

Trinity
Academy
St Chad's



Policy: Critical Incidents and Business Continuity Plan

Date of review: March 2024

Date of next review: March 2025

Lead professional: Chief Operating Officer

Status: Non-Statutory

**IF YOU ARE DEALING WITH
AN EMERGENCY GO
STRAIGHT TO SECTION 4 ON
PAGE 13**

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1.0 About this Plan

1.1 Introduction

This plan sets out the trust's policy for planning and responding to major incidents which affect the continuity of its academies' business and the safety of its staff, students and others.

Whilst it is not possible, or desirable, to write a plan for every possible disruption, no matter what the *cause* of the incident *effect* can generally be summarised as:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to academy staff and students or members of the public
- Loss of a building, or part of a building or access to a building
- Loss of ICT
- Loss/shortage of staff
- Loss of critical supplier or partner
- Adverse publicity and/or reputational impacts.

This plan recognises that in responding to major incidents, individuals (adults and young people) may be affected, either directly (i.e. physically to their person, family or property) or more indirectly (i.e. emotionally), by critical incidents which occur in or outside of a school, for example:

- Death of a student or member of staff (natural deaths or murder)
- Violence or assault in a school, such as a knifing or use of a firearm
- Destruction or vandalism to part of a school
- School fire (including arson), flood or explosion
- Chemical or toxic substance release
- The effects of disasters in the wider community
- Incidents on educational visits
- Epidemics
- Traffic/transport accidents
- Abductions/disappearances
- Civil disturbances, such as terrorism
- A disaster in a community or tragedy at a public event
- Refugee children joining an academy, who may perhaps be shocked by war or atrocities
- Allegations or incidents of abuse against pupils by staff and staff against pupils.

The aim of the plan is to mitigate the effects of an emergency on the trust's overall operation in addition to the effects on each individual academy affected, its staff and students, and the contributing objectives are to:

- Prevent/minimise the loss of life and injury to students and staff
- Alert relevant parties e.g. emergency services, the local authority, parents, Directors/Governors of the trust/academy
- Take control of the scene until the emergency services arrive
- Minimise disruption to the normal daily routine of staff and students
- Support staff, students and parents in the aftermath of an incident
- Ensure effective working with the media.

1.2 Plan Purpose

The aim of the plan is to provide a flexible response so that Trinity Multi-Academy Trust and each of its academies 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 areas are covered by this plan:

- Teaching, Academy Administration, Catering, Out of Hours clubs, Academy Trips etc.

The following trust premises follow this Plan with specific details for their premises and local authority area:

- Trinity Academy Halifax; Trinity Sixth Form Academy, Halifax; The Maltings, Halifax; Trinity Academy Akroydon, Halifax; Trinity Academy Cathedral, Wakefield; Trinity Academy Grammar, Sowerby Bridge; Trinity Academy St. Chad's, Brighouse; Trinity Academy Leeds; Trinity Academy St Edward's, Barnsley; Trinity Academy Bradford; and Trinity Academy St Peter's, Sowerby Bridge.

1.4 Plan Owner

Trinity Multi-Academy Trust is the overall Plan Owner. The Principal of each academy, however, is the owner of the individual plan for their particular academy and they are responsible for ensuring that it is maintained, exercised and updated appropriately to ensure that it is always relevant and appropriate.

1.5 Plan Distribution

The Critical Incidents and Business Continuity Plan is distributed as follows:

Trinity MAT Emergency Management Team

NAME	ROLE	ISSUE DATE
Michael Gosling	CEO	March 2023
Tom Miskell	Chair of BoD	March 2023
David Sheard	CFO	March 2023
Oliver Alcock	Director of IT	March 2023
Gemma Mitchell	Head of HR	March 2023
Peter Knight	COO	March 2023
Simon Hartley	Director of Estates and Facilities	March 2023
Jessica Allen	Marketing Co-ordinator	March 2023

Academy Incident Management Team

NAME	ROLE	ISSUE DATE
Rachel Dawson	Principal	March 2023
Richard Wyatt	Premises Manager	March 2023
Oliver Alcock	Director of IT	March 2023

1.6 Plan Storage

All parties on the distribution list, see above, are required to safely and confidentially store 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 trust's policy schedule, or whenever exceptional circumstances require.

2.0 Plan Activation

2.1 Circumstances

This plan will be activated in response to an incident causing significant disruption to the trust and one or more of its academies, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this plan are listed above in 1.1.

2.2 Responsibility for Plan Activation

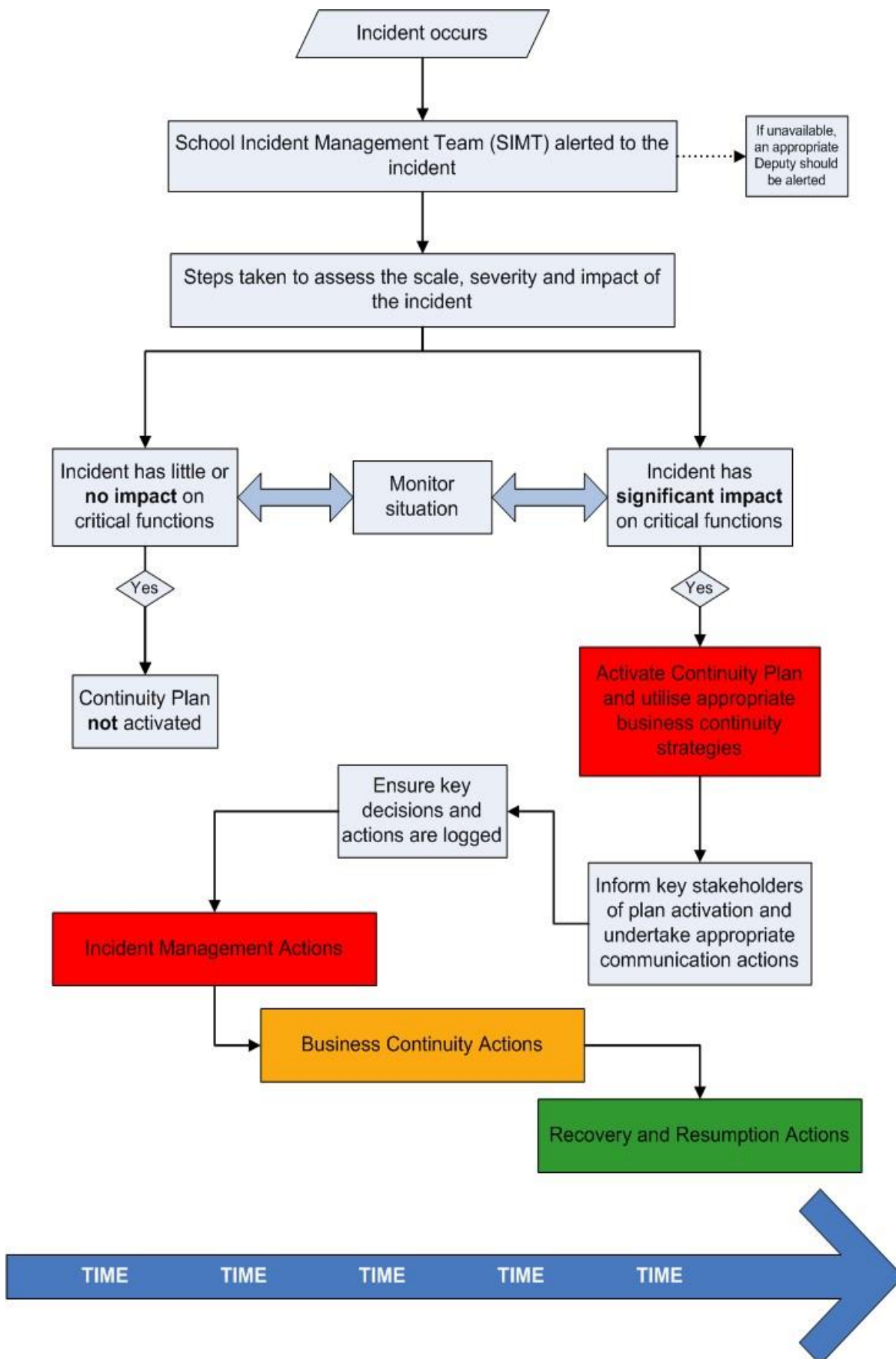
A member of the nominated **Academy Incident Management Team**¹ will normally activate and stand down this plan. One of the initial roles, once the plan has been activated, is to call a School Incident Management Team meeting and delegate roles as detailed in points 3.0 - 3.3.

2.3 Escalating a Serious Incident

All serious incidents should be reported to the Principal in the first instance, who will then inform members of the MAT Emergency Management Team and their own Academy Incident Management Team as appropriate. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other relevant bodies and commercial services notified to respond as appropriate, i.e. the local authority, emergency services, other partner agencies.

¹ See Section 3.1 for the responsibilities for your Academy Incident Management Team

2.4 Activation Process



3.0 Roles and Responsibilities

3.1 Academy Incident Management Team

Role	Responsibilities	Accountability/Authority
Principal	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the Academy ▪ Ensuring the Academy has capacity within its structure to respond to incidents ▪ Determining the Academy's overall response and recovery strategy 	The Principal has overall responsibility for day-to-day management of the Academy, including lead decision-maker in times of crisis.
Business Continuity Coordinator <i>(Principal or delegated member of SLG)</i>	<ul style="list-style-type: none"> ▪ Business Continuity Plan development ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. ▪ Involving the Academy community in the planning process as appropriate ▪ Plan testing and exercise ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved ▪ Training staff within the Academy on Business Continuity ▪ Embedding a culture of resilience within the Academy, involving stakeholders as required 	Business Continuity Coordinator reports directly into the Principal and will usually be a member of the Academy Incident Management Team.
Academy Incident Management Team <i>(including Business Continuity Coordinator and Principal)</i>	<ul style="list-style-type: none"> ▪ Leading the Academy'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 Academy 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 students ▪ Staff welfare and employment issues 	The Academy Incident Management Team has delegated authority to authorise all decisions and actions required to respond and recover from the incident.

