INSPIRE MULTI-ACADEMY TRUST

ROTHWELL SCHOOLS

Crisis Management Plan

Inclusion – Improving education for everyone.

Integrity – We are consistently open, honest, ethical, and genuine.

Initiative – We have the courage to always seek a better way to a better future.

Involvement –We encourage our community to take ownership and responsibility.

Inspiration – We use our drive and commitment to energise, engage and inspire.

Contents

Crisis Management Policy 1
Table of version reference ..... **Error! Bookmark not defined.**
1. Introduction 4
1.1 What is this Document About? 4
1.2 Who is this Document For? 4
1. Policy Statement 6
2.1 How Does it Work? 6
1.2 Incident Classification 6
1.3 General Principles of Incident Response 7
2. Crisis Management Process 8
3. The Crisis Management Team 9
4.1 Overall Role and General Responsibilities 9
3.2 Composition 9
4.3 Situation Dependent Roles 10
4.4 Individual Roles and Responsibilities 10
4.5 Incident Specific Roles 15
4. Crisis Response Procedures 17
5.1 What to do First 17
5. Incident Specific Response Considerations 18
6.1 Violent Act 18
6.2 Safeguarding Incident 19
6.3 Major Health and Safety Performance Failure 20
6.4 Multiple Casualty Accident 20
6.5 Murder/Death by Suicide 21
6.6 Loss of Communications/Systems/IT Failure 21
6.7 Terrorist or Bomb Threat Telephone Call 22
6.8 Dynamic Security Response Procedures 22
6.9 Assembly Areas 25
6.10 Flow Diagrams 27
6. Crisis Communications 30
7.1 Top 10 Tips for Effective Crisis Communications 30
6.2 Receiving Press Calls: A Quick Guide for School Reception Staff 30
7. Logistical Considerations 31
8.1 Siting the Crisis Management Team 31
8.2 Alternative Locations and Back-up Plans 31
8.3 Accommodating the Media and Other Visitors 31
8.4 IT, Communications and Resources 32
8.5 Transport 33
8.6 Grab Bag 33
8.7 Finance 34

8.8 Longevity 34
8.9 Monitoring and Review 34
Appendix A: Incident Classification Summary 36
Appendix B: Contact List 38
Appendix C: Initial Incident Communications Log 41
APPENDIX 1: FACEBOOK CHEAT SHEET FOR STAFF 42
APPENDIX 2: ACCEPTABLE USE OF THE INTERNET: AGREEMENT FOR PARENTS AND CARERS 44
APPENDIX 3: ACCEPTABLE USE AGREEMENT FOR OLDER PUPILS 45
APPENDIX 4: ACCEPTABLE USE AGREEMENT FOR YOUNGER PUPILS 46
APPENDIX 5: ACCEPTABLE USE AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS 47
APPENDIX 6: GLOSSARY OF CYBER SECURITY TERMINOLOGY 48

1. Introduction

1.1 What is this Document About?

This crisis management plan is a reference tool designed to help **Rothwell Schools** respond to a range of serious incidents and crises and help the school and its community recover as quickly as possible. Through a series of checklists, prompts and strategic sets of considered actions, this plan helps ensure a robust and immediate response capability, from the initial stages of a crisis through to the longer-term post-crisis recovery. This plan aims to:

- Provide immediate and ongoing guidance to the school's Crisis Management Team;
- Suggests appropriate response measures for resolving particular situations;
- Delineates the roles and responsibilities of Crisis Management Team members;
- Covers communications and logistics required during a crisis;
- Assists the school spokesperson in responding to stakeholders; and
- Defines the appropriate audit trail and administrative processes to be followed.

1.2 Who is this Document For?

This document should be read by all members of the Senior Management Team. It has been developed as a reference for both primary and deputy members of **Rothwell Schools** Crisis Management Team.

The CMT members are:

NAME	POSITION
Emma Nuttall	Executive Head teacher
Natasha Cross	Head of School RVIS
Matt Spearman	Assistant Head teacher RJS
Sarah Fowler	SENDCo RVIS
Samantha Roberts	SENDCo RJS
Emma Nuttall	DSL
Lisa Lightfoot, Sarah Fowler, Sam Roberts, Clare Jarvis, Charlotte Civil, Lydia Knight, Sian Wallace, Matt Spearman	DDSL
Donna Jackson	Office Administrator
Kelly Alden	Office Administrator
Michelle Johnston	CBP

1. Policy Statement

Rothwell Schools recognise the importance of ongoing risk management and effective incident response and crisis containment. Our policy is to implement and maintain an effective crisis management plan that helps **Rothwell Schools** safeguard the safety and welfare of students and staff whilst responding to and recovering from serious incidents and potential crises with maximum efficiency and effectiveness.

2.1 How Does it Work?

This document details the school-wide arrangements that are in place in advance of a crisis occuring, as well as providing guidance on appropriate response measures when such incidents occur.

This document is not designed to cover every eventuality, nor does it provide a list of prescriptive actions to be completed on every occasion. Instead, the plan provides a series of general prompts and checklists for the Crisis Management Team, designed to guide their operaional and strategic decision making at various stages of the crisis response process.

Fundamental to the Crisis Management Plan is the formation, training and preparedness of a clearly identified Crisis Management Team, whose members' skills and experience will complement each other when responding to, and recovering from, a particular crisis.

1.2 Incident Classification

An **incident** is defined as an event that has the *potential* to cause an adverse impact on the operations and/or reputation of **Rothwell Schools.** Incidents can range from administrative errors, health and safety accidents through to serious events with multiple business impacts.

A **crisis** is defined as an event or series of events that *seriously* threatens **Rothwell School**'s people, operations, assets, long-term business prospects, reputation or brand. It can escalate from an existing incident or issue or occur suddenly and without warning.

Rothwell Schools categorises incidents as either <MINOR, MEDIUM or MAJOR>, according to the complexity, severity of injuries, anticipated speed of response and potential organisational effect on **Rothwell Schools.** Full details of each incident classification, complete with examples, are listed in Appendix A.

Medium-level or major-level incidents are most likely to reach crisis stage. If an incident ever does escalate to the stage that it becomes a crisis, **Rothwell School**'s response capabilities need to become similarly escalated, and it is at this stage that the Crisis Management Team will assemble.

1.3 General Principles of Incident Response

Advance planning. Key staff must be aware of the plans and their roles in them. This is best achieved through practical training and simulation.

Speed of response. Respond swiftly to incidents; do not delay actions whilst attempting to get a fuller picture. Make anticipatory actions if necessary and do not be afraid to place support agencies/resources on stand-by.

Focus on safety and welfare. The ongoing safety and welfare of students and staff must always take priority over reputational, performance, financial, litigious or other considerations.

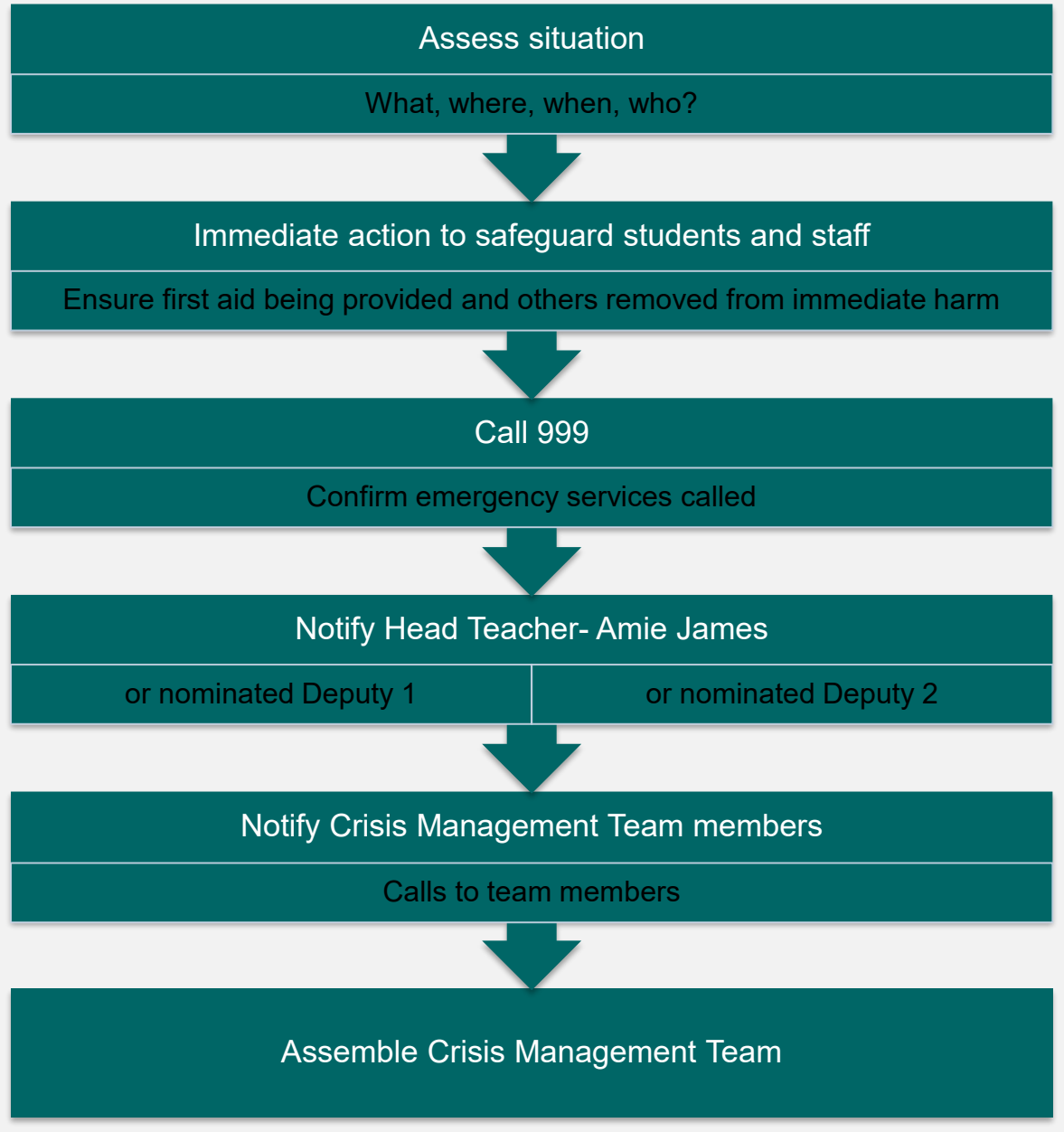
Take responsibility. The school cannot discharge its responsibility for the care of students for example to subcontractors.

