Emergency Plan 2025-2026

Pear Tree Mead Academy

Part of the Passmores Co-operative Learning Community
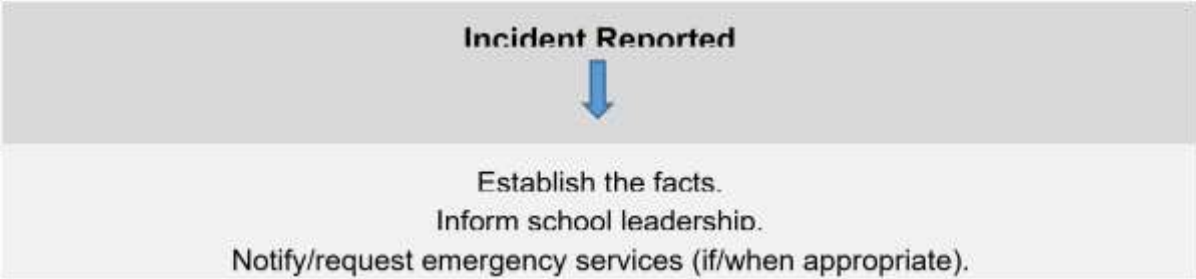
PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;

- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;

- there is no limit to achievement – intelligence can be developed;

- each student must know what to do in order to improve and how to do it, high expectations on their own are not enough;

- consistency of experience is fundamental; each school is a team and consistency makes us greater than the sum of our parts;

- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their socio-economic background

- benefit from an inclusive ethos, excellent teaching and a broad and balanced curriculum underpinned by strong leadership, in a local school;

- are supported and encouraged to lead healthy and active lives making sensible choices, whilst respecting the views and attitudes of others.

Incident Reported

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Establish the facts.
Inform school leadership.
Notify/request emergency services (if/when appropriate).

Immediate Action ⬇	Short Term Action (First 24 hours) ⬇	Next Few Days and Beyond ⬇
Assess the situation. Ensure safety of all personnel. Carry out evacuation of building/site as required.	Set up the Emergency Incident Suite.	Make any necessary recovery arrangements: repairs, replacements etc.
Verify the facts and inform all the Senior Leadership Team.	Use phone/mobile for outgoing calls. Use radios for internal communication.	Continue regular updates for staff, pupils/students, governors, parents.
Senior leader(s) to decide whether to convene the Critical Incident Management Team and allocate tasks – see Appendices.	Advise Senior Leadership Team of actions.	Initiate data/systems recovery processes
Start an 'Incident Log'.	Contact specialist contractors if required.	Start putting together a full report of the incident and actions by the establishment
Notify relevant parties (See Appendix for contact numbers).	Check safeguarding and wellbeing of staff.	Continue to monitor 'disaster recovery' actions
Contact all other staff & governors for information and support (as required), particularly if out of hours.	Critical Incident Team meets at regular intervals.	Evaluate your *Critical Incident Plan* and amend as necessary
Make arrangements to close/ open establishment or cancel activities.	Issue regular updates for: staff, pupils/students, governors, parents etc. via: Staff meetings, Assemblies, Letters home, Website	Formally thank those involved in supporting the crisis

Provide recorded message on answerphone for parents. Update information on school website/social media pages and continue update throughout response etc.	Start planning the return to normality.	Make plans to mark the event: special assembly, memorial, plaque etc.

This document sets out our approach to managing crises and emergencies of a critical nature, by ensuring that clear plans and frameworks of responsibility are in place at organisational and local levels and that the pressure on those involved in critical incidents can be greatly reduced, with the likelihood of continuous provision of service greatly increased.

This entire Critical Incident Management (CIM) document gives specific details such as named people in the communication chain; specific operational activities to manage staff, equipment and external services; evacuation procedures for staff, pupils and visitors; recovery of data and systems; and how to maintain some educational services.

2.1 Critical Incidents

The main objective of this document is to ensure that, in the event of a major incident or disaster prompt action will be taken where possible to:

Protect pupils/students/apprentices and staff

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Maintain communications, including IT services
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- Maintain organisational operations

- Protect primary documents and data

- Resume normal provision as soon as possible

This document sets out the expected responses at an organisational level to a variety of potential threats and provides tools to develop Critical Incident procedures as well as signposting to relevant sources of advice and guidance.

2.2 Main Focus

Disasters are difficult to prevent, therefore the three key elements to managing these incidents successfully will be through:

Critical Incident Management	will oversee the on-going risks, roles and responsibilities of individuals, implementing necessary actions and identifying the support required
Business Continuity	a focus on keeping business operational during and after a disaster
Disaster Recovery	a focus on restoring buildings, data access and IT infrastructure after a disaster

The overall critical incident management procedures cover all three areas, with the CIM element being the over-arching strategy that will support the senior leaders to; assess, act, support and monitor the incident and its impact.

