

## **BUSINESS CONTINUITY PLAN**

**Lead** Director of Estates

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## INTRODUCTION

This Business Continuity Plan (BCP) has been written for those who will be involved in re-establishing the operational delivery of services following a major incident. It should be read in conjunction with:

- TCT Health & Safety Policy.
- TCT ICT Disaster Recovery Plan.
- Individual school's Evacuation Procedures.
- Individual school's Fire Risk Assessment.

The plan sets out the Trust's approach for planning to, and responding to, major incidents which affect the continuity of the Trust's business and safety of staff and students.

### Definitions

It is not desirable to write a plan for every disruption that the Trust may face, however, an incident will lead to one or more of the following:

- Inability to carry out daily/critical activities.
- Loss of life or severe injury to Trust staff, students, or visitors to school buildings.
- Loss of the whole, or part of, school buildings.
- Loss of ICT systems.
- Loss of staff.
- Loss of a critical supplier.

### General Information

This document should be reviewed annually by the TCT Board of Directors.

Training on evacuation procedures should be undertaken termly in each school, including fire drills.

### Emergency Contact Information

An emergency information pack is kept at each school reception and includes:

- Copies of this document.
- All associated documents (listed above).
- Contact numbers for school local services (local Police station, local Fire station, hospital etc.).
- Class lists and telephone numbers for both staff and parents.

## STRATEGY

If a disaster is declared by a Principal, or their designated Deputy, the BCP will be activated, and the CEO (Chief Executive Officer) and Director of Estates informed immediately.

Staff communication will be via email and the website if this is operable, or by use of the Trust's 3CX phone system. Other media such as text messages may also be utilised.

The following organisations may need to be advised of the implementation of the BCP as soon as possible:

- Director of Children's Services office.
- Health and Safety Advisors.
- Health and Safety Executive (HSE).
- Insurance Advisors.
- Local Police.
- Local Fire Station.
- Public Health England.
- Academy Catering Supplier.
- Utilities providers.

## ROLES AND RESPONSIBILITIES

### Principal or their Deputy

The Principal is responsible for the implementation and co-ordination of the BCP, including:

- Immediately contacting the relevant persons (listed above) if the disaster relates to the built environment or the ICT infrastructure to establish if/when the buildings can be re-occupied and/or service delivery reinstated.
- Co-ordination of status reports/communication for the benefit of all audiences (including staff, students, parents, LA (Local Authority), Academies Team at the DfE, press etc.).
- Maintaining the BCP in an up-to-date format for review after the incident has ended.

### Incident Management Team (IMT)

Lead by the Principal (or their nominated deputy), the IMT will include all members of the Leadership Team, Facilities Manager/Site Manager, and either the Director of Estates or the CEO. Additional members of the team will be recruited to match the specific needs of the incident.

The IMT is responsible for acting under the direction of the Principal (or their nominated deputy) to restore normal conditions as soon as possible.

All decisions and subsequent actions are to be logged to have a record of events and communication made to support services.

### Staff

Staff are required to co-operate with the IMT in support of the BCP.

If staff are sent home, they should remain available during normal working hours to assist with necessary tasks. Staff should refrain from using social media to report or discuss any incident where the BCP has been evacuated.

## **CLOSURE OF A SCHOOL**

### Closure in Advance of a School Day

A school can be closed in advance of a normal school day using the following system:

- Closure is authorised by the Principal or their Deputy in liaison with the CEO.
- Notification of a school closure using text messaging and email to parents.
- Recording the closure on the home page of the school website, along with information on re-opening day.

### Closure During the School Day

It is never the preferred option to close a school during the school day, but it can be done using the following procedures:

- Closure is authorised by the Principal, or their Deputy.
- Notification of the school closure using the website.
- Sending out a text message to all parents.
- Primary school students will continue to be supervised by staff until they are collected by an adult with permission to do so.
- Secondary school students with parental authorisation may make their way home by themselves. Parental authorisation can be ascertained by text message, or email, from a parental phone number or email address directly to the student's phone and seen, and recorded, by a member of staff.

### Immediate Places of Safety

In the event of a major incident on site requiring the school to be closed, students will assemble at the primary assembly points. If these are not usable, staff will escort children to the secondary assembly points. These assembly points will be named in each school's evacuation plans.

## **LOCKDOWN PROCEDURE**

There may be circumstances where a school needs to lockdown to secure staff and students from an outside threat. If a lockdown is declared, it will be authorised by the Principal, or their Deputy.