Communication. Remain available and visible to all parents and other stakeholders through effective and professional communications.

Ethical and honest. Make incident management decisions on honest, legal and ethical grounds.

Retain a strategic view. Consider the wider perspective such as resilience for concurrent situations, the situation changing and medium-long term recovery to educational provision.

2. Crisis Management Process



3. The Crisis Management Team

4.1 Overall Role and General Responsibilities

In the event of a critical incident or crisis, the Head of the Crisis Management Team will assemble the team with the aim of:

- Confirming the situation;
- Analysing the facts;
- Defining or approving an appropriate response, factoring-in both immediate operational and broader strategic considerations;
- Managing the wider logistical and communications issues;
- Liaising with stakeholders;
- Overseeing the response through to resolution and recovery; and
- Recovering from the crisis in an expedient manner and resuming normal educational activity.

3.2 Composition

The **HEAD TEACHER- Emma Nuttall** may wish to delegate some of the roles listed below to individuals not in the overarching Crisis Management Team. For example, there may be individuals with specific experience or competencies in a specific area or certain scenario.

Role	Role overview	Primary	Deputy
(HEAD TEACHER/PRINCIPAL)	Overall leadership of the incident response strategy and liaison with strategic level stakeholders.	**Emma Nuttall**	**Natasha Cross Head of School RVIS**
Operations	Coordinating the school's operational response to the crisis.	**Emma Nuttall**	**Natasha Cross Dawn Chapman**
Safety and Welfare	Focus of safety and welfare of students, staff and others affected, parent and student communication.	**Emma Nuttall**	**Natasha Cross Donna Jackson Kelly Alden**
Communications	Managing communication strategy during the incident and channeling this through media and other any external partners such as subcontractors.	**Emma Nuttall**	**Natasha Cross Dawn Chapman**

School Business	Focus of all matters relating to school facilities and non-human assets such as financial, legal and compliance. Communication with police, HSE or other regulators.	**Emma Nuttall**	**Michelle Johnston**
Administrator	Support the CMT and provide administrative support to the team, including managing, recording and logging of all communications.	**Emma Nuttall**	**Donna Jackson Kelly Alden**

4.3 Situation Dependent Roles

Role	Role Overview	Primary	Deputy
Media Spokesperson	Acting as the face of the school for the duration of the incident and briefing call handlers.	**Emma Nuttall**	**Helen Williams Dawn Chapman**
Social Media	Monitoring social media and coordination of response.	**Emma Nuttall**	**Helen Williams Dawn Chapman**
Logistics and Security/ Health and Safety Manager (HSM)	Managing the local school facilities and security.	**Emma Nuttall**	**Michelle Johnston Harry O'Neil**
Educational Visits Coordinator	The link between the CMT and any external visit and trip provider.	**Emma Nuttall**	**Natasha Cross**
IT Support	Ensuring systems are working and identifying technological threats.	**Emma Nuttall**	**Easipc Dawn Chapman**

A crisis can occur at any time of the year, day or night, and a fully-staffed team is required if an incident is to be dealt with efficiently and effectively. It is necessary for deputies to be identified to provide additional resilience, especially during school holidays.

To ensure a fully-staffed Crisis Management Team, staff should as far as possible be aware at all time of the whereabouts of Crisis Management Team members and their deputies. The **HEAD TEACHER**'s PA shall coordinate leave periods to eliminate the possibility of primary and deputy Crisis Response Roles both being unavailable at the same time.

4.4 Individual Roles and Responsibilities

Each member of the Crisis Management Team will have individual responsibilities. The following lists are not prescriptive, but are instead suggested as action prompts and a possible division of labour, minimising the scope for confusion and reducing duplication of effort.

Head of Crisis Management Team
HEAD TEACHER- Emma Nuttall

Before crisis:

- Define and assign roles within the Crisis Management Team;
- Identify potential threats and responses;
- Set recovery and school resumption aims; and
- Attend crisis media training.

During crisis:

- Assess situation, placing student and staff safety and welfare above all other considerations. Place focus on establishing facts;
- Activate the crisis management plan and formation of Crisis Management Team;
- Brief the Crisis Management Team on the current situation and establish a response 'tempo', including frequency of update briefings and meetings;
- Establish the school's position and assess strategic response priorities;
- Evaluate the likely effects of the crisis and initiate an effective response;
- Manage and direct the Crisis Management Team;
- Notify Governing Body;
- Agree on who will serve as the Media Spokesperson if not yourself;
- Assess the impact on the school's reputation and oversee an appropriate response;
- Develop a corporate position and message strategy (in conjuction with the Head of Communications and Social Media);
- Assess any statutory and reporting requirements to the **InMAt and Local Authority**
- Identify stakeholder key issues and grievances, including when to notify key partners, neighbouring or linked schools, Unions, associations etc.;
- Seek support, where required, from objective authoritative bodies;
- Brief staff and ensure they are fully informed and updated;
- Arrange for briefing to students and parents who are not directly involved and aim to maintain as normal a school routine as possible. Minimise any disruption to education provision and put arrangements in place to keep the school open;
- Direct the preparation of background information for media and other stakeholder briefings;
- Direct the monitoring of media and control of messaging in conjunction with the Head of Communications;
- Maintain communication flows with key senior individuals within external stakeholders; and
- Consider activities to assist in business resumption and recovery action.

After crisis:

- Aim to restore normal school routine and educational provision as soon as possible;
- Conduct a post-incident debrief with the CMT and other staff involved;
- Direct that a post-incident review be conducted;
- Maintain cooperation and representation with external staturory bodies such as HSE or police;

- Direct all legal and other compliance matters to be dealt with by appropriate colleagues or agencies;
- Monitor any recovery goals established;
- Evaluate the performance of the Crisis Management Team;
- Consider updating the media and maintaining readiness for future press enquiries; and
- Consider briefing **HEAD TEACHER** of partner/neighbouring schools or any other stakeholders of any learning outcomes.

Head of Operations

Before crisis:

- Advise the **HEAD TEACHER-Emma Nuttall** and Crisis Management Team on emergency response facilities, plans and resources;
- Identify and evaluate emergency assistance resources that could support the school in the event of a crisis;
- Provide training for Crisis Management Team members, including occasional live rehearsals;
- Ensure periodic review of the Crisis Management Plan and distribution; and
- Day-to-day liaison with non-crisis external emergency services for familiarisation purposes.

During a crisis:

- On behalf of the **HEAD TEACHER-Emma Nuttall**, notify and assemble the Crisis Management Team;
- Task the CMT Administrator to prepare the Crisis Room;
- Ensure that the **HEAD TEACHER-Emma Nuttall** has sufficient information upon which to make sound judgement and swift decisions;
- Direct the CMT Administrator to start and maintain of a Log of Events (in conjunction with the Incident Administrator);
- Advising the **HEAD TEACHER-Emma Nuttall** on suitable human resorce planning and making sure that sufficent suitable staff occupy key CMT and other supporting roles;
- Helping ensure that instructions provided by the **HEAD TEACHER-Emma Nuttall** are understood by colleagues, making sure they are clear of delegated tasks and any deadlines specifically related to the crisis response;
- Act as the initial contact for co-ordination of the response, liaising with the emergency services and other organisations in order to allow the **HEAD TEACHER-Emma Nuttall** to plan strategy and for the **HEAD TEACHER-Emma Nuttall** to possibly act as Media Spokesperson;
- Supervision and integration of all emergency response and evacuation plans at incident locations;
- Refer staff to emergency procedures to ensure they are followed;
- Monitor emergency response and need for additional or reduced resources;
- Ensure incident logs are maintained by the Incident Admininstrator;
- Direct the collation of witness reports, photographs or other material that may be used as evidence in subsequent litigation;
- Ensure that update briefings are provided to staff, students and parents;
- Check that everyone who should have been notified of the incident has been informed; and
- Deputise for the **HEAD TEACHER-Emma Nuttall** when necessary.

After crisis:

- Review/investigate emergency procedures at incident location;
- Review performance of the crisis management plan;
- Review external resources response; and
- Develop post-crisis recommendations and integrate any learnings into standard operating procedures.

Head of Safety and Welfare

Before crisis:

- Ensuring systems are maintained for keeping next of kin information up to date for staff and students;
- Ensuring arrangements are in place for short-notice activation of counselling and other professional support services; and
- Ensuring that emergency contact details are kept up to date for staff and students, including for specific offsite trips.

