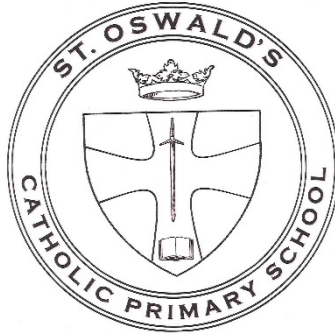


PROTECT

This school emergency management plan is a confidential and controlled document issued only to named individuals. It should not be copied without prior permission.

Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.



St Oswald's Catholic Primary School

SCHOOL EMERGENCY MANAGEMENT PLAN **(SEMP)**

Including
BUSINESS CONTINUITY PLANNING arrangements

Plan administration	
Version number	1
Date of issue	September 2023
Electronic copies of this plan are available from	School Office

Hard copies of this plan are available from	School Office
Location of emergency grab bag(s)	Juniors - Admin Office Infants – School office
Date of next review	September 2024
Person(s) responsible for review	SLT Mr Strom Mrs Christie Mrs Jones

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	St Oswald's Catholic Primary School
Type of school	Primary 2 sites
School address	Montague Road, Old Swan, Liverpool L13 5TE St Oswalds Street, Old Swan Liverpool L135SB
School operating hours (including extended services)	7:00am - 6:30pm
Approximate number of Staff	Teachers 31 CAs 30 Admin/Office 4 Cleaners 8 Lunchtime supervision 13. Caretaker 3.
Approximate number of pupils	620
Age range of pupils	3-11

Office contact details	
Office telephone number	01512288436
Office fax number	0151 2284512
Office email address	office@st-oswalds-.liverpool.sch.uk

Useful websites	
School website / extranet	www.stoswaldsschool.com
Liverpool City Council	www.liverpool.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Health Protection Agency	www.hpa.org.uk/
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff and governors

Name	Job title	SEMT role(s) (if applicable)	Contact details (In-hours)	Contact details (Out of hours)	Notes (e.g. first aid trained)
Miss Donna Hay	Acting Headteacher	Incident Commander	8-5		First Aider
Mrs Siobhan McBrien	Assistant Head Teacher	Deputy Incident Commander	8-5		First Aider
Mrs Tracy Gentle	Deputy Headteacher EYFS Co-ordinator	Communications Officer Deputy Log keeper	8-5		First Aider
Mrs Julie Finch	Home/School Link Officer	Welfare Officer	8-5		
Miss Sharon Mahon	Home/School Link Officer	Welfare Officer	8-5		
Mrs Lynn Hindley	Lower KS2 Lead	Responsible for class Communications Officer	8-5		First Aider
Mr Steve Dunn	Upper KS2 Lead	Deputy Log Keeper Deputy Communications Officer	8-5		First Aider
Mrs Jacqueline Williams	KS2 SENCO	Responsible for class	8-5		First Aider

Mr Paul Murray	Teacher KS1 Lead	Deputy Communications Officer Log Keeper	8-5		First Aider
Mrs Kathryn Swift	Teacher	Responsible for class	8-5 Tue/Wed/Thur		First Aider
Mrs Anna Black	Teacher	Responsible for class	8-5		First Aider
Mr Joseph Crowther	Teacher	Responsible for class Media Manager	8-5		First Aider
Mrs Nicola Townley	Teacher	Responsible for class	8-5		Maternity Leave
Mr Nigel Mosaid	Teacher	Responsible for class Media Manager	8-5		
Mr Jack Cummings	Teacher	Responsible for class	8-5		
Miss Lynsey Duncan	Teacher	Responsible for class	8-5 Mon/Tue/Wed/Fri		
Miss Hayley Kirwan	Teacher KS1SENCO	Responsible for class	8-5 Mon/Wed/Thur/Fri		
Miss Ruth Denson	Teacher	Responsible for class	8-5		
Miss Gemma <u>Finnigan</u>	Teacher Union Rep	Responsible for class	8-5 Wed/Thur/Fri		
Mrs Alison Jones	Teacher	Responsible for class EVO	8-5		First Aid Trained/Defibrillator Trained
Miss Hannah Hughes	Teacher	Responsible for class	8-5		
Mrs Katie Greer	Teacher	Responsible for class Nursery Log Keeper	8-5		

Mrs Clare Parkinson	Teacher	Responsible for class Nursery	8-5		
Miss Lucy Moscardini	Teacher	Responsible for class	8-5		
Miss Sophie Ford	Teacher	Responsible for class	8-5		
Miss Stephanie Guy	Teacher	Responsible for class	8-5		
Miss Lisa Donegan	Teacher	Responsible for class	8-5		
Mr Anthony Bradshaw	Teacher	Responsible for class	8-5		
Mrs Jannette Fung	Teacher	Responsible for class	8-5		
Miss Layla Wolstenholme	Teacher	Responsible for class	8-5		
Miss Kayleigh Lee	Teacher	Responsible for class	8-5		
Miss Jessica Henderson	Teacher	Responsible for class	8-5		
Miss Ellie Clinton	Teacher	Responsible for class	8-5		
Miss Emma Stanton	TA	1.1			
Miss Stevie Linforth	TA	1.1			
Miss Joanne Robinson	TA	1.1			
Mrs Jenna Butt	TA	1.1			
Miss Stevie Burgess	TA	1.1			
Miss Deborah Wignall	TA	Assist with class			