- Each school will have an agreed, local signal, for lockdown.
- Messages will be displayed on all staff computer screens.
- The IMT will communicate via two-way radios.
- All staff will remain in classrooms and keep students calm and away from windows and doors.
- All students in external PE lessons/on their social time will be advised to return to an agreed location in the school.

Detailed, and specific, lockdown procedures can be found in the Premises Management Documents for each school.

## **SILENT EVACUATION**

The normal process to trigger an evacuation is via sounding the fire alarm, however, there are certain situations where a silent signal should be used instead, such as:

- When a bomb alert has been received or a gas leak is suspected.
- Where an audible alarm may further endanger risk to students/adults, e.g., aggressive intruder.

### Silent Alarm Procedure

The Principal, or their Deputy, should arrange for a silent signal to be deployed in all school areas, e.g., a member of staff travels around the school with a visually recognised signal or verbal signal. If it is unsafe to alert the Principal, staff may use their judgement to undertake this.

On seeing/hearing the alert, teachers should immediately evacuate students to the designated assembly points. Staff working with students outside of the classroom should not return to the classroom, but immediately evacuate students to join their class at the designated assembly point.

If the designated assembly points are unsafe for usage, Principal's should use their judgement whether to use either the secondary assembly points, or off-site places of safety.

## **RECOVERY IN THE EVENT OF LOSS OF BUILDING/SITE SPACE**

Replacement of the buildings and facilities that have been damaged or made unavailable will be the responsibility of the ESFA and/or the Local Authority. In the event of building unavailability, the Trust should be covered under their insurance policy for reinstatement costs and temporary accommodation costs.

### Insurance

All schools within the Trust are insured through the Risk Protection Arrangement (RPA), which is co-ordinated through the ESFA. Insurance claims/renewal arrangements will be overseen by the Director of Estates.

### Replacement Site Facilities

The size and scope of facilities required for the school will vary according to circumstance. The location of the temporary accommodation will be determined based on the space required, and circumstances at the time.

Erecting additional buildings on the existing school site will usually be the preferred solution.

### Paper-Based Records

Important paper-based records should be kept in a secure location (e.g., a fire-proof safe) such as exam papers, and student coursework.

### Remote Learning

Arrangements for students to access remote learning should be initiated.

## **PANDEMIC THREAT/MASS STAFF UNAVAILABILITY**

Loss of staff is considered a generic threat to operations. The spread of a virus capable of impacting on operational service is now considered genuine and serious. Where applicable, advice will be sought from Central Government/Public Health England.

In the event of mass staff illness, the IMT will consider safe staffing ratios, and may reduce the number of year groups able to be taught, prioritising key year groups, or if insufficient staff are available, it may be forced to shut the school to students using the same procedures as in the 'Closure of a School' section.

Detailed assessments of the risk of Covid-19 can be found in the Covid-19 Risk Assessment.

## IMPACT ASSESSMENTS

School activity (statutory duties in bold)	What may happen?	Short-term impact (up to 48 hours)	Mid-long-term impact (48 hours +)	Mitigation and contingency arrangements in place	Further actions needed to reduce impact
<b>Early years teaching</b>	Potential to impact on development of nursery and reception students.  Impact on reputation.  Potential for complaints.			Cross-skilling of staff so teaching can continue if staffing is reduced.  Access to supply teaching staff.  Data back-up off- site so restore can take place, including MIS.	Utilise teaching resources from other schools within the Trust, when required.
<b>KS1 teaching</b>	Potential to impact on results and attainment of Y1 & Y2 students.  Impact on reputation.  Potential for complaints.		KS1 SATs in the summer term each year.	Cross-skilling of staff so teaching can continue if staffing is reduced.  Access to supply teaching staff.  Data back-up off- site so restore can take place, including MIS.	Utilise teaching resources from other schools within the Trust.
<b>KS2 teaching</b>	Potential to impact on results and attainment of Y3, Y4, Y5, and Y6 students.  Impact on reputation.  Potential for complaints.		KS2 SATs in the summer term each year.	Cross-skilling of staff so teaching can continue if staffing is reduced.  Access to supply teaching staff.  Data back-up off- site so restore can take place, including MIS.	Utilise teaching resources from other schools within the Trust.
<b>KS3 teaching</b>	Potential to impact on results and attainment of Y7, Y8, and Y9 students.  Impact on reputation.  Potential for complaints.			Access to supply teaching staff.  Data back-up off- site so restore can take place, including MIS.  Remote learning facilities in place if required.	Utilise teaching resources from other schools within the Trust.
<b>KS4 teaching</b>	Potential to impact on results and attainment of Y10, and Y11 students.  Impact on reputation.  Potential for complaints.		GCSE exams for both Y10 and Y11 in the summer term each year.	Access to supply teaching staff.  Data back-up off- site so restore can take place, including MIS.  Remote learning facilities in place if required.	Utilise teaching resources from other schools within the Trust.
<b>KS5 teaching</b>	Potential to impact on results and		AS and A-Level exams in the	Access to supply teaching staff.	Utilise teaching resources from