2.3 Business Continuity

A 'business continuity' incident is one which interferes with the ability to deliver goods or services and therefore, the Business Continuity management element of this plan will be activated in response to an incident causing significant disruption to any aspect of our school operations, particularly in the event where key and critical activities are restricted/unavailable, for example:

Loss of school site or premises

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Loss of key staff and skills

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- Loss of critical systems, e.g., ICT failure, power outage

- Loss of computer files/records/data

- Loss of teaching material

- Loss of pupils'/students' work and/or records

Loss of critical supplier or partner
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- Loss of lettings income

- Disruption caused by transfer to temporary accommodation

A checklist is provided at *Appendix F* to ensure all aspects of business continuity have been considered.

2.4 Disaster Recovery

Getting the organisation back on its feet after a major incident will be a priority.

This 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.
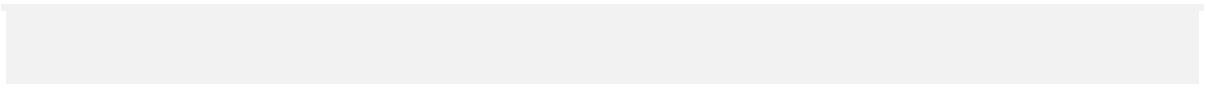
- Major fire;

There are separate procedures enclosed for the recovery of; buildings (site), ICT and general infrastructure e.g., *Appendix G*, details the ICT recovery process.

3. The Critical Incident Management Plan

3.1 Definition

An incident becomes a 'critical incident' when it constitutes a serious disruption arising with little or no warning; on a scale **beyond** the coping capacity of the school operating under normal conditions; and requiring the assistance of the Emergency Services and / or Essex County Council and / or District Councils and / or other agencies.

Examples of incidents impacting on schools could include:

- Death or serious injury as a result of violence, accident, self-harm and / or sudden or traumatic illness;

- Building collapse;

- Riot and / or civil disorder;

- Natural and / or man-made disaster;

- Terrorism, including bomb threat or suspect package found; (see *Appendix 1* for specific guidance on dealing with a bomb threat)

- Missing person(s) / abductions;

- Intruder or threat on premises;

- External threats (e.g., bomb threat);

- Child protection incident.

Incidents can occur:

- On the school site during school hours;

- On school transport;

- Whilst the pupils are taking part in activities away from the school site (*Appendix H*);

On school premises as part of after-school activities;

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- Within the local community involving pupils form the school.

On most occasions, incidents that involve property damage, bereavement, loss and / or trauma will be effectively managed by a school through the implementation of a well constructed incident management plan. This may involve the school accessing Essex County Council or other outside services as required.

A checklist for all such critical incidents can be found in *Appendix E*.

3.2 Roles and Responsibilities

Governing Body	responsible for ensuring that appropriate policies and procedures are created and maintained.
Head Teacher & Deputy Head Teacher	considered to carry the primary responsibility for the implementation of the Governing Body's school incident policy and procedures. In the absence of the

| | Headteacher, the Deputy Headteacher will carry the responsibility. In the case of school trips or other out of school activities, the adult(s) in charge should be clearly identified in advance to avoid any confusion in the event of an incident. |

	expected to support senior colleagues with always keeping the site and children safe. Such measures will include.: • always wearing school issued identification badges (including when representing the school off-site) • challenging others who are not easily identifiable • not allowing unknown persons to tailgate through external doors • reporting any security concerns to the Site Manager • keeping abreast of all emergency / evacuation / health & safety / critical incident /first aid and safeguarding policies and procedures
All Staff	

3.3 Preparation

The school Senior Leadership Team (SLT) implements preventative measures and procedures for dealing with incidents into the day-to-day running of the school and in the school curriculum.

3.4 School Curriculum

The school's PSHE (Personal, Social, Health and Economic) education curriculum considers sensitive issues such as death, bereavement, and serious injury. This means that children will have some familiarity with them.

3.5 School Security

The school has a secure site. There is high fencing around the whole site. There are 4 entrances to the school which are all locked throughout the day. The doors are kept closed and locked during the day. There is a drive gate which is monitored by the main office via an intercom. The walk-in visitors gate is also overseen by the main office and has an intercom. The front two doors of the school are maned by the main office and have an intercom and buzzer system. The school site has a CCTV system in some areas.

3.6 Behaviour Policy

The behaviour policy can be requested from the school office manager.

3.7 Planning for Trips and Visits

The school has an identified Educational Visit Co-ordinator who has completed the necessary training, in addition to the Headteacher who is also trained. Training has also been given to all members of the teaching staff. The policy can be found in the policy file and on the school website.

Risk assessments are completed for all trips off site, for adventurous activities and school journeys. These are recorded on the school's system, Evolve. An Emergency Action Plan (EAP) is drawn up for every visit.

The EAP will be started in school and an 'incident' folder with this form and other documentation will be kept in the Main School Office.

3.8 Health and Safety

Pear Tree Mead Academy use the Local Authority/ PCLC approved Health and Safety policies and Code of practice. These are followed and reviewed annually by the PCLC Trust.