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

Name	Role	Contact Details (delete/amend as necessary)
Rachel Dawson	Principal (Incident Manager & MAT Liaison Officer)	Mobile Number: 07436 193928 Email Address: rdawson@stchads.trinitymat.org Out of Hours Contact Details: Mobile Number: 07725 011762
Lucy Gilroy	Assistant Principal (Parent/Teacher/School Liaison Officer - Welfare & Communications)	Mobile Number: 07821 841650 Email Address: lgilroy@stchads.trinitymat.org Out of Hours Contact Details: Mobile Number: 07506 688258
Richard Wyatt	Premises Manager (Resources)	Mobile Number: 07849 623150 Email Address: rwyatt@stchads.trinitymat.org Out of Hours Contact Details: Mobile Number: 07792 837108
Oliver Alcock	Director of IT (Resources)	Mobile Number: 07477 614655 Email address: oalcock@trinitymat.org

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)	<ul style="list-style-type: none"> ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately. 	Reporting directly to the Principal or Academy Incident Management Team.
Marketing Co-ordinator	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison with the appropriate Press Office to inform media strategy ▪ The Media Co-ordinator will assist with providing information to the press and will be in direct contact with the media ▪ Ensuring information is available via the web or other means, as appropriate, to inform all stakeholders of incidents and progress of the business continuity plan. 	The Marketing Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.

<p>Stakeholder Liaison <i>(SLG Members)</i></p>	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> • Governors • Parents/Carers • Key Services • Academy Crossing Patrol • Academy Transport Providers ▪ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc. 	<p>All communications activities should be agreed by the Academy Incident Management Team. Information sharing should be approved by the Principal (or Academy Incident Management Team if the Principal is unavailable).</p>
<p>Premises Manager</p>	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the Academy Incident Management to advise on any issues relating to the academy physical infrastructure ▪ Lead point of contact for any Contractors who may be involved in incident response. 	<p>Reporting directly to the Principal or Academy Incident Management Team.</p>
<p>Network Manager</p>	<ul style="list-style-type: none"> ▪ Ensuring the resilience of the academy's ICT infrastructure ▪ Liaison with ICT support or external providers (if applicable) ▪ Work with the Business Continuity Co-ordinator to develop proportionate risk responses ▪ Reporting on the BCT in response to an incident ▪ Owner of the ICT Disaster Recovery Plan. 	<p>ICT Co-ordinator reports directly to the Business Continuity Co-ordinator for plan development issues.</p> <p>In response to an incident, reporting to the Academy Incident Management Team.</p>
<p>Recovery Co-ordinator</p>	<ul style="list-style-type: none"> ▪ Leading and reporting on the academy's recovery process ▪ Identifying lessons as a result of the incident ▪ Liaison with Business Continuity Co-ordinator to ensure lessons are incorporated into the plan development. 	<p>Is likely to already be a member of the Academy Incident Management Team, however, will remain focussed on leading the recovery and resumption phase. Reports directly to Principal.</p>
<p>HR Manager</p>	<ul style="list-style-type: none"> ▪ Responsibility for staffing issues, communication and consultation with Trade Union representatives ▪ Responsibility for any employment issues. 	<p>The HR Manager, whilst being a member of the MAT, will report directly to the Principal and Academy Incident Management Team.</p>

The following academy staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
Jill Dobson	Learning Mentor	Mobile Number: 07849 625960 Email Address: jdobson@stchads.trinitymat.org Out of Hours Contact Details: Mobile Number: 07807 248416

3.3 The Role of Governors

Role	Responsibilities	Accountability/Authority
Board of Governors	<ul style="list-style-type: none"> ▪ Working in partnership with the Principal to provide strategic direction in planning for and responding to disruptive incidents ▪ Undertaking actions as required to support the academy's response to a disruptive incident and subsequent recovery ▪ Acting as a 'critical friend' to ensure that the Academy Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable ▪ Monitoring and evaluating overall performance in developing academy resilience and reporting to parents/carers 	<p>Liaison with the Principal or Academy Incident Management Team in response to a crisis.</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers.</p>

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 Academy 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	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> ▪ 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 <i>A full impact assessment form can be found in Appendix A</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate).	TEL: 999 Provide as much information about the incident as possible	<input type="checkbox"/>
	Call the local authority, inform of the situation and request help if required (Remember the numbers provided should only be used in an emergency and should not be given to the press, parents or public).	For Calderdale: During office hours: call the Schools Health and Safety Team on 01422 392670 Out of office hours: call Calderdale Council Emergency Out of Hours on 01422 288000	<input type="checkbox"/>

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	<ul style="list-style-type: none"> ▪ Evacuate the academy building, if necessary. ▪ Consider whether it may be safer or better for the welfare of students to stay within the academy 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 academy activities. ▪ Notify relevant stakeholders of site evacuation. 	<ul style="list-style-type: none"> ▪ Use normal fire evacuation procedures for the academy ▪ Consider arrangements for staff/students with special needs ▪ If the decision is to stay within the academy, ensure the assembly point is safe and take advice from Emergency Services as appropriate. 	<input type="checkbox"/>
4.	Ensure all students, staff and any academy visitors report to the identified assembly point.	<p>The normal assembly point for the academy is: Front of School and Playground.</p> <p>The alternative assembly point for the academy is: Bottom end of field adjacent to council park.</p>	<input type="checkbox"/>
5.	Check that all students, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all students, staff, contractors and visitors as a priority.	As per standard fire evacuation procedure, provided to all staff.	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles.	Ensure any required actions are safe by undertaking a dynamic risk assessment.	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel.	Consider the availability of staff and who may be best placed to communicate information.	<input type="checkbox"/>
8.	Identify Academy Incident Management Team to undertake specific emergency response roles.	Information on roles and responsibilities can be found in Section 3.0.	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	The Log template can be found in Appendix A.	<input type="checkbox"/>
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.	<input type="checkbox"/>

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
11.	<ul style="list-style-type: none"> ▪ 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. <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
12.	Log details of all items lost by students, staff, visitors etc. as a result of the incident, if appropriate.	<i>A form for recording this information is in Appendix C.</i>	<input type="checkbox"/>
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: <ul style="list-style-type: none"> ▪ E.g. Education Psychology Service ▪ Other Trinity MAT schools ▪ HR 	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Academies.	Establish a media area if necessary.	<input type="checkbox"/>
15.	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety and wellbeing of the academy community at all times. Consider your business continuity strategies i.e. alternative ways of working, relocation to your recovery site etc. to ensure the impact of the disruption is minimised. <i>Business Continuity Strategies are documented in Section 5.3</i> Consider the academy's legal duty to provide free academy meals and how this will be facilitated, even in the event of emergency academy closure. Maltings would be approached to assist with meals, as appropriate.	<input type="checkbox"/>
16.	Ensure staff are kept informed about what is required of them.	Consider: <ul style="list-style-type: none"> ▪ 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. Text via Bromcom and email.	<input type="checkbox"/>

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
17.	Ensure students are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for students with special needs. Consider the notification of students not currently in academy - Contact parents via text message/email/website.	<input type="checkbox"/>
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 students at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update.	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident.	Contact via e-mail/telephone/website.	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate.	Local Radios may be useful in broadcasting key messages.	<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical academy activities.	Ensure all stakeholders are kept informed of contingency arrangements as appropriate. Via website/telephone/text message.	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident.	Record all costs incurred as a result of responding to the incident. <i>The Financial Expenditure Log can be found in Appendix D.</i>	<input type="checkbox"/>
23.	Seek specific advice/inform your insurance company as appropriate.	Insurance policy documents are located in Finance Managers office.	<input type="checkbox"/>
24.	Ensure recording process in place for staff/students leaving the site.	Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required. Parents asked to sign for pupils to ensure secure knowledge of when and who they left with.	<input type="checkbox"/>

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 of 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	FURTHER 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.	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' academy activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ▪ Which academy activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> • 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? 	<input type="checkbox"/>

	ACTION	FURTHER 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: <ul style="list-style-type: none"> ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	<input type="checkbox"/>
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. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred.	<i>The Financial Expenditure Log can be found in Appendix D.</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and availability of staff.	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered.	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc.	<input type="checkbox"/>
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.	<input type="checkbox"/>

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.	Provide Education, Brighthouse - 01484 722705 Academics, Halifax - 01422 384100
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.	Positions could be filled by members of staff within the Trust.

	Arrangements to manage a loss or shortage of staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • 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 students at once. 	HLTAs can be used to teach in short term In place as set up for period during COVID Use of software packages
4.	Suspending 'non-critical' activities and focusing on your priorities.	
5.	Using mutual support agreements with other academies.	
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 academies.	
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, local schools.	Principal to contact St Joseph's and Brighthouse High School to agree reciprocal arrangements.
3.	Virtual Learning Environment opportunities.	In place as used during COVID.
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the academy premises portfolio.	Possibility of isolation of areas.
5.	Off-site activities e.g. swimming, physical activities, academy trips.	Other available local community leisure centres.

	Arrangements to manage loss of technology/telephony/data/power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key academy data e.g. CD or memory stick back-ups, photocopies stored on and off site, mirrored servers etc.	IT ensure data is backed up. Cloud storage.
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	Still be able to access Bromcom from other IT devices. Paper can be printed.

3.	Flexible lesson plans.	Lesson plans on Sharepoint and can be accessed from other IT devices.
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	No emergency generator.
5.	Emergency lighting.	Battery backup available.

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.	Contact other suppliers who are used throughout the MAT or by other local schools.
2.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
3.	Insurance cover.	Zurich Insurance Contact: Fiona Blackmore, Market Underwriter Tel: 01252 387942 e-mail: fiona.blackmore@uk.zurich.com
4.	Using mutual support agreements with other academies.	To be investigated.
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it.	Working at other sites Working from home Use of Microsoft Teams and curriculum software packages

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 academy 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	FURTHER 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.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and students.	Depending on the nature of the incident, the Academy Incident Management Team may need to consider the use of counselling services.	<input type="checkbox"/>
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. Inform via text message/website/e-mail.	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with staff (and possibly with students). Complete a report to document opportunities for improvement and any lessons identified.	The incident debrief report should be reviewed by all members of the Academy 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 academy.	<input type="checkbox"/>
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 are read by all members of the Business Continuity Team.	<input type="checkbox"/>

7.0 Appendices

	Content	Page No.
A	Log Template	
B	Impact Assessment Form	
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D	Financial Expenditure Log	
E	Suggested Contents of Emergency Box/'Grab bag'	
F	Identifying, Evaluating and Managing Risks	
G	Critical Incident Decision-Making Tool	
H	Severe Weather/Natural Disaster Procedure	
I	Bomb Threats and Suspect Packages	
J	Fire Evacuation Procedures	
K	Lockdown and Invacuation Procedures	
L	Medical Emergency and Pandemic Procedures	
M	Action List for Emergencies on Educational Visits	
N	Extended Power Loss Procedure	
O	Location of Shut Off Valves/Switches and Details to Reset Fire Alarm	
P	Asbestos Plan	
Q	School Site Map	
R	Key Contacts List (including staff contacts list and MAT staff)	

Appendix B

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 student casualties or fatalities? (Complete casualty/fatality sheets if needed)			
Have the Emergency Services been called?			
Is the incident currently affecting academy activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%	<input type="checkbox"/>	<input type="checkbox"/>
	20 – 50%	<input type="checkbox"/>	<input type="checkbox"/>
	1 – 20%	<input type="checkbox"/>	<input type="checkbox"/>
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?			

