School Emergency Plan

Ludlow Junior School

Southampton City Council's Emergency Planning team is able to support schools and academies with development, training and testing of their emergency arrangements.

Contact
School.Emergencies@southampton.gov.uk
for further details.

If this plan has been activated, please refer to

SECTION 2 (page X) which describes how

Ludlow Junior School will respond initially

Please read with reference to the new Emergency Alerts (EA) System and lockdown

planning

About Emergency Alerts

Emergency Alerts is a new service from the UK government. It's expected to launch in 2023.

Emergency alerts will warn you if there's a danger to life nearby.

In an emergency, your mobile phone or tablet will receive an alert with advice about how to stay safe.

What happens when you get an alert

⚠ **Emergency alert**

This is an example of what an emergency alert will look like on your phone. It will also make a loud sound.

When you get an emergency alert

Your phone or tablet may:

- make a loud siren-like sound, even if it's set on silent
- vibrate
- read out the alert

The sound and vibration will last for about 10 seconds.

Stop what you're doing and follow the instructions in the alert.

Sometimes an alert will include a phone number or a link to the GOV.UK website for more information.

> The government and mobile phone networks are testing emergency alerts. You may get an alert if you live in, or travel through, a test area.

As part of disaster management/recovery or related actions it is essential that all staff, pupils and parents are briefed on the responses to the EA system. The EA system may provoke different responses within the school and community environments. Our default reaction to EA will be to use our lockdown procedure

Foreword

This school emergency plan describes the management structures and procedures used by Ludlow Junior School

It outlines the roles and responsibilities of school staff within the co-ordinated response to an emergency. If this plan has been activated, please refer to section 2 (pages X – X) which describes how Ludlow Junior School will respond initially.

It has been developed by the Southampton City Council Emergency Planning team based upon the work of Nottinghamshire County Council and others involved in the 'Developing Community Resilience Through Schools' national project.

Protective Marking

This emergency plan has been given a protective marking of **OFFICIAL-SENSITIVE** in accordance with the Government Security Classifications system**.**

OFFICIAL-SENSITIVE is used where there is a clear and justifiable requirement to reinforce the 'need to know' as compromise or loss could have damaging consequences for an individual (or group of individuals), an organisation or for Her Majesty's Government more generally.

In all cases, individuals need to be trained to understand the sensitivities related to the information they work with (including any statutory or regulatory requirements), supported by local business processes, and instructed about the need to provide meaningful guidance when sharing that information with others.

Document Control Page

Document History

Plan version	Date	Remark(s)	Reviewer(s)
1	Insert date	Insert remarks	Insert name

Distribution

The Ludlow Junior School emergency plan will be available to the following people:

- Trustees
- Senior leaders
- Staff
- Local Authority
-

Next Review Date

Feb/2024 (annual)

Training and Exercising Record

Event	Date	Attendees	Facilitator(s)
e.g. staff briefing	*Insert date*	*Insert audience*	*Insert name(s)*

List of Acronyms

BIA	Business Impact Analysis
MTPD	Maximum Tolerable Period of Disruption
NaCTSO	National Counter Terrorism Security Office
SCC	Southampton City Council
SERT	School Emergency Response Team

Contents

Section 1
Introduction

1.1   Introduction

Ludlow Junior School is committed to ensuring that, in the event of an emergency affecting the school, the school will provide an effective response, working with the Emergency Services and Local Authority to minimize the impact of the emergency on the school and the community as a whole.

1.2   Aim and objectives of the plan

The **aim** of the emergency plan is:

- To provide effective response arrangements that will ensure the well-being and safety of all children and adults in the care of the School.

The **objectives** of the emergency plan, as far as reasonably practicable, are to:

- Establish an effective framework of emergency response.
- Ensure Southampton City Council (SCC) and the Emergency Services are provided with up-to-date contact details for key school staff.
- Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated.
- Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers.
- Ensure that actions and decision making during the emergency incident is properly recorded.
- To minimise educational and administrative disruption within school.
- To facilitate the return to normal working arrangements at the earliest time.

1.3   Emergencies and critical incidents

An **emergency** can be clarified as an unexpected event which affects the school community, and which causes disruption on a scale which is beyond the normal coping capability of the school. The emergency may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on pupils, staff, governors and parents.

The following are examples of emergencies which may impact on the school and necessitate activation of the emergency plan.

- A fire within the school or nearby premises.
- A serious accident involving children and/ or school personnel, on/off site.
- Death of a pupil or member of staff.
- Kidnap or disappearance of a pupil.
- A terrorist attack, or violent intruder on or nearby the school premises.
- Chemical or toxic substance release on or off site.
- An epidemic such as meningitis.
- Severe weather events such as flood, high winds, extreme storms etc.
- Pandemic Flu.

There may be specific hazards which pose a particular risk to schools. For example this may be a chemical store/ laboratory within the school site or hazards external to the school site such as proximity to an industrial site, river or major road. These hazards should be risk assessed and special response strategies incorporated into the plan. The Hampshire and Isle of Wight Community Risk Register details the risks faced by communities in Hampshire and gives an overview of preparedness activity.

A **critical incident** is any event which involves the experience of significant distress to a level which has the potential to overwhelm individuals or communities. They are usually sudden, unexpected, and stressful to the extent that exceeds normal coping capacity.   Examples may include the sudden death of a child or colleague, or a traumatic incident within a school or community.

The plan covers procedures for an incident occurring in school time and out of hours including weekends and school holidays.

1.4   School Information

School details	
Name of school	Ludlow Junior School
Type of school	Single Academy Trust
School address	Peveril Road, Southampton, SO19 2DW
School operating hours (including extended services)	6.30am – 6.30pm
Approximate number of staff	90
Approximate number of pupils	560
Age range of pupils	7-11 yrs

Office contact details	
Office telephone number	02380 447885
Office email address	info@ludlowjunior.org.uk

Useful websites	
School website / extranet	https://www.ludlowjunior.org.uk/
Local authority	www.southampton.gov.uk
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfe
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.5 Site Information

Security Features	Location	Notes / instructions
Intruder Alarm Panel (Main school)	East Hall corridor South Block Corridor	Key users have key fobs and personal PIN
Fire Alarm System	WISH corridor, next to Finance Officer, behind reception	Panel located next to the white doors. Key turn may be required to access the panel

Security Features	Location	Notes / instructions
Main Reception Gate	Peveril Road	Access via intercom, fob - automated gates
Vehicle	Bishops Road	Very wide and accessible all vehicles in emergency
Bishop's Road Pedestrian gates	On Bishop's Road starting opposite Bishop's News	Individually numbered gates on manual padlocks
Ludlow Road pedestrian gates	Along Ludlow Road	Individually numbered gates on manual padlocks
Car park	Small space behind South block – cars only	Located on Ludlow Road between the Junior and Infant School boundaries
Visitor signing in/out procedures	Main reception and satellite devices	Entry sign in procedure and central recors retained
Door Entry System	Paxton based fob system	Site wide fob for entry and internal doors
Staff ID Cards	RFID cards issued	Photo ID required for all staff on their cards

Security Features	Location	Notes / instructions
Security lighting	Across the site	Timer based locality lighting – no central control
CCTV	<mark>Across site</mark>	Access from the EHT with main station in the server room

Utility supplies	Location	Notes / instructions
Water	Main supply on the corner of Bishops and Peveril Road	
Gas	Multiple	Site to provide meter numbers and locations
Electricity	Multiple	As above