	attainment of Y12, and Y13 students.  Impact on reputation.  Potential for complaints.		summer term each year.	Data back-up off-site so restore can take place, including MIS.  Remote learning facilities in place if required.	other schools within the Trust.
<b>Safeguarding</b>	Harm to an individual.  Potential culpability.  Damage to reputation.			Refer to Trust Safeguarding Policy.	Meeting between DSL, Pastoral Managers, and other appropriate staff to identify actions relating to students at risk.  Communication with external agencies, as required.
Catering  <b>(Free School Meals)</b>	Unable to fulfil statutory obligations.  Hunger impacts on behaviour and performance.	Packed lunch to be prepared off-site and delivered to schools.	Free school meals must be provided. If there was no access to catering in the medium to long term, we would need alternative arrangements for food preparation.	Food to be prepared at another school within the Trust and delivered to affected school.  Non-FSM students to bring packed lunches.	
Access to ICT.	No (or at least restricted) access to teaching materials.  Students unable to work online or use online resources.  Potential impact on performance of students and staff.  School security systems could be inoperable.  If central ICT systems failed, the Central Team and services could be affected.	Different key stages dependence on ICT varies.  Loss would be more critical during online testing periods.	Different key stages dependence on ICT varies.  Loss would be more critical during online testing periods.	Teaching and support staff have other teaching materials available.  Central Team to work within schools to access ICT systems and prevent interruption of service for vital functions.	
Facilities Management	Impact on cleanliness of the school.  General maintenance and upkeep of the school would not happen.  Potential H&S risk.		The H&S of staff and students would need to be considered if the interruption was going to be ongoing. Decisions to be made regarding safety of school building and whether remote working should be implemented.	The Director of Estates supports across all schools to ensure services are not interrupted for sustained periods.  Additional services bought in should incumbent services not be available.	



## 'OTHER' THREATS

The following 'other' threats have been considered.

Operational threat	Steps to restore normal working	Action by whom	Notes
Phone and ICT communications loss.	Contact phone/communication providers.  Contact ICT Manager for curriculum server.  Contact Director of IT.	Office Manager/School ICT Manager.	Principal and CEO to be informed of progress.  Principal decides what communication is sent via school communications to parents.
Finance process breakdown – payments to staff and suppliers fail.	Finance Director investigates issue.  Extent of situation is fully assessed.  Bank balances verified from online banking staff and suppliers formally contacted with timescales/update.	Finance Director and CFO.	CEO to be informed of progress.  Chair of Audit & Risk Committee and Trust Board of Directors to be kept updated.
Utilities/energy supply failure.	Providers called to ascertain issue.  School may have to close.  Consider suitability of accessing a generator.	School Facilities Manager/Site Manager, and Director of Estates.	Principal and CEO to be informed of progress.  Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.
Building loss – partial or complete (fire, flood, etc.).	Insurance provider to be notified immediately.  Short-term – remote working to be implemented.  Medium-term – modular buildings to be erected on school grounds.  Long-term – rebuild/refurbish damaged school building(s).	Director of Estates and Director of IT.	Insurance provider to assign a designated loss adjuster.  Principal and CEO to be informed of progress.  Chair of Audit & Risk Committee and Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.
Building denial leading to short-term lack of access.  Service delivery loss of general nature – school is unable to provide buildings or ICT support.	Remote working to be implemented until issue is resolved.	Director of Estates and Director of IT.	Principal and CEO to be informed of progress.  Chair of Audit & Risk Committee and Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.
Evacuation due to nearby incident.	Follow instructions received, if applicable.  Evacuate immediately to designated assembly points.  Take register on arrival and inform the school office of any	Principal, and Deputy.	CEO to be informed of progress.  Principal decides what communication is sent via school communication to parents.