During crisis:

- Take action to ensure immediate safety of students and staff is being conducted;
- Gather facts relating to injured students and staff and updating the CMT, including name, extent of any injuries and individual's locations;
- Ensure all students and staff are accounted for and emergency services notified of any that are not so;
- Ensure that students are accompanied by either school staff, parents or other appropriate adult;
- Aim to reunite students and parents as soon as possible, including access to telephones if necessary;
- Help to expedite any support to those directly involved and their families, including provision of logistical support such as transport or finance;
- Establish a system for notifying next of kin of students and staff and allocate calls to the most appropriate person. Liaise with Head of Safety and Welfare and police family liaison officers as necessary;
- Provide all student and staff records needed by the Crisis Management Team;
- Liaise with any external support services that relates to student safety and welfare, including medical and counselling services;
- Activate psychological support services for those directly involved and making sure that it is available to all who may benefit from this;
- Establish a staff rota and ensure that staff take regular rest periods;
- Identify any special requirements related to those affected such as religious, medical or dietary requirements;
- Indentify individuals with SEN or other factors that might impact response strategies;
- Ensure protection of victim, customer and next of kin information;
- Ensure students' return home arrangements are sufficient;
- Arrange communication in the most effective way for those not directly involved, including students, parents, staff and other services; and
- Ensure that regular information is being provided to students, parents of those directly

involved and staff. Assist **HEAD TEACHER-Emma Nuttall** with delivering briefings in small groups with professional support available.

After crisis:

- Ensure short term follow-up actions are completed with external support agencies;
- Consider arrangements for remote learning for students if necessary;
- Ensure medium term support is provided to students and staff and monitor;
- Ensure that funerals are attended by appropriate staff and that other memorial activities are planned; and
- Make provision for anniversaries and ensure that these are marked in the most appropriate way.

Head of Communications

Before crisis:

- Develop an effective crisis communication process and procedure;
- Establish who the school's key external stakeholders are and ensure that their contact details are kept up to date and included in the crisis management plan;
- Establish partnerships with communications and PR agencies that can help in the event of a crisis;
- Establish on-going relationships with local press and media;
- Develop and understand the school's crisis strategy and key messages;
- Draft template press statements for most likely worst case scenarios;
- Indentify a suitable location on the school site for press interviews that allows for students, staff and parents to access the site without being filmed or questioned; and
- Arrange crisis media training for the school's spokesperson.

During Crisis:

- Activate dedicated telephone lines for incoming and outbound calls to the schools;
- Alter answerphone on the school switchboard and update this as necessary;
- Ensure sufficient staff are available to answer calls and briefed with an approved script, to take messages and to direct questions to the most appropriate person;
- Help the **HEAD TEACHER-Emma Nuttall** draft statements and other written communications;
- Update the school website with a statement and then post regular updates;
- Ensure that correct approval from the **HEAD TEACHER-Emma Nuttall** is provided before any external communication or release of information;
- Assist the Media Spokesperson and ensuring that they are equipped with facts and key messages before interviews;
- Facilitate media interviews with the spokesperson and coordinating conferences;
- Initiate effective communications with those affected and communicate the **HEAD TEACHER-Emma Nuttall**'s message through chosen channels;
- Maintain records of what communications have been delivered and through what means on the event log;
- Ensure that statements and updates to the media are aligned with those to parents and other

external stakeholders;
- Arrange for letters or emails to be distributed to parents;
- Monitor that the **HEAD TEACHER-Emma Nuttall**'s approved messages are delivered in all external communications;
- Request support from agencies, the Local Authority etc. and maintain liaison with them; and
- Shield students and next of kin as far as is practicable from intrusive media interest. Seek support from police if necessary.

After crisis:
- Ensure that any media follow up actions are conducted;
- Monitor the post-incident communications and ensure that the **HEAD TEACHER-Emma Nuttall** is notified of any adverse or false messages in the press, on-line or social media and address swiftly;
- Ensure that the school website is updated;
- Review crisis communications performance; and
- Be alert for media attention approaching anniversaries, memorials, court inquests or other indirectly related events that may re-ignite interest.

Incident Administrator

Before crisis:
- Ensure familiarity with the Crisis Management Plan, the Incident Administrator role and any administrative crisis documents; and
- Ensure the grab bag is maintained and renewed with current document versions.

During crisis:
- In conjunction with the Head of Operations, ensure that the Crisis Room is set up and ready for use with necessary stationery, IT , telephone and other resources;
- Accurately log all key external communications and decisions by the CMT members;
- Take minutes at all meetings;
- Monitor CMT telephone lines and email accounts; and
- Provide administrative support to the Head of the Crisis Management Team and other members of the team in any way necessary.

After crisis:
- Ensure that all documentation is up to date, legible and securely archived;
- Assist the Head of Operations with disassembly of the Crisis Room and the returning of it to its previous, pre-crisis state; and
- Assist with the complilation of documents for reviews and investigations.

4.5 Incident Specific Roles

Spokesperson

The spokesperson is the public 'face' of the school and as such this is an essential role:

- The spokesperson's role is to talk to the public and school and local community and not the press *per se* i.e. the press are the method of communicating;
- The Head of Communications and spokesperson should prepare carefully before any interview and identify likely questions that may be asked and prepare answers for these;
- The Spokesperson should concentrate on delivering the school's key messages, summarised by the 'three Cs':
    - *Care and concern: for those affected*
    - *Control: that the school is in control and is taking positive actions*
    - *Commitment: to leaning lessons and preventing recurrences*
- All answers to interviewers' questions should attempt to evidence and reinforce these key messages.

Social Media

Different situations will require differing responses but there are some key tactics for all social media crisis management:

- Acknowledge the incident and your plan to address it in order to prevent rumour and conjecture. Respond swiftly as delay will allow negative comments to build;
- Respond using the same channels that are being used by your social media stakeholders;
- Use the same communication strategies as recommended by Pharos Response for other incident communication. This is summarised by the 'three Cs';
- Be prepared to use the word 'sorry' early on in the incident rather than appearing defensive;
- Direct people to the school's website when possible and when appropriate to do so. Include an incident-specific page where updates can be made so that this becomes the 'go to' source of information rather than social media. This page should be regularly updated to include facts, and must also correlate with any other external messages provided in press statements;
- Take it offline. Deal with individuals privately by asking them to direct message (DM) you or contact them directly rather than enter into a public discussion (that may be perceived as an argument and could escalate the situation). In certain circumstances and when already known to your school already, it may be appropriate to contact them directly; and
- If appropriate, mobilise advocates that you have built relationships with prior to the crisis with your overall social media strategy – their positive messages can defend or neutralise possible attacks.

Logistics and Security

- Protect property and assets, for example by isolating utility supplies such as gas and electricity mains;
- Provide emergency service access to the school and escort them to specific locations if necessary;
- Advise emergency services on any site hazards and provide access to plans, documents and management plans for utility supplies, asbestos, chemical safety data sheets etc.;

- Arrange and manage access control to the site and prevent unauthorised individuals from entering;
- Facilitating ease of access to the site that is sensitive to parents and next of kin, allowing them to access and egress without being filmed or questioned by journalists;
- Liaise with emergency facilities repairs suppliers such as gas engineers, plumbers, electricians etc.;
- Work closely with the Head of School Business during the crisis;
- Maintain site health and safety for students, staff and any visitors; and
- Provide any necessary logistical support to the CMT that might help it respond effectively to the crisis.

Educational Visits Coordinator

- Provide the CMT with all plans and relevant documents relating to the visit including itineraries, risk assessmemnts, consent/medical forms, emergency plans etc.;
- Brief the CMT on the nature of the visit;
- Liaise with trip providers such as travel companies, coach operators and other suppliers;
- Liaise with the visit leader and provide a communications link from the group to the CMT;
- Pre-visit monitoring of staff to student ratios to ensure students would be sufficiently supervised in the immediate aftermath;
- Contact the Foreign and Commonwealth Office if necessary and ask for support;
- Assess insurance implications with Head of School Business and notify the travel insurance provider;
- Consider curtailment of visit and repatriation arrangements;
- Consider logistics of sending family members to hospitals overseas with travel insurance; and
- Consider sending member of staff to the location to support the visit leader.

IT Support

- Managing and maintaining IT and telephony resilience during the crisis;
- Assisting with updates to websites;
- Assisting CMT with any IT requests to help them conduct the planning response;
- Maintaining servers and preparing for higher than usual web and other traffic;
- Recovery of data for investigations; and
- Helping to establish emergency telephone system, call register, recording facilities, incident logs, facsimile, dedicated lines, electronic whiteboards, provision of mobile phones, etc.

4. Crisis Response Procedures

5.1 What to do First

Once the Head of the Crisis Management Team has assembled the team in a suitable (preferably pre-designated) location, the initial priority is to ESTABLISH THE FACTS. Information gathered should be

verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed or based on hearsay. Once initial facts have been established, the focus is on developing a structure to response, logging all communications and activities, and opening lines of communication with key stakeholders.

The following is a list of 20 immediate considerations that might be taken into account in the event of a crisis, the order of which will vary depending on the incident type.

CMT TOP 20 IMMEDIATE ACTIONS		
Action	**Allocated to**	**Completed by**
Record initial incident details (double check first aid given, emergency services called and no risk of further harm)		
Confirm exact details of those involved and their current location		
Establish a dedicated contact at the scene and a time for next contact		
Action telephone call-out to all crisis response staff		
Set up crisis response planning room		
Person on call to provide update on current situation		
Confirm internal logistics needed to respond e.g. telephones, IT		
Notify next of kin		
Consider school routine		
Approve and edit press holding statements		
Appoint liaison officer to travel to scene of incident. Make travel enquiries and prepare to travel (including overseas as necessary)		
Inform staff and issue 'line to take' to deal with enquiries		
Inform insurers		
Consider the building's security to prevent unauthorised access		
Consider longevity of incident response		
Notify commercial partners or other related organisations as necessary		
Liaise with the police and regulators		
Review the make up of the Crisis Management Team and call in additional staff as necessary		
Monitor social and other media		
Pause: review progress so far and summarise situation to the Crisis Management Team		

5. Incident Specific Response Considerations

This section describes a range of scenarios that have been identified as possible crisis situations.

