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|-----------------------------|---|
| <b>Policy:</b>              | (A) Critical Incidents and Business Continuity Plan |
| <b>Date of review:</b>      | October 2020  |
| <b>Date of next review:</b> | October 2021  |
| <b>Lead professional:</b>   | Chief Operating Officer                             |
| <b>Status:</b>              | Non-Statutory                                       |

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

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## **1.0 About this Plan**

### **1.1 Introduction**

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

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

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

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

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

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

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

## **1.2 Plan Purpose**

The aim of the plan is to provide a flexible response so that Trinity Multi Academy Trust and each of its academies can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery).

## **1.3 Plan Remit**

The following areas are covered by this plan:

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

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

- Trinity Academy Halifax; Trinity Sixth Form Academy, Halifax; The Maltings, Halifax; Akroydon Primary Academy, Halifax; Cathedral Academy, Wakefield; Trinity Academy Sowerby Bridge and St. Chad's C of E Primary Academy, Brighouse.

## **1.4 Plan Owner**

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

## **1.5 Plan Distribution**

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

Trinity MAT Emergency Management Team

| NAME            | ROLE                                 | ISSUE DATE    |
|-----------------|--------------------------------------|---------------|
| Michael Gosling | CEO                                  | February 2019 |
| Tom Miskell     | Chair of BoD                         | February 2019 |
| David Sheard    | CFO                                  | February 2019 |
| Oliver Alcock   | Director of ICT                      | February 2019 |
| Gemma Mitchell  | HR Manager                           | February 2019 |
| Peter Knight    | Chief Operating Officer              | February 2019 |
| Michael Rhodes  | Head of Facilities                   | February 2019 |
| Mary Meredith   | Marketing Manager/Media Co-ordinator | February 2019 |

## Academy Incident Management Team

| NAME   | ROLE                           | ISSUE DATE   |
|--|--------------------------------|--------------|
| Mike Fitzsimons<br> | Principal, Sixth Form          | October 2020 |
| Charlotte Seedall  | Assistant Principal            | October 2020 |
| Robert Boocock ICIQB   | Premises Manager               | October 2020 |
| Karen Holland  | Finance and Operations Manager | October 2020 |
| Martin Tiplady   | Network Manager                | October 2020 |

### 1.6 Plan Storage

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work and off-site i.e. at home/ in vehicles (if appropriate) / in grab bags.

### 1.7 Plan Review Schedule

This plan will be updated as required and formally reviewed in line with the trust's policy schedule, or whenever exceptional circumstances require.

## **2.0 Plan Activation**

### **2.1 Circumstances**

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

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

### **2.2 Responsibility for Plan Activation**

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

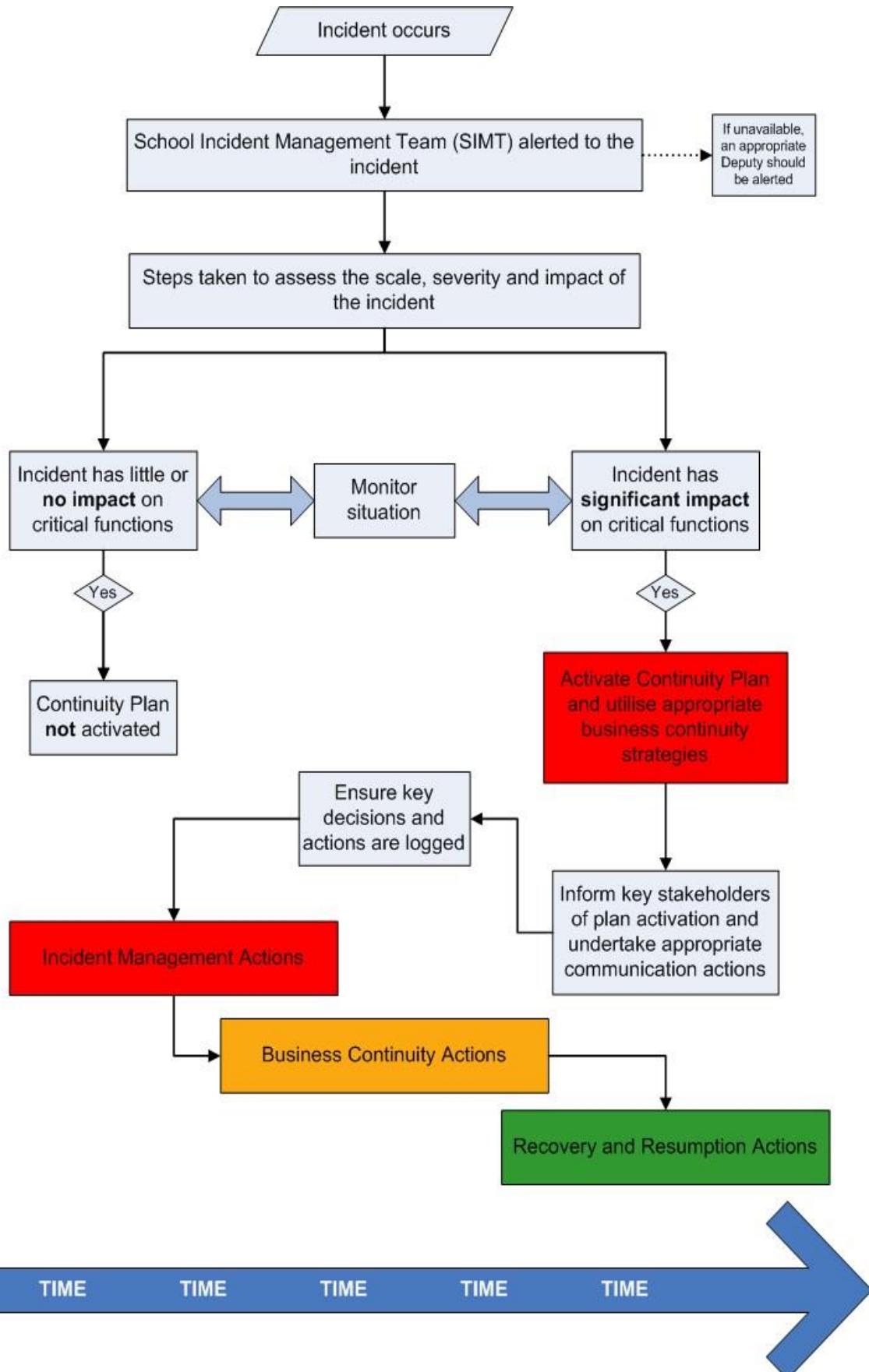
### **2.3 Escalating a Serious Incident**

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

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<sup>1</sup> See Section 3.1 for the responsibilities your Academy Incident Management Team

