school • Ongoing tracking of student performance • Strengthen classroom practices across the school through strategic use of the most skilled staff • Promotion of school as a desirable place to work • Scarce human, facility and finance resources applied in the most effective manner • Ongoing involvement by school community	3	1	3		Reduce the Risk 
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Environmental: Gov Committee – RSW Committee/Link Governor –

/ Link Member of Staff - Headteacher

Environmental – Primary – N/A

Environmental – Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R				Control Measures	Responsibility	Current Risk level S x L = R				Further Mitigation / Progress
Risk of injury to staff, students, or visitors within school grounds / surrounds	- Injury sustained as a result of Community use of school facility afterhours (sports injury) - Pedestrian / traffic accident on school grounds associated with set down / pick up of students - Allergic reaction arising from insect bite / sting / food product / chemical contact (anaphylaxis)	4	3	12		- First Aid Policy - First Aid Training - Medical risk assessments in place for individuals - Pedestrian access onto and off playground		3	2	6		Reduce the Risk 
Risk of aggression towards staff, students, or visitors within school grounds / surrounds	- Lack of supervision or appropriate / adequate supervision (staff ratios) - Student violence towards student / staff - Staff violence towards student / staff - Parent / visitor violence towards staff / student - Recklessness / criminal act including sexual assault, drug use / abuse on school grounds e.g. prescription and illegal drugs, alcohol - Unauthorised person(s) on school grounds e.g. non-custodial family member	4	3	12		- School Behaviour Policy - Safeguarding Policy and procedures - Positive Handling Training - Individual Risk Assessments for individuals - Modified procedures when appropriate		3	2	6		Reduce the Risk 
Changes to waste management and other environ. regulations	- Breach of statutory requirements. - Pollution or health issues.	4	3	12		- H&S consultants used to monitor and advise - Third Party approved contractors		3	1	3		Reduce the Risk 

Financial: Gov Committee – RSW Committee/**Link Governor –**

/ Link Member of Staff – Finance Manager

Financial – Primary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R				Control Measures	Responsibility	Current Risk level S x L = R				Further Mitigation / Progress
Loss of financial data and financial records in the event of catastrophic event or significant data breach	- School is unaware of potential or forthcoming financial crises. - Complete miscalculation of free cash available resulting in inability to fund salaries and bills. - School unable to purchase goods and resources - School unable to process financial data	5	5	25		- Current electronic financial system backed up regularly. - regular audit by Responsible Office and External Auditors - Data Protection Officer appointed		4	1	4		Reduce the Risk 
Statutory returns on Pensions, HMRC, ESFA, Dfe and Companies House are not completed on time	- School is unaware of potential or forthcoming financial crises. - Complete miscalculation of free cash available resulting in inability to fund salaries and bills.	4	4	16		- Auditors carry out checks as part of audit - Resource Committee receive regular updates from School Business Manager of compliance with statutory returns. - Triannual update reports produced by SBM		3	2	6		Reduce the Risk 
Insufficient funding to cover expenses of school	- Insufficient funding to cover day to day running costs of the school - Insufficient funding to meet recommended pay rises	4	5	20		- Auditors carry out checks as part of audit - Resource Committee receive regular updates from School Business Manager of compliance with statutory returns. - Review staffing to ensure school effectiveness and efficiencies - Increase charges for provision where possible to ensure financial viability		4	3	12		Reduce the Risk 

Financial - Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R			Control Measures	Responsibility	Current Risk level S x L = R			Further Mitigation / Progress
Inadequate financial planning, forecasting and controls	- School is unaware of potential or forthcoming financial crises. - Cashflow difficulties. - Complete miscalculation of free cash available resulting in inability to fund salaries and bills. - School is unaware of potential or forthcoming financial crises. - Uncontrolled expenditure. - Fraud. - Loss of fee income. - Unsustainable levels of debts for parents. - Adverse PR. - Expulsion of pupils. - Cashflow difficulties. - School does not take into account fall/rise in pupil number	5	4	20	- Detailed management accounts and 5- year financial forecasts in place. - Forecasts considered by Resource Committee and Full Board at each meeting. - Interim and Final external audit, annually. Points raised acted upon 5 year financial forecasts are regularly reviewed. - Adhering to the Group Reserves policy - Monitored by Resource Committee, and auditors. - Auditors' management letter acted upon by School and monitored by [Audit/Finance Committee]. - Responsible Officer/Internal Audit carried out and points raised acted upon - School insured against fraud. - Strict debtors' policy in place. - Constant monitoring takes place. - Each case is handled personally. - All debts vigorously pursued. - Write-offs are a last resort		4	1	4	Reduce the Risk 

