



The Kassia Academy

Part of **KINGS ACADEMY TRUST**

Business Continuity Plan

The Kassia Academy

Last reviewed on: Oct 2023

Next review due by: Oct 2024

<p style="text-align: center;">The Kassia Academy Emergency Management and Business Continuity Plan</p>

Emergency and Disaster Recovery Plan Introduction

An emergency is an event, which disrupts the normal running of the school. Emergencies include accidents, fire, explosions, bomb/terrorist threats, violence or any other major external incident. An emergency would normally involve threats to the safety, loss of life or destruction of the premises.

Emergencies may happen inside the school or outside it, during the school day or out of hours. In accordance with Health and Safety statutory requirements it is the responsibility of the school to have a plan in place for responding to emergencies, to ensure that it is reviewed regularly, that the relevant people are aware of its existence, contents and implications, to keep the plan safe and identify responsibilities within the plan.

Types of Emergency

A major emergency in a school can arise out of many different events, e.g. a serious accident involving children and school personnel on or off the premises.

- A violent intrusion onto school premises by malicious person, either in person or by means of arson or a bomb
- A school building becoming unsafe as a result of fire or structural damage
- A release of hazardous substances (chemicals) near or on the school site
- Severe weather such as floods, high winds, extreme storms etc.
- Epidemic/Pandemic (e.g. meningitis, legionnaires disease, flu, COVID19)
- The death or major injury of a pupil, staff member or governor (through accident, suicide or murder)

Other events may also be deemed emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for a protracted period.

Such events could be:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident affecting a nearby comparable school.

The main threats are perceived to be:

- The loss of buildings/parts of buildings by fire, storm, damage etc.
- The failure of major utilities – electricity, gas, water
- The loss of school data/records/expertise by fire, storm, theft, loss of key personnel etc.
- The loss of equipment, particularly computer equipment, by fire, storm, theft, etc.

Prevention of Threat

Fire, storm etc. - All normal procedures must be regularly followed:

- Equipment maintained and serviced and personnel trained on their use: e.g. Emergency evacuation drills held regularly (for fire/other emergency)
- Fire extinguishers regularly serviced
- Fire doors kept shut where necessary
- Litter kept to a minimum and bins emptied regularly
- Hazardous material kept in secure storage
- Buildings kept secure and water tight
- Site kept secure
- Hazardous material kept in secure storage
- Security systems (fire alarms, intruder alarm, and access control) maintained in good order

Theft: - All normal procedures must be regularly followed:

- Buildings and equipment kept secure
- Site kept secure
- Security systems maintained in good order
- Staff vigilance

Loss of ICT records and information:

- Back up of records backed up on central storage with the Local Authority
- Centrally provided networked data files and software are relatively easily restored with secure and reliable backup and recovery mechanisms in place

Loss of key personnel:

- Deputy Headteacher and Senior leadership team to take responsibility in absence of the Headteacher
- Backup for financial procedures is made by the Local Authority

Security of equipment and assets:

- All equipment records filed in the relevant assets register and inventories with up-to-date records and values
- Vigilant site and building security

The following people have a copy of the school emergency plan.

- The Headteacher: Lindsay Regan
- Deputy Headteacher: Karl Hanna
- Head of SEND and Inclusion: Jo Taylor
- Assistant Headteacher: Gwyn Owen
- Inclusion Manager: Kirsty Cooper
- School Business Manager: Colette Heavey
- Site Manager: Martin Bonner
- Chair of the Trust Board: Laurence Cooper
- COO of Kings Academy Trust: David Donnelly
- CEO of Kings Academy Trust: Amanda Nicholson

The full postal address of the school site is:

The Kassia Academy
Padgate
Warrington
Cheshire
WA2 0QQ

Contact information:

Tel:01925 452010

Email: admin@tkas.org.uk

Description of Longbarn site

The main school building is a single story structure, which is the base for key stage 3 & 4.

There is one main vehicular entrance and one pedestrian entrance off Fallowfield Grove.

The age range of pupils in school are key stage 3 to key stage 4 (11-16).

The number of pupils on roll is averaged at 50.

Pupils are all able bodied.

Identifiable risks:

- School kitchen
- Food technology room
- Art room

Inventory of useful resources:

First aid kits cabinets are located

- In reception
- In the school hall (near the kitchen area)
- In the food technology room

The Kassia Academy has one Defibrillator.