6.1 Violent Act

The use of violence against a student or member of staff:

- Confirm who the victim and alleged offender is, their location and the locations/injuries of victims;
- Consider appropriate lockdown procedure;
- Confirm incident location is secure and ensure others are not in harm's way;
- Ensure that the victim is receiving appropriate medical care;
- Notify **HEAD TEACHER-Emma Nuttall;**
- Head to consider notification of Crisis Management Team;
- Start log of events;
- Notify police - this is a criminal act. Call non-emergency number 101 if there is no further threat or 999 if there is potential for further threat of harm;
- Follow pre-determined emergency/evacuation procedures;
- Liaise internally with staff and police;
- Clarify with police who is contacting next of kin and if it is a school member of staff who does this, ensure that they are briefed;
- Offer appropriate welfare and counselling services;
- Develop internal message strategy, and standby message strategy for worst-case scenario of people being killed or injured, or property/asset damage occurring;
- Liaise with insurer and lawyer re corporate ramifications;
- Consider all commercial, insurance and risk management issues;
- Review existing practices in light of incident, and institute any necessary immediate amendments to policies or procedures; and
- Integrate any key learning points into emergency and crisis plans.

6.2 Safeguarding Incident

An incident where a student is alleged to have been abused or neglected whilst under the care of **Rothwell Schools** or its subcontractors. Alternatively, it could be a situation where a member of staff with access to young people is accused of a sexual offence:

- Confirm who the alleged offender is, their location and the locations/injuries of any victims;
- Confirm others are no longer at immediate risk;
- Ensure that the victim is receiving appropriate medical care if appropriate;
- Notify **HEAD TEACHER-Emma Nuttall;**
- **HEAD TEACHER-Emma Nuttall** to consider notification of Crisis Management Team;
- Start log of events;
- Note that it is not the responsibility of the school to decide whether a criminal offence has occurred;
- Report the incident to the police on 999 if there is an immediate risk to anyone;
- Report the incident to the Safeguarding Team/Social Services of the Local Authority where the alleged victims reside;
- Limit communications to those that need to know such as statutory bodies, next of kin and immediate management in order to maintain confidentiality;

- Consider disciplinary action appropriate to the offence;
- Notify next of kin/carer;
- Notify insurer and school legal advisers; and
- Follow safeguarding policies and review their effect in the aftermath.

6.3 Major Health and Safety Performance Failure

A critical failure of the school where young people are placed at risk or exposed to harm by the school or any subcontractors:

- Establish the root cause as soon as possible;
- Establish the current extent of commercial damage and potential further threat, i.e. "what does the worse case look like"?;
- Partner communication at the appropriate level of seniority as soon as possible;
- Establish synchronised communication strategy with any partners, both internal and external; and
- Establish synchronised media strategy with any partners and share press statements before release.

6.4 Multiple Casualty Accident

An accident affecting multiple students or staff resulting in multiple serious injuries and/or fatalities. This could be caused by a road traffic accident invloving a vehicle controlled by the school, its partners or subcontractors, or a building/services failure such as carbon monoxide or food poisoning:

- Confirm that emergency services have been called;
- Consider appropriate lockdown procedure;
- Confirm that incident location is secure and others are not at risk of further harm;
- Start a list of all potential individuals and add their injuries/status and location, hospital name/ward;
- Ensure that all victims are receiving appropriate emergency medical care;
- Notify **HEAD TEACHER-Emma Nuttall**;
- **HEAD TEACHER-Emma Nuttall** to notify Crisis Management Team;
- Start log of events;
- Follow pre-determined emergency/evacuation procedures;
- Work as appropriate with external emergency services in preservation of evidence;
- Attempt to ascertain likely cause and that others are not likely to be placed at risk from similar resources or operations. Consider ceasing similar or related operational activity and/or review/amend existing policy and practice;
- Ensure next of kin are notified via the correct means. UK death protocol dictates that it is the police or medical professionals who are mandated to notify next of kin;
- Ensure that logistical processes are smoothed as much as possible for the next of kin. Provide a named school point of contact for them to liaise with;
- Consider issuing a help/information line for next of kin;

- Offer support, counselling and welfare services;
- Consider possible environmental effects; and
- Consider and deal with all emerging issues, such as whether there was a breach of policy/procedures, environmental pollution, community effects, etc.

6.5 Murder/Death by Suicide

A student, employee or third party that is murdered or is killed by suicide whilst on a school premises or visit, or otherwise in the direct duty of care and supervision of the school at the time:

- Notify the police on 999;
- Facilitate the safe removal of other students, staff, public or third parties from the location and help secure the area;
- Confirm who the victim is and their location;
- Assist emergency services in recovery and identification of deceased and with preservation of evidence. Note that the police may not be able to rule out a criminal act in the event of suicide despite evidence suggesting the immediate cause;
- Confirm incident location is secure and that others are not in harm's way;
- Notify **HEAD TEACHER-Emma Nuttall**;
- **HEAD TEACHER-Emma Nuttall** to notify Crisis Management Team;
- Start log of events;
- Clarify with police when they are notifying next of kin;
- Ensure that logistical processes are smoothed as much as possible for the next of kin. Provide a named school point of contact for them to liaise with;
- Offer appropriate welfare and counselling services;
- Develop internal message strategy, and standby message strategy for worst-case scenario of the school being directly implicated as a cause; and
- Consider sensitivity of future usage of the locations/resource.

6.6 Loss of Communications/Systems/IT Failure

A critical loss of data relating to students or other loss that significantly affects the school's reputation or ability to continue. This could be as a result of an error, infrastucture incident such as a fire/flood or due to offensive acts by disgruntled employees.

- Determine character, degree, risk and extent of affected asset;
- Brief **HEAD TEACHER-Emma Nuttall**;
- Establish emergency communications;
- Develop communication strategy for all stakeholders;
- Consult list of contacts who can provide/repair equipment if existing equipment is out of service;
- Activate plan for emergency power supplies if necessary;
- Action emergency switchboard relocation plans if necessary;
- Provide strategic planning support to deal with the emerging issues;
- Short-term security and back-up recovery plans need to be put into place for such failures; and
- Examine legal, commercial and insurance ramifications.

6.7 Terrorist or Bomb Threat Telephone Call

Most threats are hoaxes but they must be taken seriously. If such a call is received, it is important to advise the school's call handler of the questions to ask in order to provide the police with as much information as possible:

- Stay calm;
- Let the caller finish their message without interruption;
- Attempt to record or write down as much of what is said, in detail. This may include a codeword that will be important to the police;
- Make a note of exact time of call (check on switchboard or handset if necessary), the caller's sex and likely age, any accent or other distinguishing verbal traits such as speech impediments, slurring of words, attempts to disguise voice and any notable or identifiable background noise;

When the caller has finished their message, attempt to ask further questions, without provoking them:

- Location of any devices;
- Time of planned detonation/release;
- What the device looks like;
- What will cause the explosion/release; and
- Who they are and why they are doing this. This may even include a name, organisation and other details.
- Attempt to dial 1471 to get the caller's telephone number (possible if made from a landline with no attempt to disguise)
- Call the police on 999 immediately and relay the above information; and
- Consider appropriate lockdown procedure.

6.8 Dynamic Security Response Procedures

A key factor for deciding whether to evacuate the school or not depends on whether the threat is external or internal to the site and school buildings. If the threat is confirmed within the buildings, evacuation will in some circumstances be the best course of action. If the threat is outside the school buildings, it may be safer to stay inside.

The decision to evacuate is a dynamic one depending on the threat and will normally be the **HEAD TEACHER-Emma Nuttall** (or other SLT member). The police may be able to advise or, in some cases, even order an evacuation but **the school must not delay in making a decision**.

Depending on the nature of the threat, one of the following procedures shall be followed:

- Restricted access lockdown

- Full lockdown
- Partial lockdown
- Full evacuation

Restricted access, full or partial lockdown are procedures to quickly restrict access and egress to the school site and aim to prevent or frustrate intruders accessing the site or parts whilst also preventing students and staff moving into danger areas. This will also reduce the potential number of casualties by restricting movement of armed intruders.

Firearms attacks are far less likely than knife attacks but responses are similar.

Restricted Access Lockdown

Restricted access lockdowns are precautionary measures that aim to increase the state of preparedness whilst also retaining a degree of normality to educational activity.

- On site outdoor activity at the school to cease immediately. Students and staff verbally instructed to return to main building.
- Staff supervising sports or other *nearby* offsite activity in publicly accessible locations to be telephoned and informed of threat and instruct to return to school as soon as possible.
- Staff leading offsite visits to be telephoned and instructed to conduct one of the following actions, depending on which is assessed by SLT as the safest:
- Continue with visit and do not return to school, remaining in contact with SLT.
- Return students home or arrange parent collection from selected alternative safe location away from school.
- Staff and pupils remain in school buildings with external doors and windows locked.
- Facilities staff to lock perimeter gates and other access points.
- Register taken - school office to contact each class in turn for an attendance report.
- Consider whether visitors are safe to leave site or should remain inside.
- Free movement may be permitted within the building dependent upon dynamic and threat assessment by SLT.
- Remain in restricted access lockdown until an authorised all clear given by SLT member, emergency services (OR if the threat increases, a full lockdown is necessary).
- Consider safe time and location for parent collection with advice from Police after all clear.