Inadequate insurance cover	Losses not adequately covered.	4	5	20		Insurance policy reviewed annually with independent broker.		3	1	3		Reduce the Risk ➡
Inadequate payroll process	- Incorrect salary payments. - Incorrect tax or NI deductions. * Fraud.	5	4	20		- Internal checks and external audits undertaken. - Financial Regulations.		4	1	4		Reduce the Risk ➡

Personnel: Gov Committee – RSW Committee/**Link Governor –**

/ Link Member of Staff -

Personnel – Primary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R				Control Measures	Responsibility	Current Risk level S x L = R				Further Mitigation / Progress
Notice period of staff insufficient in key roles	- Loss of professional expertise - Insufficient cover for full duties to be carried out - Additional duties having to be covered by existing staff - Insufficient handover period resulting in reduced efficiencies	4	4	16		- Identify key roles - Increase notice periods where appropriate - Update contracts with agreement - Document complex key responsibilities		4	2	9		Reduce the Risk 

Personnel – Secondary

Risk Title & Description	Potential Risk	Initial Risk level S x L = R			Control Measures	Responsibility	Current Risk level S x L = R			Further Mitigation / Progress
Ineffective & unsafe recruitment of key personnel	- Recruitment of undesirable personnel. - Child protection issue. - Poor staff effectiveness. - Uncertainty by staff and managers regarding responsibilities. - Breach of employment legislation and of School employment policies. - Inability to fulfil function of particular role. - Loss of expertise. - Low staff morale - Decreasing enrolments - Failure to achieve targeted (school / state / national) numeracy and literacy levels - Reputation damage for the school, the Department and the Government - Failure to achieve outcomes in SDIP - Low staff morale and high turnover - Decreasing enrolments (further impacting funding and creating cyclic issues) - Delay or failure to implement Department priorities/policy - Reputation damage to the school, the Department and the Government - Inability to appoint key personnel eg MSA	5	4	20	- School rigorously follows all applicable legislation and guidance. - Ensure office staff are trained and updated on current pre-employment check requirements - Comprehensive contracts, job descriptions and policies are in place and regularly reviewed. * External HR advice. - Wherever possible, roles have some overlap. - Wherever possible, knowledge is documented. - Consider private healthcare for key personnel. - Use of Teachers Professional Leave program (TPL) to employ Casual Relief Teachers (CRT) - Promotion of school as a desirable place to work e.g. market work life balance - Ongoing dialogue with Regional Office - Recognition there is a limit to the pool due to geographical location - Human Resources policies and strategies - PDP processes and professional development - Induct new teachers and provide professional learning - Well-being and Medical Support offered to all staff via Staff Absence Insurance Policy		4	1	4	Reduce the risk 

Poor staff morale and wellbeing with discrimination and bullying	• Poor staff effectiveness. • Growing and spreading disaffection. • Increased absence. • Breach of DDA owing to not making reasonable adjustments. • Litigation. • Lowered morale and disaffection of staff member concerned	4	4	16		• Good working conditions are in place. • Regular personnel reports to Governing Body • Regular and comprehensive staff meetings. • Staff issues are addressed. • Disability and equal opportunities' policies are in place. • Staff are encouraged to report incidents to line managers. • Disability Policy is in place. • Where necessary, advice of occupational therapists and trades unions is sought.		3	1	3		Reduce the Risk 
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Guidance Notes