	students or members of staff that are unaccounted for.		
Lockdown due to nearby incident.	Follow instructions received, if applicable.  Follow lockdown procedures.	Principal, and Deputy, and Emergency Services.	CEO to be informed of progress.  Principal decides what communication is sent via school communications to parents.
Fire.	Exit the school following the evacuation procedures.  Insurance provider to be notified of any damage.  Review what has happened and capture any lessons learned.	Principal, and Deputy, and Director of Estates.	Insurance provider to assign a designated loss adjuster.  CEO to be informed of progress.  Principal decides what communication is sent via school communications to parents.
Extreme weather.	School to follow extreme weather risk assessment.	Principal, and Deputy, and Director of Estates.	Principal and CEO to be informed of progress.  Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.
Strikes.	Principal, and Deputy, will ascertain which staff will be on strike, if notified.  CEO and Principal decide if school must close for students, or if some classes (key year groups) can remain open. Staff not striking are to be deployed with suitable work and come to work as normal.	Principal, and Deputy, and CEO.	Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.  If there are a minimum number of staff, there may be a decision to allow staff to work from home if there is suitable work they can take home. Alternatively, they could be moved to another school within the Trust for the days of the strike.
Terrorist attack, or threat.	Follow instructions received, if applicable.  Either:  Evacuate immediately to designated assembly points.  Take register on arrival and inform the school office of any students or members of staff that are unaccounted for.  Or:  Follow lockdown procedures.	Principal, and Deputy.	Principal and CEO to be informed of progress.  Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.
Biological or environmental hazard.	Follow instructions received, if applicable.  Trigger IMT and follow BCP.	Principal, and Deputy, and Director of Estates & CEO.	Chair of Audit & Risk Committee and Trust Board of Directors to be kept updated.  Principal decides what communication is sent via school communications to parents.

## INCIDENT MANAGEMENT

The purpose of the incident management phase is to ensure that all information relating to the incident at hand are recorded and each necessary process followed.

The below actions are to be assigned to relevant people by the Principal of each school, and therefore the Trust copy of this document has left this field blank.

	Action	Details	Responsibility	Actioned?
1	Initial assessment.	Survey the scene and disseminate information.		
2	Call the emergency services (as appropriate).	Provide as much information about the incident as possible.		
3	Evacuate the school building if necessary. Ascertain whether students should remain within the school grounds at a relative place of safety indoors. If it is safe, consider the recovery of vital assets to sustain critical school activities.	Use school fire evacuation procedures. Consider staff members and students with special needs/disabilities. If remaining within the school grounds, ensure that the assembly point is safe. Take advice from the emergency services as appropriate.		
4	Ensure that all students, staff members, and school visitors report to the identified assembly point.			
5	Check that all students, staff members, and school visitors have been evacuated. Consider the safety of all as a priority.	Undertake a roll call using student attendance register, staff lists, and the school visitor's log.		
6	Ensure that emergency service vehicles have access to the incident site.	Ensure any required actions are safe by undertaking a dynamic (ongoing) risk assessment.		
7	Establish a contact point for all supporting personnel.	Consider the availability of staff members and who may be best placed to communicate information.		
8	Ensure a log of key decisions and actions is started and maintained throughout the incident.	Use the template in Appendix 1.		
9	Where appropriate, record names and details of any staff members or visitors who may have been injured or affected by the incident.	This information should be held securely as it may be required by emergency services or other agencies during, or following, the incident.		
10	Assess the impact of the incident. Identify and agree next steps.	Continue to record key decisions and actions in the incident log.		
11	Log details of all items lost by students, staff members, and visitors because of the incident, if appropriate.			
12	Consider the involvement of other teams, services, or organisations that may be required to support the management of the incident.			
13	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety, and wellbeing of the school community always. Consider your business continuity strategies to ensure that the impact of the disruption is minimised. Consider the school's legal duty to provide free school meals and how this will be facilitated.		
14	Ensure staff members are kept informed about what is required of them.	Send communications via text, or email, using the school communication system.		
15	Ensure parents and students are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for students with special needs. Agree arrangements for parents collecting students at an appropriate time. Consider the notification of students not currently in school.		
16	Ensure Governors/Trustees are kept informed as appropriate to the circumstances of the incident.	Principal to provide updates to Governors/Trustees as frequently as the situation requires.		