Full Lockdown

A full lockdown is an emergency procedure in response to an immediate threat to the school and can either be an escalation from a partial lockdown or an immediate response.

- School office signal lockdown using voice command **"LOCKDOWN, LOCKDOWN, LOCKDOWN. THIS IS NOT A REHEARSAL"**..
- Move students into classrooms or other lockable offices or rooms rather than mass gathering in halls.
- Staff and students caught outside to be instructed by SLT to follow either of the following actions, depending on a dynamic threat assessment by SLT. Seek advice from police if

sufficient time:

- Get inside as soon as possible and lockdown, i.e. invacuation.
- Evacuate and congregate at chosen assembly area until arrival of school management or emergency services.
- Facilities staff to lock doors, all perimeter gates, access points and external doors.
- Lock interconnecting internal doors to create sections in the buildings.
- Shut and if possible lock windows, close blinds and turn off lights, turn off mobile telephone ringtones and vibrate function (but keep staff switched on).
- Push furniture such as filing cabinets or desks against doors to further slow or restrict access.
- Staff must keep students in classrooms until given the all-clear by school staff or those confirmed as emergency services. Resist temptation to explore noises outside of classrooms.
- Sit on floors, under desks and keep away from doors and windows.
- Staff should attempt to promote a calm atmosphere in classrooms and provide quiet emotional support to students as necessary.
- Switch off televisions, IT or other electronic devices that may make a noise.
- Do not allow anyone out of the classroom during a lockdown procedure in any circumstances as there is the possibility that armed police could mistake their identity. If the time is protracted, consider cordoning off an area in the room as a temporary 'bathroom' using plastic bottles etc.
- Staff should remain with any students they find themselves with until given the all-clear.
- The Head and any relevant non-teaching staff who can be safely assembled should form a school emergency response team.
- Parents should be instructed not to come to the school during the lockdown.
- Hosts should account for the whereabouts of visitors.
- Register taken - the office will contact each class in turn to confirm those present and missing reported to SLT and emergency services.
- Staff and students must remain in lockdown until it has been lifted by a member of SLT/emergency services or advice is provided by emergency services to move to restricted access or partial lockdown instead.
- Once all clear is provided and post-incident communication plans are confirmed, parents should be instructed to collect their children from either the school or assembly area. Consideration should be provided for providing students and parents with a briefing, written letters, teacher meetings or intranet messages home.
- Assist emergency services with immediate post incident investigation.

<u>Partial Lockdown</u>

A partial lockdown is applicable when the threat's exact location is confirmed as known and where there are other buildings or areas on the site from which it is possible to safely evacuate to a safe assembly area outside the grounds without passing near to the threat.

The decision to order a partial lockdown can be made immediately or later once a full lockdown has already been ordered and once the exact location in school and nature of threat is known.

Buildings or site areas where threat is located = full lockdown
Other buildings or areas away from threat = evacuate to assembly area

- School office signal partial lockdown using voice command **"LOCKDOWN, LOCKDOWN, LOCKDOWN. PLEASE LOCKDOWN BUILDINGS XXXX AND PLEASE EVACUATE BUILDINGS XXXX. IF YOU ARE IN BUILDINGS XXXX PLEASE LOCKDOWN. IF YOU ARE IN BUILDINGS XXXX PLEASE EVACUATE TO XXXX. THIS IS NOT A REHEARSAL".**

Buildings or areas where threat is confirmed should follow the full lockdown procedure

- Students and staff in buildings or areas where it is confirmed the threat cannot pose a risk are to evacuate immediately to an identified safe assembly area outside the school grounds.
- Injured, vulnerable or people with other disabilities must be assisted to assembly area.
- Hosts should account for the whereabouts and escort visitors.
- Facilities staff should act as marshals and wear hi-vis jackets.
- SLT to take grab bag and first aid kit to assembly area.
- SLT member to take control of assembly area and instruct colleagues to take register or confirm names of all students, staff and visitors present.
- SLT member to liaise with emergency services at assembly area and instruct all present not to re-enter the building under any circumstances without emergency services authority.

Full Evacuation

A full evacuation decision could be made where the threat is inside the school grounds and there is no direct additional risk to students or staff from evacuating. An example situation where a full evacuation is likely is in response to a bomb threat or suspicious item within the school. Since the procedure is similar to the fire evacuation procedure, the fire alarm should be used but be backed up with verbal instructions over the PA system if possible. Evacuate to an off-site assembly area rather than normal fire evacuation point, with a member of SLT taking the grab bag and first aid kit with them. Additional support must be given to injured, vulnerable or individuals with other disabilities. Facilities staff should act as marshals and wear hi-vis jackets.

Practising Lockdown Procedure

Rothwell Schools will practice their lockdown procedures at least once a year by creating scenarios which are realistic, but in which pupils and staff are fully briefed as to what and when it will happen and that it is a practice scenario.

6.9 Assembly Areas

Assembly areas are pre-defined locations where it is possible to safely and swiftly evacuate large numbers of students and staff to in an emergency. Assembly areas are locations away from immediate threat from where registers can be taken and first aid provided whilst awaiting emergency services arrival. It is recommended that at least one suitable location outside of the grounds be

identified as a security assembly area, in addition to the standard one used for fire drills. It may be necessary to have more than one offsite assembly area depending on the school layout, complexity of exits and the available options.

Assembly areas should be known to all students and staff and be clearly marked on security response maps. If possible, locations should be discussed with Police, Fire & Rescue and the Local Authority Emergency Planning Officers who may advise distances from the school grounds of 100m, 200m or 400m (depending on safe distances from small, medium or larger non-vehicle borne explosive devices). Whilst it may not be possible to identify an 'ideal' location, some specific assembly area planning considerations include the following characteristics.

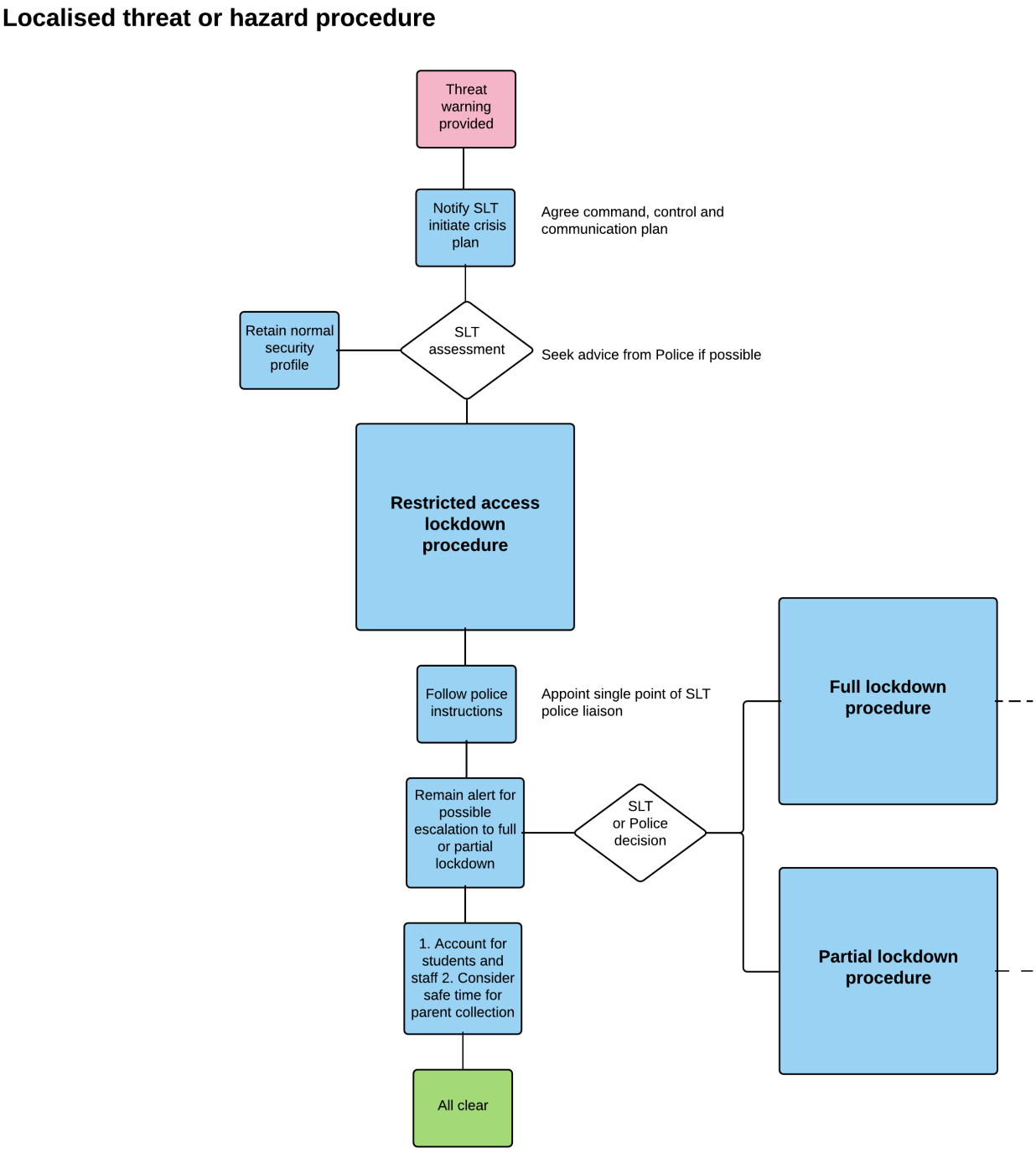
Clear: the first member of SLT to arrive should make a hasty visual check of the assembly area to check for obvious threats or hazards. Car parks are not suitable locations as they may mask the potential of hidden threats.