Pre-designated areas	Location	Notes / instructions
SERT briefing area	Main and fall back in order: 1. EHT office/business offices 2. Meeting room 3. Mezzanine	3 locations provided to take account of potential issues in locations across the site
Media briefing area	Meeting room	In and out via the playground gates if required
Fire Assembly Point	On playground	Regular fire evac drills
Alternative Assembly Point	Ludlow Infant School	Already planned and agreed **T: 02380 433422** **E:info@ludlowlive.net**

| Internal hazards	Location	Notes / instructions
Asbestos	Limited but some present	Survey available in school office
Chemical store(s)	None	None

Other Risks	Location	Notes / instructions
Boiler rooms	Main is under the building adjacent to Ludlow Road South block smaller system in the main hall	Steep step access to main boilers and limited head room
Insert information	Insert information	Insert information

1.6   Risks

Risks	Notes / instructions
Criminal Activity	
Bomb threats	Although bomb threats usually turn out to be hoaxes, they are crimes and must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.
	The National Counter Terrorism Security Office (NaCTSO) have provided guidance on HM Government's website.
	All staff who may receive a bomb threat (e.g. receptionists and office staff) must be provided with paper copies of the national bomb threat checklist, and have them to hand, in order that they can gather the information required by the emergency services upon receipt of such a threat.
Hostile Reconnaissance	The role of reconnaissance has become increasingly important to terrorist operations. Staff should be aware of the NaCTSO guidance.
	Reconnaissance trips may be undertaken as a rehearsal to involve personnel and equipment that will be used in the actual attack e.g. before the London attacks on 7th July 2005, the bombers staged a trial run nine days before the actual attack.
	To report suspicious activity that does not require an immediate response contact the confidential anti-terrorist hotline 0800 789 321
	In any incident that requires an immediate response – dial 999.

Firearms and weapons attack	'Stay Safe' principles (**Run Hide Tell**) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website.
	Instigation of lockdown
	Run ☐ Escape if you can. ☐ Consider the safest options. ☐ Is there a safe route? RUN if not HIDE. ☐ Can you get there without exposing yourself to greater danger? ☐ Insist others leave with you. ☐ Leave belongings behind.
	Hide ☐ If you can't RUN, HIDE. ☐ Find cover from gunfire. ☐ If you can see the attacker, they may be able to see you. ☐ Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal. ☐ Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls. ☐ Be aware of your exits. ☐ Try not to get trapped. ☐ Be quiet, silence your phone. ☐ Lock / barricade yourself in. ☐ Move away from the door.
	Tell Call 999 - What do the police need to know? ☐ Location - Where are the suspects? ☐ Direction - Where did you last see the suspects? ☐ Descriptions – Describe the attacker, numbers, features, clothing, weapons etc. ☐ Further information – Casualties, type of injury, building information, entrances, exits, hostages etc. ☐ Stop other people entering the building if it is safe to do so.
School lockdown	Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of the lockdown is to prevent people moving into areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature, some sites may not be able to physically achieve lockdown.
	Advice for developing dynamic lockdown procedures is available on HM Governments website. A new lock down procedure has been implemented

Severe Weather	
Cold Weather	If the Cold Weather Plan is activated school nurses may provide advice to parents with young or disabled children about the risk of exposure to low indoor temperatures and heating homes appropriately and affordably. If school closure becomes necessary follow the school closure procedure (Annex A)
Heatwave	If the Heatwave Plan is activated schools will be directed to consider the following guidance: Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals
Flooding	The school site is not within the fluvial flood zone (flooding from the river) but surface water flood modelling indicates that this sort of flooding is possible in the area Be aware of the public flooding advice and the school closure procedure (Annex A) if necessary
	If flooding significantly affects your school or early years setting, you should contact government's incident alert team. Early years providers that have to move to temporary premises should check to see if they need to register with Ofsted at the new premises.

Health	
Serious injury to a pupil or member of staff	Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals. School staff can contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call (*School.Emergencies@southampton.gov.uk*) and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist.
Public health incidents	For guidance on reducing health related risks within the school the following Guidance on infection control in schools and other childcare settings (Public Health England)
Pandemic	Part 2 – Section 6 of Southampton City Council's Pandemic Plan details the approach to be taken by Southampton schools in the event of a pandemic.
Other	
Significant damage or disruption to school property (e.g. fire, flood, utility failure etc)	Incidents resulting in significant damage to school property should result in activation of the school emergency plan. This will enable timely notification of the Southampton City Council teams required to respond (education, health & safety etc) The school closure procedure (Annex A) should be used if necessary Due to the number of pupils on site it is likely that phased education recovery would begin a year group at a time Temporary accommodation has previously been installed on site and the playground area is accessible for this type of resource

Effects of an emergency in the local community	Incidents at these, or other, nearby premises could result in an effect on the school. In such circumstances advice should be sought from the responding emergency services (by dialling 999 if necessary) and activation of the school emergency plan. In circumstances where there is concern about smoke or other smells being experienced it is recommended that, if it is safe to do so, staff and children remain indoors with doors and windows closed while advice is sought from responding specialists.

<div style="background-color:#4a7029; color:white; text-align:center;">

Section 2
Activation

</div>

2.1   Activation Process

Staff who become aware of an emergency should immediately inform the Executive headteacher, head of school or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

Dial 999, if appropriate.
Speak to each emergency service

Phone the Southampton City Council Emergency Planning Duty Officer (EPDO):

School.Emergencies @southampton.gov.uk

Phone members of the
School Emergency Response Team (SERT)
07355 094 696
07355 094 697
07355 094 698
07355 094 699
07355 094 700 – Simon Watkins
07355 094 701
Awaiting allocation from 696 to 701

Inform them of the situation and request assistance

SERT members undertake their actions as detailed in the role cards within
Section 3

Take immediate action to **safeguard** pupils, staff and visitors.	
Attend to any **casualties and administer first aid**, if appropriate.	
If appropriate, **dial 999 for the emergency services** and provide them with an overview of the situation. If in doubt, dial 999.	
Fetch any **equipment** that may prove useful (e.g. first aid kit, grab bag).	
Log all **communications and actions**.	
Assess the situation and establish **a basic overview of the incident**.	
Assemble the **School Emergency Response Team (SERT)** and inform the **Emergency Planning Duty Officer** to assist with the response (chart below).	
Refer to the list of **emergency contact numbers for additional** support if required.	
Where possible, **avoid closing the school and try to maintain normal routines**	

2.2 Key Internal Contacts

2.2.1 Current List of School Emergency Response Team (SERT) Members

Name	Role	Contact Number(s)
Simon Watkins	Executive Headteacher	07355 094 700 – work 07595 438 424 - personal
Gillie Hotston	Deputy Headteacher DHT	TBC
Vanessa Chandler	DHT	TBC
Emma Stevenson	DHT	TBC
Debbie Rooke	School business manager	TBC
Amy Noades	School Business Support Officer	02380447885
Josie Luxton Rhianne Lucas	Seconded to leadership roles	TBC
Sally Howells	Chair of Governors	Sally.Howells@ludlowjunior.org.uk

2.2.2 Other internal contacts

Name	Job Role	Telephone Number	Email	Notes (e.g. first aid)
Gillie Hotston	EVC trips and vists	TBC	Gillie.hotston@ludlowjunior.org.uk	
xxxxxxxx	Designated site lead	TBC	TBC	
Insert information		Insert information	Insert information	Insert information
Insert information		Insert information	Insert information	Insert information