Question	Logged Response
Is there evidence of structural damage?	
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 academy's reputation?	
Other Relevant Information	

Appendix E

SUGGESTED 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)
	Academy branding material and stationery
	Academy logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Insurance Policy
Staff Information	Staff contact details
IT / Equipment Information	Software licence agreement and key codes
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Wind up LED torch
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Contact details for taxi / transport providers
	Academy Floor Plans
	Spare keys
	Whistle / megaphones
	High visibility jacket

Appendix F

IDENTIFYING, EVALUATING AND MANAGING RISKS

See Trinity MAT Risk Management Policy on how to establish your risk rating scores and to categorise individual incidents, completing the template below.

Appendix H

SEVERE WEATHER/NATURAL DISASTER PROCEDURE

Blizzard:

If indoors:

- Stay calm and await instructions from the Emergency Co-ordinator or the designated official.
- Stay indoors!
- If there is no heat:
 - Close off unneeded rooms or areas
 - Stuff towels or rags in cracks under doors
 - Cover windows at night.
- Eat and drink. Food provides the body with energy and heat. Fluids prevent dehydration.
- Wear layers of loose-fitting, lightweight, warm clothing, if available.

If outdoors:

- Find a dry shelter. Cover all exposed parts of the body.
- If shelter is not available:
 - Prepare a lean-to, wind-break, or snow cave for protection from the wind
 - Build a fire for heat and to attract attention. Place rocks around the fire to absorb and reflect heat.
 - Do not eat snow. It will lower your body temperature. Melt it first.

If stranded in a vehicle:

- Stay in the vehicle!
- Run the motor about ten minutes each hour. Open the windows a little for fresh air to avoid carbon monoxide poisoning. Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers:
 - Turn on the dome light at night when running the engine
 - Tie a coloured cloth to your ariel or door.
- Exercise to keep blood circulating and to keep warm.

Flood:

If indoors:

- Be ready to evacuate as directed by the Emergency Coordinator and/or the designated official
- Follow the recommended primary or secondary evacuation routes.

If outdoors:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If your car stalls, abandon it immediately and climb to higher ground.

Hurricane:

- The nature of a hurricane provides for more warning than other natural and weather disasters. A hurricane warning is issued when hurricane winds of 74 mph or higher are expected in the area within 24 hours.

Once a hurricane warning has been issued:

- Be ready to evacuate as directed by the Emergency Coordinator and/or the designated official
- Leave areas that might be affected by stream flooding.

During a hurricane:

- Remain indoors and consider the following:
 - Small interior rooms on the lowest floor without windows
 - Hallways on the lowest floor away from doors and windows, and
 - Rooms constructed with reinforced concrete, brick, or block with no windows.

Tornado:

- If a warning is issued, seek shelter inside. Consider the following:
 - Small interior rooms on the lowest floor and without windows
 - Hallways on the lowest floor away from the doors and windows, and
 - Rooms constructed with reinforced concrete, brick, or block with no windows.
- Stay away from outside walls and windows
- Use arms to protect head and neck
- Remain sheltered until the tornado threat is announced to be over.

Earthquake:

- Stay calm and await instructions from the Emergency Coordinator or the designated official
- Keep away from overhead fixtures, windows, filing cabinets, and electrical power
- Assist people with disabilities in finding a safe place
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.

In the case of advanced school closure:

- Respond accordingly to the text message which will be sent advising potentially of either full or partial closure
- The Emergency Coordinator and/or designated official will inform local radio (usually BBC Radio Leeds), if possible, and will record a message on the main school telephone line advising of closure
- School Transport Companies will be informed of the closure by the Emergency Coordinator and/or the designated official.

Snow/Ice Clearance Procedure:

Priority areas:

1. Path to be cleared from the bottom gate to the bottom door in the event of snow. Paths are gritted when icy.
2. Path to be cleared from main school entrance door to the pavement in the event of snow.

Secondary areas:

3. All fire exits

Remaining areas:

Areas under council clearance responsibilities:

4. The Council will not clear snow/grit in any area of the school premises or immediate areas.

Appendix I

BOMB THREATS AND SUSPECT PACKAGES**Bomb threat prompt card for reception staff**

If you take a telephone call from someone who claims to have information about a bomb:

	✓
1. Stay calm	
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any code word they might give.	
3. Make a note of: <ul style="list-style-type: none"> • The exact time of the call • The caller's sex and approximate age • Any accent the person has, or any distinguishing feature about their voice e.g. speech impediment, state of drunkenness etc. What is their manner like? E.g. calm, angry, laughing • Any distinguishable background noise. Does the caller appear to be in a certain location or type of building? 	
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? • What is your name? • What is your address? • What is your telephone number? 	
5. Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
6. Report the call to the police and the Principal/nominated deputy <u>immediately</u> . In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure - report the call immediately to the police, and then notify the Principal.	

Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

Postal bombs or biological/chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

If you suspect that a letter or a package may contain a bomb:

	✓
1. Stay calm	
2. Put the letter or package down gently and walk away from it Do not put the letter or package into anything (including water) and do not put anything on top of it	
3. Ask everyone to leave the area (including classes if necessary)	
4. Notify the police and the Principal/nominated deputy immediately Do not use mobile phones or sound the alarm using the break glass call points	

If you suspect that a letter or a package may contain a biological or chemical threat:

	✓
1. Stay calm	
2. Do not touch the package further or move it to another location	
3. Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination	
4. Notify the Principal/nominated deputy immediately	

The Principal/nominated deputy should then:

	✓
5. Notify the police immediately on 999	
6. Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed	
7. Evacuate the building, keeping people away from the contaminated room as far as possible	
8. Keep all persons exposed to the material separate from others and available for medical attention	
9. If anyone is experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) seek medical attention immediately	

If anyone believes that they have been exposed to biological/chemical material, they should be encouraged to:

- Remain calm
- Do not touch eyes, nose or any other part of the body
- Wash your hands in ordinary soap where facilities are provided

Fire Evacuation Procedures

Upper Green Lane

Brighthouse

HD6 2PA

INFORMATION AND INSTRUCTIONS ON FIRE SAFETY PROCEDURES FOR STAFF

1. General Information

The fire alarm will activate on operation of a break glass alarm call point, or on the detection of smoke in an area protected by the smoke detection system.

The alarm does have an automatic link to a call centre who activate the Fire Brigade, however, a manual 999 call should also be made by:

- a) A nominated person. For example, Principal/Assistant Principal/Premises Manager or Administrator.
- b) The person discovering the incident.

2. General Fire Procedures

2.1 If you discover a Fire

- Raise the alarm by breaking the glass in one of the break glass points situated near Fire Exits and other designated locations.
- Evacuate the building via the nearest available Fire Exit, if responsible for pupils, clear guidance needs to be given for the nearest safe fire exit. Clear guidance also needs to be shown to visitors, contractors, and other staff members.
- Proceed to the designated Assembly point (1) at the front of the school or designated Assembly point (2) in the playground.

2.2 Action on Hearing the Alarm

- Except for the Fire Wardens, all other personnel within the building should stop whatever they are doing, switch off electrical equipment if possible and leave the building, closing all doors behind them.
- Do not stop to collect personal belongings.
- Evacuate the building via the nearest available Fire Exit, if responsible for pupils, clear guidance needs to be given for the nearest safe fire exit. Clear guidance also needs to be shown to visitors, contractors, and other staff members.

- Proceed to walk to the designated Assembly point (1) at the front of the school or designated Assembly point (2) in the playground.
- Ensure if you are responsible for pupils that you take the FIRE ROLL CALL PACK. This is placed above your workstation.
- Once you have assembled at the assembly point a FIRE ROLL CALL must be taken to confirm all persons are present for which you are responsible for.
- Once a FIRE ROLL CALL has been taken the **GREEN** card should be raised to confirm all present and continued to be raised until instructed to lower. If any person is not present the **RED** card should be raised and continued to be raised until instructed to lower.
- If you have any visitors, contractors or other staff working with you or for you, A FIRE ROLL CALL must be taken to account for these people.
- Fire Wardens will take charge of any evacuation taking place affecting his/her designated area, reporting directly to the **Evacuation Co-ordinator** (Principal or Acting Principal).
- The **Evacuation Co-ordinator** will be the point of contact with the Fire Brigade.
- Do not attempt to re-enter the building until you have been authorised to do so by the Senior Fire Brigade Officer attending.
- Never assume it is a false alarm, or a fire drill.

N.B All personnel should ensure they are aware of the Assembly Points designated to both sides of the building, which may require their attendance in an emergency

All personnel should be aware of all emergency exits within the building

2.3 Fire Fighting

Fire extinguishers are provided adjacent Fire Exits and at other strategic locations.

Fire Wardens may be trained in the use of extinguishers, but staff should only use fire extinguishers if they have been trained and are confident of staying safe following an initial assessment of the hazard and the fire is very small, **or you become trapped by fire during evacuation.**

IF IN DOUBT - GET OUT!

IT IS IN YOUR OWN INTEREST:

- a) To study this notice, to know what to do in the event of a fire.
- b) To make yourself familiar with all means of escape in case of fire.

3. Role of the Fire Warden

3.1 Duties of the Fire Warden

The Fire Warden is an important position to be held in relation to Fire Safety. The duties of a Fire Warden are divided into two separate parts:

Role of the Fire Warden during Normal Working Hours

Be vigilant as to the condition of the Fire Fighting Equipment within your area:

- a) Has the equipment been tampered with?
- b) Is there new equipment in the area?

Be aware of any breaches in the Fire Precautions within your area. For example:

- a) Fire extinguishers missing.
- b) Fire exits blocked.

Be aware of any personnel within your area who have any form of disability and require assistance to make a speedy evacuation. For example:

- a) Deafness
- b) Partial sight
- c) Dyslexia
- d) Physical disability

If any difficulties are encountered or queries arise, contact your Health and Safety Adviser for clarification.

Role of the Fire Warden on Actuation of the Fire Evacuation Signal other than for routine testing

When the Fire Alarm is activated the Fire Warden's responsibility is, subject to not putting their own safety at risk, to clear the area of staff, pupils, visitors, and contractors.

The Fire Wardens should endeavour to always keep calm in an emergency and show authority in dealing with the situation.

When the Fire Alarm sounds, **YOU** are in charge of your area. Remember that fire and smoke have no regard for position or grade.