Pear Tree Mead has now adopted a robust schedule of tests, inspections and audits of all mechanical, electrical, gas, water, fire-fighting provision and equipment in line with statutory guidance. In addition, all PE, playground and climbing apparatus are inspected and tested annually.

Other regular health and safety checks on the buildings and site are carried out every term and any changes/concerns reported to the PCLC Trust.

Relevant information where Health & Safety information for the school can be found is in the Health and Safety policy in the main office policy folder.

3.9 Training

Pear Tree Mead Academy has adopted the Essex model for probationary periods. As part of the induction process, health and safety policies and code of practice are discussed. Training needs are identified and are reviewed annually as part of the Performance Management cycle.

These procedures are reviewed on a regular basis.

Practice drills and system tests will be undertaken periodically.

3.10 Administrative Support

The school has good administrative and back-up systems, which will assist in effective management of a critical incident and ensure a fast response. Some practical measures include:

- Pupil information are held both on and off site via the internet by the Headteacher, Deputy Headteacher, Site Manager, SENCO and other key staff with next of kin contact details held centrally at the school, both on the cloud and as hard copies. Back-ups are taken.

- Registers are completed promptly at the beginning of each morning and afternoon session. Names of pupils who are late or who leave early are recorded at the office.

- An electronic inventory of equipment is held on the network, which is backed up regularly. The inventory is updated regularly.

- There is an effective signing in and out procedure for all visitors and volunteers in school using " Sign in "

- Emergency evacuation procedures are in place for the main building, and School House.

4. The Critical Incident Management team

The Critical Incident Management Team (CIMT) will consist of; the Headteacher, Deputy Headteacher, Assistant Head, School Office Manager, Site Manager and a representative from the Governing Body. This team should meet and review the plan annually. The plan will be shared with all school staff, and they should be aware of where it is located, as part of the school's induction procedures. Some relevant sections are also found in the staff handbook.

Copies of the plan should be held in a folder in the following places:

1. School Main Office

2. School Office Managers Office

3. On sharepoint for staff to view

NB: certain associated documents (e.g., Site plans, alarm drawings, evacuation procedure, lockdown procedure, emergency routes etc) may also be included and/or displayed in other staff areas, such as classrooms, staffrooms, induction folder etc.

The following roles and responsibilities have been agreed:

Name	Deputy	Responsibility
Christine Peden	Lacey Davies	Be in charge
Lacey Davies	Rebecca Arnould	Oversee Staf, children and comms – from direction of person in charge
Clive Hawkins	Sarah Cousins	

		Site Security, raise alarm
Kate Townsend	Natalie Hayton	Comms – from direction of Deputy – e.g. parents, emergency services. Off-site evacuation
Natalie Hayton	Nicola Rothon	Any other jobs on direction of Head, Deputy or comms team, log incidents as needed
Christine Peden	Lacey Davies	Be in charge of after and comms to parents, press, children etc.

The CIM Team will have full responsibility for all aspects of, Incident Management, Business Continuity and Disaster Recovery.

Additionally, this plan should be exercised every year to make sure it is up-to-standard and fit for purpose in responding to critical incidents that could affect the school.

4.1 Critical Incident Management Activities

On the following pages are the tasks and actions that the school may need to take to manage a critical incident (also see the checklist in *Appendix E*)

ACTION 1 - Ensure the safety of all children and adults - assess continuing risk

. Evacuate/remove children and all persons away from the danger or incident

. Contact emergency services as appropriate.

. Enter in incident log all contacts made, actions taken and times.

Individuals with lead responsibilities within the plan will have 24-hour contact numbers by which they can be contacted. These persons will also have 24-hour contact numbers for all other individuals named in the plan.

An Incident typically consists of three phases and separate actions will be implemented at each stage:

- Phase One – Immediate Actions
- Phase Two – Managed Response
- Phase Three – Return to Normality

4.2 Phase ONE - Immediate Actions

Actions 1 - 7 should normally be undertaken straight away however, the order in which these actions should be undertaken will be determined by the needs of the situation.

Start recording what has happened in a log of events (*Appendix J*) with times and details of actions taken. This will be important for any subsequent inquiry, which could range from an internal school/ECC inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.

- If off site, establish arrangements for reuniting children, adults and staff with their families

- Determine that adults and staff involved in the incident are safe to drive, take public transport, or whether they need collecting or transportation.

Those involved may be required to give a statement to Police and/or attend court as a witness. The original record of events and actions is crucial in these circumstances.

ACTION 2 - Implement the School's Incident Management Plan

- Person(s) with lead responsibility to be released from all duties.

- Collect school's incident management plan documents and contact numbers.

- Continue to update log of events as the requirement from Action 1 one

- Establish an independent telephone line (for example: a mobile or borrowing a phone line in a nearby building).

- Inform associated schools that could be directly affected by an incident.

- Alert school managers, including Governors and PCLC staff as needed

NB: These tasks do not have be undertaken solely by the lead person(s) and may well be delegated to other support staff.

ACTION 4 - Contact key people (Appendix 1, 2, 3)

The ECC Schools Communication Team are the first point of contact to request critical incident support and will contact all services required immediately after receiving notification to ensure support is arranged (*Appendix B*). They will also collect and log closure notifications due to weather, site issues or industrial action.