- Located Assistant Headteacher Office

Instructions are clear and precise on each machine.

First Aiders

- Mrs Beverly Lowe
- Mrs Kirsty Cooper
- Miss Corran Meldrum
- Mr. Gwyn Owen
- Mrs Miriam Newman
- Mr. Bob Sinclair

Types of Emergency

Risks within the school site:

The doors are kept locked whilst staff and students are on site and can only be opened manually from within or by using a key fobbed access pad. Fences around the perimeter are high enough to deter easy access to the grounds.

Risks to pupils/staff:

Records are kept of pupils who are subject to court orders and who may not be approached by named individuals.

Known risks in the community:

All local schools have a system of informing each other of suspicious or unusual persons in the vicinity of the school or local area via email.

Accidents on the motorways surrounding Warrington could delay staff getting to school on time causing severe traffic congestion in the vicinity of the two sites, which may delay staff and some pupils getting to school or leaving at the end of the day whether they travel via public transport or use the school mini bus.

Pandemic:

The school has a duty of care towards staff and pupils to ensure that measures are in place to prevent the rapid spread of any infection and to cope with the effects should it be necessary i.e. closure in the event of too few staff.

In the event of such action being necessary, staff will contact each other using the emergency telephone pyramid and the local radio stations will be informed. Parents and carers will be made aware of the issue through local radio, email and the text message service. They will be advised to look regularly at the school website, twitter and to listen to the local radio.

Pupils will be reminded regularly about the need to use tissues and to maintain personal hygiene. Cleaning staff will be made aware of the need to use disinfection products in high use/risk areas.

Action to be taken in the event of an emergency

Emergency Procedures

Phase One During School Day

Full emergency procedures are displayed in each room.

- On discovery of a fire the staff member will use the nearest fire alarm call point
- On hearing the alarm, a member of office staff will call 999 and request fire brigade and ambulance if necessary
- Staff to give precise details to Headteacher and/or person in charge via the school 'walkie talkies' or in person once evacuated
- All adults and pupils to be evacuated to nearest assembly point-- roll call taken to include visitors
- Receive emergency services, and direct on arrival (Headteacher/Deputy Headteacher)
- Administer first aid (if required) (First Aid trained staff)
- Shut down electricity and gas (Site Manager/Fire Brigade)
- Contact Local Authority (Headteacher/Deputy Headteacher)

Outside School hours

- Receive call from monitoring station 'Uniqwin' (Site Manager)
- Contact Headteacher (Site Manager)
- Contact Deputy Headteacher (Headteacher/Site Manager)
- Arrive at school, call ambulance if required (Headteacher/Deputy Headteacher/Site Manager)

- Communicate with Fire Brigade on arrival (Headteacher/Deputy Headteacher/Site Manager)
- Administer first aid if required (Ambulance staff)
- If possible shut down services if it is safe to do so (Fire Brigade/Site Caretaker)
- Contact Central Executive Team, Local Authority and Commissioners (Headteacher)

Phase Two

During School Time and Outside School Hours

- Fire Officer advise on state of building(s) (Headteacher/Deputy Headteacher)
- Decide on the best course of action for pupils (Headteacher/Deputy Headteacher)
- Protect rest of school, pupils, staff, visitors (Headteacher/Deputy Headteacher)

Phase Three

- Set up Disaster Recovery Team meeting, time and place (Headteacher)
- Contact governors, insurers, press etc. as appropriate (Headteacher/Deputy Headteacher/Administration Team)

Recovery Plan

To follow phases 1 and 2 of the Emergency Procedures

During this phase, the Disaster Recovery Team is responsible for all actions on the site. Part of the site may only be released for school activities after they have confirmed that it is safe and reasonable to do so. The team will be the Headteacher, the Deputy Headteacher, and the Senior Officers of the Emergency Services, Chair of Governors, the Central Executive Team and any others requested by the Headteacher.