Mr Brian Ransom	TA	Assist with class			
Mrs Lynn Hammond	TA	Assist with class	8.45 -4.15		First Aider
Miss Carla McCourt	Early Years Practitioner	Assist with class			
Mrs Donna Parry	TA	Assist with class	8.45 -4.15		First Aider
Mrs Jeanette Quarless	TA	Assist with class	8.45 -4.15		First Aider
Mrs Joanne Kelly	TA	Assist with class	8.45 -4.15		First Aider
Mrs Collette Southern	TA	Assist with class	8.45 -4.15		First Aider
Miss Sonia McKeever	TA	Assist with class	8.45 -4.15		First Aider
Mrs Barbara Burke	TA	Assist with class			
Mrs Anjalee Johnston	TA	Assist with class			
Mrs Sarah Eagleton	TA	Assist with class			
Miss April Langton	TA	Assist with class			
Miss Claire Hughes	TA	Assist with class			
Mrs Clare Riding	TA	Assist with class			
Ms Donna Kinvig	TA	Assist with class			

Miss Anne Madren	TA	Assist with class			
Mrs Susan Murray	TA	Assist with class			
Mrs Christine Riley	TA	Assist with class			
Miss Claire Swadkins	TA	Assist with class			
Mrs Sandra Traynor	TA	Assist with class			
Mrs Lynsey McVey	TA	Assist with class			
Miss Claire Owens	TA				
Miss Jacqueline Willians	TA	1.1			
Miss Lesley Mills	Cook				
Mrs Laura Mellett	Cook				
Miss Rachel Morris	Kitchen Assistant				
Mrs Margaret Granlund	Kitchen Assistant				
Mrs Kathy Salisbury	Kitchen Assistant				
Miss Danielle Phillips	Lunchtime Supervisor				
Mrs Catherine McNally	Lunchtime Supervisor				
Mrs Shirley Newby	Lunchtime Supervisor				

Miss Emma Selby	Lunchtime Supervisor				
Miss Kate Skelhorn	Lunchtime Supervisor				
Miss Lisa Tinsley	Lunchtime Supervisor				
Mr Ian Strom	Business Manager	Business Continuity Commander Registers & Keys -	8-5		First Aid Trained
Mrs Linda Christie	Admin Officer	Deputy Business Continuity Commander			First Aid Trained
Mrs Claire Harris	Clerical Officer	Registers Infant building			First Aid Trained
Miss Kelly Jennings	Clerical Officer	Registers Junior building			
Mr Christopher Spellman	Caretaker	Resources Officer – Infant building			
Mr William Costello	Caretaker	Resource Officer – Junior Building	Tuesday – Friday 7-10am 2.30-6.30pm		
Mr Stephen Morris	Caretaker	Resource Officer – Junior Building	Monday 7-10am 2.30-6.30pm		

SEMT roles include: Incident commander (& deputy), business continuity co-ordinator (& deputy), communications officer (& deputy), Log keeper (& deputy), media manager (& deputy), resource officer (& deputy), welfare officer (& deputy).

1.2 Contact details - school staff and governors (continued)

Name	Job title	SEMT role(s) (if applicable)	Contact details (In-hours)	Contact details (Out of hours)	Notes (e.g. first aid trained)
Mr Anthony Hegarty	Chair of Governors				
Mrs Ruth Hill	Vice Chair				
Mr Graham Manley	Governor				
Joanne Jones	Governor				
June Simm	Governor				
Albert K Joseph	Governor				
Colin Flood	Governor				
Cheryl Kirk	Governor				
Donna Hay	Acting Head Teacher Governor				
Tracy Gentle	Staff Governor				

SEMT roles include: Incident commander (& deputy), business continuity co-ordinator (& deputy), communications officer (& deputy), Log keeper (& deputy), media manager (& deputy), resource officer (& deputy), welfare officer (& deputy).

1.3 Contact details - extended services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Ms Hannah Dawson (Nevev)	Music teacher				
Mr Neil Storey	Music teacher				
Joseph Lappin	Skills				
Marina Berdegue	MFL				
Louis Wight	LSSP				

1.4 Contact details - local authority

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

For an up-to-date Local Authority School Emergency Plan Contact list please email: emergency.planning@liverpool.gov.uk

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
LA Major Emergency Number		0151 236 2635		Only to be used in emergencies. This is an ex-directory number and must not be issued publicly.
Careline (Children)		0151 233 3800		24 hrs
Catering	Absolutely Catering			
Children's Services		0151 233 0480		
Education Department	Toxteth Annexe	0151 233 3901		
Educational Psychology	General Enquiries	0151 225 6664		
Educational Visits School Improvement Liverpool	Nicki Horton	0151 233 3933		
Emergency Planning		0151 233 8637 / 07894 258120		
Energy Team		0151 225 2473		