'Out of hours' incident

- Alert the County Council's Media team (*Appendix B*) and they will make the necessary contacts.

ACTION 3 - Mobilise the school's Critical Incident Management Team (CIMT)

. Brief the school's CIMT.

. Clarify tasks, make plans and assign roles.

. Set up timetable of meetings to review management of incident.

Education trip/visit – if the incident occurs during an off-site activity, then additional considerations maybe required (see *Appendix 8*)

ACTION 5 - Obtain information about the incident (*Appendix 10*)

- Obtain and record information about the exact nature of the incident, for example:

  o When and where incident occurred.
  o Names of children and adults involved in the incident including those who witnessed it.
  o Nature of any injuries/fatalities sustained.
  o Hospitals where injured have been taken.
  o Names of adults with injured children/adults.
  o Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment.
  o Locations of the uninjured.
  o Remaining hazards at the scene.

- Collect relevant pupil/staff lists and contact numbers as appropriate.
- If telephone contact, note relevant number(s).

. Control the escape of inappropriate/inaccurate information via mobile/public phones from within the group.

If the critical incident is due to a bomb threat or suspect package being found, then also refer to guidelines in *Appendix I*.

ACTION 6 - Contact families of pupils, adults and staff involved in the incident • Designate key member(s) of staff to make contacts.

- Ensure that persons making contacts are fully briefed. o (It may be appropriate to rehearse and/or have written guidance as to what is to be said).
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no-one is missed out.
- Establish and offer useful telephone numbers, either for support or for more information, such as emergency disaster number or hospital.
- Check that families/parents are not left alone in distress; suggest that they make contact with other relative/neighbours.
- Where appropriate, share the contact number of other families involved in incident where they have given permission for this.
- Where appropriate, give advice to parents and families (in line with the County Council's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.

- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home.

Guidance should be taken from the Police if the incident involves injury or death or if the incident is very serious, but the full facts are not yet known.

It may be necessary, particularly in a small school, to enlist the help of the Juniper Human Resources (Schools) team; governors; local religious/community leaders; GPs; police and so on, if there is a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about what has happened.

ACTION 7 - Brief staff, governors, pupils, parents, and other members of the school community

- Contact and brief chair of governors; request that he/she inform all other governors.

- Hold briefing meetings for all teaching and non-teaching staff; consider setting up a schedule to keep staff informed and updated (such as break times, beginning/end of day).

- Issue a prepared statement for all parents.   o If a press statement is required, take advice from the County Council's Media Team (*Appendix B*).
    - o A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern.

- Inform all pupils in the most appropriate way.

- Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected.

- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

4.3 Phase TWO – Managed response

ACTION 8 - Plan management of the incident (with other agencies as appropriate e.g., ECC)

- The school's SLT and other professionals e.g., the ECC critical incident team, to meet.

- Review plans, clarify tasks, assign roles, and make further plans accordingly.

- Ensure that school and other agencies' actions are properly co-ordinated.

- Establish timetable of meetings to review the management of the incident.

- Clarify criteria for withdrawal of outside agencies at appropriate stage.

- Access further advice from the Emergency services if required.

ACTION 9 - Set up arrangements to deal with enquiries

- At the earliest opportunity, and certainly before speaking to any representative of the media, contact the ECC Communication Team.

- Ensure that all media contacts are either directed to, or are dealt with in line with advice from, the County Council's Media Team.

- To the media or other callers until the statutory authorities (such as the police) have confirmed the identity and the parents and families have been informed and have given permission.

- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on Actions 6 & 7).

- Make staff wary about talking to the media.

- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.

- Designate separate areas for parents, media, staff, and agencies managing the incident and others; avoid too many people in any one space.

- Ensure that an entry is made in the incident log of all important contacts.

ACTION 10 - Make arrangements to support children and adults

- Id ntify those children, adults and staff who are most likely to be in need of su port.

- Arrange for school staff/support agencies to provide support. It is good practice to inform and/or seek consent from parents/carers where their child is to be olved inv with an outside agency.

-   sure that pupils, adults, staff and parents/carers are aware of the support arrangements that the school is making and how these are accessed.

-   nsider setting aside and staffing an appropriate area for children who are be oming too distressed to continue with their lessons.

- lik addition to the individuals directly affected, children and adults who are most ly to suffer distress as a consequence of an incident are those who:
  - are uninjured but were at greatest risk. directly witnessed death/injury/violence as part of the incident. o are siblings.   o have any possible perceived culpability for what has happened however indirect or incorrect; (for example, those who may blame themselves and/or those who may be blamed by others)
  - are experiencing instability at home. o have learning difficulties. o have preexisting emotional and behavioural/mental health difficulties. o are vulnerable due to cultural and/or language difficulties or o have previously suffered bereavement or loss.