2.3 Key External Contacts

Department	Name/ Role (if applicable)	Telephone Number	Notes
Emergency Planning	Emergency Planning Duty Officer (EPDO)	These sensitive numbers have been removed from the web version of this template - please contact *School.Emergencies @southampton.gov.uk* *for correct details*	Ask for Emergency Planning Duty Officer to be paged
Educational psychology	Senior Educational Psychologist		Explain that you are calling regarding critical incident support.
MASH	Multi Agency Safeguarding Hub		Contact with any safeguarding concerns following a critical incident
Public Health nurses			Schools should have a named link school nurse, but the service can also be contacted on **sensitive number**.
Solent CAHMS	Solent Child & Adolescent Mental Health Service		

Behaviour Resource Service (BRS)			
Children's Social Care			
Early Help	Early Help team		The Early Help team are available to help facilitate wider family support. This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family.
Youth Offending	Youth Offending Service management team		A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed

2.4   Logging

A comprehensive record must be kept of all events the key areas including information received (and sent out), decisions made (and the reasoning, and those decisions NOT subsequently made and the reasoning why), actions taken (the timing and to whom they have been allocated), records of handovers with staff going/coming on duty.

Entries should be:

- **CIA** - **Clear / Intelligible / Accurate**
- **Chronological**.
- **Contemporaneous** - 'as they happened'.
- **Record, "direct speech,"** where possible. I.e. quotes.
- **Factual** – no assumptions or opinion (remember what you saw, heard, did – anything else is an assumption)
- Include **dates, times, people, places**, etc.
- Include **non-verbal communication**, as appropriate and where possible.
- **Record** who has given the information; to be recorded i.e. 'Mr Jones provided details about x and requested that the following is noted'.
- **Record** when the officer/incident room has stood down from the incident.
- **Sign off and date** the log when you have finished ('Z' off).
- **Ensure the decision maker countersigns** the log as a true and accurate record with date and time**.**
- **Use permanent black ink** – (have spare black ink pens and have red and green ink pens for any corrections).
- Use only the *24hr clock* **NEVER the 12hr clock..**
- **Begin each entry on a new line** but ensure there are no complete line gaps between entries - if there are, rule them through with a single solid line in black ink.
- **Avoid if possible, using abbreviations/acronyms**. BUT if you do, ensure the meaning for the abbreviations are recorded in full, followed by the abbreviation in brackets. Thereafter you may use those abbreviations. Better still, if your organisation uses abbreviations and acronyms as part of its response or normal business, ensure that a lexicon of those abbreviations are placed within the logbook for reference (an exhibit).
- **A new page** should be started when changing role holder.
- **Ensure a new Log Book** is used for each separate incident.

An example log is shown below

	Thursday, 19/05/2011
19:40	*Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour. ---*
19:50	*Rang Philip. Number engaged. ---*
19:55	*Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm. ---*
20:05	*Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388~~ 07802 999 202.--*
20:20	*Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am). ---*
20:40	*Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and use the online school closure process.. ---*

Notes should be recorded in chronological order.

All blank spaces should be ruled through

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

Section 3
Roles and Responsibilities/ Action Card

3.1   School Emergency Response Team (SERT)

The School Emergency Response Team (SERT) are responsible for activating and implementing this School Emergency Plan. The SERT should record all decisions and actions in their own log book (see section 2.4) and be available for briefing sessions, handovers and debriefs.

Suggested members of the SERT are as follows:

- Executive Head Teacher
- Deputy Head Teachers
- School Business Manager
- School business support officer
- Any staff seconded to senior roles
- Chair of Governors
- Site if possible

All members of SERT must:

- Have a copy of the School Emergency Plan at school as well as at home
- Be aware of their role and responsibilities, and that of others
- Have an on-call rota for SERT members
- Ensure their staff are aware of emergency contact numbers

The action cards on the following pages are provided to assist the SERT in carrying out their roles and responsibilities. The lists are not exhaustive as further actions may be required that are specific to the incident.

3.1.1 SERT- Response Checklist

This checklist can be used as a prompt when beginning your response to disruption.

Task	Complete ✓
Start a log of actions taken and complete incident form (see Annex B for sheets)	
Alert Emergency Planning Duty Officer (EPDO)	
Head teacher or current head of staff will arrange meeting / teleconference in consultation with EPDO	
Locate copy of School Business Continuity Plan	
Hold School Emergency Response Team (SERT)meeting (virtual or real) – consider allocation of actions to team members in order to:	
- Consider safety of staff, contractors, students and the public	
- Identify any damage caused	
- Identify and prioritize the functions disrupted	
- Refer to School Business Continuity Plan for detailed breakdown of recovery strategies for each critical activity, generic Business Continuity strategies and complete the recovery checklist.	
- Refer to SERT participants role specific action cards to discuss responsibilities	
- Communicate information/decisions to:	
- Staff	
- Parents and wider community	
- Contractors/external providers/service providers	
- Pupils	
If school closure required, use online tool (Annex A, page 43)	
Maintain regular contact with the EPDO (agree timescales for future updates)	
Ensure that responding team members are adequately recording their actions	
Arrange a debrief in conjunction with Emergency Planning Team (refer to section 5)	
Review Business Continuity Plan	

3.2   Headteacher

ACTION	Tick box
On notification of an incident : • Complete the [Notification of Incident](#) form and start a log	
Assess Situation • Administer First Aid where appropriate • Call emergency services if necessary • Consider Evacuation and Shelter strategies if appropriate and identify those that require specific support • Consider closure of the school if appropriate	
• Activate the School Emergency Plan, follow activation flowchart (see section 2, page 19).	
• Ensure grab bags have been collected if appropriate	
• Account for all staff, pupils and visitors; initiate Roll Calls	
• Alert Emergency Planning Duty Officer (EPDO)	
• Call a meeting of the SERT to discuss planning (refer to 3.1.1), allocate tasks and agree reporting and communications. Refer to appropriate sections of the Emergency Plan as necessary (incl 1.6) .	

• Inform and liaise with others as appropriate
    - Pupils
    - Staff
    - Parents (prepare advice and info). In the case of a fatality, the Police normally break the news to parents/ next of kin.
    - Chair of Governors
    - LA (requests for assistance)
    - SCC, Emergency Planning Duty Officer
    - SCC, Children & Young Persons	

• Utilise the school closure process if required ([Annex A](#), page 43)	
• If appropriate, arrange a quiet area to receive parents and pupils of the school and ensure someone is there to meet and greet them. • Liaise with SCC to provide trained staff to meet and greet parents as required.	
Media • Liaise with Police to control media access to the school • Liaise with Police and SCC's PR Officer before making any comment to the media. • Do not speculate and do not allow pupils to speak to the media.	
• Liaise with SCC over future actions e.g. requirements for: rest centres, transport, emergency feeding, de-briefing, recovery, psychological support, Corporate Health & Safety Service, HR & Legal issues etc.	
• Consider arrangements to assist the school in making a speedy return to normality (see Stand down & Recovery section).	