Environmental Health and Pest Control	LA	0151 233 6539 0151 233 8277 0151 233 8158		
	Independent Pest Control	0151 486 7333		

1.4 Contact details - local authority (continued)

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Health and Safety Unit		0151 233 8158		
Risk Management & Insurance Unit		0151 225 2651		
Internal Communications		0151 233 0069		
Legal		0151 233 0400		
Liverpool Call Centre		0151 233 3000		
Media /News centre		0151 233 3040		
Property/Premises Mgt Unit		0151 233 1363		
Public Records Office		0151 225 5817		
Transport		0151 233 0256		

1.5 Contact details - local radio stations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
Radio Merseyside		0151 708 5500		
Radio City		0151 472 6800		
Smooth FM		0845 050 1004		
Capital FM Liverpool		0151 242 0616		

SEE PROTOCOLS FOR DEALING WITH MEDIA RELATED INCIDENTS

1.6 Contact details - other organisations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Merseyside Police		999 Emergencies only	0151 709 6010 (non-emergencies)	
Merseyside Fire & Rescue Service (MFRS)		999 Emergencies only	0151 296 4000 (non-emergencies)	
North West Ambulance Service (NWAS)		999		
British Transport Police		0800 40 50 40		
Crimestoppers		0800 555 111		
Department for Education (DfE)		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office (FCO)		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency (EA)		Floodline: 0845 988 1188 (24 hour)		Environment / air pollution 0800 807060
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Department of Health		Customer Care Service 020 7210 4850		
Diocese Schools Department CE		0151 709 9722		

1.6 Contact details - other organisations (continued)

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Archdiocese Schools Department RC		0151 522 1071		
Health and Safety Executive (HSE)		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour)		
Health Protection Agency		0151 290 8360		0151 264 6922 - out of hours
Highways agency		0300 123 5000		
Liverpool John Lennon Airport		General Enquiries: 0871 521 8484		
Network Rail		0845 711 4141		
Alder Hey Hospital		0151 228 4811		
Broadgreen Hospital		0151 282 6000		
Dental Hospital		Reception 0151 706 5253		
Aintree Fazakerley Hospital		0151 525 5980		

1.6 Contact details - other organisations (continued)

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Royal Liverpool Hospital		0151 706 2000		
Insurance Company	Catholic Church Insurance Association	01296 422030		
Clinical Commissioning Group (CCG)		0151 296 7000		
Trade union				
Alarm – Intruder	Focus Alarms – Junior Crosby Intruder Alarm - Infant	0844 556 0490 0151 920 6912		
Alarm – Fire	Olympic	0151 546 3346		
Supplier (catering)	Food for Thought	0151 427 5555		
Supplier (temporary staff)	Hays (Lewis Callaghan) CER (Elaine Berry) Ranstad (Anne Williams) Teaching Personnel (Jack Curran) Caring Services	0151 242 5100 0151 242 6036 0151 255 1666 0151 244 5430 0151 924 2073		
Supplier (coach / transport)				
Taxi company	Alpha Taxis	0151 722 8888 0151 738 1005		

YPAS	(Young Persons Advisory Service)	0151 707 1025		
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1.6 Contact details - other organisations (continued)

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Teacher Support Network		England: 08000 562 561 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
CAMHS	(NHS- Child & Adolescent Mental Health Services)	0151 293 3662		
Water Supplier (United Utilities)		0800 330033 (Leaks) 0845 746 2200 (Supply)		
Electricity Network Operator (Scottish Power)		Power Loss & Emergencies 0800 0015400 via mobile 0330 1010400		
Gas Network Provider (National Grid)		Emergency Number: 0800 111 999	Enquiries: 0845 605 6677	Use emergency number only if you:: <ul style="list-style-type: none"> • smell gas • suspect an emission of carbon monoxide, or • wish to report a fire or explosion.

1.7 Contact details - for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

SECTION 2 - ACTIVATION

2.1 Notification of incident (You may wish to keep a copy of this form close to the office telephones)

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**
- + **Advise SEMT so they can convene a meeting (if required).**

Name of Person receiving the call

.....
.....

Name of informant:

.....
.....

Date and time of call:

.....
.....

Contact details of informant:

.....
.....

Date and time of incident:

.....
.....

Exact location of incident:

.....
.....
.....
.....

Details of incident:

.....
.....
.....
.....
.....

.....

Where is the informant now and where are they going?

.....

.....

.....

.....

.....

.....

People affected (including names, injuries, where they are, where they are being taken to):

.....

.....

.....

.....

.....

.....

What arrangements are in place for people not directly involved in the incident?

.....

.....

.....

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

.....

.....

.....

Who has been informed?

- ☐ Headteacher
- ☐ School Staff
- ☐ Governors
- ☐ Pupils
- ☐ Parents / Carers
- ☐ Extended Services

- ☐ Police
- ☐ Fire & Rescue Service
- ☐ Ambulance Service
- ☐ Local Authority
- ☐ Health and Safety Executive
- ☐ Foreign & Commonwealth Office
- ☐ Media
- ☐ Insurance Company
- ☐ Trade Union

Does anyone else need to be informed?