- Maintain normal school routines wherever possible.
- If the school must close, ensure all staff and parents are briefed on the arrangements for the collection of children.
- Supervise children being collected and make arrangements for those who are not able to be collected.
- Ensure that staff and parents are clear as to the arrangements for reopening the school.
- Consider holding staff meeting with support agencies to discuss appropriate management strategies for distressed children.
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention

ACTION 11 - Make arrangements for personal effects, registers and areas of the school affected

- In discussion with parents / families, decide on what to do with the personal effects of the individuals who are critically ill or have died.

- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), such as desks, books or lockers belonging to individuals who have died or are critically ill.

- Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.

- Make appropriate arrangements for the part of a school where the incident occurred.

4.4 Phase THREE – Return to Normality

ACTION 12 - Make arrangements for expressions of sympathy and / or acknowledgement of what has happened.

- Make arrangements to express support / sympathy to families, children and adults who have been hurt or bereaved.

- Make arrangements for someone from school to visit the injured in hospital or the bereaved at home.

- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks.

- Make arrangements support the plans that the family may have for a memorial.

-
  Consider organising a special assembly/service to acknowledge collectively what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individual affected.

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  Consider setting up an area in the school where writing, are work or other mementos can be dedicated to individuals affected.
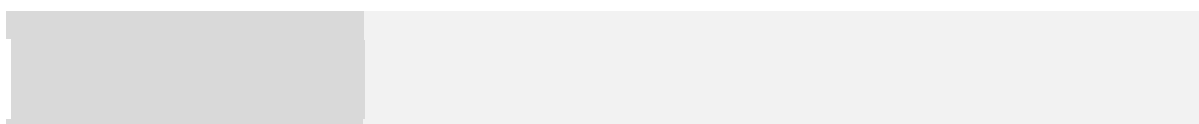
ACTION 13 - Make arrangements to support children and adults

- Home visit by an appropriate member of staff to discuss arrangements for return (such as visits or part-time attendance). (For reasons of safety and support, it is recommended that staff making home visits to do in pairs).

- Planned support for emotional needs (such as how to cope with the comments and questions of other pupils or permission to remove themselves from lessons to go to an agreed place if they are becoming distressed).

- Support for possible physical needs (such as mobility difficulties, or disfigurements).

- Rota of home visits from school friends.

- Where appropriate, organise work to be sent home prior to return.

- Brief staff and children on how best to support individuals returning to school.

- Arrangements to differentiate work; manage missed coursework; special arrangements for exams; also adjust workloads for members of staff returning to school and so on.

5. Business Continuity Activities

'Business Continuity' is the process involved in ensuring that a business or organisation can continue with its critical functions during and after a disaster, emergency, or a critical incident. In the case of schools, one of these functions is to continue pupils' education.

Statistically the emergency most likely to be experienced by a school is one that affects the school building, such as a fire or flood. Having an inventory of the contents of the school is invaluable in calculating losses for insurance claims.

Building / Premises / Site	are parts of the current site still accessible and can they be used? Alternative venues and/or ways of working should be identified and a plan available i.e., home learning, and shared with staff/parents
Equipment	this doesn't need to include every single item in the school, as numbers of desks and chairs are easy to calculate, but IT, electrical equipment, and any other specialist, large, one-off or expensive items.
IT Data & Systems	all-important data stored on school computers should be backed up either remotely or using tapes which should be stored off site. The table allows the recording of essential data sets and IT systems and where they are backed up.
Paper Based Records	schools will have at least some essential paper-based records, which could be easily damaged or destroyed in a fire or flood. These should be listed in the table along with the locations of back-up copies, which should be stored off site - this should include your emergency plan. It is also worth encouraging staff to think about where they keep lesson plans and pupils' coursework, as loss of these could have a large psychological impact on staff and pupils.

In turn, 'Business Continuity' provides a framework for taking the school through the process of establishing temporary arrangements to ensure that normal school activities are recommenced as soon as possible, which will include:

- Finding safe, secure teaching environments
- Minimising the inconvenience to students, staff and parents.
- Enabling finance and administrative procedures to be resumed with minimal delay.

- Understanding the planning and management of the actions required to establish the mid to long-term return to operational normality eg: New buildings.

During an incident, it is unlikely that all resources are still available; it is therefore likely that some 'non-critical' activities may need to be suspended at this time.

A list of potential strategies can be found in *Appendix F*.

6. Disaster Recovery Activities

Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g., from a different location and managed with a greater emphasis on 'disaster recovery'.

The process of starting the recovery will be led by the **Disaster Recovery Manager** (Headteacher).

> Arrange, as soon as possible, temporary facilities to enable activities / operations to continue

The DRM will have full responsibility for ensuring that all the necessary actions are taken, including:

- Coordinate mid to long term plans to re-establish operations, procedures and premises to at least the standard prior to the disaster occurring.

There is an overriding principle that family will take priority over the school.

In the event of a disaster, the Disaster Recovery Manager will be responsible for assessing the scale of the disaster and deciding whether to implement the full recovery procedures and set up a bespoke Disaster Recovery Team.