In a loud, clear voice, order the staff, pupils, visitors, and contractors within your immediate area to leave everything they are doing and, in an orderly manner, go to the nearest available Fire Exit and leave the building.

Check your area by doing a full sweep inclusive of toilets, classrooms, locker rooms and other areas, if it is safe to do so and then make your own way out of the building.

Close all doors and windows where possible and safe to do so.

Once outside you must check that all people are accounted for in each of your area you are responsible for, by checking for the **GREEN** cards or **RED** cards held up by the responsible persons.

- Once you are satisfied that all FIRE ROLL CALLS have taken place you must inform the **Evacuation Co-ordinator** (Principal or Acting Principal) - who should be found at the Assembly Point, as soon as possible, that your area has been successfully evacuated or, if not, what the situation is and then proceed to assembly area.
- Fire Wardens may be used to help keep personnel away from the building in case of danger. For example, breaking glass.
- Do not re-enter the building unless authorised to do so by your Evacuation Co-ordinator via the Senior Fire Brigade Officer attending.

REMEMBER

THE FIRE WARDEN MUST NOT, IN ANY CIRCUMSTANCES, PUT THEIR OWN SAFETY AT RISK

Fire Warden Searching Procedures

The building has been broken down into zoned areas with Fire Wardens appointed accordingly - at least two for each zone.

The sweep search procedure should not be carried on for longer than two minutes before the Fire Warden evacuates to safety and ensures they report to their pre-designated Assembly Point.

If the fire is located within the building, the evacuation time may be reduced or increased depending on the level of severity of the incident.

Should your visibility become impaired because of smoke and a sweep search cannot be completed, evacuate by the nearest available Fire Exit, and report your findings to the Fire Evacuation Co-ordinator or Fire Officer.

Fire Wardens

Ground Floor: Davina Capper, Sue Werner, Deb Bedford

Middle Floor: Jill Dobson, Jane Bilham, Helen Charles

Top Floor: Deborah Sykes, Linda

4. Duties of The Fire Evacuation Co-ordinator- Safe Condition

- a) Liaise with the Premises Manager on all fire safety issues.
- b) Be aware of the personnel in the building who are nominated as a Fire Warden
- c) The Fire Evacuation Co-ordinators and Deputies for this site are

Principal F.E.C : Rachel Dawson

Deputy F.E.C : Sue Farmer, Lucy Gilroy

5. Duties of the Fire Evacuation Co-ordinator - Fire Condition

- a) On hearing the Fire Alarm, the Fire Evacuation Co-ordinator should immediately evacuate from the building and proceed to the Assembly Point.
- b) Co-ordinate with Fire Wardens to ascertain the evacuation status as soon as possible.
- c) If the building is confirmed clear of personnel, no action is taken other than to confirm this to the Fire Brigade when they arrive.
- d) If any person is unaccounted for, as much information should be gained to the last known location of the missing person/s and the information passed to the Fire Brigade preferably on their arrival.
- e) Any other actions will be directed by the Senior Fire Officer in attendance.
- f) Have the Premises Manager made available, who is familiar with the building services for use by the Fire Brigade Officer attending.
- g) If any Fire Wardens do not appear at the Assembly Point by the time the Fire Brigade arrive, the Fire Evacuation Co-ordinator must convey the information to the Senior Fire Officer attending.

6. False Alarms

All alarms are to be treated as a full-scale emergency until the hazard status has been confirmed by the person who has operated the alarm or by someone in authority who is aware of the situation.

When the Fire Service receives an alarm call from your site, it is normal practice for them to dispatch a pre-determined attendance of two or more appliances. If the Fire Alarms are activated and it is proved to be false, the Fire Service should be informed.

The Fire Service will still send at least one appliance to the site, so a responsible member of staff should be at the nearest entrance to direct the Fire Service to the scene.

The following procedures are to be followed in the event of a false alarm:

- The alarm signals will be left activated until the building have been evacuated.
- The Fire Evacuation Co-ordinator or deputy present will inform the Fire Service that the alarm is false.
- Upon arrival of the Fire Service, adhere to their instructions.
- The alarm will be silenced when the hazard status is confirmed to be a false alarm. The alarm panel should only be reset on authority of the Fire Brigade.

The above procedures will be co-ordinated by the Fire Evacuation Co-ordinator.

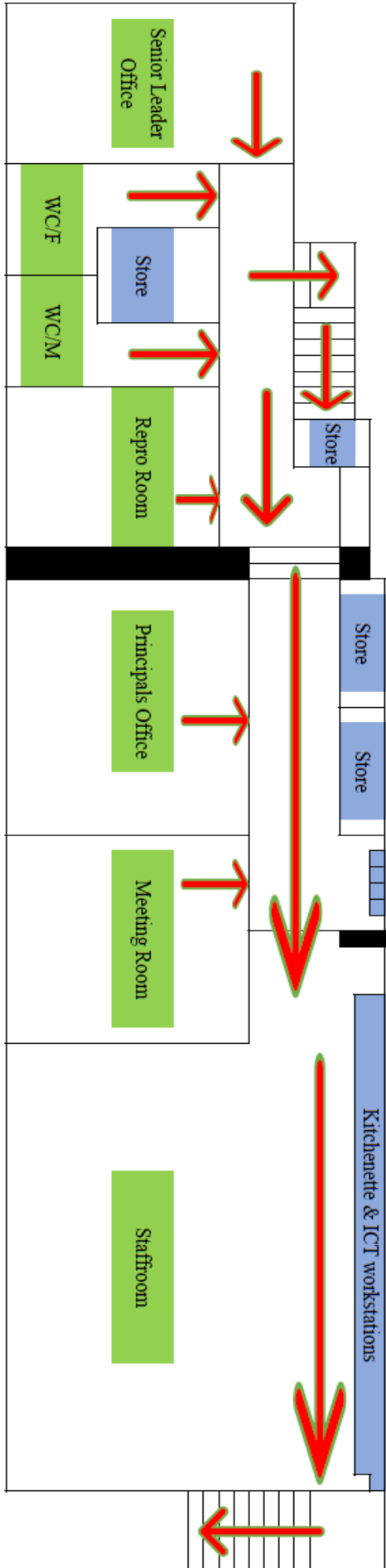
DO NOT PLACE YOURSELF AT RISK

REMEMBER:

SMOKE KILLS IN SECONDS

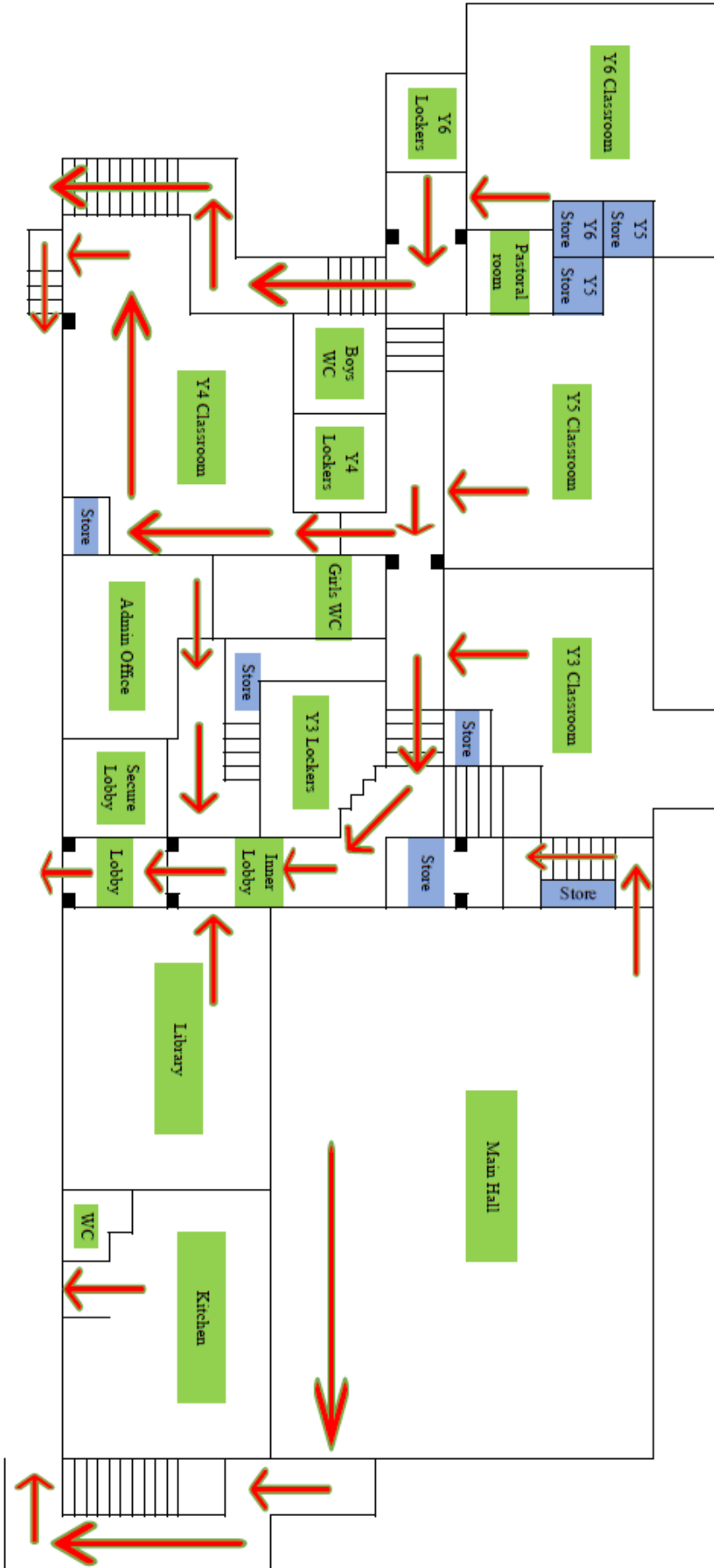
FIRE KILLS IN MINUTES

Upper Floorplan



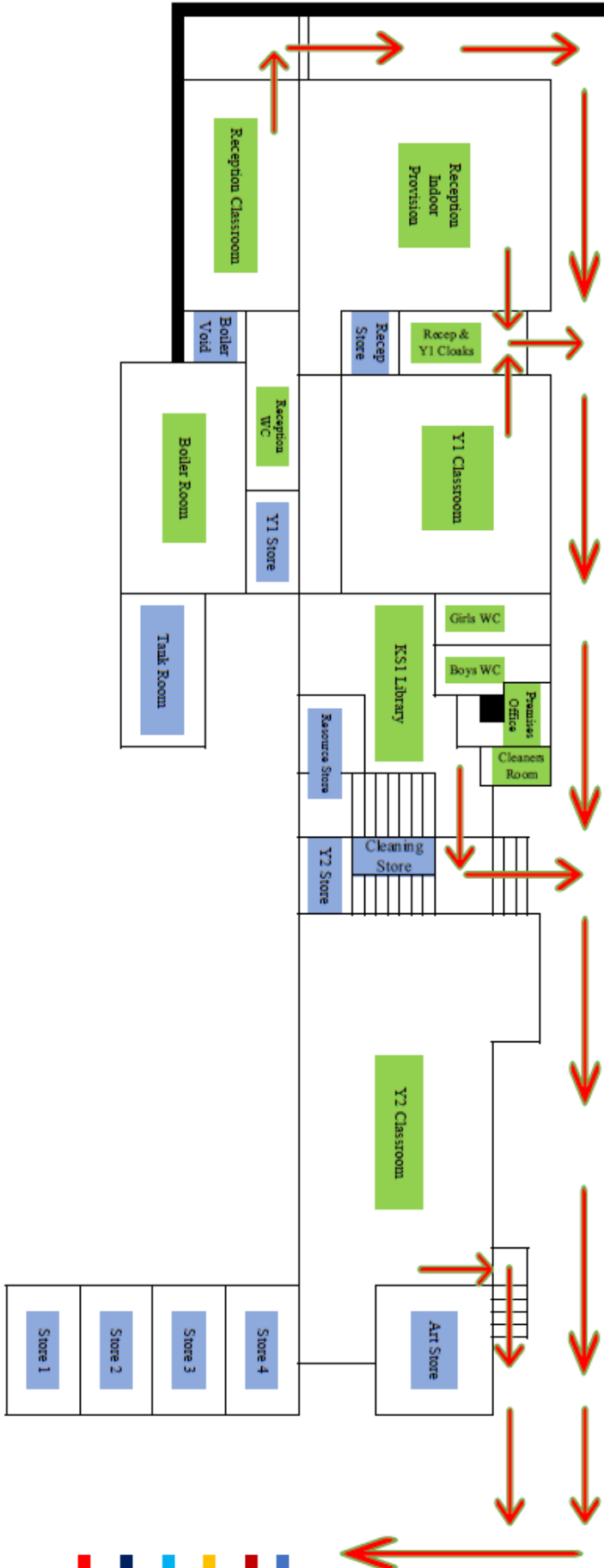
All Upper Floor rooms should use the nearest available Fire Exit. The nearest Fire Exit for this floor is through the Staffroom. The assemble point for this floor is (point 1) at the front of the school.

Middle Floorplan



All Middle Floor rooms should use the nearest available Fire Exit. To avoid a slow exit of the building, Y5 are to go through Y4's Fire Exit, and Y3 are to use the stairs to the main exit at the front of the school. The assemble point for this floor is (point 1) at the front of the school.

Lower Floorplan



All Lower Floor rooms should use the nearest available Fire Exit. The assembly point for this floor is (point 2) in the playground at the coloured pencils.

LOCKDOWN AND INVACUATION PROCEDURES

Trinity Academy St Chad's

Policy:	Critical Incident procedures, including Invacuation and Lockdown
Lead professional:	Principal
Status:	Non-Statutory

1. Purpose of procedures

- 1.1 As part of our policies and procedures covering Health and Safety, this document outlines how the academy will respond to Critical Incidents.
- 1.2 Trinity Academy St Chad's recognises that, within its Emergency Procedures, a plan needs to be made to help combat and deal with a threat to pupils and staff which occurs whilst they are inside the academy building or academy grounds.
- 1.3 This document sets out the academy's response to such an emergency but recognises that it is impossible to legislate for every possible danger or scenario. The aim of this procedure is to outline:
 - How emergency situations will be communicated
 - How staff should react to these situations
 - The expectations of staff and pupils.

2. Definition and examples of critical incidents

- 2.1. A critical incident is triggered by an initial event which is unplanned and therefore not foreseen. This could include:
 - An intruder
 - A hostage situation
 - A violent event during the academy day
 - A dangerous animal on site
 - A severe weather event or warning
 - Sudden death of a student or member of staff
 - Suspicious item or bomb threat
 - Fire
- 2.2. Once a situation has been identified a decision is required quickly. The flowchart in Appendix 1 details how the process and actions are initiated.
- 2.3. The remainder of this document focuses on invacuation and lockdown. Evacuation plans are with the fire evacuation document.

3. What is invacuation?

- 3.1. Invacuation is an emergency procedure where, as a result of an immediate or unknown threat, to reduce the risk of harm, staff and pupils should remain in, or return to, the building.
- 3.2. Situations where invacuation would be required would be:
 - Where a chemical fire requires doors and windows to be shut and people to remain inside
 - Where, on the advice of the Police or other emergency services, staff and pupils are advised to remain in the building
 - A potentially dangerous/large animal wandering into the academy grounds.
- 3.3. In some invacuation situations a further 'lockdown' procedure is required. Invacuation with lockdown is where, once inside the building interior and exterior doors are locked as a precautionary measure, and no one is allowed to enter or exit the building.
- 3.4. Such situations where 'lockdown' would be invoked are:
 - Where someone brandishes or threatens to use an offensive weapon. This includes pupils or adults.
 - There is an intruder.

Invacuation must only be invoked where there is a serious and real risk to the health and safety of staff or pupils, including the risk of loss of life.

4. Who invokes invacuation?

4.1. Any member of senior leadership, or staff above, can invoke the invacuation procedure.

The core team are:

Principal	Rachel Dawson
Assistant Principal	Lucy Gilroy
Premises Manager	Richard Wyatt

- 4.2. Invacuation is invoked by radio or mobile communication. To invoke the procedure using a radio, a call must be made to a senior leader and ask them to change to channel 13.
- 4.3. Alternatively, a mobile telephone call must be made to a senior leader to invoke the procedure.
- 4.4. Once on a secure channel or using a mobile, an explanation of the situation must be given to enable an emergency plan to be formed.
- 4.5. The most senior leader is appointed as the 'Commanding Officer'. This person controls the radio communication, instructing others when to speak to avoid radio holders talking over each other and distorting a message.
- 4.6. At this point, given that invacuation is only invoked in a serious situation, a senior leader must contact the Police. (Unless the invacuation is recommended by the Police). This senior leader will retain contact with the emergency services throughout the situation.
- 4.7. Appendix 2 shows an action plan once invacuation has been invoked.

5. Initial responses

- 5.1. When pupils are outside (during break or lunch):
- Whenever pupils are outside there will always be at least one adult with them.
 - In the event of a threat arising, it is the responsibility of the adult(s) supervising them to calmly guide the pupils back into the building as quickly and as sensibly as possible, through one of the designated entrances.
 - A member of the SLG should be notified of the risk immediately and a decision is made to invoke the procedures.
- 5.2. When pupils are inside:
- A member of the SLG should be notified of the risk immediately and a decision is made to invoke the procedures and whether 'lockdown' is required, or if pupils and staff are able to continue with learning.
 - Should a lockdown be required this will be communicated to staff by the Lockdown Team.
- 5.3. Once pupils are in the building several steps need to be followed:
- A member of the SLG communicates the risk to members of the Invacuation Team, by mobile telephone or channel 13.
 - Members of the Invacuation Team will notify staff who are within the academy of a Invacuation situation. This will be notified to staff by five short rings of the bell.

6. Lockdown

- 6.1. When instructed that the academy is in full lockdown, the following action will be taken:
- The bells will signal 4 short bursts and 1 continuous for lockdown.
 - Pupils will remain in their current lesson.
 - Those pupils who are on break/lunch will be immediately and calmly returned to their classrooms, where a register will be taken.
 - Windows are locked, blinds drawn, and pupils sit away from the door; ideally hidden with furniture, under tables or against a solid wall.
 - Site team lock all external doors, or ones where it is safe to do so.
 - A member of SLG to contact emergency services and remain the contact for the Police/Fire.
 - Staff in class take a head count, check it against the number on the class register and notify a member of SLG of any missing pupils.

- Class teachers and other staff who are not with their own group of pupils at the time, remain in offices or the staff room.
- Keep pupils calm and silent throughout.
- Keep silent throughout.
- Staff remain in rooms and wherever possible in e-communication with the academy - by email or school text.
- A member of the Invacuation Team will communicate when the lockdown has ended.

7. When does this procedure apply?

- 7.1. This policy applies at all times of the day. CALMNESS IS THE KEY, and it is vital that the policy and its implementation, does not lead to a panic mentality.
- 7.2. Pupils should be encouraged to treat any emergency with the utmost calm and follow the guidelines with common sense.