.....

.....

.....

.....

.....

Are any other actions required?

.....

.....

.....

.....

.....

+ If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

.....

.....

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

.....

.....

Number of staff on educational visit:

.....

.....

Confirmed contact name(s):

.....

.....
.....
.....

Confirmed contact number(s):

Location of educational visit:

.....

.....

.....

.....

.....

.....

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

.....

.....

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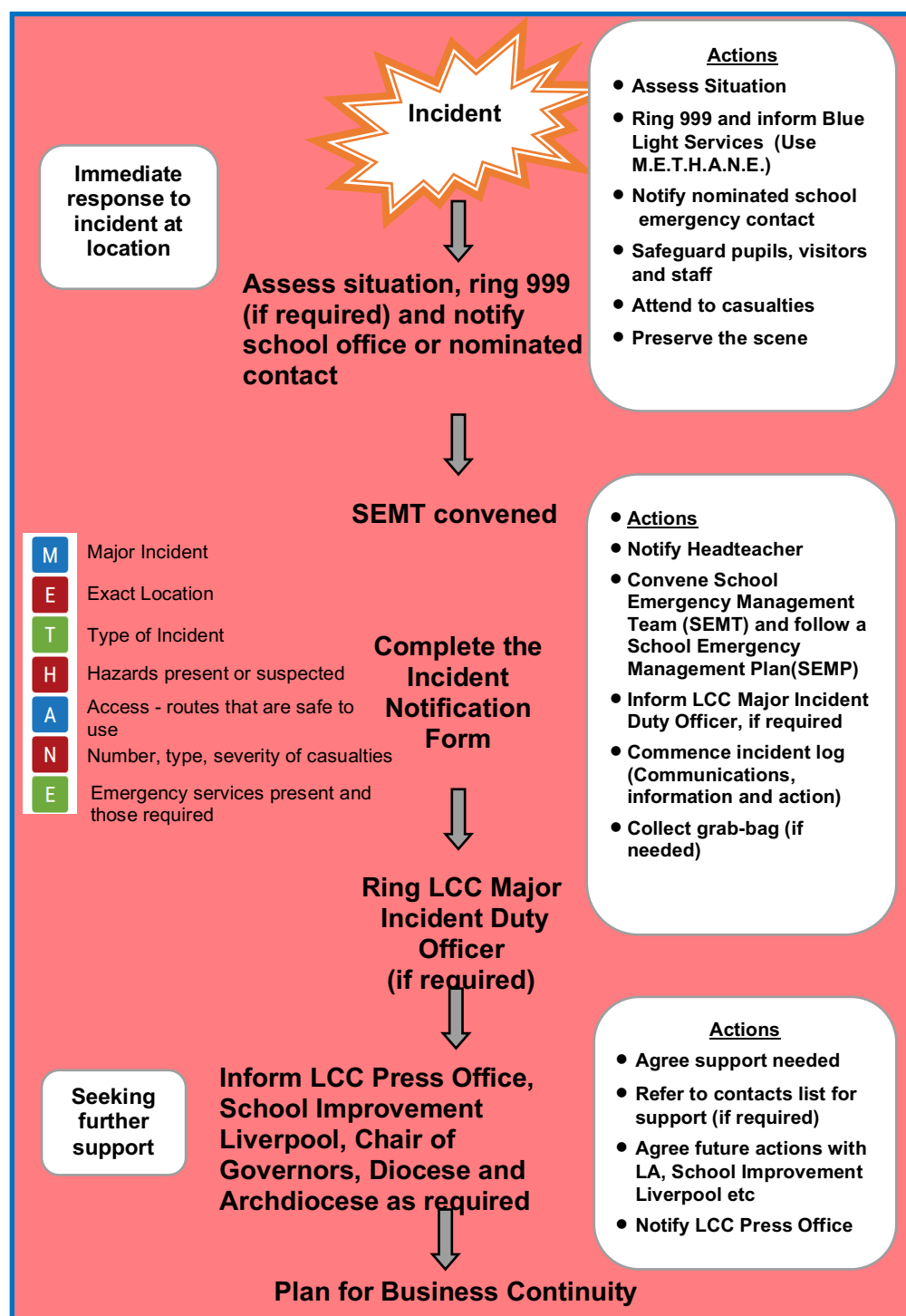
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2.2 Initial action

Immediately inform the headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



- + **Where possible, avoid closing the school and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect people and property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues (if appropriate).	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
C20	In the event of a child fatality, liaise with the safeguarding unit to ensure your participation in the SUDiC (Sudden Unexpected Death in Childhood) process including strategy discussion and Strategy meeting. http://liverpoolscb.proceduresonline.com/chapters/p_cdop.html	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	

C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities - communications

Please refer to appendix 6 for more information on communication arrangements.

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area, website problems).	

Ref	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

3.4 Roles and responsibilities - log-keeping

Please refer to appendix 9 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

3.5 Roles and responsibilities - media management

In the event of an emergency on Merseyside the Merseyside Media Protocol is enacted which is a protocol signed up to by the emergency services and partner agencies, including Liverpool City Council, that provides a framework to supply a speedy, but accurate and regular flow of co-ordinated information to all media agencies. Before releasing information to the media during an emergency it is important to liaise with the City Council Communications team, who can in turn liaise with emergency service partners, to ensure that a joined up message is being provided to the public.