- Size: large enough for all students and staff to congregate in a formalised way.
- Vehicular access: for emergency services and possible parental collection or other dispersal.
- Location: where it is easy and safe to get to by foot e.g. without having to cross a major road and where onward dispersal can be effected without re-entering school grounds. The assembly area should be separate to any emergency service RVP (rendezvous point).
- Shelter: building/s or other cover from elements, especially for vulnerable or injured people if possible.

FLOW DIAGRAMS ON NEXT PAGE

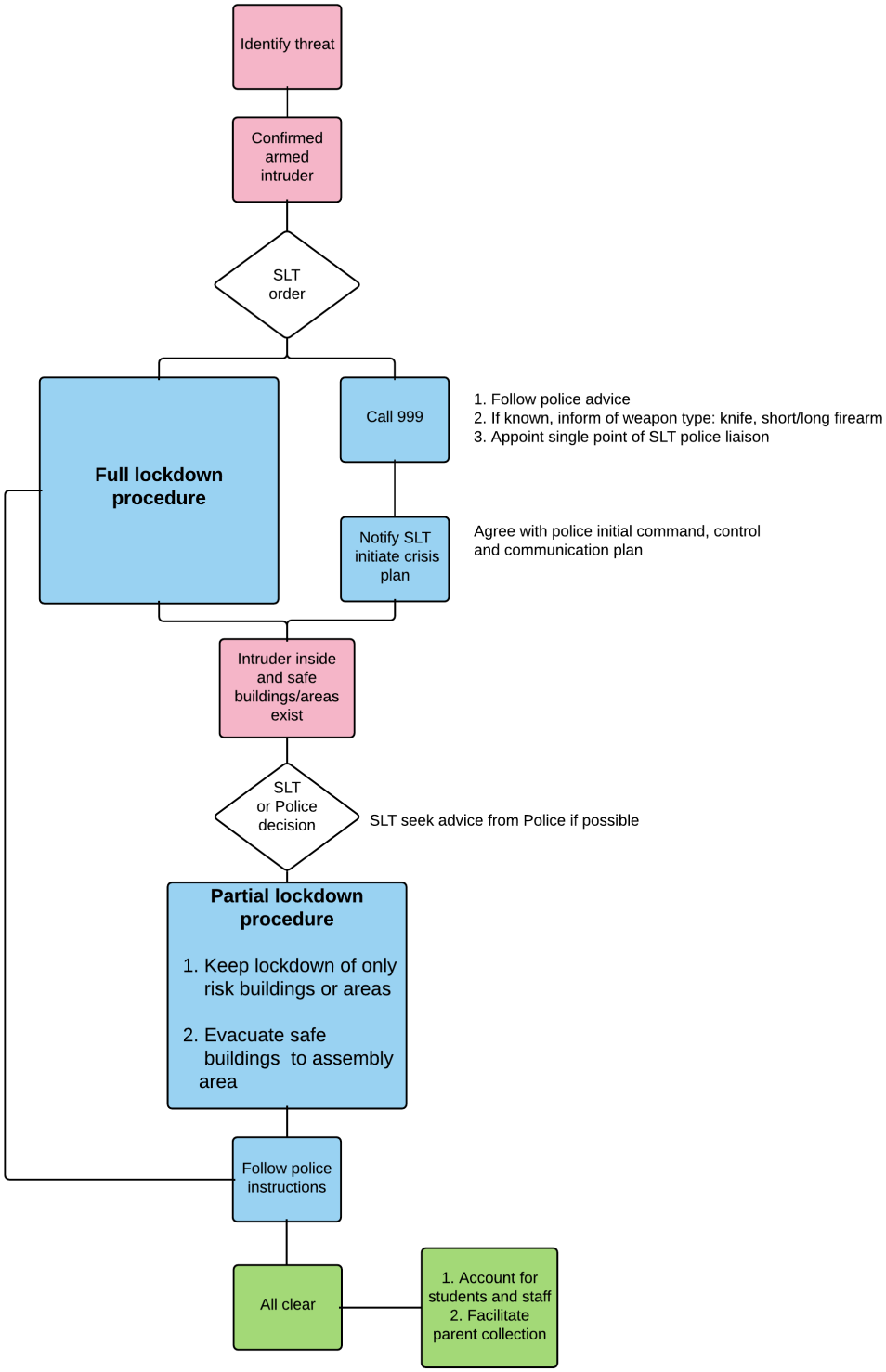
6.10 Flow Diagrams

Localised Threat or Hazard Procedure



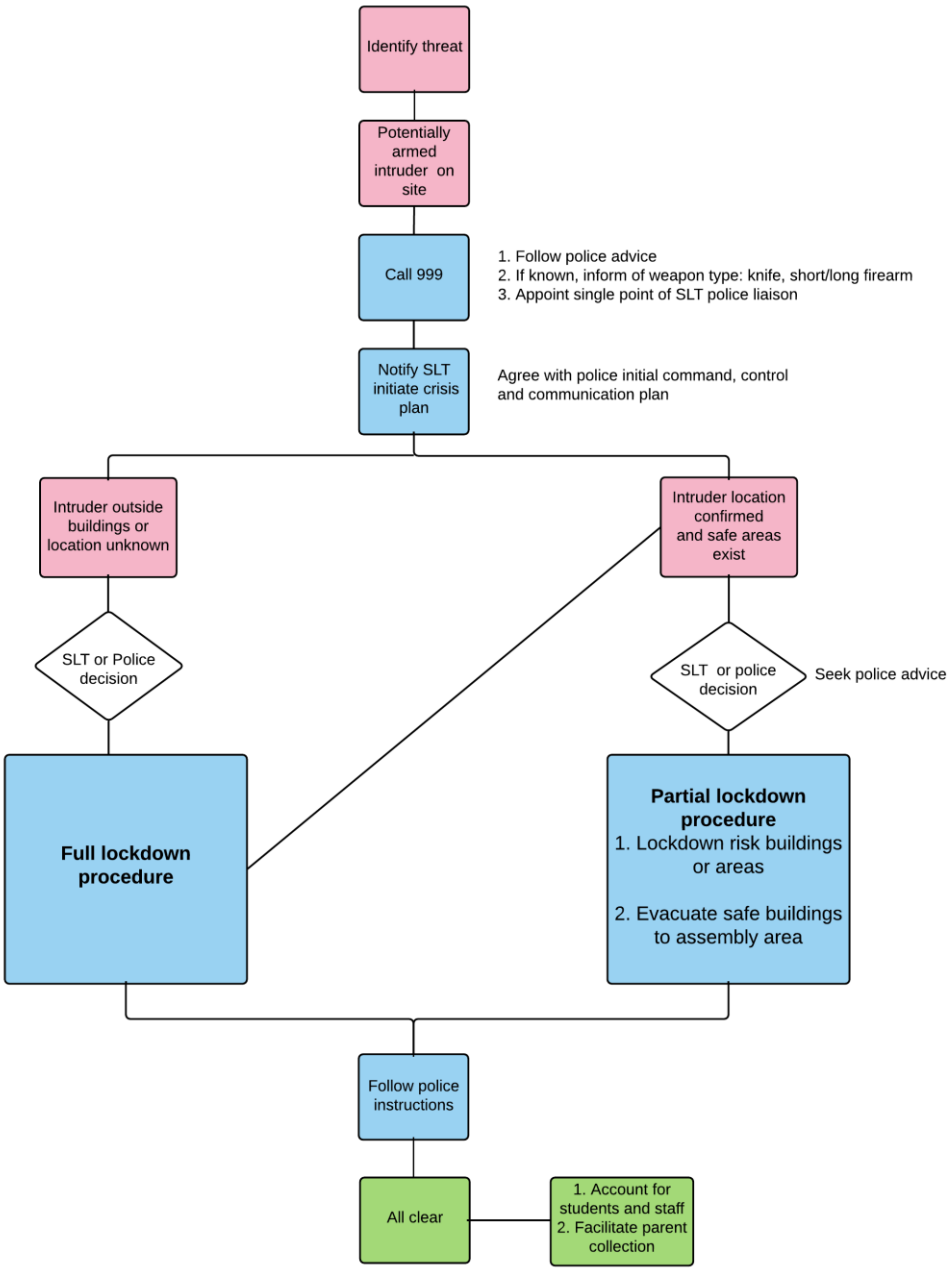
Confirmed Armed Intruder Procedure

Confirmed armed intruder procedure



Potentially Armed Intruder Procedure

Potentially armed intruder procedure



6. Crisis Communications

7.1 Top 10 Tips for Effective Crisis Communications

- ✓ Get the facts together so you are prepared.
- ✓ Key messages:
  Care and concern (for the students and staff)
  Control (what we are doing about the situation)
  Commitment (to learning any lessons)
- ✓ Proactivity in managing the situation – earliest possible involvement of specialist PR staff.
- ✓ Press management plan - decide whether to alert the media & how to manage the media.
- ✓ Approval and sign off - ensure you have the right level of sign off for any communication with externals.
- ✓ Monitor all media - use the internet & news channels as sources of information and monitor all news.
- ✓ Provide media resource area - implement a press area (secure, sound-proof and away from the operational management).
- ✓ Remember compassion & consideration for those affected - saying *sorry* isn't an admission of guilt.
- ✓ Hold regular team briefings to keep everyone in the picture – one voice.
- ✓ The truth and only the truth.