The Disaster Recovery Team Room will be:

The Headteacher's office

This room should contain:

- Note pads, pens, pencils to record all messages received and sent by whatever means
- Operational telephone contact list
- Major incident log
- Nominal roll of employees and pupils or access to this information
- Mobile telephones

Priorities for Disaster Recovery Team

- Establish communications: telephone, email address, etc.
- Establish a control room base
- Check all buildings are safe and secure
- Assess damage
- Liaise with Local Authority officers
- Assess how much of the school can be used, who should use it and when
- Discuss with Local Authority temporary accommodation
- Assess equipment shortages
- Look for temporary equipment replacement
- Take advice from engineers, insurers, loss adjusters, on damage and ways to restore
- Make (temporary) repairs to consolidate the situation

- Demolish unsafe areas
- Salvage and clean items which can be salvaged
- Make plans for parking/delivery of students, etc. to site

Procedures

In the first instance, the Emergency Controller and subsequently the Headteacher will follow the current emergency procedures. Contact will be made with the Central Executive Team who will provide access to the full range of 'in-house' and contract services available to our school, covering all aspects of premises and communication support.

Beyond these procedures, there are areas potentially essential to the immediate recovery plans for any facilities related crisis/disaster. These are:

- Accommodation
- Communications
- Utilities
- Furniture
- Security and Security Hardware

Accommodation

In the event of loss of premises, or a part thereof, there will be an immediate need for space in which to house core activities. We will provide for such an occurrence by a number of means:

- Hire of portable accommodation
- Rescheduling the use of existing accommodation
- Short term rentals/leasing/hire of local accommodation through other schools in the immediate vicinity

The organisation of any alternative accommodation will need to be confirmed/accepted at the time by Central Executive Team.

Communications

In the event of a crisis /disaster, which take out of commission the existing telecommunications system; our school staff would use their personal mobile phones. The implementation of the telecommunications recovery plan would be the responsibility, of the Headteacher.

Utilities

Should a major incident occur affecting the utility supply to school premises, repairs to those utility supplies would be carried out by the relevant supply authority or contractor(s). If a heating source to a building is destroyed, arrangements will be made to expedite the repair/replacement as soon as possible, and where possible temporary heat sources will be hired.

Furniture

If the school furnishings were damaged beyond repair or use, the school would need to source temporary replacements from local school surplus or the Multi Academy Trust if available.

Security and Security Hardware

The school would need to ensure that the affected areas of the building do not present a security risk; all damaged windows must be boarded and damaged roofing weather proofed. If security fencing were required, we would ensure our facilities management provider SPIE is proactive in sourcing the required measures.

Expenditure

The Headteacher will be responsible for authorising any expenditure incurred in connection with an incident and in doing so will ensure that Financial Regulations and Procurement procedures are complied with.

Information for Incidents at School:

Evacuation from the building: – is to the front of the school field where classes/key stages line up at their assembly point.

Evacuation from the school site: is known by the Headteacher/Deputy Headteacher/Site Manager and Administration Team, only until the point of evacuation at which point the location will be verbally shared. (See Appendix 3).

Sheltering at School: In the event that we are advised to shelter in the building, the pupils will be accommodated in the school hall and provided with access to toilets and water.

Food and water are accessible in the school kitchen. There are fire doors for quick exit if required.

Information for when incidents happen to staff and pupils out of school, including on school trips/visits:

- The teacher in charge carries a mobile phone with all emergency numbers needed
- The pupils are to be quickly identified and gathered together
- The teacher has a list with them so they know who is on the trip
- The teacher carries contact telephone numbers for all parents so individuals can be contacted quickly
- The teacher carries copies of medical information which can be passed on in the event of a medical emergency
- The school office has the mobile number of the staff member responsible for the trip as well as other staff on the trip and has contact numbers for all pupils

Contacts list

Staff will communicate via e-mail and the telephone contact list, which is updated termly. The Headteacher will be responsible for e-mailing governors to keep them informed. See Appendix 1 for a full contact list.

Information will be issued to key personnel directly involved in recovery/control. Relatives are informed in liaison with the police.

A telephone contact pyramid will operate with each teacher taking responsibility to contact each other on the list in order to pass on information as necessary.

Announcements as agreed with the Trust will be sent to the local radio station and other relevant media. Other parents/carers will be notified through letter/email/text message as appropriate. The Headteacher should obtain access to records so that the person to be identified in the event of any casualties can be informed. It should be noted that it is the responsibility of the Police to notify these individuals, as it is they who will finally prepare the report for H.M. Coroner.