## 2.4 Activation Process



## 3.0 Roles and Responsibilities

### 3.1 Academy Incident Management Team

| Role   | Responsibilities   | Accountability / Authority   |
|--|--|--|
| Principals   | <ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the Academy's</li> <li>▪ Ensuring the Academy's have capacity within their structure to respond to incidents</li> <li>▪ Determining the Academy's overall response and recovery strategy</li> </ul>   | The Principals have overall responsibility for day-to-management of the Academies, including lead decision-maker in times of crisis.                   |
| Business Continuity Coordinator<br><br><i>(Principal or delegated member of SLG)</i>                     | <ul style="list-style-type: none"> <li>▪ Business Continuity Plan development</li> <li>▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc.</li> <li>▪ Involving the Academy's community in the planning process as appropriate</li> <li>▪ Plan testing and exercise</li> <li>▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved</li> <li>▪ Training staff within the Academy on Business Continuity</li> <li>▪ Embedding a culture of resilience within the Academy, involving stakeholders as required</li> </ul>   | Business Continuity Coordinator reports directly into the Principal and will usually be a member of the Academy Incident Management Team.              |
| Academy Incident Management Team<br><br><i>(including Business Continuity Coordinator and Principal)</i> | <ul style="list-style-type: none"> <li>▪ Leading the Academy's initial and ongoing response to an incident</li> <li>▪ Declaring that an 'incident' is taking place</li> <li>▪ Activating the Business Continuity Plan</li> <li>▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions</li> <li>▪ Providing direction and leadership for the whole Academy community</li> <li>▪ Undertaking response and communication actions as agreed in the plan</li> <li>▪ Prioritising the recovery of key activities disrupted by the incident</li> <li>▪ Managing resource deployment</li> <li>▪ Welfare of students</li> <li>▪ Staff welfare and employment issues</li> </ul> | The Academy Incident Management Team has delegated authority to authorise all decisions and actions required to respond and recover from the incident. |

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

| Name                 | Role   | Contact Details (delete/amend as necessary)   |
|----------------------|--|---|
| Mike Fitzsimons      | Principal<br><b>(Incident Manager &amp; MAT Liaison Officer)</b> | Mobile Number:07753457036<br>Email Address: mfitzsimons@sixth.trinitymat.org<br>Out of Hours Contact Details: 07753457036 |
| Charlotte Seedall    | Assistant Principal<br><b>(Deputy Incident Manager)</b>          | Mobile Number: 07852900346<br>Email Address: cseedall@Sixth.trinitymat.org<br>Out of Hours Contact Details: 07852900346   |
| Ruth Peel            | Principal's P.A.<br><b>(Administration)</b>                      | Mobile Number: 07931816503<br>Email Address: RPeel@sixth.trinitymat.org<br>Out of Hours Contact Details:07931816503       |
| Robert Boocock ICIOB | Premises Manager<br><b>(Resources)</b>                           | Mobile Number: 07821841626<br>Email Address: RBoocock@sixth.trinitymat.org<br>Out of Hours Contact Details: 07821841626   |
| Karen Holland        | Finance & Operations Manager<br><b>(Administration)</b>          | Mobile Number: 07453168104<br>Email Address: kholland@sixth.trinitymat.org<br>Out of Hours Contact Details: 07453168104   |
| Martin Tiplady       | Network Manager<br><b>(Resources)</b>                            | Mobile Number: 07753466172<br>Email address: M.Tiplady@trinitymat.org<br>Out of Hours Contact Details: 07753466172        |
|                      | Others as required   |   |

### 3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

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

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

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

| Name          | Role  | Contact Details  |
|---------------|---|--|
| Ruth Peel     | Principal's P.A.<br><b>(Administration)</b> | Mobile Number: 07931816503<br>Email Address: RPeel@sixth.trinitymat.org<br>Out of Hours Contact Details: 07931816503 |
| Tanya Surtees | Administrator                               | Email Address: tsurtees@sixth.trinitymat.org   |

### 3.3 The Role of Governors

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

## 4.0 Incident Management

Turn to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt Academy activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc.

### 4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

### 4.2 Incident Management Actions

|    | ACTION   | FUTHER INFO/DETAILS   | ACTIONED?<br>(tick/cross as appropriate) |
|----|--|---|--|
| 1. | Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"><li>▪ Survey the scene</li><li>▪ Assess (i.e. scale/severity, duration &amp; impact)</li><li>▪ Disseminate information (to others)</li></ul> | Gather and share information to facilitate decision-making and enhance the response<br><br><i>A full impact assessment form can be found in Appendix A</i>  | <input type="checkbox"/>                 |
| 2. | Call the Emergency Services (as appropriate)   | <b>TEL: 999</b><br>Provide as much information about the incident as possible   | <input type="checkbox"/>                 |
|    | Call the local authority, inform of the situation and request help if required<br><b>(Remember the numbers provided should only be used in an emergency and should not be given to the press, parents or public.)</b>  | <b>For Calderdale:</b><br><b>During office hours: call the Schools Health and Safety Team on 01422 392670</b><br><b>Out of office hours: call Calderdale Council Emergency Out of Hours on 01422 288000</b> |  |

|     | ACTION  | FUTHER INFO/DETAILS  | ACTIONED?<br>(tick/cross as appropriate) |
|-----|---|--|--|
| 3.  | <ul style="list-style-type: none"> <li>▪ Evacuate the academy building, if necessary.</li> <li>▪ Consider whether it may be safer or better for the welfare of students to stay within the academy premises and congregate at a relative place of safety indoors.</li> <li>▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical academy activities</li> <li>▪ Notify relevant stakeholders of site evacuation.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use normal fire evacuation procedures for the academy</li> <li>▪ Consider arrangements for staff/students with special needs</li> <li>▪ If the decision is to stay within the academy, ensure the assembly point is safe and take advice from Emergency Services as appropriate.</li> </ul> | <input type="checkbox"/>                 |
| 4.  | Ensure all students, staff and any academy visitors report to the identified assembly point.  | The normal assembly point for the academy is: <b>The Piece Hall</b>  | <input type="checkbox"/>                 |
| 5.  | Check that all students, staff, contractors and any visitors have been evacuated from the building and are present.<br>Consider the safety of all students, staff, contractors and visitors as a priority.  | As per standard evacuation procedure   | <input type="checkbox"/>                 |
| 6.  | Ensure appropriate access to site for Emergency Service vehicles  | Ensure any required actions are safe by undertaking a dynamic risk assessment.   | <input type="checkbox"/>                 |
| 7.  | Establish a contact point for all supporting personnel  | Consider the availability of staff and who may be best placed to communicate information.  | <input type="checkbox"/>                 |
| 8.  | Identify Academy Incident Management Team to undertake specific emergency response roles.   | Information on roles and responsibilities can be found in <b>Section 3.0</b> .   | <input type="checkbox"/>                 |
| 9.  | Ensure a log of key decisions and actions is started and maintained throughout the incident.  | The Log template can be found in Appendix A.   | <input type="checkbox"/>                 |
| 10. | Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping.  | This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident.  | <input type="checkbox"/>                 |

