



MELBOURN VILLAGE COLLEGE  
BUSINESS CONTINUITY PLAN

DATE REVIEWED: May 2024  
DATE OF NEXT REVIEW: May 2025  
Reviewer: Head Teacher (C Bennet)  
Date ratified by Governing Board:

Document Control		
Edition	Issued	Changes from previous
1	May 2024	Whole policy review
Policies/Documents referred to in this policy		Post holders/Persons named in this policy
This policy links to other school policies on:		

**As a user of the Business Continuity Plan you must familiarise yourself with the whole document upon receipt of it, and raise any queries immediately with the Plan Owner who is named in Part 1.4.**

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# 1.0 About this Plan

## 1.1 Document Control

Date	Revision/Amendment Details & Reason	Prepared by:	Checked by:	Authorised by:
Mar 2023	New issue			

## 1.2 Plan Purpose

To provide a flexible response so that Melbourn Village College 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, school administration, catering, cleaners, out of hours clubs, school trips
- All buildings within the school grounds.

## 1.4 Plan Owner

The Head Teacher is this Plan's Owner and responsible for ensuring that it is maintained, exercised, and updated.

## 1.5 Plan Distribution

This Business Continuity Plan has been distributed as follows:

NAME	ROLE	ISSUE DATE	PLAN REF NO
Head Teacher	Incident Manager/Media Liaison		1
Deputy Principal	Deputy Incident Manager		1
?	Admin Manager Resources		1
Assistant Principal	SIMT Member		1
Assistant Principal	SIMT Member		1
Site Manager	Site Manager Resources		1
IT Manager	IT		1
Head's PA	Incident Loggist		1
	Governor		1
	Governor		1
	Governor		1

## 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/emergency bags.

## 1.7 Plan Review Schedule

This Plan will be updated as required and formally reviewed annually in line with the school's review timetable.

## 2.0 Plan Activation

### 2.1 Circumstances

This Plan will be activated in response to an incident causing significant disruption to the school, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this plan include:

- National pandemic
- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness (pandemic) or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage

- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School in the Emergency Service's cordon preventing access, school facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport.
- Death of a student or teacher
- Tragic accident or disruption during a school trip or off-site activity
- Intruders on the school premises threatening violence or disruption
- Chemical, biological, radiological, nuclear (CBRN) incidents

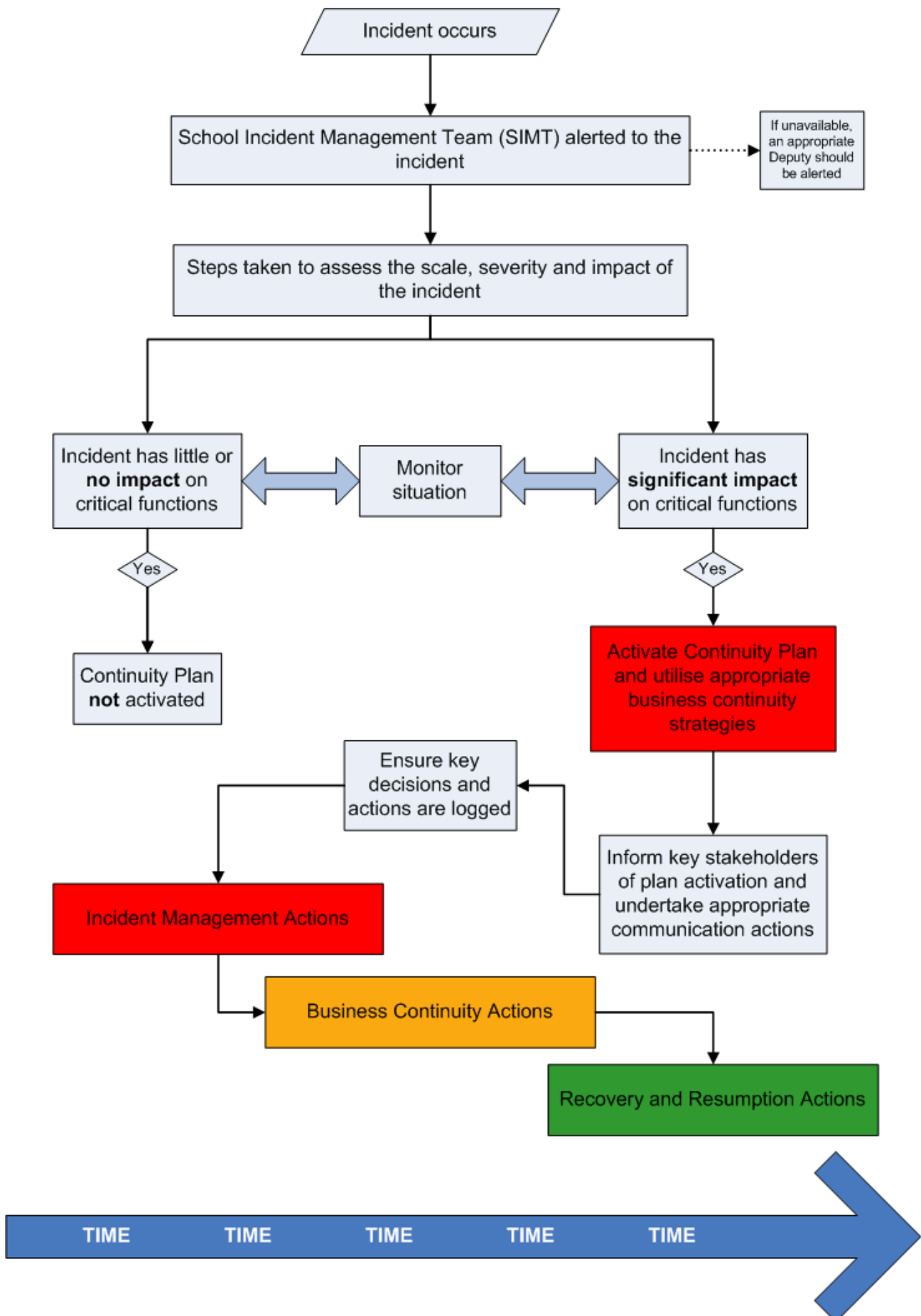
## **2.2 Responsibility for Plan Activation**

The incident Co-ordinator or nominated Deputy will normally activate and stand down this Plan.

## **2.3 Escalating a Serious Incident**

All serious incidents, including anything affecting the physical infrastructure of the school, should be reported to the Incident Co-ordinator. If the incident is deemed to be of a 'critical' nature, the Emergency Plan will be activated and The Trust, Cambridgeshire County Council (CCC) and the Education Funding Agency (EFA) will be notified as required (Appendix I).

## 2.4 Activation Process



## 3.0 Roles and Responsibilities

### 3.1 School Incident Management Team

Role	Responsibilities	Accountability / Authority
Head Teacher  Deputy Principal	<ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the school</li> <li>▪ Ensuring the school has capacity within it's structure to respond to incidents</li> <li>▪ Determining the school's overall response and recovery strategy</li> </ul>	The Head Teacher has overall responsibility for management of the academy, including lead decision-maker in times of crisis. The Deputy Principal will assume this role in the absence of the Head Teacher.
Business Continuity Coordinator	<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 school 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 school on Business Continuity</li> <li>▪ Embedding a culture of resilience within the school, involving stakeholders as required</li> </ul>	Business Continuity Co-ordinator reports directly into the Head Teacher and is a key member of the School Incident Management Team.
School Incident Management Team (SIMT) <i>(including Business Continuity Coordinator and Head Teacher and Senior Deputy Head Teacher)</i>  2 members of SLT	<ul style="list-style-type: none"> <li>▪ Leading the school'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 school 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 School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond to and recover from the incident.  Using the form in Appendix G, the SIMT can make notes about what they know and what they don't know in order to help make key critical decisions, as well as delegate responsibilities to others.