3.3   Deputy Headteachers/SBM

ACTION	Tick box
• Obtain as much information as possible from the EHT (or person notifying you) - complete the Notification of Incident form and start a log	
• Assist and support the EHT to activate the School Emergency Plan and the School Business Continuity Plan	
• Seek advice from EHT on whether to Evacuate or shelter	
• Lead arrangements on safety and welfare of pupils and all adults in the care of the School If directed by the EHT : • Make arrangements for the Evacuation of the School to designated Evacuation point (Identify anyone requiring specific Support)	
• Carry out Emergency Roll Call of all pupils and adults in the care of the School	
• Keep pupils and staff informed of situation	
• Ensure that the EHT is advised of all Media requests	
• Assist the EHT in providing consistent advice / information to parents	
• Attend meetings of the SERT as required, and ensure that you receive regular situation updates	
• Consider arrangements to assist the School in making a speedy return to normality	

3.4   School Business manager

ACTION	Tick box
• Obtain as much information as possible from the EHT (or person notifying you) - complete the Notification of Incident form and start a log	
• Assist and support the EHT to activate the School Emergency Plan and the School Business Continuity Plan	
Telephone as instructed by the head teacher: • Emergency Services • Members of the SERT • School governors • Parents • SCC Children Services • SCC Emergency Planning Department	
• Prepare and distribute copies of the School Emergency Plan as required	
• Collect grab bag if appropriate	
• Collect emergency funds if appropriate	
• Ensure that pupil records and registers are available (highlight to SERT those who require specific support)	
• Ensure that parental/ carer records and contact numbers are available	
• Ensure that the visitor and pupil signing in/out book is available	
• Lead the office staff in assisting the SERT with the information it needs and the emergency response	
• Ensure regular reporting to the EHT and SERT, advise of any contact from the media.	
• Assist EHT in provision of consistent advice and information to parents and use of the school closure process if required (Annex A)	
• Where possible cancel any planned visits to the school	
• Advise service providers of the interruption to the normal arrangements for provision of goods and services to the school (e.g. catering, transport etc.)	
• Attend meetings of the SERT as required, and ensure that you receive regular situation updates	
• Consider arrangements to assist the school in making a speedy return to normality	

3.5   Caretaker/ Premises Manager or SLT

ACTION	Tick box
• Obtain as much information as possible from the Office Manager about the situation complete the Notification of Incident form and start a log	
• Assist and support the Headteacher to activate the School Emergency Plan	
• Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction	
• Ensure all building and gate keys are available	
If safe and appropriate: • Immobilise Gas supply • Immobilise Electricity supply • Immobilise Water supply (see section on utilities and services for location and switch off points) • Provide Emergency Services with site plan of school and advise of any hazards	
• If required assist with Evacuation	
• Be available to liaise with the Emergency services and the EHT	
• Where possible assist with ensuring the security of the School site	
• Ensure that the EHT is advised of all Media requests	
• Attend meetings of the SERT as required, and ensure that you receive regular situation updates	
• Consider arrangements to assist the School in making a speedy return to normality	

3.6   School Trip Leader

ACTION	Tick box
Before the trip ensure that you have all the relevant information from the British Embassy/Consulate, Foreign Office, Site/Tour Operator, Travel/Coach Company, Insurers and Local Authority as appropriate	
Upon notification/ realisation that an incident has occurred:- - Complete the Notification of Incident form - Assess the situation and take immediate action to ensure the safety of pupils and staff - Establish number and nature of injuries - Administer First Aid where appropriate - Call Emergency Services if required - Be aware that you and others may be suffering from shock	
- Account for all members of the group; Roll Call Dependent on location and circumstance:_ - Keep a record of witnesses - Record events and actions on a log sheet	
Establish a contact point Telephone EHT <mark>07355 094 700</mark> and SERT duty officer (if outside normal school time) giving clear details of what has happened and who is involved	
Agree - On-going communications mechanism - A member of staff to liaise with the Emergency Services and SCC - Who should inform parents and next of kin of pupils and staff	
Be aware of the media – do not speak without liaising with the Police and SCC Press Officer. Ask that students refrain from using their mobile phone and social media to cascade information regarding the incident.	
Do not discuss legal liability	
If overseas make arrangements to return non casualties home	
Ensure next of kin details are readily available, and European Health Insurance Cards (formerly E111 Forms)	
Assist with arrangements for parents/ families of casualties to visit their children	
Ensure continuous liaison with the School Headteacher and SCC for further action and updates	
Consider on-going support upon return home	

3.7   Chair of Governors

ACTION	Tick box
• Obtain as much information as possible from the Headteacher (or person notifying you) about the situation complete the Notification of Incident form and start a log	
• Assist and support the EHT to activate the School Emergency Plan and the School Business Continuity Plan	
• Assist the EHT in providing consistent advice / information to parents	
• Inform other governors of the incident and allocate tasks as necessary	
• Attend meetings of the SERT as required, and ensure that you receive regular situation updates	
• Consider arrangements to assist the School in making a speedy return to normality	

3.8   Southampton City Council Education Department

ACTION	Tick box
• Obtain as much information as possible from the Headteacher about the situation complete the <u>Notification of Incident</u> form and start a log *NB In the case of external emergencies affecting the school e.g. an Industrial accident or widespread flooding, information about the incident should be sought from the Emergency Planning Duty Officer.*	
• Assist and support the EHT to activate the School Emergency Plan and the School Business Continuity Plan	
• Provide advice and support to the EHT to ensure safety /welfare of pupils and all adults in the care of the School	
• Assist the EHT in providing consistent advice / information to parents	
• Ensure that the Emergency Management Unit are aware of the emergency and are provided with updates	
• Direct requests for assistance with the Media to SCC's Marketing & Communications Team	
• Attend meetings of the SERT as required, and ensure that you receive regular situation updates	
• Attend SCC meetings/ Emergency Control Centre as required and provide updates	
• Consider arrangements to assist the School in making a speedy return to normality	

3.9   Southampton City Council Emergency Planning Team

ACTION	Tick box
• Obtain as much information as possible about the situation and start a log	
• Assist with coordinating the Emergency Response	
Liaison with: • Emergency Services • School – executive Headteacher and SERT members • SCC Senior Duty Officer • SCC Chief Executive • Children's Services Lead • Other Council officers • Elected Members • Councilors	
Assist school with arrangements to ensure the safety and welfare of pupils and all adults in the care of the school. This may include assistance with • Evacuation • Transport • Setting up a Rest Centre • Provision of Emergency Feeding • Provision of Welfare services • Provision of Business Continuity Advice	
• If appropriate, activate multi agency communication and response arrangements including the Local Resilience Forum major incident website and National Resilience Extranet; providing secure and timely communications between multi-agency partners.	
• Set up SCC Emergency Control Centre if appropriate	
<u>**Media**</u> Assist with coordinating the media response to ensure continuity of advice and information. • Dispatch a member of the Communications Team if required • Arrange for a public information line if appropriate	
Provide contact to other services as requested e.g. • Legal • Corporate Health & Safety Service • Education Psychology	
• Consider arrangements to assist the School in making a speedy return to normality	

Section 4
Business Continuity Management

4.1   Business Continuity Management

Business Continuity is the strategic and tactical capability of the organisation to plan for and respond to incidents and business disruptions in order to continue business operations at an acceptable predefined level.

Southampton City Council's Emergency Planning team is able to support schools and academies with their business continuity management systems.

Contact BC@southampton.gov.uk for more information.

4.2   Business Impact Analysis

The main technique used for the analysis of an organisation for BC purposes is the business impact analysis (BIA). BIA identifies, quantifies and qualifies the impacts in time of a loss, interruption or disruption of business activities on an organisation and provides data from which appropriate continuity strategies can be determined. BIA's should establish the maximum tolerable period of disruption (MTPD) which can be worked out by looking at the following:

- Time period after disruption that the activity must be resumed.
- Minimum level needed upon resumption.
- Time period for achieving normal levels of operation.