6.2 Receiving Press Calls: A Quick Guide for School Reception Staff

This checklist should be distributed to all school staff when it is assessed that press enquiries in relation to an incident are likely. Press calls are likely to be received by reception or designated press lines but they can potentially be received by anyone during times of high call volume or when journalists are attempting to avoid the official communication channels:

- Before talking to any journalist, you should contact the school's Head of Communications;
- If you are approached to comment on an issue by a journalist (regional or national), you should simply explain that you are not the person they need to speak to as you don't have the information they require. Instead, offer to get someone to call them back ASAP;
- Take their details (name, contact details, publication and any deadline they have) and pass

this information on. Immediately contact the Communications Manager, do not attempt to transfer their call to someone;
- Always bear in mind that whilst talking to a journalist – even if you know them – you may be quoted at a later stage. There is no such thing as 'off the record' so leave it to the professionals;
- Be professional, polite and courteous. Avoid sounding defensive as this may raise suspicion; and
- Don't be tempted to answer questions about the incident or other seemingly basic questions.

7. Logistical Considerations

8.1 Siting the Crisis Management Team

Unless decided otherwise, the designated Crisis Room shall be the following location:

Executive Head Teacher/Assistant Head Teacher office

This location has access to telecommunications and IT equipment and will offer enough space to accommodate the entire team, as well as any additional support staff. The facility is self-contained and easily secured, and will allow the Crisis Management Team to create an environment where they can focus on delivering an effective response, free from incoming calls, disruption, interference and external observation.

Any rooms that can be viewed from outside or public spaces (even from a higher floor in a neighbouring property) should have the facility to be fully covered – consider fitting blinds in rooms where they are not already fitted.

The **HEAD TEACHER- Emma Nuttall** office is designated as a Quiet Room (where individual members of the the Crisis Management Team can make private calls or think in silence).

8.2 Alternative Locations and Back-up Plans

In the event of a critical infrastructure failure (eg. loss of power, flood, fire), the Crisis Room will need to relocate to an alternative location. In such an instance, the RVIS school office will serve as the back-up Crisis Room.

8.3 Accommodating the Media and Other Visitors

In the event of a crisis or serious incident, it is possible that representatives from the media will visit **Rothwell School's** premises, either as invited guests or, more likely, arriving unnanounced. Whilst they will not be given access to the Crisis Management Team, consideration does need to be given to accommodating such individuals, both in between and during media briefings and press conferences. The suggested location for the Media Room is **main hall**

It is also possible that external agencies, next of kin and additional visitors will be invited onto **Rothwell Schools** premises. In this instance, a Visitor Room will need to be set up where individuals can relax and partake in refreshments without interrupting the Crisis Management Team. In this instance, it is suggested that **Meeting Room** serve as the Visitor Room.

8.4 IT, Communications and Resources

The Crisis Management Team will require access to the following equipment:

- Telephones: two direct lines (non PABX); two PABX connected lines (one to be a dedicated conference telephone); and two or more digital mobile telephones (with chargers);
- Mobile telephones: Crisis Management Team members should bring their standard and duty mobiles for use in the Crisis Room;
- Computers: two (one network PC, one general PC for media releases, etc.);
- Digital dictaphone for recording calls, meetings etc.;
- Video recorder and television monitor (and disks) for immediate news monitoring and playback;
- x handheld VHF radios (plus spare batteries) e.g to use as an intercom between Crisis Room and reception etc.;
- Whiteboards and dry wipe pens;
- Digital projector and screen/suitable wall;
- AM/FM radio receiver and recorder (and disks) for news monitoring and playback;
- Wall space for hanging maps, drawings, etc.;
- Blackout blinds or window curtains;
- First aid kit for members of CMT;
- Video conferencing facilities;
- Copies of the Crisis Management Plan ;
- All appropriate corporate policy documents, standard operating procedures and contingency plans;
- Emergency/Evacuation Plan for location;
- Employee contact directories;
- Other emergency data;
- Telephone directories;
- Batteries for wireless devices;
- Blank audio and video disks;
- Pin board - for maps, notices, etc.; and
- Stationery – incident log sheets, incident message pads, pens, pencils, whiteboard pens/duster (limit to dry wipe only), note pads, pins, sellotape, etc.

Additionally, access to the following equipment is desirable:

- Photocopying machine;
- Additional computer terminals;
- Electronic whiteboards;
- Fax machines;
- Additional mobile telephones;

- Additional tables;
- Telephones (sufficient lines to handle priority calls in, and priority crisis calls out);
- Whiteboard for incident and activity recording;
- Telephone directories (internal, national and international directories); and
- Telephone call log sheets.

As the central point for all media representatives, the Media Room will require the following equipment:

- Telephones/fax;
- Chairs/tables;
- Background information kit;
- Press security ID cards;
- Lectern, whiteboard and 20 chairs;
- phase power (for television);
- Audio recorder (for reference);
- Overhead projector and screen; and
- Pinboard for charts.

8.5 Transport

It is possible that members of the Crisis Management Team will require access to vehicles during a crisis, e.g. visiting an incident location or victims in hospital. Consideraion therefore needs to be given to ensuring that vehicles are all running, fuelled and not blocked into car parking.

8.6 Grab Bag

This is a physical bag or rucksack that is easily accessible to the CMT and contains sufficient resources to allow a member of the CMT to function away from the Crisis Room. Potential deployment situations might include when a member of the team travels to the assembly area or should the Crisis Room need to be abandoned temporarily. Items will include as a minimum, the following:

Crisis response plan – current version;
Other internal procedures and key documents;
Staff list and other key contact details;
Utilities and other logistical contact details/policy numbers;
School layouts/floor plan;
Details of any known highly flammable material in or around the school;
The location of the main electric intake and gas intake;
Building/gate and other essential keys;
Building/gate and other essential codes or swipe cards;
Fire and security alarm company details and codes;
Local area / public transport maps;
High visibility jackets;
Loudhailer;
First aid kit;
Torch and spare batteries;

Spare mobile phone and PAYG sim card and charger;
Pair of VHF radio handsets and spare batteries;
Dicatphone and spare batteries;
Spare phone charger (multi adapter and vehicle charger);
Extension cable;
International plug adapter;
Stationery to include note book and pen;
Log sheets; and
Cash float for taxi/transport.

8.7 Finance

It is quite possible that money will be needed to pay for unexpected expenses. The Head of the Crisis Management Team should therefore have access to a float, as well as the ability to authorise payments for incidental costs (such as staff refreshments during prolonged periods away from the office or taxis for parents making visits to the hospital).

8.8 Longevity

Responding to an emergency can be exhausting and potentially upsetting. Staff cannot work indefinitely and during a protracted incident it will be necessary to consider shift patterns. The timing of shift changes should be staggered to ensure replacements have an opportunity to be briefed properly and become accustomed to their role.

8.9 Monitoring and Review

The **Head teacher-Emma Nuttall** will monitor the implementation of the policy and will report to the Governing Body.

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Date of next review: _____

Signed: _____ **Date:** _____

Printed: _____
Chair of Governors

Signed: E Nuttall **Date:** 17.6.26

Printed: E Nuttall
(HEAD TEACHER)

Appendix A: Incident Classification Summary

Minor Incidents		
Criteria	**Examples**	**Responses**
Medium Incidents		
Criteria	**Examples**	**Responses**
Major Incidents		

Criteria	Examples	Responses

Appendix B: Contact List

(SCHOOL/ACADEMY NAME) Head Office – (General Enquiries)

(SCHOOL/ACADEMY NAME) Head Office – General Enquiries	
Contact No.:	

(HEAD TEACHER/PRINCIPAL)	Mobile	Home No.

Crisis Management Team	Role	Mobile	Home No.

Other Key Staff	Role	Mobile	Home No.

Other Key Agencies

Contact	**Phone** (Including whether office hours or 24hr)	**Comments**
Insurance		
Legal		
Union		ATL NASUWT NUT
Department for Education enquiry line	0370 000 2288	
Local authority 24hr helpline		
Local euthority safeguarding team		
Other local authority contacts		
Teacher Support Network	England: 08000 562 561 (24 hour)	
Handsam	03332 07 07 37 (08.30 – 16.30)	
Critical Incident/Crisis Response Specialist		
Local plumber		
Electrician		
IT business continuity and disaster recovery (DRBC) company		
Facilities company		
Local hospital A&E		
Office keyholder 1		Time taken to reach office = **<x>** mins
Office keyholder 2		Time taken to reach office = **<x>** mins
Local hotel 1		Address and approx **£<x>** ppppn
Local hotel 2		Address and approx **£<x>** ppppn
Local taxi company		
Local radio		
Local newspaper		

Essential Door and Other Codes

Outline	Location	Code
Security alarm	Inside main entrance behind reception	**XXXX**
Fire alarm	Inside main entrance behind reception	**XXXX**
Gas isolation		
Electricity shut off		

Appendix C: Initial Incident Communications Log

Staff name:	
Date of call:	
Time of call:	
Caller name:	
Caller's number:	
Caller organisation:	
Incident category	**Comments**
Minor Medium Major	
Incident Details	
Confirm incident scene now secure:	
What happened :	
Location of incident:	
Names of injured persons:	
Current locations of injured persons:	
Involvement of external agencies, e.g. police, HSE, social services:	
Media enquiries received:	
What assistance is required:	
Time of next contact and who with:	