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

Role	Name	Deputy
Incident Manager	Head Teacher	Deputy Principal
Deputy Incident Manager	Deputy Principal	Assistant Principal
Parent Liaison Officer Communication	Assistant Principal	Member of SLT with access to the school website
Administration Manager Resources		
Media Liaison Officer Management	Head Teacher	Deputy Principal
Site Manager Resources		Duty Site Officer
School Liaison Officer Welfare	Deputy Principal	Assistant Principal
Governor	Chair of Governors	
IT	IT Manager	Member of SLT with IT responsibilities

### 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 Loggist (record keeper): PA to Head Teacher	<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 School Incident Management Team.
Media Coordinator:  <b>SIMT Member</b>	<ul style="list-style-type: none"> <li>Collating information about the incident and passing to Athene communication who will prepare a press release. Taking advice from relevant bodies eg. Public Health East of England.</li> </ul>	The Media Co-ordinator should assist with providing information to the Media. What needs to happen is rapid media and community communication even if you do not yet know the full facts. It is also essential to prevent non-essential communication and to



		bat away offers of "help" from people and organisations who are not specified in the planning - the best way to do this is simply to say we have a plan and we are following it.
Stakeholder Liaison	<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/staff</li> <li>○ School Transport Providers</li> <li>○ ICT - who have the facility to communicate via e-mail and text to all parents/carers/staff</li> <li>○ External agencies e.g. Emergency Services, HSE etc.</li> </ul> </li> </ul>	Reporting directly to the School Incident Management Team. The School Incident Management Team will agree all communications activities before the message(s) are cascaded to the relevant personnel.
Facilities Management:	<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 School Incident Management Team to advise on any issues relating to the school physical infrastructure</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> </ul>	Reporting directly to the SIMT, the Site Manager will liaise with contractors. Keeping the Head Teacher and Trust facilities manager informed at every point.
IT Manager:	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the school's ICT infrastructure</li> <li>▪ Liaison with CCC ICT support or external providers</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> </ul>	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reports to the School Incident Management Team.
Recovery Coordinator: Member of SIMT  Assisted by: Key Support	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the school's recovery process</li> <li>▪ Identifying lessons as a result of the incident</li> <li>▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development</li> </ul>	Whilst a key member of the SIMT, the Recovery Coordinator will remain focussed on leading the recovery and resumption phase. Reports directly to the Head Teacher.

**Senior staff have to be highly visible and to visibly have control of the situation; never has walking around and portraying a sense of control been so important.**

The following School staff have been identified as people who will undertake additional roles in response to an incident as required:

Name	Role	Contact Details
Cat Nicholls (HoY 7)	Key support for SIMT	
Kelly Coghlan (HoY 8)		
Jonathan Thomson (HoY 9)		
Richard Barlow (HoY 10)		
Andrew Kennedy (HoY 11)		
Rhonda Howard (SSM Yr 7)		
Jane Shepherd (SSM Yr 8)		
Georgina Butcher (SSM Yr 9)		
Emma Tidby (SSM Yr 10)		
Alison Flowerdew (SSM Yr 11)		

### 3.3 The Role of Governors

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

## 4.0 Incident Management

Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt School 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 students, 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? <i>(tick/cross as appropriate)</i>
	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  <b><i>A full impact assessment form can be found in Appendix A</i></b>	<input type="checkbox"/>
	Call the Emergency Services (as appropriate)	<b>TEL: 999</b> Provide as much information about the incident as possible	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
	<ul style="list-style-type: none"> <li>▪ Evacuate the school building, if necessary.</li> <li>▪ Consider whether it may be safer or better for the welfare of students to stay within the school 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 school activities</li> <li>▪ Notify relevant stakeholders of site evacuation. This would be the key staff and contractors .</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use normal fire evacuation procedures for the school</li> <li>▪ Consider arrangements for staff/students with special needs</li> <li>▪ If the decision is to stay within the school, ensure the assembly point is safe and take advice from Emergency Services as appropriate</li> </ul>	<input type="checkbox"/>
	<p>Ensure all students, staff and any school visitors report to the identified Assembly Point. SIMT will dictate which assembly point is to be used.</p>	<p>The normal <b>Assembly point</b> for the school is: <b>the playing field at the rear of the school</b></p>	<input type="checkbox"/>
	<p>Check that all students, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all students, staff, contactors and Visitors as a priority</p>	<p>Use the school register, cover list and the signing out books to ensure all students and staff are accounted for. Use the visitor book to account for all visitors. Use the contractor book to account for all contractors.</p>	<input type="checkbox"/>
	<p>Ensure appropriate access to site for Emergency Service vehicles</p>	<p>Ensure any required actions are safe by undertaking a visual risk assessment of the situation.</p>	<input type="checkbox"/>
	<p>Establish a contact point for all supporting personnel</p>	<p>Consider the availability of staff and who may be best placed to communicate information</p>	<input type="checkbox"/>
	<p>Identify School Incident Management Team to undertake specific emergency response roles</p>	<p><i>Information on roles and responsibilities can be found in Section 3.0</i></p>	<input type="checkbox"/>
	<p>Ensure a log of key decisions and actions is started and maintained throughout the incident</p>	<p><i>The Log template can be found in Appendix A</i></p>	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
	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"/>
	<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>	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
	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"/>
	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	Depending on the incident, the following Services may be approached to assist with incident management: <ul style="list-style-type: none"> <li>• Trust Facilities Manager</li> <li>• CCC</li> <li>• Zurich Insurance</li> </ul>	<input type="checkbox"/>
	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the school community at all times. 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.  Consider the school's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	<input type="checkbox"/>
	Ensure staff are kept informed about what is required of them	Consider: <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"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
	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 school. Refer to the school directory and send out a communique (web site announcement, e-mail and text broadcast) to all students, staff and parents/carers giving a correct and measured level of information.	<input type="checkbox"/>
	Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting students at an appropriate time. Where no contact can be made with parents/carers, students will remain in a safe area of the school. Emergency communication will be managed by SIMT.	<input type="checkbox"/>
	Ensure Governors are kept informed as appropriate to the circumstances of the incident	SIMT will liaise with Stakeholder Liaison, who will communicate with Governors and keep them abreast of the situation	<input type="checkbox"/>
	Consider the wider notification process and the key messages to communicate	Local Radios may be useful in broadcasting key messages.	<input type="checkbox"/>
	Communicate the interim arrangements for delivery of critical school activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate. Use mobile telephone calls and text broadcasts, and keep the school's web homepage constantly updated with up to the minute information.	<input type="checkbox"/>
	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found on the school network system.	<input type="checkbox"/>
	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 activating 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

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
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' school activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ Which school 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? <input type="checkbox"/></li> <li>○ Disruptive? <input type="checkbox"/></li> <li>○ Critical? <input type="checkbox"/></li> <li>○ Disastrous? <input type="checkbox"/></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"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: <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> <b>Produce an action plan for this phase of response.</b>	<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	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	<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> (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Cover Supervisors, Teaching Assistants etc.	Cover manager/cover staff HR manager
2.	Multi-skilling to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and	Staff are already multi-skilled.



	handover periods for planned staff absence e.g. maternity leave, long term illness(es)	
3.	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>	
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	These are already in place.