4.3 Definition: Critical Activities

Critical activities are identified as Priority 1 as per the definition below. A Business Impact Analysis for each critical activity is included at Annex B.

Priority	Definition
1	**Critical** Functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. Unacceptable financial, legal or reputational risk implications.
2	**High** Functions necessary to support and assist those ensuring the safety and well-being of the vulnerable.
3	**Medium** Functions which, could be reduced or altered in part, but which need monitoring to ensure minimum impact on health and welfare of the community.
4	**Low** Functions which could be suspended/ altered in the short term without greatly impacting on the health and welfare of the community.

4.4   Critical Services Provided

These are functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. There would be unacceptable welfare/safety, financial, legal or reputational risk implications if these functions are disrupted.

Critical Service Provided
Education and SEND provision
Welfare and Child Protection/Safeguarding
Catering
IT

4.5   Other Services Provided

These are non-critical functions ranging from High (Priority 2) to Low (Priority 4) importance, when considering the definitions provided at 4.1.2.

Other Services Provided	Priority
Clubs and activities 4	
Trips and visits 4	
Parent meetings 3	
Agency meetings 1	
Insert information	

4.6   Further Information

Southampton City Council's Emergency Planning team is able to support schools and academies with their business continuity management systems.

Contact BC@southampton.gov.uk for more information.

4.7   Records

To be completed by the IT support team

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Insert information	Insert information	Insert information
Contact details	Insert information	Insert information	Insert information
Financial information	Insert information	Insert information	Insert information
Medical information	Insert information	Insert information	Insert information

Remote learning	Notes / instructions
Website / extranet	Insert information
Email	Insert information
Post	Insert information

Section 5
Stand Down, Debrief and Recovery

5.1 Stand Down

The decision to stand down will be made by the head teacher in consultation with the Southampton City Council Emergency Planning Duty Officer. Consideration will be given to the following:

- Assessment of risk / development of situation.
- When services return to essential levels.
- When services return to previous (normal) levels.

5.2 Debrief

Debriefing is an important part of the incident management process. All staff involved in responding to an incident will be debriefed after a disruption. This will be arranged by Simon Watkins – Executive Head teacher

The process should be open and honest and is particularly important when it comes to disseminating lessons learned.

- Highlight what went well.
- Discuss areas for improvement.
- Discuss lessons identified.
- Agree any changes to the Emergency Plan.
- Update your Emergency Plan.

5.3   Recovery

The management of the recovery will be a long process, the actual length of which will vary depending on the emergency. Injuries sustained may be both physical and psychological. For the latter, it is important to maintain a close working relationship with the educational psychologists assigned by the Local Authority. There may be a number of issues that need to be considered during the recovery phase, see below tables.

Type of support	Considerations
Identification of victims	• Physically injured and their rehabilitation • Possibility of trauma to those directly involved • Indirect victims suffering psychological trauma
Practical support	• Practical needs of the victims, depending on their injury • Practical support to the families – financial, legal, administrative, social care
Emotional support	• Management of unofficial/ spontaneous memorials and gifts • Funerals • Memorial services • Management of memories • Anniversaries • Impact of outside world e.g. media pressure, public enquiry
Structural	• Structural damage to the school infrastructure or facilities • Damage to school equipment or property • Sanitisation, decontamination or demolition of school facilities • Restoration, refurbishment and re-equipping of school • Reopening school
Other considerations	• Business Continuity for remainder of school • Legal e.g. public enquiry • Disaster funds and their management

Short Term – Seeking support in the hours/days following the event

Once the immediate threat of danger has passed, or in the event of a critical incident that does not require an emergency response, a number of services should be made available that can offer immediate advice and support to professionals, families and children and young people. Details are provided in the table below. This is a critical time as effective early response will help minimise the potential for more long-term difficulties. Depending upon the nature of the incident, and its effects upon those affected, resourcing the appropriate response may require acknowledgement by commissioners of that service (if it requires additional resource or impacts on performance of normal business activities of that service.)

Medium to Long Term – Seeking support in the weeks/months following the event

The table below also provides details of how support can be accessed from services if there continues to be concern regarding the wellbeing of children/young people, staff, or families in the days, weeks, and months following a critical incident. It is important to remember that sometimes extreme responses are a normal reaction to trauma and to promote the use of existing support mechanisms; in the times of tragedy children and young people need support from the people who know them best.

If there are ever any safeguarding concerns following a critical incident contact **MASH** (This sensitive number has been removed from the web version of this template - please contact *School.Emergencies@southampton.gov.uk for correct details*) *and following typical safeguarding procedures.*

Details of Support Services Following a Critical Incident

Educational Psychology (Target Group: Head Teachers/Senior Leaders, School Staff, Parents, Professionals, Children and Young People)
Short Term: Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals. School staff can contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call **sensitive number** and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist. Medium to Long Term: If there continue to be concerns about a child/young person's emotional wellbeing in school, and the impact upon their education, further advice and support can be sought through the school's link EP **(sensitive number).**

Public Health Nurses (Target Group: School staff, parents, professionals, children and young people)
Short Term: Southampton benefits from a public health nursing service which meets all its School Nursing functions for 5-19 year olds. The workforce includes qualified School Nurses as well as Emotional Wellbeing Assistants and Family Navigators who can support schools, children and families in assessing their health needs, and helping them to access them. All School Nurses may also have medical updates for many conditions which may be helpful, depending on the type of incident. Where more significant emotional or mental health support is needed, this service may also be able to refer children into CAMHS or other mental health / emotional wellbeing professionals and services. Schools should have a named link school nurse, but the service can also be contacted on **sensitive number**. Medium to Long Term: Where there continues to be concerns about a child/young person's physical or emotional wellbeing in school, the 5-19 Public Health Nursing service can work with the school and/or the pupils' GP to ensure that they are signposted to and able to access other local services that might meet their need. Schools should have a named link school nurse, but the service can also be contacted on **sensitive number**.

Sensitive numbers have been removed from the web version of this template - please contact *School.Emergencies@southampton.gov.uk for correct details*

CAMHS (Target Group: children/young people and families)
Short Term: *Solent Child & Adolescent Mental Health Service (CAMHS) work with children and young people up to the age of 18 years of age and provide support for their families and carers. The service cares for those suffering from mental ill health and psychological distress covering a wide range of disorders and conditions. There is a wide range of assessments, interventions and treatments available working with partner agencies from statutory, third sector and volunteer services across the city. During the time of a critical incident, CAMHS will be available to offer emergency assessment and therapeutic intervention as prescribed. Urgent access to a consultant psychiatrist in times of acute distress will be prioritized for clients and their families in need.*

Behaviour Resource Service (BRS)
Short Term: *Behaviour Resource Service (BRS) - is a multi-agency specialist CAMHS service. The BRS are also able to offer initial psychological support and advice to practitioners to help them to support children and young people in the event of a critical incident or unexpected distressing event. The target group is mainly Children's Services and Learning safeguarding teams and foster carers. The BRS is also able to offer emergency mental state assessments for children in care.* *Medium to Long Term:* *Should further support be required this can be accessed via the therapeutic panel.*

Early Help (Target Group – Families)
Short Term: Specific services such as Educational Psychology and CAMHS should be contacted in the short term. If the critical incident brings existing family difficulties to a head, family support can be offered and facilitated by Early Help as below. Medium to Long Term: The Early Help team are available to help facilitate wider family support. This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family. For help and advice call **sensitive number**.