17	Consider the wider notification process and the key messages to communicate.			
18	Communicate the interim arrangements for delivery of critical school activities.	Ensure all stakeholders are kept informed of any contingency arrangements using the school communication system.		
19	Log all expenditure incurred because of the incident.	Use the template in Appendix 2.		
20	Seek specific advice/inform insurance company.	Inform the Director of Estates who can notify the RPA of the incident.		
21	Ensuring recording process is in place for staff members and students leaving the site.	Ensure the safety of staff members and students before they leave site and identify suitable support and risk control measures.		

## CONTINUITY

The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended.

The below actions are to be assigned to relevant people by the Principal of each school, and therefore the Trust copy of this document has left this field blank.

	Action	Details	Responsibility	Actioned?
1	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, you may need additional/specific input to facilitate the recovery of critical activities. This may require the involvement of external partners.		
2	Evaluate the impact of the incident.	Take time to understand the impact of the incident on the normal operations of the school.		
3	Log all decisions and actions, including what you decide not to do and include in your decision-making rationale.	Use the template in Appendix 1.		
4	Log all financial expenditure incurred.	Use the template in Appendix 2.		
5	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and the availability of staff members.		
6	Secure resources to enable critical activities to continue or be recovered.			
7	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders.		

## RECOVERY

	Action	Details	Responsibility	Actioned?
1	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.		
2	Respond to any ongoing and long-term support needs of staff members and students.	Depending on the nature of the incident, the IMT may need to consider the use of counselling services.		
3	Once recovery actions are completed, communicate the return to normal school operations.	Ensure all staff members are aware that the BCP is no longer in effect.		
5	Complete a report to document opportunities for improvement and any lessons identified.	The incident report should be reviewed by all members of the IMT. Governors/Trustees may also have a role in monitoring progress in completing agreed actions.		
6	Review this BCP considering lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this BCP. Ensure any revised versions of the plan are read by all members of the IMT.		

APPENDIX 1: ACTIVITY LOG

Completed by		Sheet number	
Incident		Date	
Time	Log details		

APPENDIX 2: FINANCIAL EXPENDITURE LOG

Completed by		Sheet number	
Incident		Date	

Details	Cost (£)	Transaction method

## APPENDIX 3: EMERGENCY BOX

Below is a list of items that should be kept in an emergency box 'grab bag' and made easily accessible for use in an emergency incident.

The Principal has responsibility to ensure the emergency box is compiled and readily available.

Section	Details	In emergency box?
Business Continuity.	Business Continuity Plan.	
Organisational.	Staff handbook.	
Financial	Any relevant purchase orders and invoices.	
	Financial procedures.	
	Asset register and insurance policy.	
Staff	Staff contact details.	
	Staff emergency contact details.	
Equipment	Torch	
	First aid box.	
	Stationary.	
	Hazard barrier tape.	
	School floor plans.	
	Spare keys.	
	Whistle.	
	Hi-vis jacket.	

## **APPENDIX 4: THE QUEST ACADEMY EVACUATION AND LOCKDOWN PROCEDURES**

### **Evacuation**

If the fire alarm sounds during lesson time:

- Students should stand behind their chairs, while the class teacher briefly checks that the corridor is clear of smoke and obstructions. Students should not leave the classroom until asked to do so by their class teacher.
- Teachers should close windows and close the door upon leaving the classroom.
- All safety valves (e.g., gas in science labs) are shut.
- Teachers will escort their classes to the AstroTurf, using the quickest evacuation route, as detailed on the classroom poster. Walk quietly and calmly. Do not run or shout.
- All staff should sweep and clear the building whilst leaving.

If the fire alarm sounds outside of lesson time:

- Students should make their way directly to the AstroTurf using the quickest evacuation route. Walk quietly and calmly. Do not run or shout.
- All staff should make their way directly to the playground, sweeping and clearing the building as they go.

### **On the Astroturf**

- Students line up in their normal Tutor Group lines in alphabetical order IN SILENCE. Personal Tutors are responsible for the conduct of their Tutor Group.
- Reception will distribute paper registers to Personal Tutors. Once completed, the Tutor should raise their register in their hand. This will then be collected by the Assistant Principal with responsibility for their year group and returned to the Administrator for attendance and cover.
- The administrator for attendance and cover will check the paper registers against the Known Absences Report and will report any missing students to the Pastoral Director.
- Achievement Coordinators will oversee the behaviour and conduct of their Year Group(s) and cover for Personal Tutors, as necessary.
- All other staff should gather in the demarcated Staff Assembly Area.
- Students from the inclusion and supervision rooms should be lined up next to the staff assembly area.