<b>Arrangements to manage denial of access to your premises or loss of utilities</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Off-site learning can be made available.	Head of Department, IT manager
2.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio	
3.	Off-site activities e.g. swimming, physical activities, school trips	Follow the 'Evolve' process Register updated with a list of people who leave the premises. Is held by the attendance officer

<b>Arrangements to manage loss of technology / telephony / data / power</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	<p><b>Network Topology</b> The academy's network is arranged as a 'star' topology, meaning that the removal or loss of any of the remote cabinets or the connecting fibre will not affect the overall function of the rest of the network. Only loss of the server room hardware will have such widespread effect.</p> <p><b>Server Room</b> The server room is strategically located on the first floor of B Block. The room is kept locked and is kept running at optimum level using regularly maintained air conditioning. The servers are protected from short term power outages</p>	<p><b>Back Up:</b> Replicas of server hard drives are backed up regularly – essential data and file servers are replicated overnight on weekdays and once again over the weekend. Less critical servers are replicated once a week at the weekend. As the servers are virtual, the software used to replicate the data is Veeam, with whom we</p>

	<p>using an Uninterruptable Power Supply, and the servers will gracefully shut down in the event of a longer outage. Essential systems will automatically return when power is restored.</p>	<p>have an active support agreement. The Backup server is strategically located in the main staffroom - a first floor location in a separate part of the school. In the event that access to the live servers is lost, servers can be brought online for essential access using the backed up copies of the virtual hard drives on the backup hardware. (Appendix J)</p>
2.	<p>Software Licenses Server and Desktop Operating systems and Office Software are all licensed with Microsoft Volume Licensing via an OVS-ES agreement (Agreement Number V3417227).</p>	<p>All details and license keys are stored in the cloud and access can be granted via <i>Bytes Software Services</i>. All details and license keys are stored in the cloud and access can be granted via <i>Bytes Software Services</i>.</p>
3.	<p>Remote Access In the event of there being no physical access to the school site, but systems are known to be operational as normal, the following approaches can be taken to access the internal network for data retrieval.</p>	<p>If it is possible to get close to the site, then a WiFi connection should be possible using a school assigned laptop or mobile device.  The 'CATalogue' can be accessed remotely  Information may be on 'Teams'  Technical Support Staff have remote access to their internal workstations 24/7</p>
4.	<p>Reverting to paper-based systems e.g. paper registers, whiteboards etc</p>	<p>There are white boards in every classroom already and sufficient pens are always in place</p>
5.	<p>Emergency lighting</p>	<p>This is maintained by CamAlarms</p>

	<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	Would use supply catalogues
2.	Ensuring all external providers have business continuity plans in place as part of contract terms.	Liaise with Trust facilities manager for suppliers used at other Trust schools.
3.	Insurance cover	Document bank on the school network.
4.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	Head Teacher/SLT

## 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 School as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

### 6.2 Recovery and Resumption Actions

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
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 School Incident Management Team may need to consider the use of Counselling Services, for any physical, social or psychological after-effects	<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/emergency plan is no longer in effect. Communicate to all students, staff, stakeholders, governors and parents, via telephone, e-mail & text broadcasts, messages on the homepage of the school's web site and notices in all key areas around the school, both inside and outside.	<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 School 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 school.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from an incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions is sent to and read by all members of the SIMT, with a note to delete/destroy copies of previous Plan.	<input type="checkbox"/>

## 7.0 Appendices

	<b>Content</b>	<b>Page No.</b>
A	Log Template	23
B	Impact Assessment Form	24 & 25
C	Lost Property Form	26
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E	Contents of Emergency Box / 'Grab bag'	28
F	Risk Identification, Evaluation and Management Matrix	28
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Impact Assessment Form			
Completed By		Incident	
Date		Time	
Question	Logged Response		
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 pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)			
Have the Emergency Services been called? If so, which ones?			
Is the incident currently affecting School activities? 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"/>	
	20 – 50%	<input type="checkbox"/>	
	1 – 20%	<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?			
Is there evidence of structural damage?			
Which work areas are inaccessible but intact?			

<p>Are systems and other resources unavailable? (include computer systems, telecoms, other assets)</p>	
<p>If so, which staff are affected by the ICT disruption and how?</p>	
<p>Have any utilities (gas, electricity or water) been affected?</p>	
<p>Is there media interest in the incident? (likely or actual)</p>	
<p>Does the incident have the potential to damage the school's reputation?</p>	
<p>Is there a crime scene? If so, ensure a member of the SIMT is responsible for cordoning off the area.</p>	
<p>Are any students, staff or visitors potential witnesses to an incident? If so, ensure a member of the SIMT segregates them comfortably in a suitable area, and they are available for any police or authority contact.</p>	
<p>Other Relevant Information</p>	



Lost Property Form				
Completed By				Incident
Date				Time
No.	Name	Status (e.g. staff, pupil visitor)	Details of possessions lost/left behind	
			What	Where left/lost

Financial Expenditure Log				
Completed By		Incident		
Date		Time		
	Expenditure Details <i>(what, for whom etc)</i>	Cost	Payment Method	Transaction made by

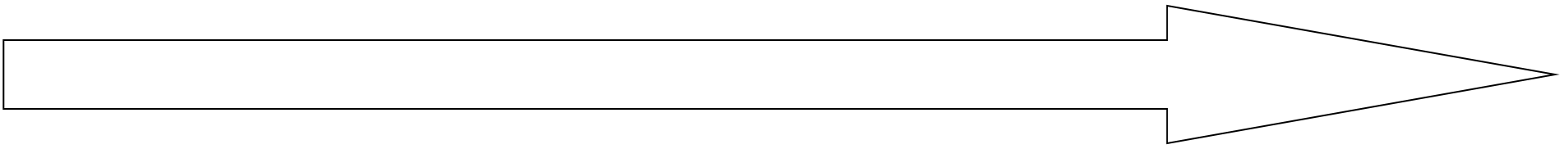
## CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices which includes a list of key contacts)
Admin	Office telephone list
Equipment and other items	First Aid Kits
	Map of school
	Torch
	Hazard barrier tape
	Whistle
	High visibility jacket(s)
	Spare keys – with Site Team

## Risk Identification, Evaluation and Management Matrix

### Critical Incident Decision-Making Tool

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



## STAFF CONTACT LIST

Job Role	Name	Home Number	Mobile Number
Head Teacher	Christopher Bennet		
Deputy Principal	Niki Smith		
Assistant Principal	John Barnes		
Assistant Principal	Euan Willder		
Chair of Governors			
Site Manager/ Duty Site Manager	Irene Bloomfield/Richard Perry		
IT Manager Data & Website			

### Key Support Staff

Job Role	Name	Home Number	Mobile Number
Site officer	Richard Perry		
Site Manager	Irene Bloomfield		
Head's PA	Lorraine Barr		
HR Officer	Dee Lynn		
Lead for Safeguarding & Child Protection	Caroline Deadman		
Cleaning Manager	Reef		
Catering Manager	Caterlink	Julie Gearon/ Danielle Harrison	
Cover Manager	Becky Jackson		

### CAM Academy Trust Staff

Job Role	Name	Home Number	Mobile Number
Chief Executive	Stephen Munday		
Director of Finance & Operations	Mark Norman		
Facilities Manager	Jan Berridge		
IT Manager	Paul Middleton		

## KEY CONTACTS LIST

ORGANISATION	NAME	TELEPHONE NUMBER	TELEPHONE NUMBER
Emergency	Police/Fire/Ambulance	999	
Local Police		101 (Non-Emergency)	
Local Fire	Fire Station	01223 376201	
Local Hospital	Addenbrookes Hospital	01223 245151	
Local BBC Radio	Radio Cambridge	01223 259 696	
Other Local Radio	Heart FM	01223 623 810	
Local Church		01763 220626	
Public Health East of England		0344 225 3546	
Local Doctor Surgeries	Orchard Road surgery	01763 260220	
	Royston Health Centre	01763 242981	
Cambridge County Council		0345 045 5200	
School Transport CCC		0345 045 5208	
CCC Health & Safety Team	Stuart Wood Sarah Cooper	01223 699 122 01223 699 123	07789 397 291 07825 385 765
CCC Insurance	LGSS Insurance Louise Torrance	01223 699 113	
Locality Team			
Educational Psychologist	Cambridgeshire Direct Contact Centre	0345 045 5203 01223 727968	
LADO			
Social Services & Prevent Emergency Line	Out of hours Emergency Duty Team	01733 234724	
<b>Other Useful Contacts</b>			
Health & Safety Executive		0345 300 9923 Mon – Fri 8.30am-5pm	0151 922 9235 Out of hours Duty Officer
Foreign Office		020 7008 1500	

Anti-terrorist hotline		0800 789 321	
Department for Education/EFA		0370 000 2288	

## IT Contact Details

Company	Details	Notes
The ICT Service	0300 300 0000	Broadband, remote access and general advice
Alternative Networks	0800 912 1490	Server infrastructure support
HP	0845 161 0030	HP Procurve switches
Dell	0844 444 3792	Server hardware warranties
ParentPay	02476 994820	
Go 4 Schools	<a href="http://www.go4schools.com">www.go4schools.com</a>	

For issues with Printing, WiFi, Backups, Antivirus or Server Outages contact the Trust in the first instance.