|     | ACTION   | FUTHER INFO/DETAILS   | ACTIONED?<br>(tick/cross as appropriate) |
|-----|--|---|--|
| 11. | <ul style="list-style-type: none"> <li>▪ Take further steps to assess the impact of the incident</li> <li>▪ Agree response / next steps.</li> </ul>  | <p>Continue to record key decisions and actions in the incident log<br/> <i>The impact assessment form can be found in Appendix B.</i></p>  | <input type="checkbox"/>                 |
| 12. | Log details of all items lost by students, staff, visitors etc. as a result of the incident, if appropriate.   | <i>A form for recording this information is in Appendix C.</i>  | <input type="checkbox"/>                 |
| 13. | Consider the involvement of other teams, services or organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance. | <p>Depending on the incident, the following teams in Children's Services may be approached to assist with incident management:</p> <p>E.g. Education Psychology Service<br/>     Children and Young Peoples Services,</p> <p style="text-align: center;"><b>Calderdale MCC<br/>     Health &amp; Safety Officers</b></p> <p><b><u>Jamie Ashard</u></b></p> <ul style="list-style-type: none"> <li>• Mobile: 07887632508,</li> </ul> <p><b><u>Christopher Smith</u></b></p> <ul style="list-style-type: none"> <li>• Mobile: 07734 395176</li> </ul> <p><b><u>Martin Allingham</u></b></p> <ul style="list-style-type: none"> <li>• Mobile: 07860 334650 or</li> </ul> <p style="text-align: center;"><b>Out of Hours for urgent H &amp; S matters<br/>     01422 288000</b></p> <p>And also the independent service:<br/> <b>Kade Consultancy</b><br/> <b>Tel: 01422 372222</b></p> | <input type="checkbox"/>                 |
| 14. | If appropriate, arrange contact with the Council Press Office via Management Support for Academies.  | Establish a media area if necessary.  |  |

|     | ACTION   | FUTHER INFO/DETAILS  | ACTIONED?<br>(tick/cross as appropriate) |
|-----|--|--|--|
| 15. | Assess the key priorities for the remainder of the working day and take relevant action.   | <p>Consider actions to ensure the health, safety and well-being of the academy community at all times.</p> <p>Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc. to ensure the impact of the disruption is minimised.</p> <p><i>Business Continuity Strategies are documented in Section 5.3</i></p> <p>Consider the academy's legal duty to provide free academy meals and how this will be facilitated, even in the event of emergency academy closure.</p> | <input type="checkbox"/>                 |
| 16. | Ensure Staff are kept informed about what is required of them.   | <p>Consider:</p> <ul style="list-style-type: none"> <li>▪ what actions are required</li> <li>▪ where staff will be located</li> <li>▪ Notifying staff who are not currently in work with details of the incident and actions undertaken in response.</li> </ul>  | <input type="checkbox"/>                 |
| 17. | Ensure students are kept informed as appropriate to the circumstances of the incident.   | Consider communication strategies and additional support for students with special needs. Consider the notification of students not currently in academy— <b>contact via text message/website.</b>   | <input type="checkbox"/>                 |
| 18. | <p>Ensure parents/carers are kept informed as appropriate to the circumstances of the incident.</p> <p>Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.</p> | Agree arrangements for parents/carers collecting students at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update.   | <input type="checkbox"/>                 |
| 19. | Ensure Governors are kept informed as appropriate to the circumstances of the incident.  | <b>Contact via e-mail/telephone/website.</b>   | <input type="checkbox"/>                 |

|            | ACTION  | FUTHER INFO/DETAILS  | ACTIONED?<br>(tick/cross as appropriate) |
|------------|---|--|--|
| <b>20.</b> | Consider the wider notification process and the key messages to communicate.      | Local Radios may be useful in broadcasting key messages.   | <input type="checkbox"/>                 |
| <b>21.</b> | Communicate the interim arrangements for delivery of critical academy activities. | Ensure all stakeholders are kept informed of contingency arrangements as appropriate.<br><i>Via website/telephone/text message.</i>      | <input type="checkbox"/>                 |
| <b>22.</b> | Log all expenditure incurred as a result of the incident.                         | Record all costs incurred as a result of responding to the incident.<br><i>The Financial Expenditure Log can be found in Appendix D.</i> | <input type="checkbox"/>                 |
| <b>23.</b> | Seek specific advice/ inform your insurance company as appropriate                | Insurance policy details can be found.<br>Insurance policy documents are located in Finance Managers office.                             | <input type="checkbox"/>                 |
| <b>24.</b> | Ensure recording process in place for staff/students leaving the site             | Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required.      | <input type="checkbox"/>                 |

## **5.0 Business Continuity**

### **5.1 Purpose of the Business Continuity Phase**

The purpose of the business continuity phase of your response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some ‘non critical’ activities may need to be suspended at this time.

### **5.2 Business Continuity Actions**

|    | <b>ACTION</b>   | <b>FUTHER INFO/DETAILS</b>  | <b>ACTIONED?<br/>(tick/cross as appropriate)</b> |
|----|---|---|--|
| 1. | Identify any other stakeholders required to be involved in the business continuity response | Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners.   | <input type="checkbox"/>                         |
| 2. | Evaluate the impact of the incident   | <p>Take time to understand the impact of the incident on ‘business as usual’ academy activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"><li>▪ Which academy activities are disrupted?</li><li>▪ What is the impact over time if these activities do not continue?</li><li>▪ Would the impact be:<ul style="list-style-type: none"><li>• Manageable?</li><li>• Disruptive?</li><li>• Critical?</li><li>• Disastrous?</li></ul></li><li>▪ What are current staffing levels?</li><li>▪ Are there any key milestones or critical activity deadlines approaching?</li><li>▪ What are your recovery time objectives?</li><li>▪ What resources are required to recover critical activities?</li></ul> | <input type="checkbox"/>                         |

|    | ACTION  | FUTHER INFO/DETAILS  | ACTIONED?<br>(tick/cross as appropriate) |
|----|---|--|--|
| 3. | Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3) | <p>Consider:</p> <ul style="list-style-type: none"> <li>▪ Immediate priorities</li> <li>▪ Communication strategies</li> <li>▪ Deployment of resources</li> <li>▪ Finance</li> <li>▪ Monitoring the situation</li> <li>▪ Reporting</li> <li>▪ Stakeholder engagement</li> </ul> <p>Produce an action plan for this phase of response.</p> | <input type="checkbox"/>                 |
| 4. | Log <b>all</b> decisions and actions, including what you decide <b>not</b> to do and include your decision making rationale.      | <p>Use the Decision and Action Log to do this.<br/><i>The log template can be found in Appendix A</i></p>  | <input type="checkbox"/>                 |
| 5. | Log all financial expenditure incurred.   | <i>The Financial Expenditure Log can be found in Appendix D.</i>   | <input type="checkbox"/>                 |
| 6. | Allocate specific roles as necessary.   | Roles allocated will depend on the nature of the incident and availability of staff.   | <input type="checkbox"/>                 |
| 7. | Secure resources to enable critical activities to continue/be recovered.  | Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc.  | <input type="checkbox"/>                 |
| 8. | Deliver appropriate communication actions as required.  | Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. Staff, parents/carers, Governors, suppliers, local authority, central government agencies etc.  | <input type="checkbox"/>                 |