SEVERITY	5	5	10	15	20	25
	4	4	8	12	16	20
	3	3	6	9	12	15
	2	2	4	6	8	10
	1	1	2	3	4	5
		1	2	3	4	5
	LIKELIHOOD					

Impact	
5 – Extreme	Service interrupted for significant time Severe impact on finances Major adverse publicity not avoidable (national media) Major litigation expected Resignation of senior management and board Loss of beneficiary confidence
4 - Major	Service disrupted Major Impact on finances Adverse publicity not avoidable (local media) Complaint probable Litigation Probable
3 - Moderate	Some service disruption Some impact on finances Potential for adverse publicity (avoidable with careful handling) Complaint probable Litigation Probable
2 – Minor	Slight impact on service or finances Slight impact on reputation Complaint possible Litigation possible
1 - Insignificant	No impact on service or finances No impact on reputation Complaint unlikely Litigation risk remote

Likelihood	
5 – Highly Probable	Expected to occur frequently and in most circumstances
4 – Probable	Expected to occur in many circumstances
3 – Possible	Expected to occur in some circumstances
2 - Unlikely	Expected to occur in a few circumstances
1 - Remote	May only occur in exceptional circumstances

1–4 LOW	5–9 MEDIUM	10–15 HIGH	16–25 VERY HIGH
Continue with existing controls. However, monitor for changes. Implement any additional control measures required within the timescales given in the risk assessment.	Requires attention to reduce the rating as well as regular ongoing monitoring. Implement any additional control measures required within the timescales given in the risk assessment.	Requires immediate attention to bring the risk down to an acceptable level. Implement the control measures required within the timescales given in the risk assessment. Continue to review working practices to reduce the probability of an accident to the lowest possible level.	Stop immediately – the risk is too high. Take immediate action to reduce the risk to the lowest level possible.

Once identified and assessed; risks will be considered by the Governors, assisted by input from the SLT, according to priority. The Governors will decide how each risk should be dealt with, as follows:

Mitigating the Risk Further	
Reduce the Risk	Establish controls to reduce either the impact or the likelihood of the risk
Avoid the Risk	Do not carry out the activity
Transfer the Risk	Insure or outsource the activity
Accept the risk	If a risk cannot be reduced avoided or transferred, then accept the risk, but prepare for the impact

Under ‘Monitoring and Trend’, the arrows indicate whether there is a change from the previous year.

	serious increase in risk
	increasing risk
	little change in the risk
	reduction in the risk
	considerable reduction in risk

Appendix G: Action Cards

The Action Cards give responsibilities for specified staff in the event of a critical incident

- (a) away from the school
- (b) in the school environs

These should be used in the event of a major incident and be carried by staff on school visits.

Owing to the nature of school life, which includes the absence of staff on courses, at meetings etc. the following staff order should be followed.

Incidents in school (Action Card 1)

Adult 1	(INFORM)	(1) Headteacher, (2) Deputy Headteacher, (3) SBM
Adult 2	(SAVE)	First Aiders
Adult 3	(CARE)	Deputy Headteacher/Assistant Headteacher
Adult 4	(ASSIST)	Assistant School Administrator/ SENCO

Teaching Assistants and Classteachers to remain with classes

On Trips (Action Card 2)

Adult 1	(INFORMS)	Group Leader
Adult 2	(SAVES)	Nominated adult (to be shown on risk assessment)
Adult 3	(CARE)	Nominated adult (to be shown on risk assessment)

See Action Card 3 for Senior Staff who hear of major incident out of school.

Critical Response Planning Team

In the event of an incident it will be necessary to name a planning team to guide operations and carry out specific tasks. At St. Andrew's C of E Primary School, in the immediate aftermath of an incident, this team would consist of all/any of the following:

1. The Headteacher
2. Deputy/Assistant Headteachers
3. Chair of Governors
4. Vice Chair of Governors
5. School Administrator
6. LEA Representative
7. Emergency (LEA) Planning Officer
8. Member of the police/fire service if appropriate

1. In the event that the school buildings cannot be used and evacuation is necessary staff will escort pupils to the Petwood Hotel as the largest available building. Agreement has been reached with the staff to make their facilities available in such an emergency.

2. No adult should speak to the press/media under any circumstances without the express permission of the adult in charge of the school at the time e.g. the Headteacher/Assistant Headteacher.
3. A clear and concise record of actions taken **MUST** be kept by those involved (Action Sheet).
4. Although mobile phones can be a good method of communication in some situations in the early stages to secure assistance, they are **NOT** secure and should **NOT** be used to relay information about casualties.
5. Media requests for information should be directed to the Chair of Governors. Any other statements should first be checked with Lincolnshire County Council Public Relations Officer and with the emergency staff at the scene. One person only should be nominated to talk to the media.