## Contractor Information

Organisation	Name	Telephone Number	Mobile Number
Athene Communications	Lizzie Marlow	017330207346	
Gas Emergency	National Grid	0800 111 999	
Electric Emergency	UK Power Networks	0800 783 8838	
Water Emergency	Anglia Water	0800 771 881	
Heating & Plumbing	Rogans		
Electrics	W T Parker		
Security	Tecfire		
Communications			

## Primary Schools

<b>Barrington C of E Primary School</b> Haslingfield Road	<b>Hauxton Primary School</b> Jopling Way
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<p>Barrington CB22 7RG Headteacher: Mrs Gill Davies head@barrington.cambs.sch.uk office@barrington.cambs.sch.uk Tel: 01223 712273 www.barrington.cambs.sch.uk</p>	<p>Hauxton Cambridge CB22 5HY Tel: 01223 870364 Headteacher: Mrs Emma Stevens head@hauxton.cambs.sch.uk office@hauxton.cambs.sch.uk www.hauxtonprimary.org</p>
<p><b>Fowlmere Primary School</b> The Butts Fowlmere Royston Herts SG8 7SL Interim Headteacher: Mrs Suki Hinton head@fowlmere.cambs.sch.uk office@fowlmere.cambs.sch.uk Tel: 01763 208203 www.fowlmere.cambs.sch.uk</p>	<p><b>Melbourn Primary School</b> Mortlock Street Melbourn SG8 6DB Headteacher: Mrs Stephanie Wilcox head@melbourn.cambs.sch.uk office@melbourn.cambs.sch.uk Tel: 01763 223457 www.melbournprimaryschool.org.uk</p>
<p><b>Foxton Primary School</b> 11 Hardman Road Foxton Cambridge CB22 6RN Headteacher: Mrs Janet Muir head@foxton.cambs.sch.uk office@foxton.cambs.sch.uk Tel: 01223 712447 www.foxtonprimary.co.uk</p>	<p><b>Meldreth Primary School</b> High Street Meldreth Nr Royston Hertfordshire SG8 6LA Headteacher: Mrs Sasha Howard head@meldreth.cambs.sch.uk office@meldreth.cambs.sch.uk Tel: 01763 260432 www.meldreth.cambs.sch.uk</p>
<p><b>Harston and Newton Community Primary School</b> High Street Harston Cambridgeshire CB22 7PX Headteacher: Mrs Siobhan Rouse head@harstonnewton.cambs.sch.uk office@harstonnewton.cambs.sch.uk Tel: 01223 870345 www.harstonnewton.cambs.sch.uk</p>	<p><b>Thriplow C of E Primary School</b> School Lane Thriplow Hertfordshire SG8 7RH Headteacher: Mrs Victoria Penty head@thriplow.cambs.sch.uk office@thriplow.cambs.sch.uk Tel: 01763 208213, or 01763 209072 <a href="http://www.thriplow.cambs.sch.uk">www.thriplow.cambs.sch.uk</a></p>
<p><b>St Mary's Catholic Primary</b> Melbourn Road Royston SG8 7DM Headteacher: Julia Pearce</p>	<p><b>Chrishall Holy Trinity Primary</b> Palmers Lane Chrishall Royston, SG8 8QE</p>

<a href="mailto:head@st-marys-royston.herts.sch.uk">head@st-marys-royston.herts.sch.uk</a> <a href="mailto:admin@st-mars-royston.herts.sch.uk">admin@st-mars-royston.herts.sch.uk</a> 01763 246021 www.stmarysroyston.co.uk/	Headteacher: Mrs T Bratley <a href="mailto:head@chrishall.essex.sch.uk">head@chrishall.essex.sch.uk</a> <a href="mailto:admin@chrishall.essex.sch.uk">admin@chrishall.essex.sch.uk</a>  071636 838592  <a href="https://www.chrishall.essex.sch.uk/essex/primary/chrishall">https://www.chrishall.essex.sch.uk/essex/primary/chrishall</a>
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## Secondary Schools

School	Telephone	Email

Appendix J

## Essential Systems and Software

System/Software	Essential Role(s)	Notes
<b>Bromcom</b>	<ul style="list-style-type: none"> <li>• Management Information System</li> <li>• Staff, student and parent data, including <ul style="list-style-type: none"> <li>○ Contact</li> <li>○ Special needs</li> <li>○ Timetables</li> <li>○ Behaviour</li> <li>○ Assessment</li> </ul> </li> </ul>	
<b>Microsoft Office</b>	Creating and accessing documents relating to all areas of academy business	Microsoft Volume Licensing Centre via an OVS-ES agreement
<b>Operating Systems, Client Access Licenses</b>	Server and desktop operating systems and the associated client access licenses	
<b>SAGE</b>	Finance and payroll data	
<b>Go 4 Schools</b>	Student data and analysis tools	Cloud based
<b>Email</b>	Staff communication	

# **Appendix K**

## **What to do in a situation where violence, threats, armed persons, drink or drugs are involved or suspected**

### **The Right Response**

Taking the correct course of action in response to incidents or threats involving Academy staff, students or property may determine whether there is a further incident, whether the Academy will receive the available support at the right level and in some cases whether justice is served. The proper response will minimise the distraction, allowing the Academy to get on with their real business. In addition to dealing with individual incidents, the proper response may involve the investment of staff time and resources in recording, analysing and taking preventative measures against future incidents.

### **The Impact on the Academy**

The impact of incidents will vary depending upon the circumstances. This plan has been developed to cover all eventualities whilst making a subjective judgement on the level of support needed and the impact upon the Academy.

### **Visitors**

All visitors are requested to enter via the Academy Reception and log in on the visitors system. This process also ensures visitors' safety if a fire evacuation or drill should take place during their visit. Visitors on red lanyards should be greeted in Reception and escorted by the relevant member of staff. All staff should feel confident in issuing a polite challenge to any visitors wearing a red lanyard and not being escorted by a member of staff; "Can I help you?" or "Are you lost?" will cover most situations. If any member of staff or student feels uneasy about the presence or behaviour of any visitor they should report their concerns immediately to a senior member of staff. Any serious concerns or threats should follow the procedures below.

### **Intruders on Academy Premises (including sports fields)**

The Academy has always maintained an "Open Door" Policy for visitors but this must be balanced against the likelihood of serious threats to staff and students in the Academy. These threats may take the form of:

- Theft of equipment and/or personal belongings of either staff or students.
- Vandalism of equipment and/or premises.
- Violent students threatening either fellow students and/or staff.
- Violent parents threatening either students and/or staff.
- Unknown intruder threatening either students and/or staff.

### **Assess the Risk**

As far as possible, try to categorise the intruder and the degree and type of threat posed. Any knowledge of the intruder, their motivation or background, will be of help for the senior staff, and possibly the emergency services should they become involved. Possible categories might include:

- Walk in opportunist thief.
- Former students.
- Parents.
- Non-custodial parent seeking access to children or seeking to remove children from Academy.
- Armed intruder.

It is in everyone's interest to be alert and aware of individuals posing as staff or those behaving suspiciously.