8. Communication

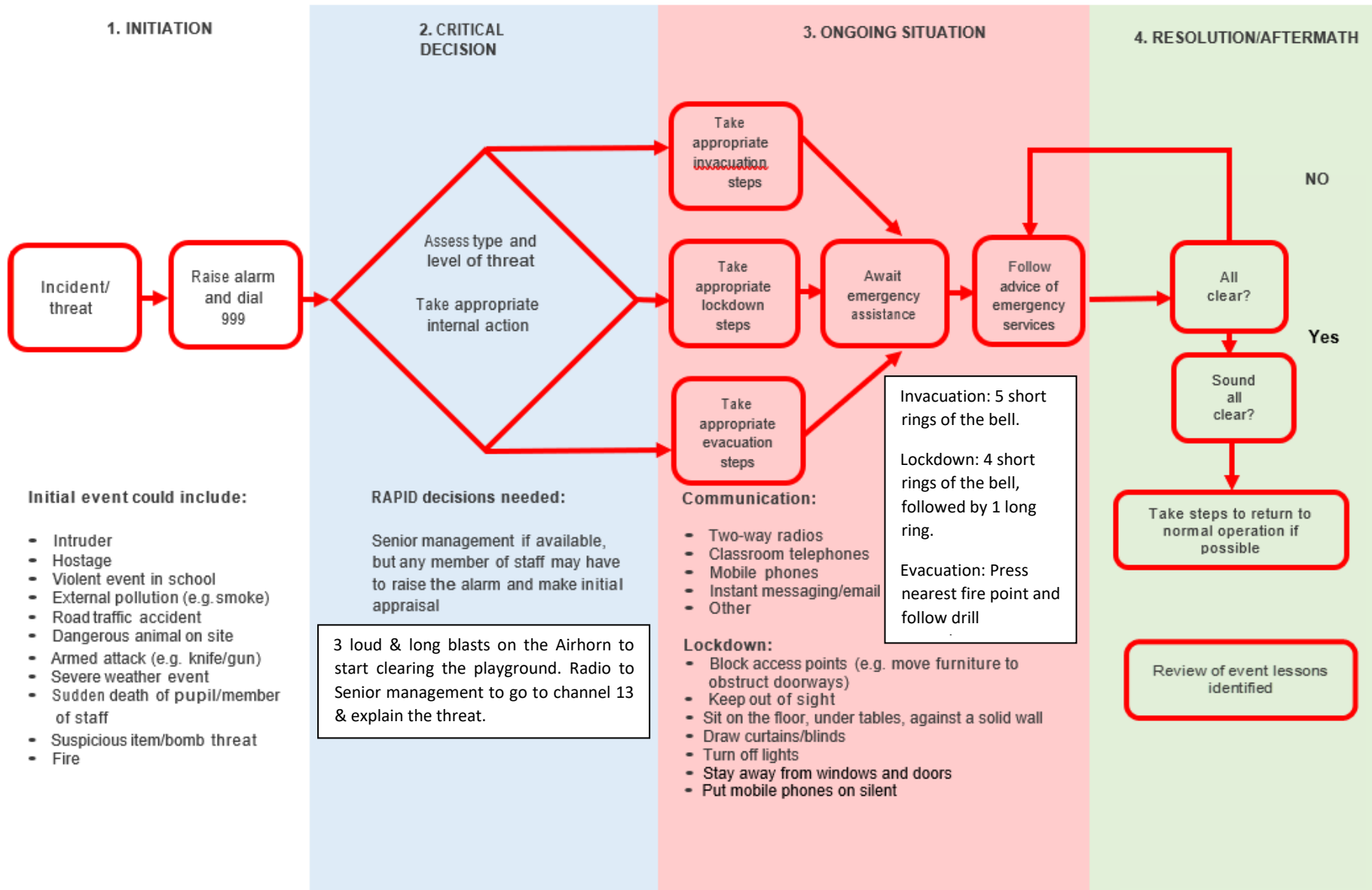
- 8.1. Staff will be informed of this procedure annually by e-mail.
- 8.2. Through staff briefings staff will be informed of how to respond to critical incidents.
- 8.3. Communication to parents will be minimal, using a website notice and/or twitter. Any communication must state that parents should not contact the academy and should not come to the academy to collect their child. Suggestions include; 'The academy is in a full lockdown situation and we are working with West Yorkshire Police to ensure safety for pupils and staff. During this period telephone lines will not be answered and all external doors will be locked. Staff and pupils will not be able to leave'.

9. Review and Evaluation

- 9.1. This statement will need to be kept under constant review to reflect changing circumstances and experience.

Appendix 1

CRITICAL INCIDENT FLOWCHART



Appendix 2

INVACUATION (INCLUDING LOCKDOWN) - TRINITY ACADEMY ST CHAD'S	
UPON HEARING THE SIGNAL, TAKE THE FOLLOWING ACTION: GO IN, STAY IN, TUNE IN	
INVACUATION	INVACUATION WITH LOCKDOWN
GO IN - Ensure all staff/pupils/students/service users/visitors are safely inside the school building.	
Close entrance points (e.g. doors, windows) to prevent the animal/pollutant etc entering the building. If possible close off ventilation and air conditioning systems (if pollutant related invacuation).	Lock and secure entrance points (for example doors or windows) to prevent the intruder/violent person entering the building.
Go to a designated safe area; if appropriate. (Depending on the situation it may be possible for the establishment to continue business as usual.)	Go to a designated lockdown area. <ul style="list-style-type: none"> • Close doors and windows on-route. • Block access points (for example - move furniture to obstruct doorways). • Sit on the floor, under tables or against a solid wall. • Keep out of sight. • Keep silent. • Draw curtains/blinds. • Turn off lights. • Stay away from windows and doors. • Put mobile phones on silent.
Dial 999 - Ask for appropriate Emergency Service(s)	
Ensure that staff/pupils/students/service users/visitors are aware of an exit point should evacuation become necessary for example in the case of a fire or instruction from emergency services.	
If possible, account for all staff/pupils/students/service users/visitors without putting yourself at risk, report all those unaccounted for to the Emergency Services.	
STAY IN - Remain in the designated safe lockdown area until the all clear signal is given, or told to evacuate by the Emergency Services. TUNE IN - If possible, and appropriate, obtain local news updates via radio/TV/computer. TUNE IN - If possible, and appropriate, establish internal communication via radio and phone communication.	

Appendix L

MEDICAL EMERGENCY AND PANDEMIC PROCEDURES

MEDICAL EMERGENCY:

- Call medical emergency phone number:
 - Ambulance
 - Fire Department
 - Other

Provide the following information:

- Nature of medical emergency
- Location of the emergency (address, building, room number), and
- Your name and phone number from which you are calling
- Do not move the victim unless absolutely necessary.
- Call the following personnel trained in First Aid to provide the required assistance prior to the arrival of the professional medical help:

Name: **Principal or Assistant Principal**

- If personnel trained in First Aid are not available, as a minimum, attempt to provide the following assistance:
 - Stop the bleeding with firm pressure on the wounds (note: avoid contact with blood or other bodily fluids)
- In case of rendering assistance to personnel exposed to hazardous materials, consult the Material Safety Data Sheet (MSDS) and wear appropriate personal protective equipment. Attempt first aid ONLY if trained and qualified.

PANDEMIC:

- The Principal will make a decision to close the academy and will liaise accordingly to advise the local authority and local services of the situation.
- A child who shows symptoms of a pandemic will be isolated from other students and arrangements will be made for them to be taken home.
- If the academy remains open during the pandemic, the Principal or their delegate will outline the systems to be put in place to minimise the spread of infection:
 - Dispose of dirty tissues promptly and carefully.
 - Wash hands frequently with soap and water to reduce the spread of the virus from hands to face or to other people.
 - Clean hard surfaces (e.g. door handles) frequently using a normal cleaning product.
 - Ensure students follow this advice.
- Outline procedures/plans to continue the education of students remotely.

Appendix M

ACTION LIST FOR EMERGENCIES ON EDUCATIONAL VISITS

The Principal or his/her pre-agreed nominee should be immediately informed of any incident by the group leader.

Initial Action by Principal or Nominee

1. Maintain a written record of your actions using this pro forma and your log book.			
2. Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.			
3. Find out what has happened. Obtain as clear a picture as you can: Who informed you of the incident? (usually the group leader)			
Name:	Status:	Telephone number:	Additional Tel number(s):
Where are they now and where are they going?			
4. Discuss with the group leader what action needs to be taken and by who.			
5. Record the details of the off-site activity/visit during which incident occurred			
Location and nature of activity/visit			
Name of person in charge of activity/visit		Telephone number (s)	
Number of people on the visit	Students:	Teachers:	Other adults:

6. Record the details of the incident:			
Date and time of incident		Location	
What has happened?			
People affected	Name	Injury	Where they are/will be taken to
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			
Arrangements for students not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone Number(s)	
7. Depending on the scale of the incident, consider assembling a school emergency management team from the list of staff in Section 3, to assist with the response.			

Having activated this emergency plan, go on to the next stage: implementation.

Ongoing action list for Principal or nominee

Communication	✓
Inform MAT (CEO/COO/Director of Estates and Facilities) and school staff as appropriate, depending on the time and scale of the incident.	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required. Line to be used for incoming calls only: 07746 963183 Line to be used for outgoing calls only: 07746 963183/to use one of the MAT mobile phones as required	
Immediately inform parents of any injured students of what has happened and where their son/daughter is. Record what their plans are, e.g. to travel to their son/daughter, any assistance they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform parents of any other students on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.	
Inform the Chair of the BoD and/or Chair of the appropriate LGB.	
Refer to the list of emergency contacts in Appendix R.	
Contact the local authority: During office hours, call your local authority emergency contact: 01422 392670 Outside office hours, call the local authority emergency helpline: 01422 288000 Support available could include: a) assistance at school or at the site of the incident by local authority officers, and/or others b) communications support, including public telephone helpline where appropriate c) help with arranging travel and transport between the incident, parents and the school d) help with media management, including press statements and interview briefing e) for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc.	
Ensure you contact your local authority emergency contact as soon as possible the next working day to inform them of the situation.	

If the visit is abroad, and the incident results in substantial medical or other expense, the risk and insurance section at the local authority should be informed as soon as possible.	
Inform students and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform students and to support them afterwards. Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
Media management	
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries and direct these to the local authority corporate communications.	
Liaise with the local authority corporate communications team as early as possible, and work with them to prepare a press statement, to be agreed by the strategic director of the Children's Services department and the Principal before release.	
Resources	
Arrange a quiet space to receive parents of the children involved as they arrive at the school.	
Reporting of accidents	
Tell the staff involved to prepare a written report noting events and times. Inform the local authority's Health and Safety office who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	

Group Leader's Action Card

Immediate action in an emergency:	✓
Assess the situation and take immediate action to ensure the safety of students and staff	
Establish if anyone is injured and how	
Call the emergency services if necessary	
Be aware that you and others may be suffering from shock	
Next steps:	
<p>During school hours contact the Principal or nominee: Principal - Rachel Dawson – 07436193928 / 07725011762 Assistant Principal - Lucy Gilroy - 0721841650</p> <p>Outside school hours contact the Principal or nominee: Principal - Rachel Dawson - 07436 193928/07725 011762 Assistant Principal - Lucy Gilroy - 07506688258</p>	
Give clear details of what has happened and who is involved	
Discuss with the Principal or nominee who should inform parents and next of kin of students and staff	
<p>The Principal or nominee should contact the local authority if necessary - if they are unavailable you may have to do this. During office hours, call your local authority emergency contact: Schools Health and Safety Team - 01422 392670 Outside office hours, call the local authority emergency helpline: Calderdale Council Emergency Out of Hours - 01422 288000</p>	
<p>Avoid speaking to the media - if necessary direct them to Peter Knight, Chief Operating Officer - Telephone 07732 682207 - Email coo@trinitymat.org</p> <p>Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</p>	
Make notes of what has happened and your actions	
Keep in contact with the Principal or nominee	

Appendix N

EXTENDED POWER LOSS PROCEDURE

In the event of extended power loss to a facility, certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
 - Standpipes
 - Toilets
- Add propylene-glycol to drains to prevent traps from freezing.
- Equipment that contains fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Appendix O

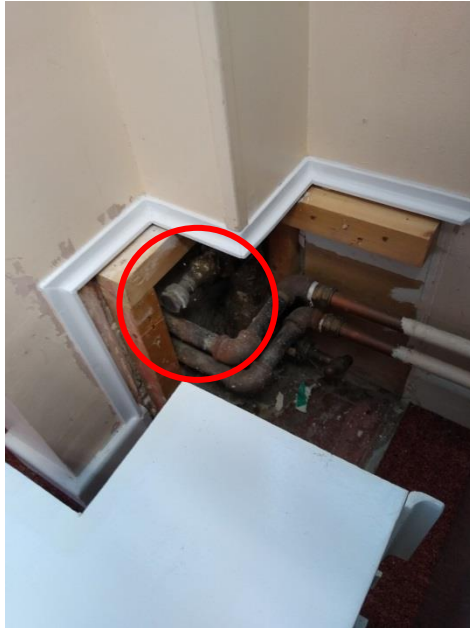
LOCATION OF SHUT OFF VALVES/SWITCHES AND DETAILS TO RESET FIRE ALARM

Main Building

GAS - The main gas shut off valve is located to the left of the academy building (front). Press the lever down to shut off. The key to open the box can be found on the back of the Premises Manager's door.