### 5.3 Business Continuity Strategies

|           | <b>Arrangements to manage a loss or shortage of staff or skills</b>  | <b>Further Information</b><br>(e.g. Key contacts, details of arrangements, checklists) |
|-----------|--|--|
| <b>1.</b> | Use of temporary staff e.g. Supply Teachers, Office Staff etc.   |  |
| <b>2.</b> | Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.  |  |
| <b>3.</b> | Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, Student Teachers, Learning Mentors etc.</li> <li>• Virtual Learning Environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of students at once.</li> </ul> |  |
| <b>4.</b> | Suspending 'non critical' activities and focusing on your priorities.  |  |
| <b>5.</b> | Using mutual support agreements with other academies.  |  |
| <b>6.</b> | Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.   |  |

|           | <b>Arrangements to manage denial of access to your premises or loss of utilities</b>   | <b>Further Information</b><br>(e.g. Key contacts, details of arrangements, checklists)                       |
|-----------|--|--|
| <b>1.</b> | Using mutual support agreements with other academies.  |  |
| <b>2.</b> | Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.     | To be investigated and added to plan at a future date if local arrangements agreed – currently none in place |
| <b>3.</b> | Virtual Learning Environment opportunities.  |  |
| <b>4.</b> | Localising the incident e.g. isolating the problem and utilising different sites or areas within the academy premises portfolio. |  |
| <b>5.</b> | Off-site activities e.g. swimming, physical activities, academy trips  |  |

|           | <b>Arrangements to manage loss of technology / telephony / data / power</b>   | <b>Further Information</b><br>(e.g. Key contacts, details of arrangements, checklists)  |
|-----------|---|---|
| <b>1.</b> | Back-ups of key academy data e.g. CD or memory stick back-ups, photocopies stored on and off site, mirrored servers etc.            | Back up server files are held at TAH and uploaded to "the cloud"<br>Other systems are internet based  |
| <b>2.</b> | Reverting to paper-based systems e.g. paper registers, whiteboards etc.   |   |
| <b>3.</b> | Flexible lesson plans.  |   |
| <b>4.</b> | Emergency generator e.g. Uninterruptible Power Supply (UPS).  | Emergency generator supplies Sprinkler System for the building only   |
| <b>5.</b> | Emergency lighting.   | Installed throughout the building   |
|           | <b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>  | <b>Further Information</b><br>(e.g. Key contacts, details of arrangements, checklists)  |
| <b>1.</b> | Pre-identified alternative suppliers.   |   |
| <b>2.</b> | Ensuring all external providers have business continuity plans in place as part of contract terms.                                  |   |
| <b>3.</b> | Insurance cover.  | Zurich Insurance<br>Contact: Fiona Blackmore<br>Tel: 0800 335500<br>e-mail:<br><a href="mailto:fiona.blackmore@uk.zurich.com">fiona.blackmore@uk.zurich.com</a> |
| <b>4.</b> | Using mutual support agreements with other academies.   | To be investigated and added to the plan although options within the MAT will be exhausted first  |
| <b>5.</b> | Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it. |   |

## **6.0 Recovery and Resumption**

### **6.1 Purpose of the Recovery and Resumption Phase**

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

### **6.2 Recovery and Resumption Actions**

|    | ACTION  | FUTHER INFO/DETAILS  | ACTIONED?<br>(tick/cross as appropriate) |
|----|---|--|--|
| 1. | Agree and plan the actions required to enable recovery and resumption of normal working practises.  | Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.   | <input type="checkbox"/>                 |
| 2. | Respond to any ongoing and long term support needs of staff and students.   | Depending on the nature of the incident, the Academy Incident Management Team may need to consider the use of counselling services.  | <input type="checkbox"/>                 |
| 3. | Once recovery and resumption actions are complete, communicate the return to ‘business as usual’.   | Ensure all staff are aware that the business continuity plan is no longer in effect.<br><b>Inform via text message/website/e-mail.</b>   | <input type="checkbox"/>                 |
| 4. | Carry out a ‘debrief’ of the incident with Staff (and possibly with students). Complete a report to document opportunities for improvement and any lessons identified | The incident de-brief report should be reviewed by all members of the Academy Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the academy. | <input type="checkbox"/>                 |
| 5. | Review this Continuity Plan in light of lessons learned from incident and the response to it.   | Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan is read by all members of the Business Continuity Team.  | <input type="checkbox"/>                 |

## 7.0 Appendices

|   | <b>Content</b>   | <b>Page No.</b> |
|---|--|-----------------|
| A | Log Template   |                 |
| B | Impact Assessment Form   |                 |
| C | Lost Property Form   |                 |
| D | Financial Expenditure Log  |                 |
| E | Suggested Contents of Emergency Box / 'Grab bag'                     |                 |
| F | Risk Identification, Evaluation and Management Matrix                |                 |
| G | Incident Management Decision-Making Tool                             |                 |
| H | Severe Weather/Natural Disaster Procedure                            |                 |
| I | Bomb Threat Procedures   |                 |
| J | (Fire) Evacuation Procedure and Shelter Plan                         |                 |
| K | Lockdown and Invacuation Procedures                                  |                 |
| L | Medical Emergency Procedures   |                 |
| M | Action List for Emergencies on Educational Visits                    |                 |
| N | Extended Power Loss Procedure  |                 |
| O | Location of Shut Off Valves/Switches and Details to Reset Fire Alarm |                 |
| P | Asbestos Plan  |                 |
| Q | School Site Map  |                 |
| R | Key Contacts List (including staff contacts list and MAT staff)      |                 |

## Appendix A

Appendix B

| Impact Assessment Form   |                        |                          |                          |
|--|------------------------|--------------------------|--------------------------|
| <b>Completed By</b>  |                        | <b>Incident</b>          |                          |
| <b>Date</b>  |                        | <b>Time</b>              |                          |
| <b>Question</b>  | <b>Logged Response</b> |                          |                          |
| How were you made aware of the incident?   |                        |                          |                          |
| What is the nature of the incident? (e.g. type, location & severity)                                     |                        |                          |                          |
| Are there any staff or student casualties or fatalities? (Complete casualty / fatality sheets if needed) |                        |                          |                          |
| Have the Emergency Services been called?   |                        |                          |                          |
| Is the incident currently affecting academy activities?<br>If so, which areas?                           |                        |                          |                          |
| What is the estimated duration of the incident?  |                        |                          |                          |
| What is the actual or threatened loss of workforce?  | Over 50%               | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 20 – 50%               | <input type="checkbox"/> | <input type="checkbox"/> |
|  | 1 – 20%                | <input type="checkbox"/> | <input type="checkbox"/> |
| Has access to the whole site been denied? If so, for how long? (provide estimate if not known)           |                        |                          |                          |
| Which work areas have been destroyed, damaged or made unusable?  |                        |                          |                          |

| Question   | Logged Response |
|--|-----------------|
| Is there evidence of structural damage?  |                 |
| Which work areas are inaccessible but intact?  |                 |
| Are systems and other resources unavailable?<br>(include computer systems, telecoms, other assets) |                 |
| If so, which staff are affected by the ICT disruption and how?                                     |                 |
| Have any utilities (gas, electricity or water) been affected?                                      |                 |
| Is there media interest in the incident?<br>(likely or actual)                                     |                 |
| Does the incident have the potential to damage the academy's reputation?                           |                 |
| Other Relevant Information   |                 |

## Appendix C

## Lost Property Form

| Lost Property Form  |  |                 |  |
|---------------------|--|-----------------|--|
| <b>Completed By</b> |  | <b>Incident</b> |  |
| <b>Date</b>         |  | <b>Time</b>     |  |

## Appendix D

| Financial Expenditure Log |  |          |  |
|---------------------------|--|----------|--|
| Completed By              |  | Incident |  |
| Date                      |  | Time     |  |