### **Challenging the Intruder**

- Do not stand too close or invade personal space, this could trigger violent confrontation.
- Avoid an aggressive stance such as finger wagging or folded arms.
- Be polite. Stay calm; speak gently, slowly and clearly.
- Explain your authority to challenge them if it is questioned.
- Always tell another person when going to speak to possible intruders.
- Avoid arguments.
- Never place your hand on a potentially aggressive intruder.
- Do not turn your back, and if you leave the room, do so backwards.
- Try to leave yourself an escape route which you have planned on entry to the area.
- Be on the look out for weapons.
- If there is more than one intruder, do not confront them on your own, seek support first or enlist the help of the police.
- If you do not feel sufficiently confident to challenge an intruder, do not do it. Seek help; no-one will think the less of you.

### **Contacting the Emergency Services**

Whilst we have a good working relationship with the local police the emergency number should always be used in the following circumstances:

- There is any danger to life.
- Actual or expected threat of violence.
- Threat of damage to property.
- A crime is in progress.
- A further crime may occur.

- There is any other incident which in your judgement requires an immediate response.

### **Emergency Communication**

Due to the varying nature of emergencies, Reception should be alerted at all times for emergency communication, such as calling the emergency services, e.g. police, ambulance, fire service.

In order to ensure your own safety, wherever possible, do not make the intruder aware of your intentions to report them to Reception.

### **During the Event**

If there is any question of a risk to students and/or staff, activate the plan and evacuate the Academy using normal fire evacuation procedures. There may be situations where evacuation would increase the risk or exacerbate a sensitive situation. Circumstances will dictate the action to be taken and the SIMT will have to take the responsibility of making a judgement as to the right course of action. If there is a physical threat to staff or students, always call the police.

Nobody should attempt, or feel that they are expected, to become involved if there is any question of their being at risk of injury as a result. If there is a risk of equipment being stolen it is better to lose such equipment rather than risk a violent incident. Similarly, if there is a risk of assault, an intruder could claim you used unreasonable or unjustified force on them.

Avoid direct confrontation until the police arrive. Where staff or students are not in immediate danger from an intruder, try to keep track of their movements and inform the police of their whereabouts when they arrive.

In the case of attempted abduction or direct physical threat to a student you will be required to make an immediate judgement. Consider:

- Will the victim be in greater danger or lesser danger if the intruder is confronted?
- Is it possible to speak to and reason with the intruder?
- Is the intruder known to you or the student?
- Do you have any knowledge of the victim or intruder that may assist your judgement?

It is not reasonable to suggest that the Head Teacher or other staff can do more than follow their own assessment of the situation and act accordingly. The only principles which must be followed are to take the course of action which you believe presents the least risk to the student and Academy staff, and summon the police as soon as possible.

### **After the Event**

Any violent incident that takes place in the Academy must be reported in accordance with the Health & Safety Policy Statement, which also provides guidance on detailed procedures following an assault. An Accident/Incident Report Form (report of an accident, violent incident, disease or ill-health at work) must always be completed.

It is possible that staff or students may be traumatised by intruder incidents, even if they do not display immediate signs of trauma or disturbance. It may be appropriate to arrange counselling. There may also be an ongoing need for psychological support and guidance to help the Academy community come to terms with the incident. The Academy will ensure that appropriate levels of counselling and support for students and staff is available.

If the intruder has left the premises and could potentially pose a threat to other educational organisations, contact should be made with:-

- The Police
- Local Schools (Appendix I)
- The Council

It may be appropriate for the Head Teacher to brief the Chair of the Governors about the incident, particularly if there is any media interest. No other member of staff or Governor should speak to the press or broadcast media without first consulting the Head Teacher or the Chair of Governors. The first point of contact for such issues should be the Head Teacher.

### **Trespass, Nuisance or Disturbance on Academy Premises (including sports fields)**

Although trespass is not a criminal offence, the Head Teacher may order any unwelcome or unauthorised visitors off the Academy premises. This right is extended by Section 547 of the Education Act 1996. Section 547 makes it a criminal offence if a person present on educational premises without lawful authority causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises. It applies whether or not the lawful users are present at the time and to all Academy buildings, playgrounds, sports fields and other areas for outdoor recreation.

There is a significant penalty for a person convicted of the offence.

### **Exercise of Section 547 & Police Involvement**

The Head Teacher can ask unauthorised persons to leave, but only a Police Officer can remove a person from the Academy premises provided they have reasonable cause to suspect that the person is committing or has committed an offence under Section 547.

On no account should staff attempt to remove physically from the premises a person who may be committing an offence. If a person will not comply with an instruction to leave the premises, or if in the view of the authorised person an instruction or confrontation might inflame the situation and put them or others at risk then the police should be contacted on 999.

Problems not requiring an immediate police response should be dealt with by the Safeguarding Officer or by dialling 101. If there is prior knowledge of the likelihood of trouble on educational premises, the police should be contacted in advance using the above telephone number. **If there is any question of immediate risk to staff, students or others or damage to property, a 999 call should be made.**

## Less Serious Cases

In less serious cases of nuisance or disturbance the following steps should be taken by the authorised members of staff:

- Warn the person concerned of the sanctions that Section 547 provides. Ask the person to refrain from committing an offence and/or ask them to leave the premises. Ask them for their name and address.
- In cases of persistent offences or if the offender takes no notice of a warning given as above, inform the offender that he/she may be prosecuted; ask for the offenders name and address; make a written report of the incident immediately after and in as much details as possible, including any remarks made by the offender. Take a separate statement from any witnesses to the incident.

**It is emphasised that if at any stage of this process an authorised person believes that they or others may be at risk, they should withdraw and summon police help as detailed above.**

## Record Keeping and Warning Letters

The Head Teacher should ensure that a detailed record is kept of any incidents. It will be the responsibility of the Head Teacher to follow up the report with a letter to the offender to the effect that consideration will be given to legal proceedings. If this has no effect and the person continues to offend, the Police will be contacted.

## Offensive Weapons Act 1996 (The Violent Crime Reduction Act 2006 and The Education and Inspections Act 2006)

Section 139A of the Offensive Weapons Act 1996 came into force on 1<sup>st</sup> September 1996. The Violent Crime Reduction Act (2006) makes provision for members of staff to search students. Part 7 of the Education and Inspections Act (2006) sets out the responsibilities of Academies in relation to discipline and specifically deals with powers of Academy staff to use reasonable force and defence where confiscation from students is lawful. The law as it stands at the moment, under the Violent Crimes Reduction Act, sets out the following criteria:

- **Head Teacher, Senior Leadership Team and the Pastoral Team** have the statutory power to search students if they have reasonable suspicion that they are carrying a knife or other offensive weapon.
- Searches must be in a private place.
- Staff cannot require the student to remove any clothing except outer wear and a search of the pupil's possessions must be carried out in the presence of another adult.
- A search can be undertaken by trained staff using "such force as is reasonable in the circumstances".
- Any search revealing offensive weapons or knives or evidence in relation to an offence, the Academy must call the police.
- The Head Teacher cannot demand that staff conduct searches – only authorise them to do so.