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations in responding to media requests. (The Local Authority and emergency services have a media protocol and could take a lead on handling the media).	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site. (See Ref M1).	
M4	In conjunction with the Local Authority or emergency services, develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role. (See Ref M1)	
M6	Be prepared to be interviewed by the media. (See Ref M1)	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones). Use websites and social media where appropriate.	

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded-up).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> Those with Special Educational Needs (SEN) Those with medical needs Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey upsetting news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities - educational visit leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEND) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media (parents / carers need to be informed).	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> Records of expenditure Medical certificates / hospital admission forms Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary. (Seek advice from Local Authority Education Psychology).	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. e.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed course work ▪ Rescheduling projects ▪ Exams. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. e.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. e.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
	Please also see the briefing note 'Guidance for schools and other settings in the aftermath of a major incident : Supporting Children and young people's emotional health and well-being.' which can be found on the Emergency Planning Pages on the School Improvement Liverpool Website: https://www.schoolimprovementliverpool.co.uk/Schools-Emergency-Planning	
	Please also see: 'A whole school approach to loss, separation and bereavement' https://bit.ly/2RBqMOa	
	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
	Consider which pupils need to be briefed, how, and by whom.	
	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
	Consider providing relevant books in the school library.	
	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
	Maintain regular contact with parents / carers.	
	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	

	<p>If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.</p>	
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APPENDIX 2a - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	All children's work kept in classrooms	No record of work completed.	Start new books
Examination papers	Secure cupboard in Business Manager's Office	SAT exams may be postponed until new papers could be accessed.	Keep standards agency informed
Asset registers / equipment inventories	On line – (School Audit)	On line so accessible from any internet connection.	Re-establish on site access..
Insurance documentation	Business Manager's room	Time delay in retrieving details	Copies requested from insurance companies

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a		
Contact details	SIMS Server – Server room	Difficulty contacting people	Copy kept in back up files with LDL
Financial information	SIMS Server – Server room	Unable to pay bills etc	Some copies held centrally with LA finance officer. Sims back up.
Medical information	HT/DHT computer	Possible medical emergency conditions not known	Copy kept in back up files with LDL

Remote learning	Notes / instructions
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Website / extranet	www.stoswaldsschool.com
Email	N/A
Post	N/A

APPENDIX 2b - BUSINESS CONTINUITY – BIA output

Utility Supply	Back-up measures / restorative arrangements
Gas	Emergency Number: 0800 111 999
Water	0800 330033 (Leaks) 0845 746 2200 (Supply) Emergency – 0345 6723723
Electricity	0800 0015400 via mobile 0330 1010400
Heating	Via Arcadis 0845 070 6199

Supplier	Back-up measures / restorative arrangements
Transport	
Catering	Food for Thought - 0151 427 5555
Cleaning	In house
Heating Fuel	Gas – See above
Grit / salt	Reviewed September each year

Premises	Back-up measures / restorative arrangements
Office	Redirect all calls and callers to alternative office. Set up a temporary office in an alternative site.
Classrooms	Re-site to shared areas or communal rooms
Kitchen	Caterers have contracts in other schools. Meals could be prepared in alternative building or off site and brought in.
Sport Facilities	Shared across both buildings.
Staff Room	If one is out of action a temporary staffroom can be set up in an alternative room in each building or one could be shared across both buildings.
Toilets	Alternative toilets in same building or use toilets in alternate building.

Personnel	Back-up measures / restorative arrangements
Headteacher	Deputy head to act up
Teaching Staff	Supply staff used from agencies like Hays – 0151 242 5100, Randstad – 0151 255 1666, CER - 0151 242 6020
Site manager(s) / caretaker(s)	Immediately caretakers can work both sites. – Long term support from Education Advice and Support – 0151 260 1398, Hays – 0151 242 5100, Randstad – 0151 255 1666, CER - 0151 242 6020
Business manager(s) / Bursar(s)	Short term internal cover - Long term support from Hays – 0151 242 5100, Randstad – 0151 255 1666, CER - 0151 242 6020
Office staff	Short term internal cover - Long term support from Hays – 0151 242 5100, Randstad – 0151 255 1666, CER - 0151 242 6020
Catering staff	To be provided by the contractor.
Cleaning staff	Short term internal cover - Long term support from Education Advice and Support – 0151 260 1398,

Telecommunications	Back-up measures / restorative arrangements
Computer network	Liverpool IT Services Limited – Backups via Liverpool City Council Support
Website / extranet	Liverpool IT Services Limited – Internal support from staff
Attendance management system	Liverpool IT Services Limited – Backups via Liverpool City Council Support
Text/App messaging system	Managed offsite by Weduc Limited
Telephone	Managed offsite by Telesis.
Mobile Phone	NA
Fax	NA
Email	Liverpool IT Services Limited – Held on Google servers