Sensitive numbers have been removed from the web version of this template - please contact *School.Emergencies@southampton.gov.uk for correct details*

Youth Offending (Target Group – young people aged 10-17 years involved in the criminal justice system)

Short Term:
The Youth Offending Service has a remit to work with young people aged 10 – 17 years, involved in the criminal justice system. A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed. The manager will participate in the strategy discussion. A manager can be contacted by calling **sensitive number**

Medium to Long Term:
Further service involvement would be agreed as part of a strategy discussion.

Self Help and Community Based Resources

Short Term, Medium and/or Long Term:
Depending upon the nature of the incident, there may be a very high demand for input from one, several or all of the above services. There is also a range of other services that might be locally available and accessible to help support individuals that either schools might help pupils, families and/or staff or others in meeting their short term support needs. There is a significant amount of information about a range of voluntary and community sector organisations and services in the Southampton area available on the Southampton Information Directory (SID) and the Healthier Together website. Both can signpost and help people access a range of resources potentially more quickly than other services, or provide more specialist support.
SID - http://sid.southampton.gov.uk/kb5/southampton/directory/home.page
Healthier together - http://www.what0-18.nhs.uk/

Sensitive numbers have been removed from the web version of this template - please contact *School.Emergencies@southampton.gov.uk for correct details*

Contents Page - Annexes

Annex A
Emergency School Closure Procedure

To post a school closure on the online system you must:

- Browse to this page:
- https://www.southampton.gov.uk/schools-learning/school-closures/schools-login/
- Log on using your username and password. In most cases these are the same details that you use to log in to the school extranet on Young Southampton.
- Click 'Add Emergency Closure / Non-Closure'
- Add your contact details (these will be available to SCC but not published externally)
- Add the details of the closure by selecting a reason from the drop-down box

  You are able to post up to **one day in advance** for reasons such as severe weather, utilities failure, damage to buildings, shortage of staff, high levels of illness or other.

  You are able to post up to **one week in advance** for information relating to industrial action.
- You are also able to specify whether the closure is '**full**', '**partial'** or '**no closure'** (useful during periods of industrial action)
- You can enter any further details in the 'Full Details' box (such as classes/locations affected)
- Press 'Publish' when ready

This will then automatically update the SCC main website and the @LearninginSoton twitter

http://www.southampton.gov.uk/schools-learning/school-closures/default.aspx
https://twitter.com/LearningInSoton

If you have any difficulty logging in on the day of a closure you can still get the system updated by emailing the details of the closure to **sensitive email address**

If you do not have access to email you can call **sensitive number** and leave a message for the Emergency Planning Duty Officer.

Administration queries
For non-urgent queries relating to the administration of the system (usernames and passwords) please contact the ICT Strategy Helpdesk on **sensitive number** or email **sensitive email address**.

Sensitive details have been removed from the web version of this template - please contact *School.Emergencies@southampton.gov.uk* for correct details

A separate IT disaster recovery plan has been developed by trustees and CSE

Annex B
Notification of Incident Form

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

+ **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**

+ **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**

+ **Find out what has happened. Obtain as clear a picture as you can.**

+ **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:	Date and Time of Call:

Contact details of informant:	Date and Time of Incident:

Exact Location of Incident:

Details of Incident:

Where is the informant now and where are they going?

People affected
(including names, injuries, where they are, where they are being taken to)

What arrangements are in place for people not directly involved in the incident?

What advice have the emergency services given?

Who has been informed?

❏	Headteacher	❏	Police
❏	School staff	❏	Fire & Rescue Service
❏	Governors	❏	Ambulance Service
❏	Pupils	❏	Local authority
❏	Parents / carers	❏	Health and Safety Executive
❏	Extended services	❏	Foreign & Commonwealth Office
		❏	Media
		❏	Insurance company
		❏	Trade union

Does anyone else need to be informed?

Are any other actions required?

+ **If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.**

Name of educational visit leader:	Number of pupils on educational visit:

Nature of educational visit:	Number of staff on educational visit:

Location of educational visit?

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

Annex C
School Lockdown Procedure

Advice for developing dynamic lockdown procedures is available on HM Governments website.

Ludlow Junior School has researched and invested a stand alone alarm system which is triggered by SLT in the event of lockdown

The lockdown alarm is significantly different to the fire alarm and staff/pupils/volunteers will receive lock down training

Key points:

- Activated on the direct instruction of the EHT or Head of school

- All pupils return to their home base classrooms but remain in sets if already working in those

- Pupils on the playground return to home base classrooms

- All staff to be allocated home base classrooms if not in critical roles

- Lockdown routines to be rehearsed termly with pupils

- Vulnerabilities identified and rectified where reasonably possible

- Includes reference to the national emergency alerts system

- Can only be lifted by the SERT group

- Alarm silencing DOES NOT lift lockdown – that will be done in person

Annex D
Further Site Information

Utilities and Alarm system Map

Gas Meter & Isolation for Main School

Electrical Main Head & Isolation Supplies Dist Board
DB/OOA, DB/OOK, DB/OIT, DB/OOS, DB/OIA, DBOOX
DB/OOSBA, DB/OOBR, DB/OOB, DB/OOH, DB/OOD
DB/WC, DBOOC
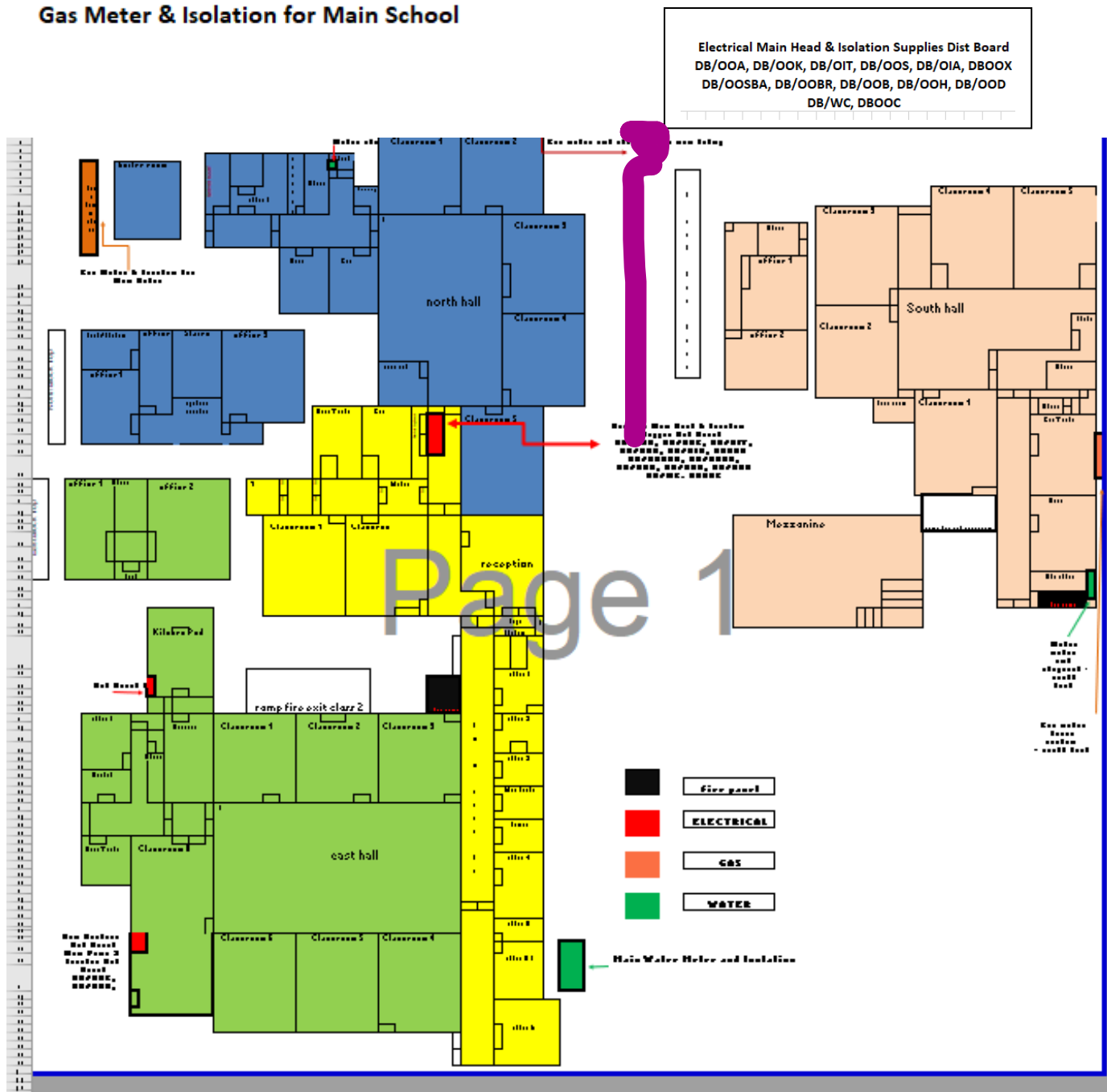
Location photos: Intruder and Fire Alarm Panels