It may be necessary to prepare a statement for issue to the news media and liaise with the media thereafter. (Please see below)

Casualty Management

Following discussions with the Police, it is recognised that, upon the confirmation of a death, the police have established procedures and this task forms part of their statutory duty towards the preparation of the report for H.M. Coroner.

It is the responsibility of the Senior Officer in the Police Communications Centre to decide when the Casualty Bureau should be activated, each incident being assessed individually. In making the decision, consideration is given to the potential number of casualties and/or enquiries regarding casualties. There is no minimum number of casualties. The fact that it is a 'low casualty' incident could generate a significant number of enquiries.

In view of the staff and pupil numbers at our school, an incident which would trigger our schools Crisis Response and Disaster Recovery Plan would also generate a number of queries and lead to the activation of the Police Casualty Bureau. The Police will inform the school once they activate the Bureau.

In the early stages, before the Police Casualty Bureau is operational, all staff will defer from offering any information on casualties. This will be the responsibility of the emergency services and the local authority.

Procedure for Dealing with the Media

Experience has shown that the publicity effects of a crisis/disaster situation will be instantaneous and could be misleading. If you do not know - do not speculate, this can be misconstrued and presented as a fact. A responsible person from Kings Academy Trust will be nominated as 'Press Officer' with all media enquiries directed to them.

Procedures to Deal with Emotional Issues

Incidents will normally affect individuals in one of two ways. There could be incidents which result in the death of a person, or a person suffering an injury or sickness that could prove fatal. Alternatively, the 'major incident' itself will have an impact upon an individual or group of individuals.

The response of our school will differ according to the event, but in every circumstance we will direct our support to the individual and those directly related to that person. The school will seek to work in a sympathetic yet efficient, coordinated manner. To ensure an appropriate response to those incidents resulting in death, or an event or sickness (potentially fatal), reference should be made taking guidance from the Trust.

Major Incidents have an impact on people's lives in five main ways:

Practically, emotionally, on behaviour, on relationships, and on work. It is the emotional consequences of disaster that are most usually discussed, but given the catalogue of practical, psychological and emotional problems facing those affected by disaster, it is perhaps not surprising that considerable strain is often placed upon relationships.

Consequently, relationships will require support, and relatives and partners may need as much support as those directly involved. It is important to recognise at an early stage that long-term commitments need not only be made but must also to be adhered to.

The key aspect of the work undertaken in the aftermath of the disaster is simply the process of listening to relatives and survivors' painfully explicit accounts.

Not everybody will seek out or accept professional help. The major barriers to accepting or requesting help - recognition, acceptance, worthiness, information, and stigma - have important implications for our school and the running of a post-incident service. The majority will not seek help without being prompted.

Practical support is likely to dominate the early stages, together with, or followed by, a strong element of 'personal support': Accompanying people to a wide variety of public and private events and adopting a befriending role – essentially 'being there' for people, not just in early days, but later on when other sources of support have disappeared, or when particularly stressful occasions arise. The offer of practical support and help is not seen by most people as threatening.

External help would be recruited as necessary with guidance from the Trust. In the immediate aftermath of an incident there should be no differentiation as to whether an individual was a member of staff, a student or a member of the general public.

It is recommended that after a major incident, all staff and students should be encouraged to telephone whosoever would be concerned to say that they were safe. This should avoid unnecessary concern by those people and remove significant potential incoming traffic from parents and relatives.

External Support

The Emergency Services will have been called by school staff or security services prior to the designation of a "Major Incident".

Although they will liaise with the Headteacher/Deputy Headteacher, essentially they will operate under their own command following their own procedures.

The Local Authority is legally required to provide support 'at times of disaster'. The Local Authority response in such circumstances will be led by:

Local Authority Critical Incident Management Team, which is manned 24 hours, who will have been alerted by the emergency services and will implement the relevant Incident Procedure. The Headteacher will be notified by the Police of contacts with telephone numbers.

The Local Authority response is described as: - Psychological support, which will be provided for the first 72 hours, and depending on the nature of the incident possibly for a longer period. This will in the main be care and counselling for victims and their relatives and friends. This support provision will need to be linked back into the support services available via school.

Psychological debriefing - an abrogative not investigative process - for all involved at the scene as rescuers and helpers. This will be provided by staff specially trained for such events. The Emergency Services tend to be self-sufficient in this regard but our school staff and students will need to be catered for.

Finance and ICT

Access to the administration system is limited to known individuals via passwords. Only the authorised personnel noted below have access to finance and staff data.