Key Business Processes	Description of Impact	Specify Impact of Disruption	Impact over time (Low, medium, high, very high)				Justification / Comments
			1 day	3 days	1 week	1 month	
Providing a safe environment	The first priority following an incident is to make sure that the pupils, staff and wider community have a safe environment. This includes, but is not limited to, planning for catering, toilet and washing facilities, areas to deliver support and lessons, safe areas for breaks away from classrooms, providing the requirements of day to day working like utilities and IT.	Financial	VH	VH	VH	VH	
		Reputation	M	M	L	L	
		Disruption to activities	VH	H	M	L	
		Mgt & Business Ops	VH	VH	VH	H	
		Legal & Regulatory	VH	VH	VH	H	
Pastoral Care and Support	Ensuring that anyone affected by an incident can access the appropriate levels of support required, whether that is emotionally, physical or intellectually.	Financial	M	M	M	L	
		Reputation	M	M	L	L	
		Disruption to activities	H	H	M	M	
		Mgt & Business Ops	M	M	M	L	
		Legal & Regulatory	M	M	M	L	
Delivering the Curriculum	The core business of the school is to deliver the curriculum. We need to plan to ensure that the minimum disruption to providing this service occurs.	Financial	L	L	L	M	
		Reputation	H	H	H	M	
		Disruption to activities	VH	VH	VH	H	
		Mgt & Business Ops	H	H	H	M	

		Legal & Regulatory	VH	VH	H	H	
Key Business Processes	Description of Impact	Specify Impact of Disruption	Impact over time (Low, medium, high, very high)				Justification / Comments
			1 day	3 days	1 week	1 month	
Business Management	This overlaps all of the priorities. It is to ensure that resources are provided to enable the other key processes can continue. For example, Finance, premises management and HR support.	Financial	VH	VH	VH	VH	
		Reputation	M	M	M	L	
		Disruption to activities	VH	VH	H	H	
		Mgt & Business Ops	VH	VH	VH	VH	
		Legal & Regulatory	VH	VH	VH	VH	
Communication with the school community and external partners and agencies.	It is essential to maintain effective communications at all times, but particularly in times of emergency.	Financial	M	M	M	L	
		Reputation	VH	VH	VH	H	
		Disruption to activities	H	H	M	M	
		Mgt & Business Ops	VH	VH	H	H	
		Legal & Regulatory	H	H	M	M	

PROCESS APPLICATION MATRIX

This section is used to confirm the IT systems used in each key school process.

Key: Place an X in the box to indicate the system is critical to the process.

Place an O in the box to indicate it is used in the process but is not essential for the performance of the process.

Recovery Time Objective is the time period between the loss of IT service to the essential reinstatement of the IT service.

The Data Back-up requirements column indicates the data requirements for each system.

Key: B – Last Back-up (generally previous close of business).

K – Last Keystroke (real time)

F – Functionality only (data back-up not required)

System Name	Key Business Processes (See section 2)						Recovery Time Objective	Data Back-up Requirements	Comments
	Process 1	Process 2	Process 3	Process 4	Process 5				
Email	X	X	X	X	X		4 hours	B	
MS Office (Excluding email)	O	X	X	X	X		4 hours	B	
SIMS (Financial)	O	O		X			1 day	B	
Oracle				O			5 days	B	
SIMS (Pupil)	O	X	O	X	X		4 hours	K	
SchoolComms (Weduc)	X	X	X	X	X		4 hours	B	
Curriculum Software			X				1 day	B	
Twitter	O	X	X		X				
Inventory	X	X		X	O		4 hours	B	

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Junior - Close to back car park gate Infant – Cupboard near to St Oswald Street Entrance	
Water	Last boiler room outside at back exit	
Electricity	Infants - Caretakers room Juniors – Hall cupboard near to emergency exit	
Heating	Boiler room	

Internal hazards	Location	Notes / instructions
Asbestos	See Asbestos Register	Business Manager's office in Juniors and HT Office in Infants has register
Chemical store(s)	Cleaner's cupboard Year 6 area – Juniors Caretakers room - Infants	Copy, COSHH Data Sheets Infant Office

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Headteacher's Office	Both buildings
Media briefing area	Staff-room	Both Buildings

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Four long bell rings/ Fire Alarm
Signal for all-clear	Fire service information/SLT notify
Lockdown	Ten Long Bell Rings

Assembly points - fire evacuation	
Fire evacuation assembly point A	Top end of yard next to field fence – Juniors Top of Field nearest Montague Road Front playground – Infants
Fire evacuation assembly point B	School field – Both sites, furthest fence.

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Top end of yard next to sensory garden – Juniors Front playground, back fence Montague Road – Infants
Bomb evacuation assembly point B	Alternative site (Infant/Junior) or St Oswald's Parish Church.