Fire panel – 1 only, WISH corridor, behind reception, next to white doors, outside finance office

Intruder alarm, next to catering office, end of East Hall, turn left after entering East Hall external doors into small corridor

Duplicate linked panel in South Block entrance hall – either can be used to arm/disarm

Chemical and Paint Stores

NONE

Asbestos Map

LUDLOW JUNIOR SCHOOL - BOILER ROOM
SEPTEMBER 2014   NOT TO SCALE
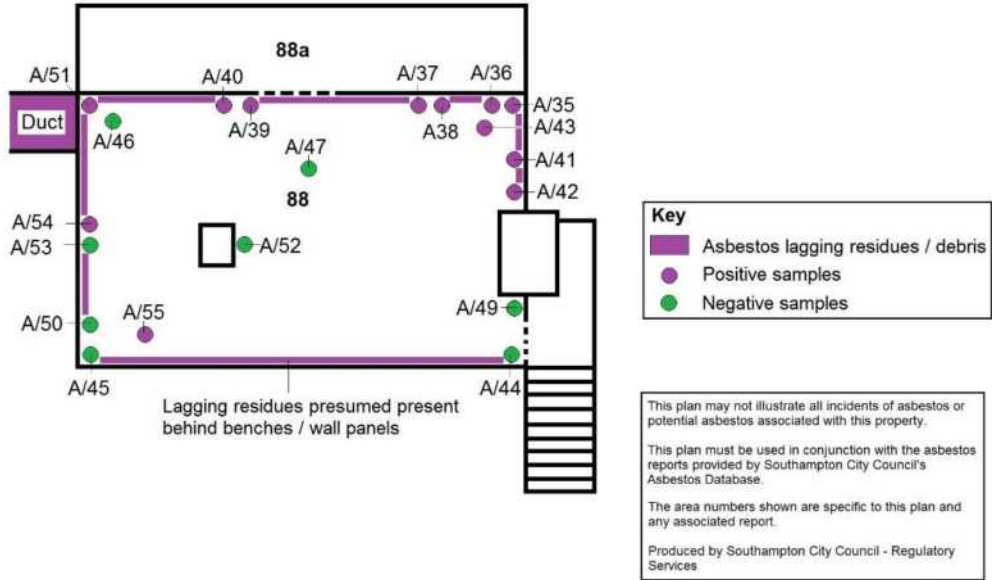
LUDLOW JUNIOR SCHOOL
MAY 2022   NOT TO SCALE
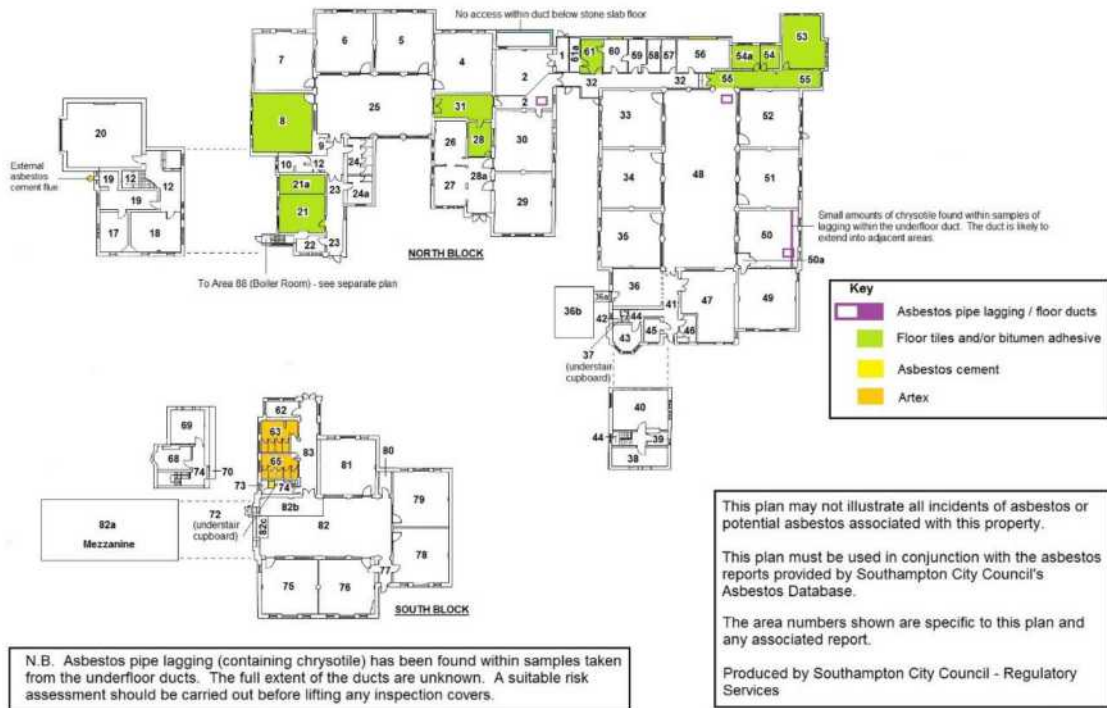
Fire Alarm Zone Chart