- The Headteacher: Lindsay Regan
- School Business Manager: Colette Heavey

Please note the Data Protection Act allows disclosure of personal information to other bodies such as the Local Authority etc. Care should be taken when disclosing personal information.

When considering IT Disaster Recovery, we are specifically looking at a critical infrastructure failure, such as server or data cabinet hardware failure, or significant physical damage to the building.

In the event of significant physical damage to the building, the Trust's overarching insurance cover would provide for replacement hardware to be purchased.

Another potential risk scenario is a malicious cyber-attack rendering data or IT systems useless and inaccessible.

The provision of offsite backups is a critical factor in the event of damage or an attack on school software.

All data for management purposes is backed up on central storage with the Local Authority. Centrally provided networked data files and software are relatively easily restored with these secure and reliable backup and recovery mechanisms in place.

The school has virus protection installed on all computers including the server. The virus protection is regularly updated by the LA and all staff are aware of the importance of allowing the updates to proceed. If a virus is identified on a computer, then this is reported immediately to the EDAC IT Support Services who will take action to remove the virus. The infected computer should not be used until the virus has been removed.

Any lost data is instantly recoverable in real time, to either original server configuration or an alternate location. EDAC provides a guaranteed on site response time of 4 hours for mission critical situations and this is Available 24/7. The aim being to have the systems back up and running, either in original locations or failover sites within 1 business day of hardware being available

All staff are aware of safe Internet Use and the Acceptable Use instructions.

All computers, printers, equipment etc. are listed on the School Asset Register with serial numbers and other relevant information. The Administration Team maintains these inventories annually.

Returning to normal

The Senior Leadership Team will discuss such measures as are deemed necessary in order to restore the school to normality. This will depend upon the type of emergency. It may involve outside agencies, and advice will be sought from the health services, the police, other emergency services and the LA should counselling be required for any member of the school family.

Log Sheet

A log of events and decisions taken will be maintained as far as is possible through the emergency. This will be filed and may be used for future reference and/or for de-briefing. (See Appendix 2)

Implementation of the Plan

Our school will manage implementation of this plan with the support and guidance of the Local Authority.

SECTION 3 – ROLES AND RESPONSIBILITIES

The following checklist is provided to assist the School Emergency Management Team to carry out their roles and responsibilities once the SEMBCP has been activated. These checklists are a general guide; further actions may be required that are specific to the incident as it occurs.

3.1 Headteacher

Action	Completed by	Time
Activate the School Emergency Management Team.		

Commence a log of all action and decisions (see Appendix 1).		
Ensure safety/welfare of pupils and all adults in the care of the school.		
Identify any vulnerable pupils or adults needing specific support.		
Decide whether to keep pupils in classrooms and safe areas or consider evacuation (see Appendix 3).		
Consider activating school closure arrangements.		
Ensure that the SEMT are effectively carrying out their designated roles and responsibilities.		
Liaise with the emergency services.		
Keep staff informed of the situation.		
Ensure Chair of Governors is kept informed of the situation and the response arrangements.		
Prepare information and advice to parents.		
Call meetings of the SEMT as required and ensure that the SEMT and Trust receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.2 Deputy Headteacher

Action	Completed by	Time
In the absence of the Headteacher, adopt their roles and responsibilities.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SMT.		
Obtain as much information as possible from the Headteacher about the situation.		
Commence a log of all action and decisions.		
Lead arrangements to ensure safety/welfare of pupils and all adults in the care of the school.		
Lead and direct all school staff to support decisions taken by the Headteacher.		
Seek advice from the Headteacher on whether to keep pupils in classrooms and safe areas or consider evacuation.		

If directed by the Headteacher – arrange for the evacuation of the school to designated evacuation points or back up location.		
If directed by the Headteacher – arrange to activate closure arrangements.		
Keep staff informed.		
Assist the Headteacher in providing consistent advice/information to parents.		
Attend meetings of the SLT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.3 School Business Manager

Action	Completed by	Time
Obtain as much information as possible from the Headteacher and/or Deputy Headteacher about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT		
Support the Headteacher and Deputy Headteacher in contacting all members of the SLT and request they carry out their roles and responsibilities as described in the SEMBCP.		
Advise the Headteacher and Deputy Headteacher if any member of the SEMT is unavailable and cannot carry out their roles and responsibilities.		
Ensure copies of the SEMBCP are available for the SEMT.		
Ensure that pupil records and registers are available.		
Ensure that pupil medical records are available.		
Highlight to SEMT any pupils that may need specific support.		