### **Dismissal and Re-Entry to the Building**

- No staff or students may re-enter the building until it is declared safe to do so by the Head of School.
- Teaching staff will re-enter the building prior to the students. Non-teaching staff should remain with the Tutor Groups.
- Students will be dismissed one Tutor Group at a time.
- Students continue with their learning straight away upon re-entering the classroom.

### **Specific Duties**

- Head of School – Strategic oversight.
- Deputy Principal – Account for all staff and visitors.
- Pastoral Director - Account for all students.
- Assistant Principals – Ensure all registers for each year group are completed and returned to the Administrator for cover and attendance. Support ACO with managing behaviour.
- Achievement Coordinators – Oversee the behaviour and conduct of their Year Groups on the Astroturf. Cover for Personal Tutors as necessary.
- Form Tutors – Register their tutees and return paper registers to the Assistant Principal responsible for year group. Ensure that students are standing SILENTLY in straight lines in alphabetical order.
- Non-Tutoring staff – Assist with sweeping and clearing the building, then report to the staff assembly point.
- The Administrator for attendance and cover – Print the Known Absences report and bring to the playground. Check returned paper registers against the Known Absences Report. Report any missing students to the Pastoral Director.
- Administration staff at reception – Bring staff and student signing in/out information to the Astroturf. Distribute paper registers to form tutors.



- Site Team – check location of the fire and communicate this to SLT via radio. Phone the fire brigade. Liaise with emergency services on their arrival and pass on relevant information regarding location of fire, location of hazards and flammable materials.

### Evacuation Grab Boxes

Evacuation grab boxes are kept in reception. These contain:

- A file of paper registers (1 per tutor group).
- A copy of all student emergency contact numbers.
- A copy of all staff emergency contact numbers.
- Pens for taking registers.
- First aid kit.
- Loudhailer.

The evacuation grab boxes should be collected and taken to the Astroturf if the fire alarm sounds.

### Exam Arrangements:

- If the Fire Alarm sounds students should put their pens down and remain sitting in silence until given further instructions.
- Students will not be evacuated from the examination unless immediate danger is obvious or the order to do so is given by a member of the Senior Leadership Team.
- They will be dismissed row by row and escorted to the MUGA under examination conditions, where they will stand in silence in their exam rows.
- All examination question and answer papers and materials should be left on the candidates' exam desk and NOT taken out with them.
- No bags or personal belongings should be taken out of the exam room.
- Students remain under examination conditions throughout the drill and under NO CIRCUMSTANCES should they talk to one another or use a mobile phone. Remind them that a breach of regulations could mean disqualification from their examination.
- Invigilators should take a rollcall, to ensure that all students are present and accounted for. Any absences should be reported to Evacuation Control on the Astroturf.
- No staff or students may re-enter the building until it is declared safe to do so by the Head of School.
- Note the time of re-starting the examination and change the finish.

### **Lockdown**

If the school needs to be locked down there are two methods to communicate this to staff:

- An email to all staff with an alert on the computer system.
- Turning off the pips so that movement does not take place.

On receiving the instruction to lock down or remain in the classroom. Staff should:

- Move students away from doors and windows and in extreme circumstances, under the desk.
- Close the door (our electronic door lock system means they cannot be opened from outside without a fob).
- In extremis the door can be barricaded with a desk.

Students should:

- Cooperate and stay calm A further message will be sent when the danger has passed.

### **School Closure**

In circumstances which may affect the normal running of the academy day (e.g. snow, flooding), the Head of School will decide about whether to close the school – either wholly or partially. If this decision is taken before the school day has commenced:

- All staff and parents will be contacted via text message.
- A notice will be placed on the front page of the Academy's website by 07:00 at the latest.
- Staff that can attend school are expected to do so, to help manage the turning away of students and the answering of phone calls.
- Staff must set work for their classes on Google Classroom.

If this decision is taken during the school day:

- All parents will be contacted via text message.
- A notice will be placed on the front page of the Academy's website.
- Students will continue to attend normal lessons until they are told to do otherwise.
- Students will be dismissed on a class-by-class basis, by a member of the Senior Leadership Team. Teachers will escort their students to their lockers and then out of the building through Reception.