WATER - The main water shut off valve is located in the admin office. This can be found to the left of the window at floor level. Pull out the pipe box cover (labelled). Rotate the valve clockwise to shut off.



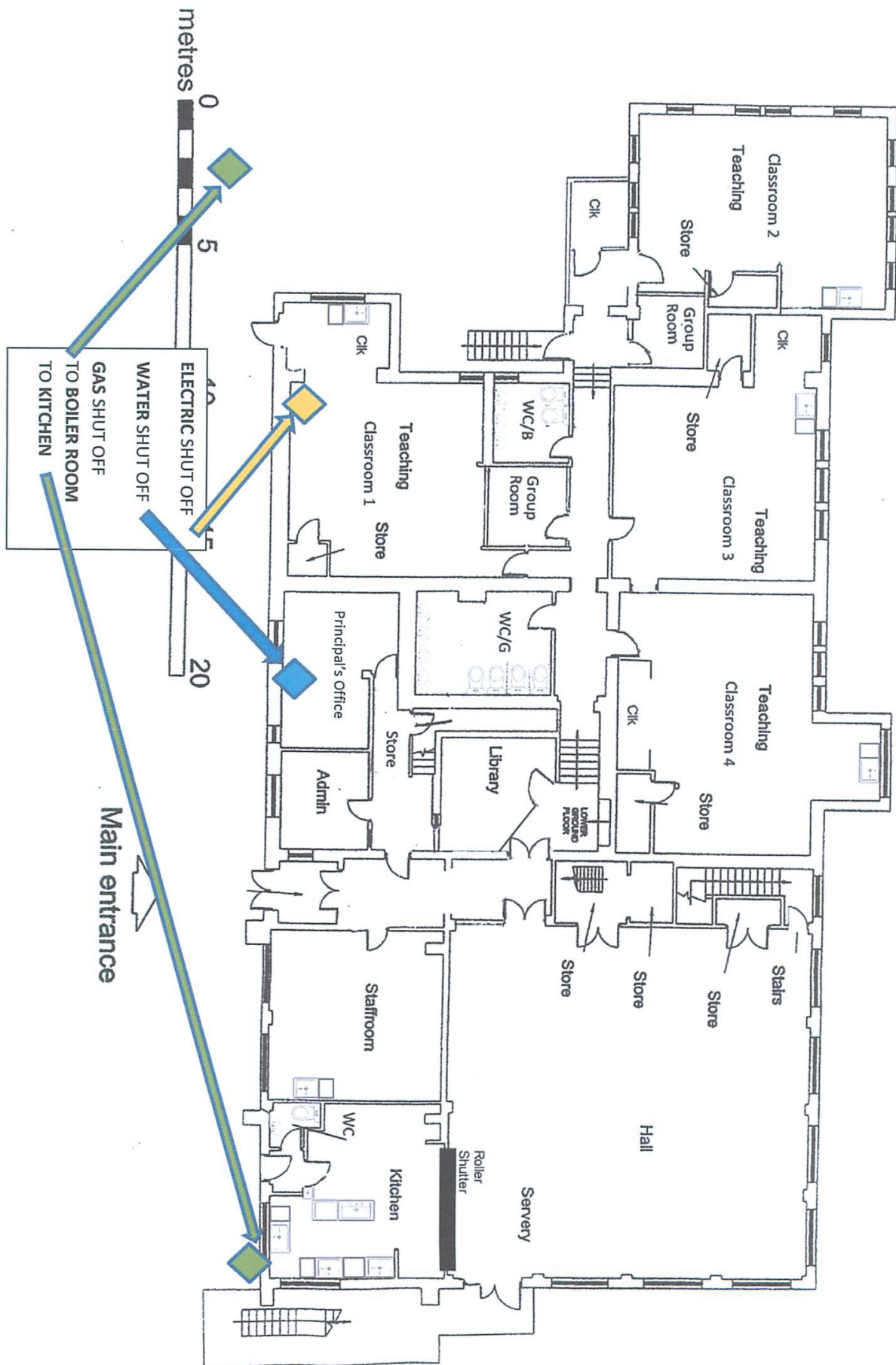
ELECTRIC - The main electrical shut off switch is located in Classroom 1 (Year 3). The double cupboard can be found to the right of the three main windows (labelled). Rotate the lever clockwise to the off position to turn off. The key to open the cupboard can be found on the back of the Premises Manager's door.



Kitchen

GAS (KITCHEN) - The main gas shut off valve is located at the right of the academy building (front) below the kitchen window. To shut off pull the lever forward into a horizontal position. The key to open the box can be found on the back of the Premises Manager's door.

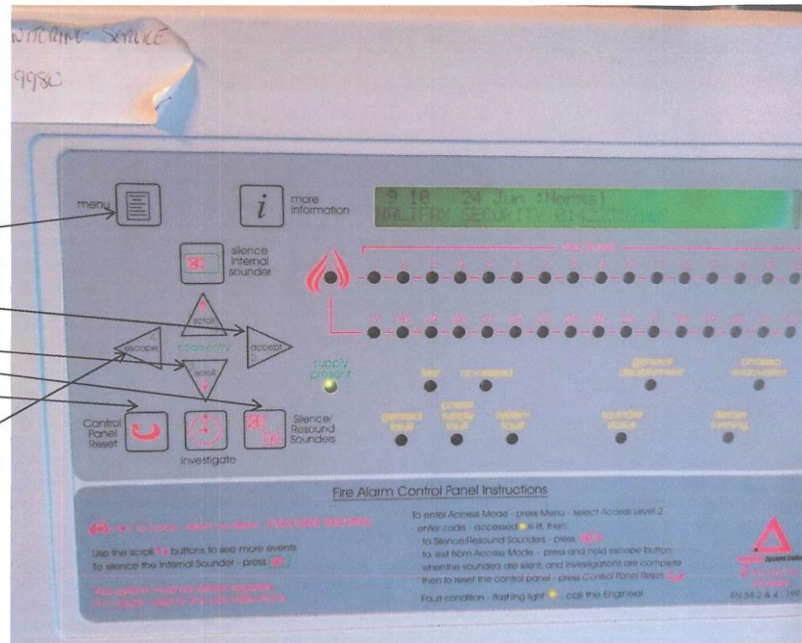




Fire Panel Reset Instructions

RESETTING OF THE FIRE PANEL.

1. Press the menu button. This will then ask to enter level 2.
2. Press the accept button. This will prompt for a code.
3. Press the scroll button 4 times to enter code 3333.
4. The alarm can now be silenced
5. The panel can now be reset.
6. Press escape twice to exit the panel settings back to main screen
7. Please ensure that EMCS are called on 08448809980 before any intended activation of the fire panel.
8. NOTE: If fire or fault is still present then alarm will resound.



1. Press the menu button. This will then ask to enter level 2.
2. Press the accept button. This will prompt for a code.
3. Press the scroll button 4 times to enter code 3333.
4. The alarm can now be silenced
5. The panel can now be reset.
6. Press escape twice to exit the panel settings back to main screen
7. Please ensure that EMCS are called on 08448809980 before any intended activation of the fire panel.
8. NOTE: If fire or fault is still present then alarm will resound.

ASBESTOS PLAN

ASBESTOS OVERVIEW

Currently there is a management survey in place for the entire school.
This allows us to safely occupy the school premises.

Overview

Places where asbestos is present:

Reception toilet ceiling (Now encapsulated 2017).
Oil tank room (Accessible from boiler room) signs in place, left undisturbed.
Store cupboard ceiling opposite main lower entrance doors - signs in place.
Store area to side in resource room, ceiling to underside of stairs - signs in place.

This means that no works can take place in these areas.

There may be asbestos in boarding to the back of all four external store rooms, these are currently awaiting investigation.

There are refurbishment surveys in place for:-

KS1 Boys and Girls toilets, Caretakers room, Cloakroom and teaching area on the yellow floor, KS1 staff toilet, Reception (classroom 7), Year 1 (classroom 6), Year 1 store and cloakroom, the boiler room, KS2 Boys toilet, Year 3 (classroom 1), the main hall, the entrance corridor and the corridor leading all the way through to Year 6 (classroom 2).