In the event of a fire or incident involving evacuation the same routine should be followed as that during standard fire practices. Pupils should exit and go to the nearest safe assembly point. In most cases:

1. All classes would assemble on the front playground
2. All windows and doors should be left shut.
3. Registers must be taken and pupils counted.
4. Staff should ensure pupils do not have to pass obvious danger points to reach a safe area.
5. Classes will wait to be directed following evacuation.

Ways of defusing an incident

1. Re-unite parents with children as soon as possible (only with permission of named adult i.e. Headteacher).
2. Keep parents and community informed of developments following the incident to prevent speculation.
3. Do not make 'off the cuff' or unofficial comments to people at any time – including after the incident.
4. Always raise concerns with the Critical Incident Team.
5. Monitor pupils and staff carefully after an incident for signs of stress or distress.

Identified School First Aiders

The following staff hold paediatric first aid certification:

- All EYFS & KS1 staff hold a paediatric first aid certificate

The following member of staff is a qualified Lives First Responder

- Mrs Keegan

Most members of KS2 staff hold a general first aid certificate

GUIDANCE FOR SCHOOL STAFF IN EVENT OF A MAJOR INCIDENT IN SCHOOL ENVIRONS

INSTRUCT ALL COLLEAGUES TO RECORD THEIR ACTIONS AS SOON AS POSSIBLE

ALLOCATE KEY RESPONSIBILITIES – as outlined by the emergency action cards

INFORM OBTAIN FACTS AND INFORMATION CALL THE EMERGENCY SERVICES USING 999 RETAIN ANY RELEVANT EQUIPMENT INFORM REST OF SCHOOL STAFF AND CHILDREN AS APPROPRIATE CONTACT DIRECTOR OF EDUCATION AND CULTURAL SERVICES (or his/her representative) CONTACT CHAIR OF GOVERNORS CONTACT HEALTH AND SAFETY REPS PREPARE TO DEAL WITH THE MEDIA	ADULT 1 - INFORMS • Headteacher/Deputy Headteacher • School Business Manager
SAVE ADMINISTER FIRST AID WHERE POSSIBLE ESTABLISH A CONTACT POINT WITH THE EMERGENCY SERVICES TRAVEL WITH CASUALTIES TO HOSPITAL COMPLETE ACCIDENT FORMS	ADULT 2 - SAVES • First Aiders
CARE KEEP A RECORD OF WITNESSES KEEP OTHERS INFORMED OF SITUATION ARRANGE FOR NON-CASUALTIES TO EVACUATE SCHOOL CARE FOR RELATIVES ARRIVING AT SCHOOL CONSIDER RELOCATION TO OTHER PREMISES REMAIN AVAILABLE TO EMERGENCY	ADULT 3 - CARES • Deputy Headteacher/ Assistant Headteacher