If the DRM decides not to implement the full recovery procedures, they may utilise just some members of the Recovery team whose responsibilities are most suited to the recovery.

Those staff identified by the DRM to support the process may be given specific responsibilities, including:

- Liaise with the emergency services.

- Contact insurance section

- Ensure security / remote access of IT data

- Contact staff and parents.

- Help decide on next steps, e.g., close the school. Liaise with the media including making use of a prepared statement for the press.

- Ensure that staff and pupils are protected from media attention and take advice from the LA.

- Contact service providers and suppliers.

- Meet with support services.

- Meet with specific parents where necessary.

- Keep staff and pupils informed of developments.

- Identify any pupils or staff needing specific support.

- Visit site of disaster if off site.

- Arrange memorial services where appropriate.

- Distribute incident log sheets and parent contact sheets.

6.1 Premises and Equipment Resources

Early measures of the recovery process should include damage mitigation, equipment salvage, protection, and isolation of the damaged area for safety purposes. Temporary telephone facilities and power are a priority as is a location for the Disaster Recovery Team to meet. These are likely to have been put in place as part of Business Continuity.

This next phase will entail planning and sourcing temporary buildings and equipment, as necessary. Pre-identification of suppliers will help. Access, location and services for temporary structures should be considered.

6.2 Systems Recovery

Replacement hardware (the minimum required operationally) should be sourced and back-up software / data reinstated at the earliest opportunity. The DRM and team will probably need access to the information. Pre-planning (and periodic testing) for backup / recovery of systems is essential. An arrangement for off-site storage of critical software and data back-up should be maintained.

6.3 Insurance Claim / Recovery Financing

The nominated loss adjuster should be contacted via the schools' insurers. The adjuster should liaise with the Disaster Recovery Team at the earliest opportunity and should be acquainted with measures being taken. The adjuster should be viewed as a source of help and guidance and not as an administrative burden. Sources of funding to finance continuing School functions and the disaster recovery are essential early day issues to cover. Essential paper records and documents should be copied and kept off site.

6.4 Curriculum Issues (course material, examinations etc.)

A plan should be prepared to establish the needs and problems in this area. Early measures here are mainly on the identification side, so that a more detailed strategy can be prepared for the next phase of the recovery.

6.5 Subsequent Phase

It is difficult to pre-plan too much for the follow-up stages of the disaster recovery, as this will be largely dictated by the individual circumstances. However, there will be continual monitoring and reviewing of progress and the formulation of a longer-term strategy. Planning here will not be rigid and should be adapted in the event of changing circumstances.

Appendix A - Emergency Contact Details

Please insert relevant information for schools. If your school has multiple campuses, please insert the details of all relevant campuses.

Name	Number
Christine Peden (HT)	07850261756
Lacey Davies (DHT)	07723092515
Rebecca Arnould (AHT)	07736473143
Rebecca Harvey (Chair of Governors)	07866273227
Kate Townsend (SOM, P.A to the Headteacher)	07963671530
Clive Hawkins (Site Manager)	07970843530

	C/O PCLC
Notify Emma Bloomfield, Vic Goddard, Scott Alderson	

Appendix B - External Contacts

During school holidays, it is useful to be aware of when key staff are away, so that it is possible to gain access to the building if required in an emergency. Some general external contacts are included, but **please insert relevant information to your school and certain incidents.**

Organisation	Contact
Director for Education (Essex County Council)	Ms Clare Kershaw E-mail: clare.kershaw@essex.gov.uk
Essex County Council Support Schools Support	Schools Communication Team (Office hours 9 am 4 pm) E-mail: SchoolsCommunication@essex.gov.uk
Local Education Health and Safety Team	Tel: 0333 013 9818 (office hours 9-4) Email: HS@essex.gov.uk

Public Relations Division (Media)	Tel: 0333 0132 800 (office hours 9-4) E-mail: Press.desk@essex.gov.uk Out of hours (for media support only): 07717 867525
Risk and Insurance Section	

Innovate Healthcare (Occupational Health)	0333 013 9819 (office hours 9-4) E-mail: Insurance@essex.gov.uk
	https://innovatehealthcare.co.uk/
The Foreign Office (links with British Consulates etc)	'British Embassy, High Commission or Consulate' to mean all British missions overseas. There is a directory of British Embassies, High Commissions or Consulates at https://www.gov.uk/government/world/organisations

Appendix C – Incident Support Contacts

Please insert relevant information for your school. This section includes contact details for all other external organisations who may need to be contacted in an emergency (for example: fire alarms contact, electricity contact, gas contact, water supply contact etc.)