END OF DOCUMENT

APPENDIX 1: FACEBOOK CHEAT SHEET FOR STAFF

Don't accept friend requests from pupils on social media

10 rules for school staff on Facebook

- Change your display name – use your first and middle name, use a maiden name, or put your surname backwards instead
- Change your profile picture to something unidentifiable, or if not, ensure that the image is professional
- Check your privacy settings regularly
- Be careful about tagging other staff members in images or posts
- Don't share anything publicly that you wouldn't be just as happy showing your pupils
- Don't use social media sites during school hours
- Don't make comments about your job, your colleagues, our school or your pupils online – once it's out there, it's out there
- Don't associate yourself with the school on your profile (e.g. by setting it as your workplace, or by 'checking in' at a school event)
- Don't link your work email address to your social media accounts. Anyone who has this address (or your personal email address/mobile number) is able to find you using this information
- Consider uninstalling the Facebook app from your phone. The app recognises wifi connections and makes friend suggestions based on who else uses the same wifi connection (such as parents or pupils)

Check your privacy settings

- Change the visibility of your posts and photos to **'Friends only'**, rather than 'Friends of friends'. Otherwise, pupils and their families may still be able to read your posts, see things you've shared and look at your pictures if they're friends with anybody on your contacts list
- Don't forget to check your **old posts and photos** – go to bit.ly/2MdQXMN to find out how to limit the visibility of previous posts
- The public may still be able to see posts you've **'liked'**, even if your profile settings are private, because this depends on the privacy settings of the original poster
- **Google your name** to see what information about you is visible to the public
- Prevent search engines from indexing your profile so that people can't **search for you by name** – go to bit.ly/2zMdVht to find out how to do this
- Remember that **some information is always public**; your display name, profile picture, cover photo, user ID (in the URL for your profile), country, age range and gender

What to do if…

A pupil adds you on social media

In the first instance, ignore and delete the request. Block the pupil from viewing your profile
Check your privacy settings again, and consider changing your display name or profile picture
If the pupil asks you about the friend request in person, tell them that you're not allowed to accept friend requests from pupils and that if they persist, you'll have to notify senior leadership and/or their parents. If the pupil persists, take a screenshot of their request and any accompanying messages
Notify the senior leadership team or the headteacher about what's happening

A parent adds you on social media

It is at your discretion whether to respond. Bear in mind that:

Responding to one parent's friend request or message might set an unwelcome precedent for both you and other teachers at the school
Pupils may then have indirect access through their parent's account to anything you post, share, comment on or are tagged in
If you wish to decline the offer or ignore the message, consider drafting a stock response to let the parent know that you're doing so

You're being harassed on social media, or somebody is spreading something offensive about you

Do not retaliate or respond in any way
Save evidence of any abuse by taking screenshots and recording the time and date it occurred
Report the material to Facebook or the relevant social network and ask them to remove it
If the perpetrator is a current pupil or staff member, our mediation and disciplinary procedures are usually sufficient to deal with online incidents
If the perpetrator is a parent or other external adult, a senior member of staff should invite them to a meeting to address any reasonable concerns or complaints and/or request they remove the offending comments or material
If the comments are racist, sexist, of a sexual nature or constitute a hate crime, you or a senior leader should consider contacting the police

APPENDIX 2: ACCEPTABLE USE OF THE INTERNET: AGREEMENT FOR PARENTS AND CARERS

This agreement will be added to our data collection sheets from September 2022.

Acceptable use of the internet: agreement for parents and carers	
Name of parent/carer: **Name of child:**	
Online channels are an important way for parents/carers to communicate with, or about, our school. The school uses the following channels: Our official Facebook page Email/text groups for parents (for school announcements and information) Our virtual learning platform Parents/carers also set up independent channels to help them stay on top of what's happening in their child's class. For example, class/year Facebook groups, email groups, or chats (through apps such as WhatsApp).	
When communicating with the school via official communication channels, or using private/independent channels to talk about the school, I will: Be respectful towards members of staff, and the school, at all times Be respectful of other parents/carers and children Direct any complaints or concerns through the school's official channels, so they can be dealt with in line with the school's complaints procedure I will not: Use private groups, the school's Facebook page, or personal social media to complain about or criticise members of staff. This is not constructive and the school can't improve or address issues if they aren't raised in an appropriate way Use private groups, the school's Facebook page, or personal social media to complain about, or try to resolve, a behaviour issue involving other pupils. I will contact the school and speak to the appropriate member of staff if I'm aware of a specific behaviour issue or incident Upload or share photos or videos on social media of any child other than my own, unless I have the permission of other children's parents/carers	
Signed:	**Date:**

APPENDIX 3: ACCEPTABLE USE AGREEMENT FOR OLDER PUPILS

This agreement will be shared with pupils in Years 4-6 from September 2022.

Acceptable use of the school's ICT facilities and internet: agreement for pupils.	
Name of pupil:	
When using the school's ICT facilities and accessing the internet in school, I will not: Use them for a non-educational purpose Use them without a teacher being present, or without a teacher's permission Use them to break school rules Access any inappropriate websites Access social networking sites (unless my teacher has expressly allowed this as part of a learning activity) Use chat rooms Open any attachments in emails, or follow any links in emails, without first checking with a teacher Use any inappropriate language when communicating online, including in emails Share any semi-nude or nude images, videos or livestreams, even if I have the consent of the person or people in the photo Share my password with others or log in to the school's network using someone else's details Bully other people I understand that the school will monitor the websites I visit and my use of the school's ICT facilities and systems. I will immediately let a teacher or other member of staff know if I find any material which might upset, distress or harm me or others. I will always use the school's ICT systems and internet responsibly. I understand that the school can discipline me if I do certain unacceptable things online, even if I'm not in school when I do them.	
Signed (pupil):	**Date:**

APPENDIX 4: ACCEPTABLE USE AGREEMENT FOR YOUNGER PUPILS

This agreement will be shared with pupils in Years R-3 from September 2022.

Acceptable use of the school's ICT facilities and internet: agreement for pupils and parents/carers	
Name of pupil:	
When I use the school's ICT facilities (like computers and equipment) and get on the internet in school, I will not: Use them without asking a teacher first, or without a teacher in the room with me Use them to break school rules Go on any inappropriate websites Go on Facebook or other social networking sites (unless my teacher said I could as part of a lesson) Use chat rooms Open any attachments in emails, or click any links in emails, without checking with a teacher first Use mean or rude language when talking to other people online or in emails Send any photos, videos or livestreams of people (including me) who aren't wearing all of their clothes Share my password with others or log in using someone else's name or password Bully other people I understand that the school will check the websites I visit and how I use the school's computers and equipment. This is so that they can help keep me safe and make sure I'm following the rules. I will tell a teacher or a member of staff I know immediately if I find anything on a school computer or online that upsets me, or that I know is mean or wrong. I will always be responsible when I use the school's ICT systems and internet. I understand that the school can discipline me if I do certain unacceptable things online, even if I'm not in school when I do them.	
Signed (pupil):	**Date:**

APPENDIX 5: ACCEPTABLE USE AGREEMENT FOR STAFF, GOVERNORS, VOLUNTEERS AND VISITORS

This agreement will be shared with staff from September 2022.

Acceptable use of the school's ICT facilities and the internet: agreement for staff:	
Name of staff member:	
When using the school's ICT facilities and accessing the internet in school, or outside school on a work device, I will not: Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature (or create, share, link to or send such material) Use them in any way which could harm the school's reputation Access social networking sites or chat rooms Use any improper language when communicating online, including in emails or other messaging services Install any unauthorised software, or connect unauthorised hardware or devices to the school's network Share my password with others or log in to the school's network using someone else's details Share confidential information about the school, its pupils or staff, or other members of the community Access, modify or share data I'm not authorised to access, modify or share Promote private businesses, unless that business is directly related to the school	
I understand that the school will monitor the websites I visit and my use of the school's ICT facilities and systems. I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy. I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material. I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.	
Signed (staff member/governor/volunteer/visitor):	**Date:**

APPENDIX 6: GLOSSARY OF CYBER SECURITY TERMINOLOGY

These key terms will help you to understand the common forms of cyber attack and the measures the school will put in place. They're from the National Cyber Security Centre (NCSC) glossary.

TERM	DEFINITION
Antivirus	Software designed to detect, stop and remove malicious software and viruses.
Cloud	Where you can store and access your resources (including data and software) via the internet, instead of locally on physical devices.
Cyber attack	An attempt to access, damage or disrupt your computer systems, networks or devices maliciously.
Cyber incident	Where the security of your system or service has been breached.
Cyber security	The protection of your devices, services and networks (and the information they contain) from theft or damage.
Download attack	Where malicious software or a virus is downloaded unintentionally onto a device without the user's knowledge or consent.
Firewall	Hardware or software that uses a defined rule set to constrain network traffic – this is to prevent unauthorised access to or from a network.
Hacker	Someone with some computer skills who uses them to break into computers, systems and networks.
Malware	Malicious software. This includes viruses, trojans or any code or content that can adversely impact individuals or organisations.
Patching	Updating firmware or software to improve security and/or enhance functionality.
Pentest	Short for penetration test. This is an authorised test of a computer network or system to look for security weaknesses.

TERM	DEFINITION
Phishing	Untargeted, mass emails sent to many people asking for sensitive information (like bank details) or encouraging them to visit a fake website.
Ransomware	Malicious software that stops you from using your data or systems until you make a payment.
Social engineering	Manipulating people into giving information or carrying out specific actions that an attacker can use.
Spear-phishing	A more targeted form of phishing where an email is designed to look like it's from a person the recipient knows and/or trusts.
Trojan	A type of malware/virus designed to look like legitimate software that can be used to hack a victim's computer.
Two-factor/multi-factor authentication	Using 2 or more different components to verify a user's identity.
Virus	Programs designed to self-replicate and infect legitimate software programs or systems.
Virtual Private Network (VPN)	An encrypted network which allows remote users to connect securely.
Whaling	Highly targeted phishing attacks (where emails are made to look legitimate) aimed at senior executives.