ASSIST

KEEP OTHERS INFORMED OF SITUATION

ENSURE ALTERNATIVE ACCOMMODATION IS
AVAILABLE IF NEEDED

KEEP SWITCHBOARD STAFF AWARE OF KNOWN
FACTS

HELP TO ESTABLISH INCIDENT ROOM

ADULT 4 - ASSISTS

- **Assistant School Administrator**
- **SENCO**

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

DO NOT ALLOW PUPILS TO TALK TO THE MEDIA UNLESS STAFF OR PARENTS HAVE GIVEN PERMISSION

GUIDANCE FOR SCHOOL STAFF IN EVENT OF A MAJOR INCIDENT OUT-OF-SCHOOL ACTIVITIES

THERE HAS BEEN A MAJOR INCIDENT

INSTRUCT ALL COLLEAGUES TO RECORD THEIR ACTIONS AS SOON AS POSSIBLE

ALLOCATE KEY RESPONSIBILITIES – as outlined by the emergency action cards

<i>INFORM</i> OBTAIN FACTS AND INFORMATION CALL THE EMERGENCY SERVICES USING 999 SYSTEM RETAIN ANY RELEVANT EQUIPMENT INFORM SENIOR SCHOOL STAFF CONTACT HEALTH AND SAFETY REPRESENTATIVES REQUEST ASSISTANCE ON SITE AS NECESSARY PREPARE TO DEAL WITH THE MEDIA	<i>ADULT 1 - INFORMS</i> • Group Leader
<i>SAVE</i> ADMINISTER FIRST AID WHERE POSSIBLE ESTABLISH A CONTACT POINT WITH THE EMERGENCY SERVICES TRAVEL WITH CASUALTIES TO HOSPITAL COMPLETE ACCIDENT FORMS	<i>ADULT 2 - SAVES</i> • Nominated adult to be shown on risk assessment
<i>CARE</i> CALL OTHER ASSISTANCE AS NECESSARY KEEP A RECORD OF WITNESSES KEEP OTHERS INFORMED OF SITUATION CONSIDER ABANDONMENT OF ACTIVITY ARRANGE FOR NON CASUALTIES TO RETURN TO SCHOOL REMAIN AVAILABLE TO EMERGENCY SERVICES AND SUPERVISING COLLEAGUES	<i>ADULT 3 - CARES</i> • Nominated adult to be shown on risk assessment

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

ACTION SHEET 3

**GUIDANCE FOR SENIOR STAFF ON HEARING OF A MAJOR INCIDENT AFFECTING AN
OUT-OF-SCHOOL ACTIVITY**

THERE HAS BEEN A MAJOR INCIDENT

INSTRUCT ALL COLLEAGUES TO RECORD THEIR ACTIONS AS SOON AS POSSIBLE

ALLOCATE KEY RESPONSIBILITIES – as outlined by the emergency action cards

INFORM OBTAIN FACTS AND INFORMATION ENSURE EMERGENCY ASSISTANCE HAS BEEN CALLED CONFIRM WHO IS IN CHARGE CONTACT HEADTEACHER/SENIOR STAFF CONTACT EMERGENCY PLANNING OFFICER CONTACT CHAIR OF GOVERNORS CONTACT LEA REPRESENTATIVES CONTACT OTHER STAFF PREPARE TO DEAL WITH THE MEDIA	ADULT 1 - INFORMS • Headteacher • Deputy Headteacher School Administrator may also play role in C.I.
CARE DECIDE WHO AND HOW TO TELL PARENT OF CHILDREN ON THE VISIT ESTABLISH INCIDENT ROOM ESTABLISH ROOM FOR RELATIVES REMAIN AVAILABLE TO SUPERVISING COLLEAGUES	ADULT 2 - CARES • If not used above then Deputy Headteacher • Assistant Headteacher 2

MAINTAIN VITAL COMMUNICATIONS WITH COLLEAGUES AT ALL TIMES

Appendix H School Lockdown Procedures

1. Introduction

All policies are underpinned by our child protection procedures as laid down by the Safeguarding Policy.

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident/ civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog/animal roaming loose

2. Basic Principles

The school will follow the CLOSE procedure:

- Close all windows and doors
- Lock up
- Out of sight and minimise movement
- Stay silent and avoid drawing attention
- Endure. Be aware you may be in lock down for some time

The school's lockdown plan is as follows:

Signals	
Signal for Partial lockdown	Verbal confirmation – telephone or in person
Signal for Full Lockdown	• 3 blips on the fire alarm repeated twice with a 5 second interval or • Verbal confirmation – telephone or in person (where a silent approach may be required)
Signal for all-clear	Verbal confirmation – telephone or in person

Where the message, by necessity, has to be relayed in front of children then the following code words will be used:

- Partial Lockdown – ‘code amber’
- Full Lockdown – ‘code red’

Class teachers will explain to their children that:

“We need to stay inside for a little while because we have some special jobs to do (to keep us extra safe).”

3. Partial Lockdown

3.1 Alert to staff: “Partial lockdown”

This may be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school. It may also be as a result of a warning being received regarding the risk of air pollution, etc.