Organisation	Contact No.
ADT- alarms	03448001999
Electricity supply	0800 316 3105 UK power net
Gas Supply	0800111999 for emergency gas
PSL- gates	0208 3449650
ARVON- drains	01245 249499
Caromal Leisure – swimming pool	01206 212670
Hydrocare- swimming pool	01992 893389
CRE	07922 836799

Peacocks – Heating	01268 761100
System One – phone system	07850 347790
Cube	07876 714987
Pinnacle- Ground maintenance	07949 487656
AJC Plumbing	01279 724754
Universal Services- sports Equip	01621 868700
Biffa Waste	0800 601601
Water	0345 3572407
Lodge Cleaning	07771767499

Appendix D - Key School Information

Main School Site	Pear Tree Mead Academy
Telephone Number	01279 836181
	info@peartreemead.com kate.townsend@peartreemead.com

E-mail	headteacher@peartreemead.com
Contact Name Status of School	Christine Peden Part of PCLC Trust
Student Numbers	480 approx
Mixed or single sex	Mixed
Staff Numbers	80 approx
Site Details	Two main entrance, two halls, one kitchen, two office areas, forest school, pond, allotment, swimming pool, boiler house, Early Years

Schools and other organisations within a reasonable distance, which could provide facilities on a temporary basis:

Purford Green and Passmores Academy

The maximum period of disruption of which alternative facilities would be needed if needed:

The school feels that the maximum period for which disruption could be accepted before the operations and facilities provided to students were reorganised (to a minimum scale) would be as short as possible.

Possible building or planning control consent difficulties that may arise with any building repairs or replacement:

The school enjoys a good working relationship with the local authority and would envisage that no difficulties would arise with regard to planning consent should substantially repairs or rebuilding be required.

The Planning Department of the Local Authority will wish to any building see a programme of rebuilding as soon as it is available and this will normally be arranged through the school's property advisers.

Buildings representing the disruption to the academic operations activities of the largest potential

The loss of the information will also create significant disruption to the academic operations activities of the school.

| Extent to which there is spare capacity around the school in terms of teaching space. | The School Buildings have some spare capacity, and it would be possible to restructure the school timetables if only one part of the school was affected following a disaster.

Temporary classrooms could be installed quickly on the school site if required and this should be covered by our insurance depending on the nature of the disaster. |
| --- | --- |
| Remote Learning | The coronavirus pandemic prompted all schools to significantly bolster their online learning offer and we now

have a robust framework for delivering remote learning via Google classroom. |

Appendix E – Incident Management Process

Checklist of all actions resulting from a Critical Incident:

Immediate
1 . Ensure the immediate safety of all children and adults -   assess continuing risk

2. Implement the School's Incident Management Plan

3. Obtain/log information about the incident (Appendix 10)

4. Contact key people (Appendix 1, 2, 3)

Incident Plan is Actioned

5. Mobilise the school's critical incident management team (CIMT)

6. Contact families of pupils, adults and staff involved in the incident

7. Brief staff, governors, pupils, parents, religious leaders and other members of the school community

8. Plan the management of the incident

9. Set up arrangements to deal with enquiries

After the Critical Incident

10. Make arrangements to support children and adults

11. Make arrangements for personal effects, registers and areas of the school affected

12. Make arrangements for expressions of sympathy and / or acknowledgement of what has happened

13. Plan for the return to school of those involved in the incident

14. Plan memorials and commemorations

Business Continuity (Appendix F)

15. Identify all resources required and accessibility e.g., staff, premises, ICT/data systems, communications

16. Identify all business-critical functions, services, suppliers, stakeholders

17. Touch base with all business-critical contacts

18. Implement alternative provision, where necessary

19. Review recovery timeframe

20. Debrief all staff on actions and recovery plans

Disaster Recovery (Appendix G)

21. Engage external support if required (e.g., ICT support)

22. Initiate data/systems recovery processes

23. Access off-site data retrieval, if required

24. Implement back-up routines

25. Review and monitor all recovery actions

Appendix F - Business Continuity Strategies

Arrangements to manage a loss or shortage of Staff or skills

- Use of temporary staff e.g., Supply Teachers, Office Staff etc

- Multi- skilling and cross -training to ensure staff can undertake 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
- Using different ways of working to allow for reduced workforce, this may include:
  - o Larger class sizes (subject to adult to child ratios)
  - o Use of Teaching Assistants, Student Teachers, Learning Mentors etc
  - o Virtual Learning Environment opportunities
  - o Pre- prepared educational materials that allow for independent learning
  - o Team activities and sports to accommodate larger numbers of pupils at once

- Suspending 'noncritical' activities and focusing on your priorities

- Using mutual support agreements with other Schools

- Ensuring Staff management issues are considered i.e., managing attendance policies, job description flexibility and contractual requirements etc

Arrangements to manage denial of access to your premises or loss of utilities

- Pre-agreed arrangements with other premises in the community i.e., Libraries, Leisure Centres, Colleges, University premises

- Virtual Learning Environment opportunities

- Off-site activities e.g., swimming, physical activities, school trips

- Localising the incident e.g., isolating the problem and utilising different sites or areas within the school premises portfolio

- Using mutual support agreements with other Schools

Arrangements to mitigate the loss of key suppliers, third parties or partners

- Pre-identified alternative suppliers

- Ensuring all external providers have business continuity plans in place as part of contract terms

- Insurance cover

- Using mutual support agreements with other Schools

- Using alternative ways of working to mitigate the loss e.g., suspending activities, adapting to the situation, and working around it

Appendix G - School IT Recovery Plan

Back-up Strategy

Key business processes and the agreed back-up strategy for each are listed below.