## **SUGGESTED CONTENTS OF EMERGENCY BOX / 'GRAB BAG'**

| <b>Section</b>             | <b>Details</b>  |
|----------------------------|---|
| Business Continuity        | Business Continuity Plan (plus spare copies of forms in Appendices)                                   |
|                            | Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc             |
| Organisational Information | Staff Handbook (policies and procedures)  |
|                            | Academy branding material and stationery  |
|                            | Academy logo  |
|                            | Other key documents   |
| Financial Information      | Bank, insurance details, Payroll etc  |
|                            | Invoices, purchase orders, etc  |
|                            | Financial procedures  |
|                            | Insurance Policy  |
| Staff Information          | Staff contact details   |
| IT / Equipment Information | Software licence agreement and key codes  |
|                            | Back-up rota and data restoration routine   |
| Equipment and other items  | First Aid Kit   |
|                            | Wind up LED torch   |
|                            | Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper |
|                            | Disposable camera with film   |
|                            | Hazard barrier tape   |
|                            | Contact details for taxi / transport providers  |
|                            | Academy Floor Plans   |
|                            | Spare keys  |
|                            | Whistle / megaphones  |
|                            | High visibility jacket  |

## **IDENTIFYING, EVALUATING AND MANAGING RISKS**

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

Appendix G

## Critical Incident Decision-Making Tool

| <b>Information</b><br><i>What do you know/what do you <b>not</b> know?</i> | <b>Issues</b><br><i>What are the problem/issues arising from that piece of information</i> | <b>Ideas</b><br><i>What are the ideas for solving the issues/problems?</i> | <b>Actions</b><br><i>What are you going to do? What are you <b>not</b> going to do? Who is responsible? What are the timelines?</i> |
|--|--|--|---|
|  |  |  |   |
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|  |  |  |   |

## Appendix H

# SEVERE WEATHER/NATURAL DISASTER PROCEDURE

### **Blizzard:**

If indoors:

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

If outdoors:

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

If stranded in a vehicle:

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

### **Flood:**

If indoors:

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

If outdoors:

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

**Hurricane:**

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

Once a hurricane warning has been issued:

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

During a hurricane:

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

**Tornado:**

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

**Earthquake:**

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

**In the case of advanced school closure:**

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

**Snow/Ice Clearance Procedure:**

**Priority areas:**

1. Main Car Park and Back door areas
2. Front path leading to reception
3. Fire Route from Achievement Centre

Areas under council clearance responsibilities:

4. Road leading to rear carpark
5. Main footpaths to front of building
6. Gaol Lane

## BOMB THREATS AND SUSPECT PACKAGES

### Bomb threat prompt card for reception staff

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

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

## Guidance on suspect packages

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

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

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

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

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

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

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

The Principal/nominated deputy should then:

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

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

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

## Fire Evacuation procedures

### Evacuation

All staff are responsible for a safe transit from their location to the fire evacuation point, it is essential we work as a team ensuring both students and staff move calmly and quickly out of the building. To aid this there is a detailed procedural document below, which outlines individual staff responsibilities as well as routes of transit for both students and staff. If during the alarm you are at all disorientated or need guidance then please ask; there will be high visible presence from SLG throughout the process as well as several Fire Marshalls whose job it is to ensure you move safely from the building.

Immediately on the sound of the fire alarm leave the room and proceed to the assembly point in the Piece Hall. Windows and doors should be closed but not locked, and bags should be left behind. Staff should escort students and ensure they proceed calmly to the assembly point. Students should be advised of the correct route highlighting the location of the closest fire exit and route to the assembly point. If there is a fire or obstruction to the designated exit route, we advise staff to use common sense and use the nearest and most suitable exit in this instance.

***If in unforeseen circumstances any of the fire doors are not accessible, please use the safest and nearest other available fire exit.***

### LOWER GROUND FLOOR

#### Art Barn – Art Photography – Trinity Eats – Drama/Dance

- Final exit through delivery doors into carpark and proceed to assembly point location

#### Science – Staff workroom – I.T

- Turn right out of classroom (Left from I.T & Staff Work room) Final exit through delivery doors into carpark and proceed to assembly point location

### GROUND FLOOR

#### Administration and staff area

- Exit via the doors into main reception. Final Exit through main reception doors onto Market Street and proceed to assembly point location

#### Achievement Centre

- Final Exit through Fire doors located to the rear of the room. Secondary Exit Into reception and through main reception doors onto Market Street and proceed to assembly point location

#### Maths Classrooms - Two exit points

- 1. Turn **Left** out of classroom Exit along corridor, through main reception doors onto Market Street and proceed to assembly point location
- 2. Turn **Right** out of classroom and exit along corridor. Down Staircase 3 and Final exit through fire doors into carpark and proceed to assembly point location

## **FIRST FLOOR**

### **Health Science – ICT Suite & Staff workrooms**

#### **Final exit routes (2)**

- **Staircase 1** – proceed down Staircase 1 to Ground Floor reception. Final Exit through main reception doors onto Market Street and proceed to assembly point location.
- **Staircase 2** - proceed down Staircase 2 to Ground Floor landing, turn right onto reception. Final Exit through main reception doors onto Market Street and proceed to assembly point location.
  - **Secondary route for Staircase 2** proceed down Staircase 2 to Lower Ground floor. Turn Left towards Staircase 3. Proceed along the Science corridor and exit from rear fire doors into carpark. Proceed to assembly point location at The Piece Hall

## **SECOND FLOOR**

### **Humanities - English – ICT Suite & Staff workrooms**

#### **Final exit routes (2)**

- **Staircase 1** – proceed down Staircase 1 to Ground Floor reception. Final Exit through main reception doors onto Market Street and proceed to assembly point location.
- **Staircase 2** - proceed down Staircase 2 to Ground Floor landing, turn right onto reception. Final Exit through main reception doors onto Market Street and proceed to assembly point location.
  - **Secondary route for Staircase 2** proceed down Staircase 2 to Lower Ground floor. Turn Left towards Staircase 3. Proceed along the Science corridor and exit from rear fire doors into carpark. Proceed to assembly point location at The Piece Hall

#### **Informing the Named Fire Officer**

The named Fire Officer **NRN** (Principal) will be positioned centrally on the MUGA to be able to co-ordinate and receive messages regarding student and staff attendance/absence. This person is responsible to make the decision (when safe to do so) to proceed back into the building.

In the absence of **NRN** (Principal) – or **SCE** (Vice Principal) will collate all the required information, providing cover and full responsibility in the absence of **NRN** (Principal).

#### **Lining up for registration**

All tutor groups need to stand in the nominated area, clearly displaying the coloured notice

PPT's should ensure that students are silent and in good order until the decision to return to the building is announced. One PPT tutor should stand at each end of the line of students, to supervise them.

## **Registration of students**

**Form tutors** will receive a ‘registration pack’ that will contain a register, a cone and a sign to signal to their tutees where their from group is to line up. Signage must be used immediately to signal to students where to line up. A cone is placed at the front of the line.

Tutors should report any students **registered but missing** to the College Manager or SLG link.

**Form tutors** will work closely with their link PPTs in establishing a calm, orderly straight line (initiated by a cone on the floor).