Ensure that parental/carer records and contact numbers are available.		
Ensure that staff records and contact details are available.		
Ensure that the visitor and pupil signing in/out book is available.		
Lead the office staff in assisting the SEMT with information needs and the emergency response.		
Assist the Headteacher and Deputy Headteacher in providing consistent advice/information to parents.		
Where possible cancel any planned visitors to the school.		
Advise service providers of the interruption to the normal arrangement for provision of goods/services to the school (catering/transport etc.).		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.4 Site Manager

Action	Completed by	Time
Obtain as much information as possible from the Administration Team about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities		
Ensure that emergency services are able to access the incident quickly and without obstruction.		
Ensure all building and gate keys are available.		
If required Immobilise the gas supply, electricity or water supply If required assist with evacuation.		

Where possible assist with ensuring the security of the school site.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

3.5 Chair of Governors

Action	Completed by	Time
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Obtain as much information as possible from the Headteacher and Assistant Headteacher about the situation.		
Commence log of all actions and decisions.		
Assist the Headteacher and Deputy Headteacher in providing consistent advice/information to parents.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.2.1 Strategies for Continuity of Services

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	
b.	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.	Training as necessary
c.	Using different ways of working to allow for reduced workforce, this may include: Larger class sizes. Use of Teaching Assistants, Student Teachers, Learning Mentors etc. Virtual Learning Environment opportunities. Pre-prepared educational materials that allow for independent learning. Team activities and sports to accommodate larger numbers of pupils at once.	
d.	Using mutual support agreements with other Schools: emergency secondments.	Links with other schools

e.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
f.	As a last resort, providing a pupils-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	
	Arrangements to manage loss of technology / communication / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key school data is on remote on-line storage with LA services.	
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
c.	Flexible lesson plans.	
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	Contact SPIE
e.	Contact the utility company responsible or appropriate repair contractor.	
f.	Emergency lighting.	Contact SPIE

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other schools.	Links with other schools
c.	Virtual Learning Environment opportunities.	Mathswatch, Lexia etc.
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
e.	Off-site activities e.g. swimming, physical activities, school trips.	
f.	Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms.	
	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Pre-identified alternative suppliers.	
b.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
c.	Insurance cover.	
d.	Using mutual support agreements with other schools.	Links with other schools

SECTION 5 – RECOVERY AND RESUMPTION

5.1 Purpose of the Recovery and Resumption Phase

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

5.2 Recovery and Resumption Actions

	Action	Further Information/Details
1.	Agree and plan the actions required to enable recovery and resumption of normal working practices.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.
2.	Respond to any on-going SEMT and long-term support needs of staff and pupils.	Depending on the nature of the incident, the School Emergency Management Team may need to consider the use of Counselling Services.
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the SEMBCP is no longer in effect through the contact telephone pyramid and email. Parents and Carers will be informed by email, text message and via the school website.
4.	Carry out a 'debrief' of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons learnt.	The incident de-brief report should be reviewed by all members of the School Emergency Management Team to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.

5.	Review this SEMBCP in light of lessons learnt 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 SEMT.
----	---	--

CONTACT DETAILS

3.1 School Emergency Management Team

Name and title	24hr phone	Email
Lindsay Regan Headteacher/DSL	All staff have each other's personal mobile	Lindsay.regan@tkas.org.uk
Karl Hanna Deputy Headteacher	All staff have each other's personal mobile	Karl.hanna@tkas.org.uk
Gwyn Owen Assistant Headteacher	All staff have each other's personal mobile	gwyn.owen@tkas.org.uk
Jo Taylor Head of SEND and Inclusion	All staff have each other's personal mobile	jo.taylor@tkas.org.uk
Kirsty Cooper Inclusion Manager	All staff have each other's personal mobile	Kirsty.cooper@tkas.org.uk
Martin Bonner Site Manager	All staff have each other's personal	Martin.bonner@tkas.org.uk
Colette Heavey School Business Manager	All staff have each other's personal mobile	colette.heavey@tkas.org.uk
Emergency Services	999	