## Staff involvement where a weapon is suspected

- Under most circumstances, the Police should be informed of any incident believed to involve a weapon. However, where, in the judgement of the staff, the circumstances are wholly innocent and there is no suggestion of the use of the article as a weapon, the matter may be dealt with internally on a disciplinary basis. If there is any doubt, the Academy must inform the Police.
- When contacting the Police, the Academy should give their evaluation of the seriousness of the incident, (i.e. in progress, threat to life, or down to weapon secure for collection only) to help the police to make their own judgement on the nature and immediacy of the response required. Please note Police Community Support Officers, even if working in the Academy have no powers to act under this legal framework, it is only Police officers or Academy staff.
- There may also be some exceptional circumstances where members of staff, who have been made aware that a weapon may be on Academy premises, decide that they need to take action before the Police arrive. Where possible, members of staff should not confront a person suspected of possessing a weapon in the presence of other students. Preferably two or more members of appropriately authorised and trained staff should divert the person to a safe, secure place.
- Members of Staff are not under any obligation to search a person themselves. In practice, whether a staff search is the most prudent course of action is likely to be a matter for the Academy policy, the members of staff involved and the circumstances concerned. In making that decision, a risk assessment approach should be adopted and it should be noted that such immediate preventive action could either prevent a potentially dangerous situation escalating or could, conversely, inflame the situation.
- It is considered inappropriate for short-term, volunteer, part time teaching assistants, catering assistants or other support staff to be expected to search students unless their job role is designated as “Academy Security Staff”. Designated and trained staff should always be called to assess and manage any situation where an offensive weapon is suspected.
- Where there are reasonable grounds to suspect that a student might have in their possession an offensive weapon, knife or blade, it might be appropriate for the Head Teacher, or an authorised and trained member of staff, to conduct a search of that student or his/her possessions with or without the student’s consent. Such a search may only be carried out where the member of staff and student are on Academy premises or are elsewhere and the member of staff has lawful control or charge of the student.

### **Use of Reasonable Force**

- A member of staff may use such force as reasonable in the circumstances for the purposes of preventing a student from doing (or continuing to do) any of the following, namely:
  - committing an offence
  - causing personal injury to, or damage to the property of any person (including the person him/herself), or
  - prejudicing the maintenance of good order and discipline at the Academy or among any students receiving education at the Academy, whether during a teaching session or otherwise



- This power may be exercised only where the member of staff and student are on Academy premises or are elsewhere and the member of staff has lawful control or charge of the student concerned.

### **Weapons or knives confiscated by the Academy**

Members of staff may on occasion take possession of a knife or other weapon brought to Academy by a person in circumstances which contravene the Offensive Weapons Act 1996. The removal of the weapon in such circumstances by a member of staff is likely to be with good reason or lawful authority, and thus not an offence under the Act. However, a member of a staff taking possession of a weapon in such circumstances should secure it, and:

- arrange without delay to surrender it to the Police; or
- where weapons are surrendered to the Police, a record should be made and retained by the Academy within the students behaviour log.

This makes it an offence to carry an article with a blade or point, or an offensive weapon, on Academy premises. Conviction can result in a fine, imprisonment or both.

If someone is carrying such an item for good reason or with lawful authority such as:

- Use at work
- Educational purpose
- Religious reasons
- As part of a national costume such use is permissible and in the unlikely event of them being charged in such circumstances, they have a defence.

### **Police involvement where a weapon is suspected**

- Section 4 of the Offensive Weapons Act 1996 inserts section 139B into the Criminal Justice Act 1988. The effect is to:
  - provide police officers with the power to enter Academy premises, if they have reasonable grounds for suspecting that such a weapon is present and to search both the premises and any person for an offensive weapon;
  - allow them to seize and retain any of the prohibited articles described above if found during the course of such a search at the Academy.
- Acting under those powers, the Police do not require the permission of the Head Teacher or any other person before exercising it. They may also use reasonable force to enter, if necessary. It is generally desirable, however, for police officers intending to use their powers of entry and search to speak to the Head Teacher, or some other suitable representative of the Academy, to inform them of any such action and seek their support and assistance. Their knowledge of the site and of the Academy's routine, and of any staff or persons involved in the incident, is likely to assist the police in handling a potentially dangerous situation.
- There will, however, be urgent cases where police officers will need to enter Academy premises without waiting to obtain permission, for example:

- when pursuing suspects believed to be armed with a knife or other weapon who enter Academy premises;
- when dealing with other reports of a knife or other offensive weapon on Academy premises in circumstances suggesting that immediate action is required.

### **Police Searching of People**

- While the Police have statutory powers, under the Offensive Weapons Act as amended by the Violent Crime Reduction Act, to search on suspicion that an offence has been committed, they will normally apply the test of 'reasonableness' to any decision on when and where to search a person.
- It is normal good practice for the Police to follow Code A of the Police and Criminal Evidence Act. This specifies such things as:
  - where any search involves the removal of more than the outer coat, jacket, gloves and headgear, the police officer conducting the search must be of the same gender as the person being searched; and
  - the garments mentioned above may be removed in public, although a search must be conducted out of public view.

### **Police Arrests on Academy Premises**

- Under Section 110 of the Serious Organised Crime and Police Act 2005, arrest powers are subject to a test of necessity (a risk assessment). The grounds for making an arrest are that there are reasonable grounds to suspect that the person:
  - Is committing, has committed or is about to commit an offence
  - That an arrest is necessary for any of the following reasons:
    - If the person's name and/or address cannot be ascertained.
    - To prevent the person causing physical injury to others or him/herself, to prevent physical injury to themselves, causing loss of or damage to property, committing an act against public decency, causing unlawful obstruction of the highway.
    - To protect a child or other vulnerable person.
    - To allow prompt and effective investigation.
    - To prevent the person from disappearing.
- Unless the circumstances make it unavoidable, it is preferable for police officers not to make arrests on Academy premises. If it proves necessary to arrest a person on Academy premises, the Police should where possible seek the cooperation of the Academy to enable the arrest to be made discreetly. For example, authorised Academy staff may be able to isolate the person from others before Police make the arrest.

- The Academy recognises that police procedures when dealing with juveniles are governed by Codes of Practice made under the Police and Criminal Evidence Act 1984 (PACE) and approved by Parliament. Under PACE, a juvenile is any person under 17 years of age. In addition to the safeguards which apply in respect of any arrested person (the right to be informed of the reason for the arrest, and the right to free independent legal advice), in the case of a juvenile the Police must inform an 'appropriate adult' of the grounds for the arrest. They must also ask the adult to come to the Police Station where the juvenile is held in order to assist the juvenile. Where juveniles are arrested at their place of education, the Head Teacher must be informed.
- An 'appropriate adult' may be:
  - the juvenile's parent or carer;
  - a social worker; or
  - failing either of those, another responsible adult aged 18 or over who is not a police officer nor employed by the police.
  - a teacher may be asked by the police to act as an appropriate adult where no other suitable person is available.
- These arrangements mean that a juvenile arrested at the Academy or in any other place will not be interviewed alone.

### **Co-operation between Police and the Academy**

- Primary responsibility for security rests with the Academy but it should aim to involve the Police in their security arrangements.
- The Academy has an identified contact with the local Police Neighbourhood Team, and is in regular contact.

### **Post Incident**

The Academy will ensure that the following post incident action takes place:

- Consideration of what is needed to manage the situation immediately post incident to ensure the safety of students, staff and members of the public.
- All incidents will be reported and investigated in line with the Academy's Accident and Incident Reporting Procedure
- In the case of a serious incident, the Academy, via the Health & Safety Committee, will contact the Health and Safety Executive.
- Support for the staff/students involved in the incident if required.

### **Keeping Staff Safe**

Violence or the threat of violence towards school staff is still comparatively rare. Nonetheless, it is advisable to consider the circumstances in which violence or threat might occur and the precautions which can be taken to minimise risk.

### **Be Aware of Your Own Behaviour**

Violent confrontation may occur as a result of inappropriate behaviour by Academy staff. Whilst there is no excuse for violence, all staff should ensure that their own behaviour is assertive but controlled and reasonable.

### **Be Prepared**

Staff may know in advance that a meeting is likely to be difficult and that certain parents are prone to over-react, or that they will strongly disagree with an Academy action or decision. If staff think these circumstances may apply, seek the advice of either the Head Teacher or Senior Leadership Team and ensure that a colleague is present throughout any such meeting.