Students will be CALLED TO SILENCE and will need to then be silent throughout the drill.  
Students will be registered

Once complete, registers will be passed back to central admin who will be based alongside the principal in a central location. PPTs and admin staff can be used to ferry completed register back to this central point

## **Registration of staff/visitors**

Those arriving at the evacuation point must report as follows:

**All admin staff** without a tutor group should report to **Ruth Peel** (Principal's PA), who reports to **MKS** (Principal)

### **Supply staff, Visitors, Contractors and Tradesmen**

Should report to the academy Receptionist, who reports to **NRN** (Principal)

### **Catering staff**

reports to **MKS** (Principal)

### **Cleaning staff**

reports to **MKS** (Principal)

### **All other staff, including staff without a tutor group**

Should report to **Ruth Peel** (Principal's PA) who reports to **MKS** (Principal)

## **Fire Marshals and Key Roles**

The following members of staff are Fire Marshals with responsibility for sweeping designated areas; ensuring that no one is left behind or trapped and that all doors are closed.

| <b>Staff</b>                 | <b>Role</b> | <b>Marshalling</b>                             |
|------------------------------|-------------|--|
| TBC                          | TBC         | SF   |
| Helen Webster                | Teacher/LM  | FF – Staff workroom, WCs and classrooms        |
| Emma Makepeace/Karen Holland | Admin       | GF – All offices, WC, reception and AC         |
| Site Team                    | Site        | GF – Maths corridor, reception and WCs         |
| Site Team                    | Site        | LGF – Dance, Drama, WCs and open area          |
| Martin Tiplady               | IT          | LGF - Science corridor, staff workroom and WCs |
| David W                      | IT          |  |
| Kenny                        | Catering    | LGF – Trinity Eats, Art Barn, WCs and offices  |
| Lisa                         | Catering    |  |

**Site Team (All)** are the cover fire marshals for when staff are absent.

**Rachael Henry**, to act as a 'buddy' assisting any person that has a 'PEEP' **Karen Holand/Site Team** to assist if the evacuation / wheel chair is required. All persons that have a 'PEEP' are to assemble by the Reception.

#### **Duties of staff without fire supervision duties**

Certain members of staff have no further responsibilities after reporting themselves present. After registering with the people highlighted above, they should remain with the admin staff and visitors.

#### **Fire alarm at the end of the academy day**

If the fire alarm sounds after 3:45 then there will be evacuation only and no registration. In this instance, evacuation will be of students to the.

Fire Marshals in attendance need to sweep the building as they would at any other time of the day to ensure staff and students taking part in meetings or extra-curricular activities are out of the building.

#### **Return to the academy building**

Return to the academy building will not be announced until **The Principle and Premises Manager** are satisfied that it is safe to do so.

PPTs will then be asked by **MKS** to oversee the slow and controlled return of each of their tutor groups in turn to the academy building via the main reception doors at the front of the building.

PPTs are directly responsible for ensuring that they do not contribute to overcrowding. If required groups should be held back down Gaol Lane until called forward by a member of the Site Team

#### **Warning**

**Under no circumstances should any person evacuating from the building assume that the alarm is a false alarm and either stay in the building or return to the building.**

**They must not advise others that it is a false alarm and persuade them to return to the building.**

**They must not loiter near their place of work in anticipation of a false announcement.**



## LOCKDOWN AND INVACUATION PROCEDURES

### 1. Purpose of procedures

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

### 2. Definition and examples of critical incidents

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

### 3. What is invacuation?

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

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

#### **4. Who invokes invacuation?**

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

The core team are:

|                                 |  |
|---------------------------------|--|
| Principal                       | Mike Fitzsimons  |
| Assistant Principal             | Charlotte Seedall  |
| Premises Manager                | Robert Boocock ICIQB   |
| Receptionist                    | Tanya Surtees (or another administrator)   |
|                                 |  |
| Critical incident support team: | Senior Leaders<br>Site team<br>Student Wellbeing Managers<br>EWO<br>PPTs<br>Admin team |

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

#### **5. Initial responses**

- 5.1. When students are inside:
- A member of the SLG should be notified of the risk immediately and a decision is made to invoke the procedures and whether 'lockdown' is required, or students and staff are able to continue with learning.
  - Should a lockdown be required this will be communicated to staff by the invacuation team.
- 5.2. Once students are in the building a number of steps need to be followed:
- A member of the SLG communicates the risk to members of the Invacuation Team, by mobile telephone or **channel 13**
  - Members of the Invacuation Team will notify staff who are within the academy of a lockdown situation (see below).

#### **6. Lockdown**

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

## Empathy, Honesty, Respect, Responsibility

- Class teachers and other staff who are not with their own group of students at the time, remain in offices or the staff room
- Keep students calm and advise them to turn their phones to silent
- Keep silent throughout
- Staff remain in rooms and wherever possible in e-communication with the academy – by email and twitter
- A member of the invacuation team will communicate when the lockdown has ended.

### **7. When does this procedure apply?**

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

### **8. Communication**

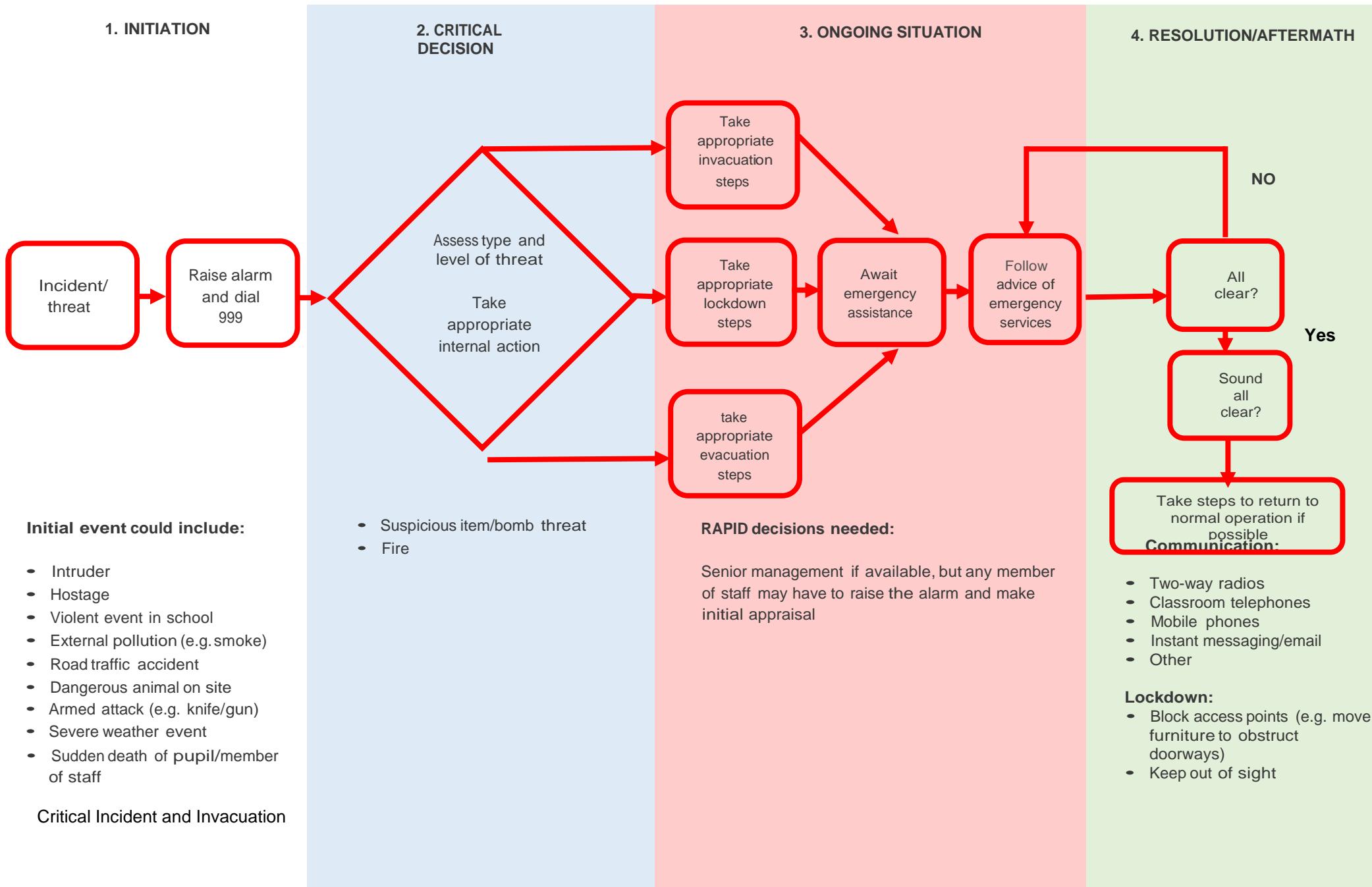
- 8.1. Through VT sessions students will be informed of how to respond through practice as well as through talk.
- 8.2. Through staff briefings staff will be informed of how to respond to critical incidents.
- 8.3. Communication to parents will be minimal, using a website notice and/or twitter. Any communication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