Appendix 1

In the event of a critical incident in your school, please follow these initial steps

- Refer to the booklet 'Managing the response to critical incidents in schools 2022'
- Obtain and collate information about what has happened
- Convene your Critical Incident Management Team (if you have one set up) or your Senior Management Team and inform them of the incident
- Ascertain as much information as possible and pass the details onto the LA via any of the below mechanisms. You will then be assigned a key contact:



For notification of incidents **outside of office hours (evenings/weekends)**, please contact **Carecall via 01925 443322** and state that you are reporting a school critical incident

AND

Your school's Chair of Governors and if appropriate the LA Comms Team (01925 442081) communications@warrington.gov.uk

You will be provided with support and guidance for the next steps, as suggested below. Please take their advice regarding the methods of appropriate communication to parents/children.

- Put in place an incident management room and a dedicated phone line if the scale of the incident merits it
- Contact families whose children are involved
- Make arrangements for informing other parents
- Inform teaching and support staff
- Inform pupils
- Encourage people involved to talk
- Be ready to deal with media interest and agree information releases with the LA Communications Team
- Develop a plan for handling the feelings and reactions of people affected
- Keep all stakeholders informed of developments
- Take care of your own emotional wellbeing

Appendix 3

Key Holders – Contact Details

Premise Name	Type	Key holders name	Position
The Kassia Academy	School	Uniqwin	Security Company
The Kassia Academy	School	Martin Bonner	Site Manager
The Kassia Academy	School	Lindsay Regan	Headteacher
The Kassia Academy	School	Karl Hanna	Deputy Head
The Kassia Academy	School	Gwyn Owen	Assistant Head
The Kassia Academy	School	Colette Heavey	School Business Manager

Critical Incidents in Schools

- In the event of a critical incident in your school, please follow these initial steps
- Refer to the booklet 'Managing the response to critical incidents in schools'
- Obtain and collate information about what has happened
- Convene your Critical Incident Management Team or your Senior Leadership Team and inform them of the incident
- Ascertain as much information as possible and pass the details onto the LA using the following contacts:

Out of office hours - evenings/weekends:

Carecall via a redirect service on the council's main number: 01925 443322

During office hours:

Education Team

Office: 01925 442211

Email: education@warrington.gov.uk

Kate Guise: 07747 840944

Education Safeguarding Service

Office: 01925 442928

educationsafeguarding@warrington.gov.uk

Key Council Contacts – during office hours:

Paula Worthington

Director: Early Help, Education & SEND

Office: 01925 442967

Patrick McArdle

Principal Educational

Psychologist

Office: 01925 442921

Multi Agency Safeguarding Hub (MASH)

01925 443400

childreferral@warrington.gcsx.gov.uk

Social Care Out of Hours Service

01925 444400

Educational Psychologist Team

Office: 01925 442917

Corporate Services - during office hours:

Council's communications team:

Office: 01925 442081

Email: communications@warrington.gov.uk

Theresa Whitfield

Head of Community Safety & Resilience

Office 01925 442657

Mobile: 07730 075836

Sarah Whittaker

Head of Human Resources

Office: 01925 443871

Building Maintenance Issues:

First Response - 01925 443503

Elwyn Rowlands

Building Services Manager

Office: 01925 442633

Health Services:

Public Health England

Cheshire & Merseyside Health

Protection Team

0344 225 0562 (option1)

3 Boroughs Public Health Infection Prevention and Control

Tel: 01744 457314 or 01744 457312

Consultant Community Paediatrician

(Bridgewater Community

Healthcare NHS Trust)

01925 867867

Council Out of Hours Contact:

Carecall via a redirect service on the

council's main number:

01925 443322

AND

Your school's Chair of Governors and if appropriate the LA Comms Team (01925 442081)

You will be provided with support and guidance for the next steps, as suggested below. Please take their advice regarding the methods of appropriate communication to parents/children.

- Put in place an incident management room and a dedicated phone line if the scale of the incident merits it
- Contact families whose children are involved
- Make arrangements for informing other parents
- Inform teaching and support staff
- Inform pupils
- Encourage people involved to talk
- Be ready to deal with media interest and agree information releases with the LA Communications Team
- Develop a plan for handling the feelings and reactions of people affected
- Keep all stakeholders informed of developments
- Take care of your own emotional wellbeing.