### **Drink, Drugs and Stress**

If it is apparent that someone you are meeting has been drinking, or if there is a suspicion that they may be under the influence of drugs, all staff should be very cautious. If it is possible to withdraw from the situation to enlist assistance then do so. People suffering from stress or over-tiredness may also be more prone to commit acts of violence.

### **Be Aware of Your Surroundings**

Ensure you are aware of the following:

- If in an office or classroom, how could you get help if it was needed?
- Do you have an escape route?
- Always position yourself between the person you are meeting and the door.
- Do not turn your back, and if leaving the room, do so backwards.
- If possible, remain behind a barrier such as a desk.
- Avoid potentially dangerous locations such as the tops of stairs, restricted spaces and areas where there is equipment which could be used as a weapon.
- Is there another member of staff within earshot?

### **Try to Remain Calm**

In a confrontational situation, try to gently persuade the aggressor to back down or compromise and:

- Keep calm, speaking gently, slowly and clearly.
- Do not show aggression in response to aggression.
- Do not argue.
- Do not invade personal space by standing too close.
- Avoid wagging your finger or folding your arms.
- Never place your hand on an aggressive person.

- Be aware of the person's movements and body actions which might signal that it is time to withdraw from the situation/seek help.

### **Staff Working Alone**

If the Head Teacher considers it essential that a member of staff is to work outside Academy hours (7am to 6pm) they should:

- Ensure an appropriate risk assessment is carried out.
- Ensure that the building is secure and that no other person can enter without their knowledge.
- Notify site staff of their whereabouts and agree with them a system of checking on their safety at regular intervals.
- Consider how they would summon help and who they would contact.
- Consider the use of walkie talkies or mobile telephones.

### **Death of Student or Staff Member at the Academy**

In the event of the death of a pupil or a member of staff at the Academy, the SIMT will determine the appropriate course of action for the Academy. For post-16 students, returning home may be an option; for the rest of the school (Years 7 to 11), suspending the timetable for the day and allowing students to return home if parents/carers are available to collect. The situation will also be assessed in seeking appropriate counselling for students immediately affected by the tragedy.

- SIMT responsible for activating the plan.
- It is the responsibility of the Police to advise the parents, or next of kin of the student/staff member, of the tragedy.
- The SIMT should ensure that the Academy's Educational Psychologist is informed.
- The SIMT should make arrangements to close the Academy activating the plan if deemed necessary (although as far as possible, normal practice should continue) and ensure that the Health and Safety team is notified.
- The SIMT should make arrangements to write a letter home to parents as soon as possible giving as much information as is felt appropriate.
- The SIMT should ensure that all staff members and Governors are made aware as quickly as possible of the situation; the Chair of Governors should ask his fellow Governors to assist in this process.
- All staff and Governors should be asked to respect the need for all communications with local community, parents, media etc. to only be done through the SIMT.

### **Death of a student or staff member, or a tragedy, during an Academy Trip**

In the event of a death of a student or of a staff member, or a tragedy, during an Academy Trip, the SIMT will determine the appropriate course of action for the Academy.

- SIMT responsible for activating the plan.
- The leader of the trip should ensure that a senior member of the SIMT is informed of the tragedy and the SIMT will then make the necessary arrangements to inform the Academy's insurance provider and other parents/carers. Parents/Carers should only be informed once the Police have given the authority to do so.
- A member of the SIMT should, if at all possible, travel to join the trip participants. It may be necessary to take other members of staff or Governors/local governors depending on the number of students on the trip to support both staff members and students.
- The leader of the trip, or nominated person, should ensure that they are able to keep telephone communication open with the senior members of the SIMT at all times.
- The SIMT with assistance of the Academy's insurance providers will make arrangements to return the students from the trip as soon as possible. The Risk Assessment for the trip will contain the details of the transport used (e.g. name of coach firm).
- The Police will advise the relevant parents, or next of kin of staff member, of the tragedy. Once this has happened the police will give authority for the Academy to inform others.
- The SIMT should ensure that all staff members and Governors are made aware as quickly as possible of the situation; the Chair of Governors should ask his fellow Governors to assist in this process.
- All staff and Governors should be asked to respect the need for all communications with local community, parents, media etc. to only be done through the SIMT.
- The SIMT should ensure that the Academy's Educational Psychologist is informed (Appendix I).
- The SIMT should make arrangements to close the Academy if necessary (although as far as possible, normal practice should continue).
- The SIMT should make arrangements to write a letter home to parents as soon as possible giving as much information as is felt appropriate.

### **Fight or Flight?**

If the options in a violent situation are to fight or move away, move away. Exceptions might be where there is a direct threat to a student or students, or the violence is offered by a student who may injure themselves. Although each situation will be unique and will require unique judgement, staff should discuss possible reactions to such situations.

### **Assaults on Academy Staff**

Staff should bear in mind the following key points:

- Violence does not only include physical assault but also distressing or intimidating verbal aggressions. Incidents arising from racial, sexual or religious harassment are also included. Intimidating behaviour can also include malicious damage to property, rude gestures and innuendo.
- People will have differing reactions to violence, threats and abuse and differing perceptions of what constitutes such behaviour. All staff should bear in mind that what might seem trivial to one person may cause another substantial distress.

- Report any violent incident to the Head Teacher as soon as possible however minor it might seem.
- Staff present at a violent incident should act to prevent further violence but must be mindful of the potential risk to themselves. If possible, try to remove the assailant from the scene or move the assaulted person to a safe place.
- The Head Teacher or nominated member of staff should interview the victim and any witnesses as soon as possible and obtain written statements. If the police have been involved, no investigation or interviews should be undertaken prior to their arrival.
- Requests by the employee for legal advice should be referred to the appropriate Professional Association/Trade Union. In the event of any member of staff not being a member of such an Association, appropriate legal advice will be sought.
- If an employee is injured they should obtain a medical statement about their injuries.
- Any serious assault should normally be reported to the police but the Head Teacher should be mindful of the wishes of the employee.
- Appropriate counselling support will be available upon request following a violent incident.

### **Procedures for Handling Bomb Threats**

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption. As well as the rare instances of valid bomb threats, terrorists may also make hoax bomb threat calls to intimidate the public, businesses and communities, to draw attention to their cause and to mislead police. While many bomb threats involve a person-to-person phone call, an increasing number are sent electronically using email or social media applications. No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999. It is important that potential recipients - either victims or third-parties used to pass the message - have plans that include how the information is recorded, acted upon and passed to police.

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Precise motives for hoaxing are difficult to determine but may include revenge, extortion, a desire to impress, or a combination of these and other less understandable motives. The vast majority of cases are hoaxes and the intent is social engineering, to cause disruption, fear and/or inconvenience the victim.

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or, increasingly, sent by email or social media (e.g. Twitter or Instagram, etc.). A threat may be communicated via a third-party, i.e. a person or organisation unrelated to the intended victim and identified only to pass the message.

### **Immediate steps if you receive a bomb threat communication**

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat. Such staff should, therefore, understand the actions required of them as the potential first response to a threat message.

### **If you receive a telephone threat you should:**

- stay calm and listen carefully
- have immediate access to a checklist on key information that should be recorded (see bomb threat checklist - attached)
- if practical, keep the caller talking and alert a colleague to dial 999
- if displayed on your phone, note the number of the caller
- if the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice
- Inform the Head Teacher immediately or one of the Senior Leadership Team if the Head Teacher is not available. They will need to make an assessment of the threat

### **If the threat is delivered face-to-face:**

- try to remember as many distinguishing characteristics of the threat-maker as possible

### **If discovered in a written note, letter or as graffiti:**

- treat as police evidence and stop other people touching the item

### **If the threat is received via email or social media application:**

- do not reply to, forward or delete the message
- note the sender's email address or username/user ID for social media applications
- preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

### **Assessing the credibility of bomb threats**

Evaluating the credibility of a threat is a critical task, particularly if the attack being threatened is imminent. This is a tactic used to place additional pressure on decision makers. Police will assess the threat at the earliest opportunity. When specific intelligence is known to police, advice will be issued accordingly; however, in the absence of detailed information, it will be necessary to consider a number of factors:

- is the threat part of a series? If so, what has happened elsewhere or previously?
- can the location of the claimed bomb(s) be known with precision? If so, is a bomb visible at the location identified?
- considering the hoaxer's desire to influence behaviour, is there any reason to believe their words?
- if the threat is imprecise, could an external evacuation inadvertently move people closer to the hazard?
- is a suspicious device visible?