### **9. Review and Evaluation**

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

## Appendix 1

### CRITICAL INCIDENT FLOWCHART



## Empathy, Honesty, Respect, Responsibility

- Sit on the floor, under tables, against a solid wall
- Draw curtains/blinds
- Turn off lights
- Stay away from windows and doors
- Put mobile phones on silent

Review of event  
lessons identified

## INVACUATION (INCLUDING LOCKDOWN) – TRINITY SIXTH FROM ACADEMY HALIFAX

**UPON HEARING THE SIGNAL, TAKE THE FOLLOWING ACTION:  
GO IN, STAY IN, TUNE IN**

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

## Appendix L

# MEDICAL EMERGENCY AND PANDEMIC PROCEDURES

## MEDICAL EMERGENCY:

- Call medical emergency phone number: **999**
  - Ambulance
  - Fire Department
  - Other

Provide the following information:

- Nature of medical emergency
- Location of the emergency (address, building, room number), and
- Your name and phone number from which you are calling

- Do not move the victim unless absolutely necessary.
- Call the following personnel trained in First Aid, to provide the required assistance prior to the arrival of the professional medical help:

|                      |                             |                                  |
|----------------------|-----------------------------|----------------------------------|
| <b>Rachael Henry</b> | <b>Internal Ext No.5026</b> | <b>Mobile Phone: 07896014741</b> |
| <b>Karen Holland</b> | <b>Internal Ext No.5011</b> | <b>Mobile Phone: 07453168104</b> |

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

## PANDEMIC:

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

## Appendix M

**ACTION LIST FOR EMERGENCIES ON EDUCATIONAL VISITS**

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

**Initial Action by Principal or Nominee**

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

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

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

## Ongoing action list for Principal or nominee

|   |   |
|---|---|
| <b>Communication</b>  | ✓ |
| Inform MAT (CEO/Compliance Manager/Head of Facilities) and school staff as appropriate, depending on the time and scale of the incident.  |   |
| Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.<br><br>Line to be used for incoming calls only: 01422 240 033<br><br>Line to be used for outgoing calls only: 01422 240 033  |   |
| Immediately inform parents of any injured students of what has happened and where their son/daughter is. Record what their plans are, e.g. to travel to their son/daughter, any assistance they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.  |   |
| Inform parents of any other students on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.  |   |
| Inform the Chair of the BoD and/or Chair of the appropriate LGB   |   |
| Refer to the list of emergency contacts in Appendix H   |   |
| Contact the local authority:<br>During office hours, call your local authority emergency contact: 01422 288001<br>Outside office hours, call the local authority emergency helpline: 01422 288001.<br>Support available could include: <ul style="list-style-type: none"> <li>a) assistance at school or at the site of the incident by local authority officers, and/or others</li> <li>b) communications support, including public telephone helpline where appropriate</li> <li>c) help with arranging travel and transport between the incident, parents and the school</li> <li>d) help with media management, including press statements and interview briefing</li> <li>e) for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc.</li> </ul> |   |

## Empathy, Honesty, Respect, Responsibility

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

## Group Leader's Action Card

|  |   |
|--|---|
| <b>Immediate action in an emergency:</b>   | ✓ |
| Assess the situation and take immediate action to ensure the safety of students and staff  |   |
| Establish if anyone is injured and how   |   |
| Call the emergency services if necessary   |   |
| Be aware that you and others may be suffering from shock   |   |
| <b>Next steps:</b>   |   |
| During school hours contact the Principal or nominee: <insert number here><br>Outside school hours contact the Principal or nominee: <insert number here>  |   |
| Give clear details of what is happened and who is involved   |   |
| Discuss with the Principal or nominee who should inform parents and next of kin of students and staff  |   |
| The Principal or nominee should contact the local authority if necessary – if they are unavailable you may have to do this.<br>During office hours, call your local authority emergency contact: 01422 288001<br>Outside office hours, call the local authority emergency helpline: 01422 288001 |   |
| Avoid speaking to the media – if necessary direct them to your local authority corporate communications team on 01422 393065   |   |
| <b>Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</b>   |   |
| Make notes of what has happened and your actions   |   |
| Keep in contact with the Principal or nominee  |   |

## Appendix N

### **EXTENDED POWER LOSS PROCEDURE**

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

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

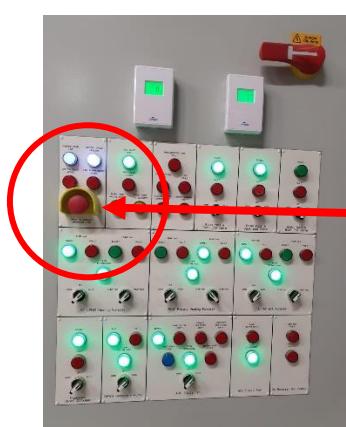
## Appendix O

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

## Main Building

Located in the Main plant room on the 3<sup>rd</sup> Floor, the main BMS system control panel. This has an emergency cut out button. Once pressed, this will close down all power and gas supply to the building

**Gas** – The main gas shut off valve is located in the Gas Room located at the end of the main building. However, the Main BMS System has a gas solenoid installed, this will close off any incoming gas supply to the academy. This BMS main shutdown button is located in the main plant room located on floor 3



**Water** – The main water shut off valve is located in the Water Tank Room – Lower Ground Floor



**Electric** – The main electrical shut off switch is located in the plant room Floor 3

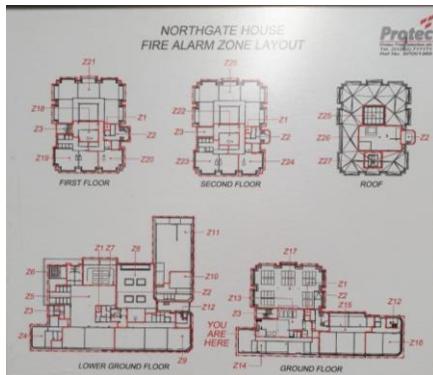


## Fire Alarm Reset

In the event of a Fire Alarm the key holders will receive a telephone call from SMC CUSTODIAN who monitor the system. In the event that you arrive before a key holder and the Fire Service has gained entry. Assist the senior Fire service personnel and if required to reset please follow the instructions below

1. go to the Protec Fire Panel located in the main reception.