3.2 Immediate action:

- Staff will be alerted to the activation of the plan via Verbal confirmation – telephone or in person
- All outside activity to cease immediately, pupil and staff to return to the building and classrooms. (Staff will be alerted by verbal communication.)
- All staff and pupils remain in the building and external doors and windows locked and the blinds drawn.
- Movement may be permitted within the building dependent upon circumstances but this must be supervised by a member of staff
- Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for via telephone (mobiles may be used if an internal line not available) and instigate an immediate search for anyone missing if safe to do so.
- Staff should encourage the pupils to keep calm.
- Staff and pupils remain in partial lock down until it has been lifted by a senior member of staff / emergency services.
- During partial lockdown, staff will keep agreed lines of communication open, via telephone and e-mail, but will not make unnecessary calls to the central office as this could delay more important communication.
- If it is necessary to evacuate the building, the fire alarm will be sounded and everyone should leave the building via the nearest exit and assemble on playground or adjacent cricket field if additional measures need to be taken.

All situations are different, once all staff and pupils are safely inside, senior staff will conduct an on-going any dynamic risk assessment based on advice from the Emergency Services. This can then be communicated to staff and pupils.

“Partial lockdown” is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

Emergency Services will advise as to the best course of action in respect of the prevailing threat.

4. Full Lockdown

4.1 Alert to staff: “Full lockdown”

This signifies an immediate threat to the school and may be an escalation of a partial lockdown.

4.2 Immediate action:

- Staff will be alerted to the activation of the plan via activation of alarm.
- Pupils who are outside of the school buildings are brought inside as quickly as possible, unless this endangers them or others. If children remain outside they will moved to the nearest place of safety on or off site.
- Those inside the school should remain in their classrooms.
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be blocked)
- Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for via telephone (mobiles to be used if an internal line not available) and instigate an immediate search for anyone missing if safe to do so.
- Staff should encourage the pupils to keep calm.
- As appropriate, communication with the Emergency Services will be established and Lincolnshire County Council notified.
- Where required, parents and carers will be notified as soon as it is practicable to do so via text message
- Pupils will not be released to parents during a lockdown
- Staff and pupils remain in lock down until it has been lifted by a senior member of staff / emergency services.
- During lockdown, staff will keep agreed lines of communication open, via telephone and e-mail, but will not make unnecessary calls to the central office as this could delay more important communication.
- At any point during the lockdown, the fire alarm may sound, and a verbal message via telephone which is a cue to evacuate the building.
- If it is necessary to evacuate the building, the fire alarm will be sounded and everyone should leave the building via the nearest exit and assemble on playground or adjacent cricket field if additional measures need to be taken.

NO ONE SHOULD MOVE ABOUT THE SCHOOL

4.3 It is of vital importance that the school's lockdown procedures are familiar to all members of the school staff. To achieve this, the lockdown procedures will be reviewed and discussed regularly.

4.4 Staff Roles

1. Staff to support children in keeping calm and quiet.
2. Staff to remain in lock down positions until informed by key staff e.g. Senior Management Team or Office Staff in person that there is an all clear.
3. As soon as possible after the lock down teachers return to their classrooms and conduct a register and notify the reception immediately of any pupils not accounted for

4.5 Communication with Parents

Advice re procedures is given in the school Newsletter and if available on the school website.

In the event of an actual lockdown, any incident or development will be communicated to parents/carers as soon as is practicable. Parents will be given enough information about what will happen so that they are reassured that the school understand their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety.

Parents will be told:

1. *"...the school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned. At the present time, all external doors locked and nobody allowed in or out. Please do not to call school at the present time as this may tie up emergency lines. We will update you as soon as we can"*
2. When necessary parents will be notified as soon as it is practical to do so via text through our Parent Mail communication system.
3. Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk.
4. Pupils will not be released to parents during a lock down.
5. Parents will be asked not to call school as this may tie up emergency lines.
6. If the end of the day is extended owing to the lock down, parents will be notified and will receive information about the time and place pupils can be picked up from the office staff or the emergency services.
7. A letter to parents will be sent home on the nearest possible day following any serious incident to inform parents of the context of the lockdown and to encourage parents to reinforce with their children the importance of following procedures in these very rare circumstances.

4.6 Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity or nature of the incident that has triggered the lockdown.