Key Business Process	Back-Up Strategy
IT Operations	Admin / Curriculum servers backed up daily
Hardware	Local school agreement to loan hardware to ensure essential processes can be carried out
Software	Links with other Academies would enable essential processes to be carried out
E-mail	Internet based
Web Site	Internet based

Data Storage Details

Details of critical information storage and back-up
C/O Stephen Brown PCLC TRUST

Appendix H - Checklist for Group Leaders on Educational Visit

To be followed by the group leader if an incident occurs on an educational visit.

- Ascertain details of incident

- Alert relevant emergency services (Police, Fire, Ambulance, Coastguard) via 999 system

- Call for assistance if available (staff, passers-by)

- Administer first aid where possible

- Account for all members of the party and ensure that all persons uninjured stay together

- Inform Headteacher/member of senior management team (at school) as

    soon as possible. Give as much of the following information as possible:
    - date, time, location and nature of incident o names of those involved o details of any injuries. o actions taken. o contact point to be used

- Allocate staff member(s) to travel to hospital(s) with casualties

- Ascertain if there are any witnesses

- Allocate staff member(s) to stay at incident site to liaise with the emergency services

- Arrange for all non-casualties to return to base (accompanied by a member of staff) and that all members of the group are informed of the incident as soon as possible

- Consider requesting additional assistance.

- Keep Headteacher/member of senior management team regularly updated.

- Consider whether activity should be abandoned. If so, arrange for noncasualties to return to school. Liaise with Headteacher/senior management team over transport arrangements.

- Do not discuss legal liability

Appendix I – Bomb Threat & Suspicious Items/Packages

Bomb Threat

No matter how implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999 immediately.

What to do if you receive a Bomb Threat on the telephone

- Stay calm and listen carefully

- Try to attract the attention of a colleague who should immediately dial 999
  - Hold the caller on the line for as long as possible. Get as much information as you can and provide this to Security as this will assist the Incident Control Team in providing information to the police. For example - o When is the bomb set to go off? o Where has it been planted?

    o What does it look like? o What kind of

    bomb is it? o What will cause it to explode?

    o Was the caller a man or a woman? o Was

- Did the message sound as though it was being read from a prepared text or was it a taped message?
- Did the caller sound intoxicated?

- Was there any indication of the callers' mental state - did he/she sound excited, disturbed, incoherent etc.?

- Was there any accent, was he/she well-spoken etc? ○ Was there any indication of the type of telephone being used – for example a public call box? ○ Was there any significant background noise - e.g., house noises, street noises, music?

- If displayed on your phone, note the number of the caller, otherwise, dial

to obtain the number once the call has ended

a code word given? ○ What was the exact

wording of the threat?

What to do if you receive a Bomb Threat electronically (email, social media etc)

where the threat has come from

Alert the police immediately   o The police may be able to identify

- Do not forward or reply to the message unless advised to do so by the police

Do not delete the message

Take a screenshot of the message, if possible

- Note any contact details in case the message is deleted (sender's email address or username/user ID for social media applications)

- Preserve all web log files for your organization to help the police investigation

Suspicious Items/Packages

> **It is important that you do not move a suspicious item, package or envelope. Do not cover or encase it in any way. Be alert to secondary devices, there may be more than one.**
>
> **If you think it's suspicious DIAL 999 – Ask for the Police.**

Indicators of a Suspicious Item

- Is the item typical of what you would expect to find in this location?

- Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?

- Do you think the item poses an immediate threat to life?

- Has the item been deliberately concealed or is it obviously hidden from view?

What to do if you see a Suspicious Item

- Do not touch it

- Try and identify an owner in the immediate area

- Check whether the item has suspicious characteristics

If you still think it's suspicious (or in any doubt)

- Clear the immediate area and adjacent areas (look for possible secondary devices)

- Dial 999 - follow police advice and provide as much information about the item as possible (see indicators above)

- Prevent others from entering these areas

- If safe to do so, check CCTV

Indicators of a Suspicious Package or Envelope

General indicators that a delivered item may be of concern include:

unexpected item, especially if hand delivered

- labelling or excessive sealing that encourages opening at a particular end or in a particular way

- oddly shaped or lopsided

- unexpected or unusual origin (postmark and/or return address)

- poorly or inaccurately addressed address printed unevenly or unusually

- unfamiliar writing or unusual style

- more stamps than needed for size or weight of package

- greasy or oily stains emanating from the package

- odours, liquid or powder emanating from the package

What to do if you identify a Suspicious Package or Mail Item

- Do not touch

- If holding it, place it down carefully making sure it remains sealed

- Clear the immediate area and adjacent areas

- Dial 999 - follow police advice and provide as much information about the package as possible (see indicators above)

- Prevent others from entering the area and adjacent areas

Appendix J - Incident Detail Log Sheet

Incident:	
Location of incident:	

Date	Time	Event/Action Taken	Initials