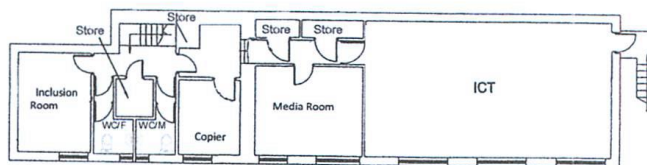
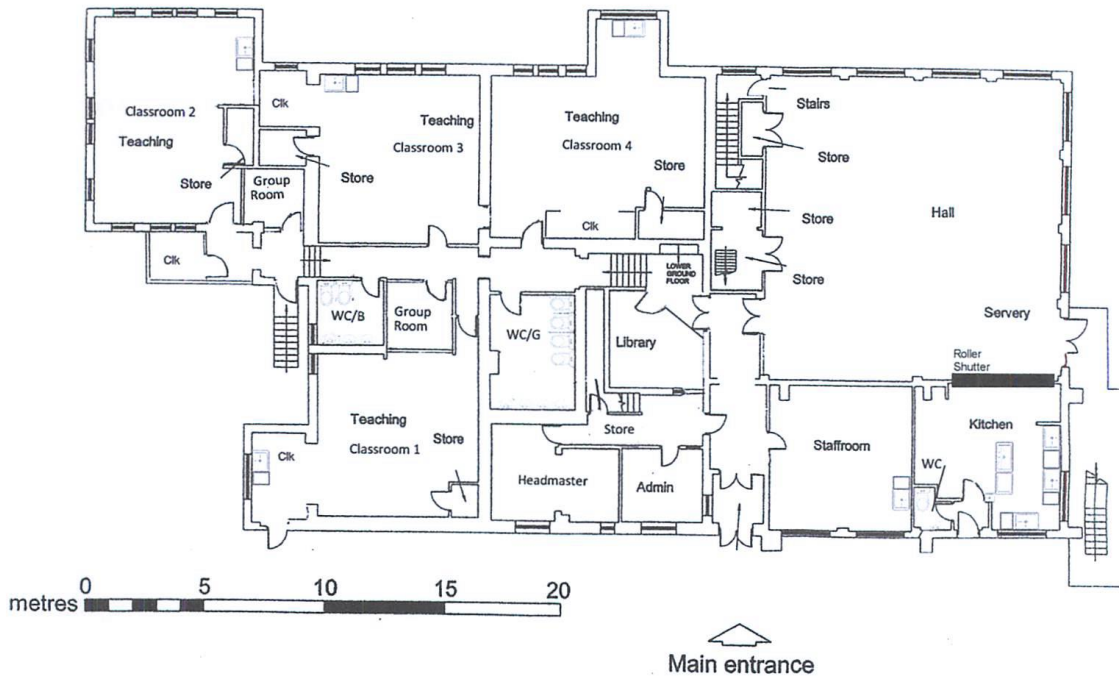
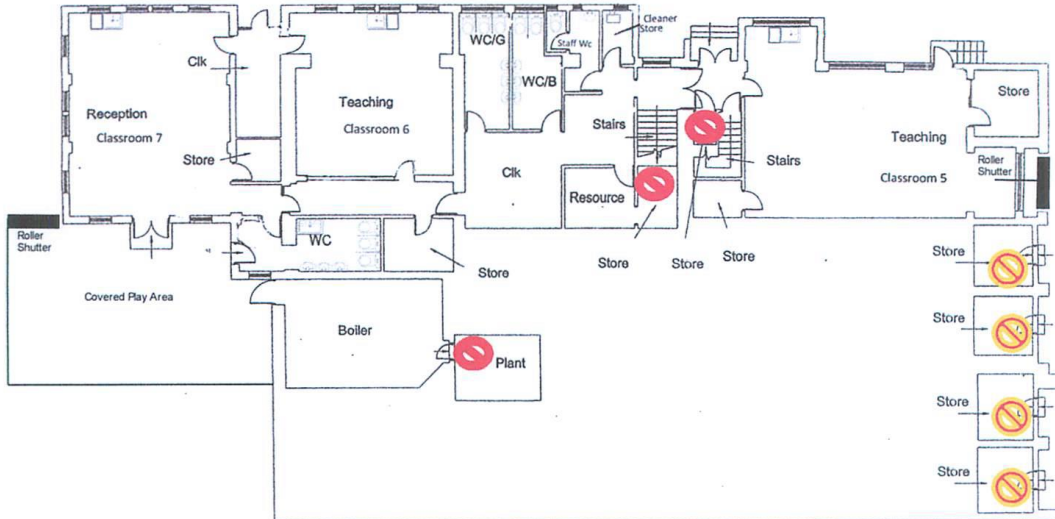
This means that work on the fabric of the building can be completed, WITH CARE. There still may be asbestos but none was found during the surveys.

Everywhere else must be considered to contain asbestos until surveyed and proven otherwise and no works affecting the fabric of the building are to be undertaken.

All asbestos documentation can be found in the asbestos folder in the school office and must be looked at before any works are started.

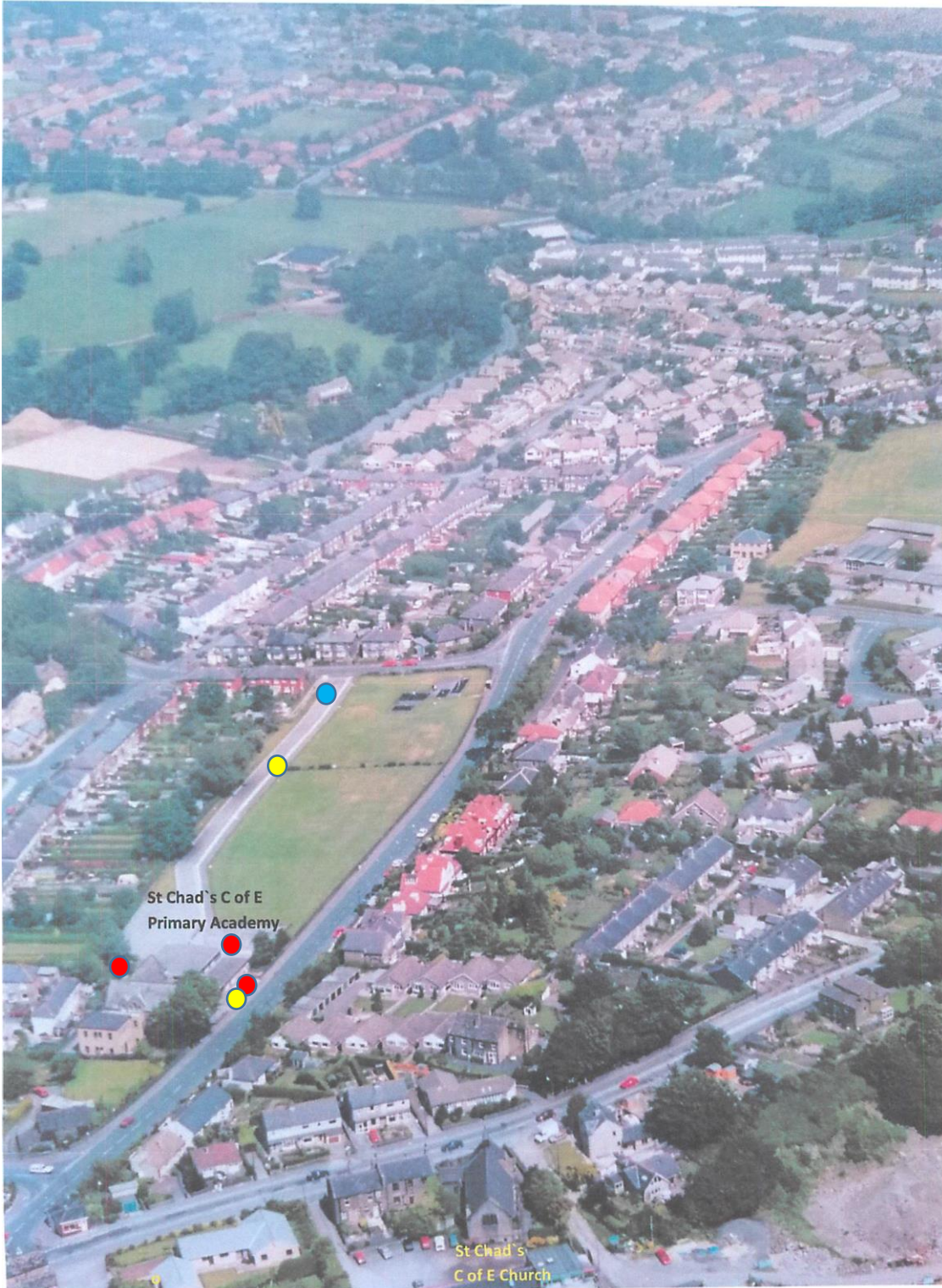
The main PAMP is in the school office.

Empathy, Honesty, Respect, Responsibility



Appendix Q

SCHOOL SITE MAP



- Car access to grounds
- Pedestrian access to grounds
- Access points to school

Appendix R

KEY CONTACTS LIST

Academy Contacts (Name and Job Title)		Telephone Number
Rachel Dawson	Principal	07436 193928/07725 011762
Richard Wyatt	Premises Manager	07849 623150
Oliver Alcock	Director of ICT/Data Systems	07477 614655
First Aiders (Name and Job Title)		
Brittany Goulden	Teacher	
Susan Werner	Teaching Assistant	
Jane Bilham	HLTA	
Helen Charles	HLTA	
Jill Dobson	Learning Mentor	
Maxine Hagain	Teaching Assistant/BC Leader	
Kirsty Hume	Catering Assistant/ASC Leader	
Vickie Thomas	BC/ACS Leader	
MAT Contacts (Name and Job Title)		
Michael Gosling	CEO	07703 194296
Dianne Alcock	PA to CEO	07909 693633
Peter Knight	COO	07732 682207
Gemma Mitchell	Head of HR	07732 682208
David Sheard	CFO	07792 953320
Oliver Alcock	Director of IT	07477 614655
Simon Hartley	Director of Estates and Facilities	07546 413368
Other Key Contacts (Name and Job Title)		
Jill Dobson	Learning Mentor	07807 248416
Other Local Contacts		
Emergency Services (Police, Fire, Ambulance)		999
Police - your local station/community officer		101
Local Radio (Pulse 1)		01274 200200
Calderdale Primary Care Trust		01422 281300
School Nursing Team (Locala)		07979 422400
Public Health England		0300 303 8395

Meningitis free phone number	080 8800 3344
Health & Safety Executive	Out of Hours: 0151 922 9235 Incident Contact Centre For RIDDOR Office Hours: 0345 300 9923
Local Authority Emergency Contact	01422 392670
<i>Out of Hours Emergency Local Authority Contact</i>	01422 288000
Other Useful Contacts	
Foreign Office (links with British Consulates etc.)	020 7008 1500
Met Office Weathercall (local forecast - 60p/min)	09014 722062
Woods Taxis Brighouse	01484 400800
A1 Brighouse Taxis	01484 711555
Gas - Gazprom (Account number 10170725) - Two meter points (1851434000 & 9330492509)	0800 111 999/0161 837 3395
Electric - EDF Energy (Reference number 671 119 724 503)	0800 111 999/0333 200 5103
Water - Scottish Water Business Stream Ltd	0333 414 9040/0345 1 24 24 20
The Samaritans	116 123
Swimming Bus - First Bus	07812 382544/ paul.calcott@firstbus.co.uk
Brighouse Pool - Swimming	01422 288068
School Milk - Cool Milk	0800 321 3248
School Fruit & Veg - NHS	03306 780 926
Music - Calderdale Music Trust	01422 401260
Teacher Support Network (trained support and counsellors available 24hrs)	0800 562 561

Systems Support (System and Contact Group)		
Telephone Lines	Global 4 Communications - Account number 159192	01403 272910
Cashless Catering/ Communication School number: 11938 Password: BROMCOM	Bromcom	020 8290 7100 Helpline - 020 8290 7177
Finance	Trinity MAT	01422 244890
Broadband Provider	EXA Network	0345 145 1234
Site Security/Keys Management	Acclaimed Security	Office: 0345 838 3400 Mobile: 07710 097233 24 hr Control: 0345 838 3402
Fire Protection	Halifax Security	01422 352168 0800 328 9146
	Diocese of Leeds	0113 261 8000