The area in which the incident has occurred will be shown on the screen.



The following action must be taken:

- Insert the user code 1842
- Silence alarms 🔈
- Reset (Bottom of screen ➡ Reset)

Appendix P

**ASBESTOS PLAN**

**Academy Building Fully refurbished and handed over July 2020  
Construction work on Blocks A&B are ongoing**

**Full Asbestos Plan on file**

## Appendix Q

## SCHOOL Access Information

- Car access to grounds
  - Car access via rear carpark only
- Pedestrian access to grounds
  - Access to the private grounds of the Academy, is via the rear carpark only.
  - The front and sides of the building are open to the general public
- Access points to school
  - The main access into the academy for Staff and students is via main reception doors located on Market Street
  - Controlled Pedestrian (*Via smart card access*) can be accessed via the rear doors (Staff entrance only)

## Appendix R

## KEY CONTACTS LIST

| Academy Contacts (Name and Job Title) |  | Telephone Number  |
|---------------------------------------|--|---|
| Mike Fitzsimons                       | Principal<br><b>(Incident Manager &amp; MAT Liaison Officer)</b> | Mobile Number:07753457036<br>Email Address: mfitzsimons@sixth.trinitymat.org<br>Out of Hours Contact Details: 07753457036 |
| Charlotte Seedall                     | Assistant Principal<br><b>(Deputy Incident Manager)</b>          | Mobile Number: 07852900346<br>Email Address: cseedall@Sixth.trinitymat.org<br>Out of Hours Contact Details: 07852900346   |
| Ruth Peel                             | Principal's P.A.<br><b>(Administration)</b>                      | Mobile Number: 07931816503<br>Email Address: RPeel@sixth.trinitymat.org<br>Out of Hours Contact Details:07931816503       |
| Robert Boocock ICIOB                  | Premises Manager<br><b>(Resources)</b>                           | Mobile Number: 07821841626<br>Email Address: RBoocock@sixth.trinitymat.org<br>Out of Hours Contact Details: 07821841626   |
| Karen Holland                         | Finance & Operations Manager<br><b>(Administration)</b>          | Mobile Number: 07453168104<br>Email Address: kholland@sixth.trinitymat.org<br>Out of Hours Contact Details: 07453168104   |
| Martin Tiplady                        | Network Manager<br><b>(Resources)</b>                            | Mobile Number: 07753466172<br>Email address: M.Tiplady@trinitymat.org<br>Out of Hours Contact Details: 07753466172        |
| First Aiders (Name and Job Title)     |  | Telephone Number  |
| Rachel Henry                          | Safeguarding and Medical Welfare Manager                         | 07896014741   |
| Karen Holland                         | Finance and Operations Manager                                   | 07453168104   |
|                                       |  |   |
|                                       |  |   |
|                                       |  |   |
|                                       |  |   |

**Empathy, Honesty, Respect, Responsibility**

| <b>MAT Contacts (Name and Job Title)</b>              |  |              |
|---|--|--------------|
| Michael Gosling                                       | C.E.O.   | 07703 194296 |
| Dianne Alcock   | P.A. to C.E.O.   | 07909 693633 |
| Peter Knight  | Chief Operating Officer  | 07732 682207 |
| Gemma Mitchell  | HR Manager   | 07732 682208 |
| David Sheard  | C.F.O.   | 07792 953320 |
| Oliver Alcock   | Director of ICT/Data Systems   | 07477 614655 |
| Mick Rhodes   | Head of Facilities   | 07703 194011 |
| <b>Other Key Contacts (Name and Job Title)</b>        |  |              |
|   |  |              |
|   |  |              |
|   |  |              |
|   |  |              |
|   |  |              |
| <b>Other Local Contacts</b>                           |  |              |
| Emergency Services (Police, Fire, Ambulance)          | 999  |              |
| Police – your local station/community officer         | 101  |              |
| Local Radio (Pulse)                                   | 01274 200200   |              |
| Local School Nursing Service (Calderdale)             | 030 3330 9974  |              |
| Public Health England                                 | 020 7654 8000  |              |
| Meningitis free phone number                          | 080 8800 3344  |              |
| Health & Safety Executive                             | Out of Hours:<br>0151 922 9235<br>Incident Contact Centre<br>For RIDDOR Office Hours:<br>0345 300 9923 |              |
| Local Authority Emergency Contact                     | 01422 288001   |              |
| <i>Out of Hours Emergency Local Authority Contact</i> | 01422 288001   |              |

**Empathy, Honesty, Respect, Responsibility**

| <b>Other Useful Contacts</b>  |                         |  |
|---|-------------------------|--|
| Foreign Office (links with British Consulates etc.)   |                         | 020 7008 1500  |
| Met Office Weathercall (local forecast - 60p/min)   |                         | 09014 722062   |
| Academy's Bus Company   |                         | 0113 245 7676  |
| Local Taxi's Friendly Taxis   |                         | 01422 343468   |
| <b>Gas Supplier - Corona Emergencies</b>  |                         | 0800 804 8589<br><b>0800 111 999</b><br>0870 160 0229  |
| Area Gas Transporter (if req)   |                         |  |
| <b>Electricity supplier</b>   |                         | <b>105</b>   |
| In the event of an electrical emergency or power outage please call 105 from your mobile or landline and the telephone service will automatically direct you to the network distributor's emergency number for our area |                         |  |
| Water – Yorkshire Water   |                         | <b>0800 573553</b><br>For all emergencies use the website <a href="http://www.yorkshirewater.com">www.yorkshirewater.com</a> |
| The Samaritans  |                         | Tel Freephone: 116 123   |
| Education Support Partnership (Charity providing mental health and wellbeing support services to all education staff and organisations) trained support and counsellors available 24hrs)                                |                         | Tel Freephone: 08000 562 561   |
| <b>Systems Support (System and Contact Group)</b>   |                         |  |
| Telephone Lines   | BT                      | 0800 800150  |
| Telephony   | Global 4 Communications | 01403 272910   |
| Cashless Catering   | Biostore                | 03333 442406   |
| Bromcom/Data Management   | Bromcom                 | 020 8290 7177  |
| Finance   | Sage                    | 0191 479 5955.   |
| IT Hardware   | MAT Managed             | N/A  |
| Software  | MAT Managed             | N/A  |
| Broadband Provider  | Exa                     | 08451 451234   |
| Site Security/Keys Management   | MAT Managed             | N/A  |
| Voice Communications  | Global 4 Communications | 01403 272910   |
| Fire Protection   | Protec                  | 01133 874510   |
| Other   |                         |  |