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	St Oswald's Catholic Primary School – Alternative site (Infant/Junior) or St Oswald's Parish Church
Type of premise	School/Church
Contact name and details of key holder(s)	Mrs Mary Walsh Head Teacher 01512288436 Mr Chris Spellman 07788 196307 Mr William Costello 07712 806718 Steve Morris 07842 937236
Address	Montague Road Old Swan, Liverpool St Oswald's Street Old Swan Liverpool.
Directions / map	Alternative campus of same school. Large playground and sports field separates the two sites. A gate can be opened by all staff but not members of the public. Alternatively, parish church adjacent to both sites..
Estimated travel time (walking, with pupils)	School Less than five Minutes Parish Church Five/ten minutes

Capacity	Two school halls in Infant building Large hall and year group areas in juniors. Large church with seating.
Capacity (sleeping)	Two school halls in Infant building Large hall and year group areas in juniors. Large church with seating.
Facilities / resources	Canteen, toilet facilities on both school sites. Kitchen Priest House/ Toilets in Church

APPENDIX 5 - SHELTER

Signals	
Signal for shelter/ Lockdown	Ten Long Bells
Signal for all-clear	One long continuous bell ring Password if needed

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation. SLT	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services or SLT.	

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Ten long Bells
Signal for all-clear	One long continuous bell ring Password if needed

Lockdown	
Rooms most suitable for lockdown	All rooms with shutters
Entrance points (e.g. doors, windows) which should be secured	Main reception door, both buildings Back children's entrance, both buildings Hall doors, both buildings Art room door
Communication arrangements	Mobile phones <ul style="list-style-type: none"> Instant messaging / email
Notes	Lock down procedure available both sites.

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> Block access points (e.g. move furniture to obstruct doorways) Sit on the floor, under tables or against a wall Keep out of sight Draw curtains / blinds Turn off lights Stay away from windows and doors. Follow if possible School Lockdown Procedure 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services or SLT. Password if needed	

APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). ▪ Review current relevant Risk Assessments in place. (including Covid 19 RA). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ The local authority (including business support) ▪ Local radio stations 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEND) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	0151 228 8436	Main office in reception (affected building)
Outgoing calls	0151 228 8436 line 2	Main office (alternative site)

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
School website / extranet	<ul style="list-style-type: none"> www.stoswaldsschool.com Who is authorised / trained to edit the website? Miss Hay, Mrs Mc Brien Mr Strom, Mrs Christie, Mrs Harris, Miss Jennings,. Can it be updated remotely or only from the school site? Both
App/Text messaging system	<ul style="list-style-type: none"> Log-in details Weduc - https://app.weduc.co.uk/main/index/relogin Who is authorised / trained to use the app/text messaging system? Miss Hay, Mrs Mc Brien Mr Strom, Mrs Christie, Mrs Harris, Miss Jennings Can it be used remotely or only from the school site? Both
Local radio stations	<ul style="list-style-type: none"> Instructions for reporting school closures. Follow LA guidelines
Telephone tree	Yes
Sign at school entrance	Yes
Newsletter	Yes
Email	Through Weduc /Google Classroom/Twitter and school email.
Letter	Yes
School notice board	Yes and on website

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils	Phone ARBOUR	Grab bag, Miss Hay
Parents / carers	Text, phone ARBOUR	Grab bag, Miss Hay
Governors	Phone	Grab bag, Miss Hay
Extended services	Phone	Grab bag, Miss Hay

APPENDIX 9 - BOMB THREATS

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

- 1 Remain calm and talk to the caller
- 2 Note the caller's number if displayed on your phone
- 3 If the threat has been sent via email or social media see appropriate section below
- 4 If you are able to, record the call
- 5 Write down the exact wording of the threat:

<p>When Where What How Who Why Time</p>

ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?
2. When is it going to explode?
3. What does it look like?
4. What does the bomb contain?
5. How will it be detonated?
6. Did you place the bomb? If not you, who did?
7. What is your name?
8. What is your address?
9. What is your telephone number?
10. Do you represent a group or are you acting alone?
11. Why have you placed the bomb?
Record time call completed:

Protective Marking: Restricted when Completed

INFORM BUILDING SECURITY/ COORDINATING MANAGER

Name and telephone number of person informed:

DIAL 999 AND INFORM POLICE

Time informed:

This part should be completed once the caller has hung up and police/ building security/ coordinating manager have all been informed

Date and time of call:

Duration of call:

The telephone number that received the call:

ABOUT THE CALLER:

Male

☐

Female

☐

Nationality?

Age?

THREAT LANGUAGE:

Well-spoken

☐

Irrational

☐

Taped

☐

Foul

☐

Incoherent

☐

CALLER'S VOICE:

Calm

☐

Crying

☐

Clearing throat

☐

Angry

☐

Nasa

☐

Slurred

☐

Excited

☐

Stutter

☐

Disguised

☐

Slow

☐

Lisp

☐

*Accent

☐

Rapid

☐

Deep

☐

Familiar

☐

Laughter

☐

Hoarse

☐

Other (please specify)

*What accent?

If the voice sounded familiar, who did it sound like?