### **Actions to consider**



Responsibility for the initial decision making remains with the management of the location being threatened. Do not delay your decision making process waiting for the arrival of police. Police will assess the credibility of the threat at the earliest opportunity. All bomb threats should be reported to the police and their subsequent advice followed accordingly. It is essential that appropriate plans exist, they should be event and location specific. Venue options to manage the risk include:-

### **External evacuation**

Leaving the venue will be appropriate when directed by police and/or it is reasonable to assume the threat is credible, and when evacuation will move people towards a safer location.

It is important to appoint people, familiar with evacuation points and assembly (rendezvous) points, to act as marshals and assist with this procedure. At least two assembly points should be identified in opposing directions, and at least 500 metres from the suspicious item, incident or location. Where possible the assembly point should not be a car park. You may wish to seek specialist advice, which can help to identify suitable assembly points and alternative options as part of your planning. It is essential that evacuation plans exist; they should be event and location specific. Evacuation procedures should also put adequate steps in place to ensure no one else enters the area once an evacuation has been initiated.

The police will establish cordons depending upon the size of an identified suspect device. Always follow police directions and avoid assembly close to a police cordon.

### **Internal or inwards evacuation ('invacuation')**

There are occasions when it is safer to remain inside. Staying in your venue and moving people away from external windows/walls is relevant when it is known that a bomb is not within or immediately adjacent to your building.

If the suspect device is outside your venue, people may be exposed to greater danger if the evacuation route inadvertently takes them past the device. A safer alternative may be the use of internal protected spaces. This type of inwards evacuation needs significant pre-planning and may benefit from expert advice to help identify an internal safe area within your building. These locations should be in your plans. If the location of the device threatened is unknown, evacuation represents a credible and justifiable course of action.

### **Decision not to evacuate or inwardly evacuate**

This will be reasonable and proportionate if, after an evaluation by the relevant manager(s), the threat is deemed implausible (e.g. a deliberate hoax). In such circumstances police may provide additional advice and guidance relating to other risk management options. It may be considered desirable to ask staff familiar with the venue to check their immediate surroundings to identify anything out of place, see search considerations below.

### **Checking your venue for suspicious items - Search Considerations**

Regular searches of your establishment, proportionate to the risks faced, will enhance a good security culture and reduce the risk of a suspicious item being placed or remaining unnoticed for long periods. Additionally, if you receive a bomb threat and depending upon how credible it is, you may decide to conduct a 'search' for suspicious items. To that end:

- ensure plans are in place to carry out an effective search in response to a bomb threat
- identify who in your venue will coordinate and take responsibility for conducting searches
- initiate a search by messaging over a public address system (coded messages avoid unnecessary disruption and alarm), by text message, personal radio or by telephone cascade
- divide your venue into areas of a manageable size for 1 or 2 searchers. Ideally staff should follow a search plan and search in pairs to ensure nothing is missed
- ensure those conducting searches are familiar with their areas of responsibility. Those who regularly work in an area are best placed to spot unusual or suspicious items
- focus on areas that are open to the public; enclosed areas (e.g. cloakrooms, stairs, corridors, lifts etc.) evacuation routes and assembly points, car parks, other external areas such as goods or loading bays
- develop appropriate techniques for staff to be able to routinely search public areas without alarming any visitors or customers present
- under no circumstances should any suspicious item be touched or moved in any way.  
Immediately start evacuation and dial 999
- ensure all visitors know who to report a suspicious item to and have the confidence to report suspicious behaviour

Remember: it is vital that regular drills are carried out to ensure all are familiar with bomb threat procedures, routes and rendezvous points. Disabled staff should have personal evacuation plans and be individually briefed on their evacuation procedures. Similarly all visitors should be briefed on evacuation procedures and quickly identified and assisted in the event of a threat.

Familiarising through testing and exercising will increase the likelihood of an effective response to an evacuation and aid the decision making process when not to evacuate/invacuate.

### **Media and Communication**

Avoid revealing details about specific incidents to the media or through social media without prior consultation with police. Do not provide details of the threat, the decision making process relating to evacuation (internal or external) or why a decision not to evacuate was taken.

Releasing details of the circumstances may:

- be an objective of the hoaxer and provide them with a perceived credibility
- cause unnecessary alarm to others
- be used by those planning to target other venues
- elicit copycat incidents
- adversely affect the subsequent police investigation



## Educational Visits – Emergency Plan

Education can take place effectively outside the classroom and staff are encouraged to help students engage with the curriculum by setting up learning opportunities that require them to step out of the normal learning environments. All educational activities should be risk assessed in line with the EV policy.

In the case of an emergency the following stages must be followed:

1. Students and staff should be moved to a safe location following advice of emergency services.
2. Emergency services should be contacted.
3. Pupils should be asked to refrain from contacting parents/friends using mobile phones until more accurate information can be passed on.
4. A member of staff, or in extreme circumstances a pupil should contact the school asap.
  - a. 01480 459581 (reception)
  - b. 07960 463949 (Mr Gregory – EVC)
  - c. 07970 643421 (Mr Bennet – Head teacher)
5. The school will contact all parents/carers of students on the activity and inform them of the incident and invite them to attend the school where further information will be made available.  
*(it is vital that a register and contact details sheet are left at reception as each trip/visit departs)*
6. Trip staff must complete a register to identify staff and students who are safe and those who are in danger. This information should be shared with local emergency services and the school.
7. Senior staff should be contacted and should come to reception to help greet and direct parents to the main hall.

## ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

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

<b>When Where What How Who Why Time</b>
---

ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

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

INFORM BUILDING SECURITY/ COORDINATING MANAGER

Name and telephone number of person informed:

DIAL 999 AND INFORM POLICE

Time informed:

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

Date and time of call:

Duration of call:

The telephone number that received the call:

ABOUT THE CALLER:

<b>Male</b>	<b>Female</b>	<b>Nationality?</b>	<b>Age?</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

THREAT LANGUAGE:

<b>Well-spoken</b>	<b>Irrational</b>	<b>Taped</b>	<b>Foul</b>	<b>Incoherent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CALLER'S VOICE:

<b>Calm</b>	<b>Crying</b>	<b>Clearing throat</b>	<b>Angry</b>	<b>Nasal</b>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Slurred</b>	<b>Excited</b>	<b>Stutter</b>	<b>Disguised</b>	<b>Slow</b>	<b>Lisp</b>	<b>*Accent</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rapid</b>	<b>Deep</b>	<b>Familiar</b>	<b>Laughter</b>	<b>Hoarse</b>	<b>Other (please specify)</b>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	

\*What accent?

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

BACKGROUND SOUNDS:

<b>Street noises</b>	<b>House noises</b>	<b>Animal noises</b>	<b>Crockery</b>	<b>Motor</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Clear</b> <input type="checkbox"/>	<b>Voice</b> <input type="checkbox"/>	<b>Static</b> <input type="checkbox"/>	<b>PA system</b> <input type="checkbox"/>	<b>Booth</b> <input type="checkbox"/>	<b>Music</b> <input type="checkbox"/>
<b>Factory machinery</b> <input type="checkbox"/>		<b>Office machinery</b> <input type="checkbox"/>		<b>Other (please specify)</b> <input type="text"/>	

REMARKS:

ADDITIONAL NOTES:

Signature:

Print Name:

Date:

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

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

Signature:

Print Name:

Date:

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