BACKGROUND SOUNDS:

Street noises

☐

House noises

☐

Animal noises

☐

Crockery

☐

Motor

☐

Clear

☐

Voice

☐

Static

☐

PA system

☐

Booth

☐

Music

☐

Factory machinery

☐

Office machinery

☐

Other (please specify)

Protective Marking: Restricted when Completed

REMARKS:

ADDITIONAL NOTES:

Signature: Print Name: Date:

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT
SENT VIA EMAIL OR SOCIAL MEDIA**

- 1 DO NOT reply to, forward or delete the message
- 2 If sent via email note the address
- 3 If sent via social media what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Signature: Print Name: Date:

SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY/ COORDINATING MANAGER

Retention Period: 7 years
MP 925/10

.....

APPENDIX 10 - SUSPICIOUS PACKAGES

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

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Initial response - upon receiving a suspicious package		Tick / sign / time
	Remain calm.	
	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none">▪ Do not touch the package further▪ Do not move it to another location▪ Do not put the package into anything (including water)▪ Do not put anything on top of it.	
	Note its exact location.	
	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Initial response - if exposed to a potentially hazardous substance		Tick / sign / time
	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

ACT QUICKLY.
These actions can
SAVE LIVES.

MY TACTICAL ADVICE CONTACT:



If you think
someone
has been
exposed to a
**HAZARDOUS
SUBSTANCE**

Use caution and keep a
safe distance to avoid
exposure yourself.

APPENDIX 11 - LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 338 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

	Thursday, 19/05/2011
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Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

- + Notes should be clear, intelligible and accurate.
- + Include factual information.
- + Use plain and concise language.
- + Keeps records of any expenditure.
- + Do not remove any pages.
- + Do not use correction fluid.

[illegible]

APPENDIX 12 – GRAB BAG CONTENTS

Available on both infant and junior sites.

It is recommended that the contents of the grab bag are checked once a term and after use. The list below is an example only and items should be added/delete as required.

Item	Notes / instructions	Date checked	Checked by
Incident management & BC plan			
Building plans			
First aid kit			
Wind-up torches			
Two-way radios			
Wind-up radio			
Laminated action cards			
Loud hailer/Megaphone			
Camera			
Armbands / high-visibility tabards			
Foil blankets			
Personal protective equipment			
Log book			
Stationery			
Petty cash			

* Other items that may be useful but aren't stored in the grab bag can be included below.

Item *	Location	Date checked	Checked by
COSHH sheets	Business Managers Office School Office		
Master keys	Photocopying room – Juniors Main Office - Infants		
Other relevant plans	Headteachers Office		
Attendance register	School offices		

APPENDIX 13 – LOG OF EXPENDITURE REQUIREMENTS

[illegible]

Appendix 14 - Process for Schools in the Diocese of Liverpool in the Event of a Buildings Incident (Liverpool)

STAGE	SCHOOL	DIOCESAN SURVEYOR	DIOCESE
1	School calls 2020 Liverpool, their Diocesan Surveyor and St James House using the numbers below. 2020 Liverpool will provide the initial response and will then hand over to the school's Diocesan surveyor.		
2		Will begin process of assembling information required for loss adjustor.	Will provide approval where appropriate and/or necessary. Will confirm with appropriate bodies that Insurers are notified as appropriate.
3		Will co-ordinate reinstatement work and liaise with loss adjustor and Liverpool City Council insurance officer.	Will provide approval where appropriate and/or necessary.

CONTACT DETAILS:

2020 Liverpool:

Office Hours: Dave Lacey 0151 237 4090 or Mike McDermott 0151 237 4102

Out of Office Hours: 07875350510

Cunliffes:

Office Hours: 0151 944 2030

Out of Hours: 07971 664332 or 07734 872896

**EC HarrisArcadis:
07771 954730
Cowan and Co.**

Office Hours: 0151 236 2351 0845 070 6199

Out of Hours:

Office Hours: 01772 425360

Out of Hours: 07980 608892

Pye Design:

Office Hours: 01942 256007

Out of Hours: 07885 293746

Diocese:

Call 0151 705 2190 at all times. Please leave a message if out of office hours

Appendix 15

Process for Schools in the Archdiocese of Liverpool in the Event of a Buildings Incident (Liverpool)

STAGE	SCHOOL	AREA SURVEYOR	ARCHDIOCESE
1	School calls their Area Surveyor and LACE using the numbers below.		
2		Will begin process of assembling information required for loss adjustor.	Will provide approval where appropriate and/or necessary. Will confirm with appropriate bodies that CCIA are notified as appropriate.
3		Will co-ordinate reinstatement work and liaise with loss adjustor and Liverpool City Council insurance officer.	Will provide approval where appropriate and/or necessary.

For minor claims that do not require the involvement of the area surveyor (e.g. theft of a laptop) please contact the CCIA directly and request a property damage claims form

CONTACT DETAILS:

Cunliffes:	Office Hours: 0151 944 2030 Out of Hours: 07734 872896 or 07971 664332
Arcadis:	Office Hours: 0161 245 8700 Out of Hours: 0845 0706 199
CCIA:	Office Hours: 01296 422030 email: enquiries@ccia.org.uk
Rainbow (Disaster Recovery):	John Mussell 01695 51538 or 07919 557727 at all times
Archdiocese:	Call 0151 522 1071 at all times. Please leave a message if out of office hours