Fire Zone Map
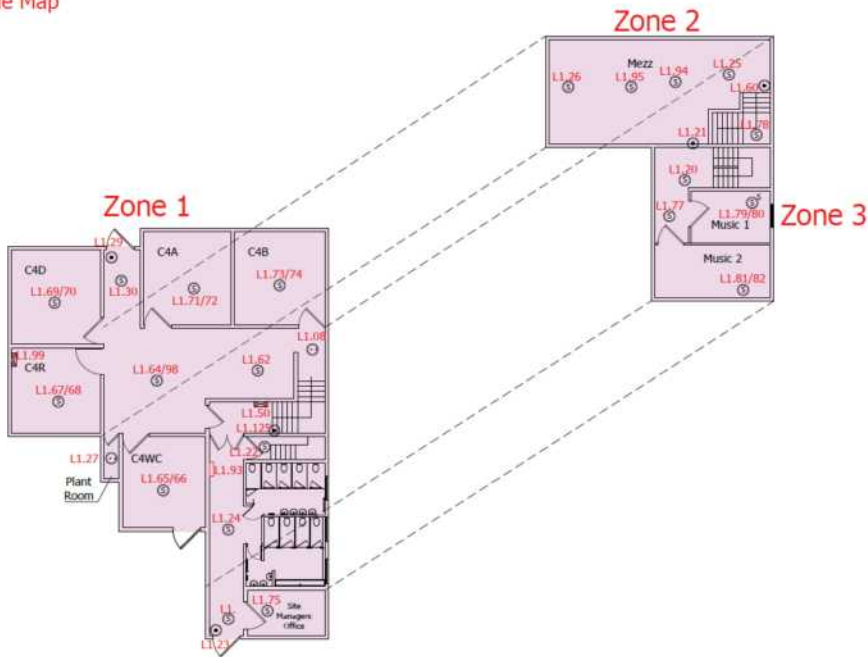
Fire Zone Map

Fire Assembly Points

Friendship Garden

MUGA

MUGA

6 Apollo
6 Ares
6 Poseidon
6 Athena
6 Zeus

4 Tiger 4 Meerkat 4 Giraffe 4 Leopard 4 Zebra

5 Earth 5 Saturn 5 Mars 5 Venus 5 Neptune

| 6 Apollo Miss Crook | 6 Ares Mr Kearse | 6 Zeus Mrs Lucas Mrs O'Donnell |
| 6 Athena Mr Holland | 6 Poseidon Miss Wodeson | |

3 Willow 3 Oak 3 Ash 3 Hazel 3 Beech

Fire Map

4 Leopard Miss Parker	4 Zebra Miss Walters
4 Giraffe Mr Cassim	5 Earth Miss Townsend	Kitchen
4 Tiger Miss Luxton	5 Mars Mrs Elsey Miss HP	5 Venus Mrs Vokes
4 Meerkat Mr Coker	5 Saturn Miss Keen	5 Neptune Mrs Faulmann & Mrs Carolan

3 Hazel Mrs McPhilimy Mrs Lonza

3 Willow Miss Peters

3 Beech Miss Brechin

3 Ash Mr Palmer

3 Oak Miss Daly

Photos: Turning off water supply

Mains water in. Corner of Ludlow and Bishops outside the RAMP room, front grass area within boundary

Stop cock, ground floor, Year 3 zone, stock cupboard

Stop cock, upstairs, in archive room, off the Deputy head office

Photos: Turning off water supply

Stop cock, water meter, and supply to South Block, in site manager office

Photos: Turning off gas supply

Gas isolation and meter,
South Block, Ludlow Road
side, near to containers

Gas isolation and meter, main
school and boilers, Ludlow
Road side, near to playground
corner and Year 3 doors and
fenced gate

Photos: Turning off electricity supply

Electric isolation and meter, kitchen pod, dedicated supply, not on older plans

Electric isolation and meter, main school, link corridor, between reception and Year 3

Electric isolation in 4 Leopard – new supply in, main school, far corner of East Hall

Annex E
Business Impact Analysis

Southampton City Council's Emergency Planning team is able to support schools and academies with their business continuity management systems. Contact BC@southampton.gov.uk for more information.

E1. Critical activity 1 – [Enter the name of the critical activity here]

Lead Officer: [Enter the name of lead the officer here]

Description: [Enter a description of the critical activity and locations it is delivered from here]

Impact of non-delivery of activity at the following intervals:

Time	What is the impact of non-delivery of activity in terms of safety/welfare, legal, financial and reputational impacts? At what point in time do these become unacceptable?	*Safety/Welfare*	*Legal*	*Financial*	*Reputation*
First 24 hours	Insert information				
24 – 48 hours	Insert information				
Up to 1 week	Insert information				
Up to 2 weeks	Insert information				

Minimum Resource Requirements to maintain critical activity (at minimum acceptable level):

Time	No. of key staff and details	Resources required -	Data required electronic or hardcopy	Special Skills
First 24 hours	Insert information	Insert information	Insert information	Insert information
24 – 48 hours	Insert information	Insert information	Insert information	Insert information
Up to 1 week	Insert information	Insert information	Insert information	Insert information
Up to 2 weeks	Insert information	Insert information	Insert information	Insert information

Requested Strike Exemptions:

	Post	Rationale
Requested Strike Exemptions	Insert information	Insert information
	Insert information	Insert information
	Insert information	Insert information
	Insert information	Insert information
	Insert information	Insert information

Recovery Strategies:

Strategies for recovering critical activity	How would you deliver the critical activity if: • **Accommodation is lost for a temporary or prolonged period of time** [Insert text here] • **Staff resources are depleted** [Insert text here] • **You lose utilities, IT, services of a key supplier** [Insert text here]

Key Staff Contact Details: Insert information

Key staff	Home working ?	Access / regular user	Personal Email	Work Email	Personal mobile phone	Ext

Other mechanisms to inform staff:

(e.g. group email distribution lists, sending staff to particular venues to provide a briefing, radio etc.)

Key Customer Contact Details: Insert information

These contacts must be informed should there be significant disruption to the service

Name	Organisation	Method	Contact Details	Information

Key Supplier Contact Details: Insert information

These suppliers may need to be contacted should the disruption require it.

Name	Organisation	Method	Contact Details	Information

E2. Critical activity 2 – [Enter the name of the critical activity here]

Lead Officer: [Enter the name of lead the officer here]

Description: [Enter a description of the critical activity and locations it is delivered from here]

Impact of non-delivery of activity at the following intervals:

Time	What is the impact of non-delivery of activity in terms of safety/welfare, legal, financial and reputational impacts? At what point in time do these become unacceptable?	Safety/Welfare	Legal	Financial	Reputation
First 24 hours	Insert information				
24 – 48 hours	Insert information				
Up to 1 week	Insert information				
Up to 2 weeks	Insert information				

Minimum Resource Requirements to maintain critical activity (at minimum acceptable level):

Time	No. of key staff and details	Resources required -	Data required electronic or hardcopy	Special Skills
First 24 hours	Insert information	Insert information	Insert information	Insert information
24 – 48 hours	Insert information	Insert information	Insert information	Insert information
Up to 1 week	Insert information	Insert information	Insert information	Insert information
Up to 2 weeks	Insert information	Insert information	Insert information	Insert information

Requested Strike Exemptions:

	Post	Rationale
Requested Strike Exemptions	Insert information	Insert information
	Insert information	Insert information
	Insert information	Insert information
	Insert information	Insert information
	Insert information	Insert information

Recovery Strategies:

Strategies for recovering critical activity	How would you deliver the critical activity if: • **Accommodation is lost for a temporary or prolonged period of time** [Insert text here] • **Staff resources are depleted** [Insert text here] • **You lose utilities, IT, services of a key supplier** [Insert text here]

Key Staff Contact Details: Insert information

Key staff	Home working ?	Access / regular user	Personal Email	Work Email	Personal mobile phone	Ext

Other mechanisms to inform staff:

(e.g. group email distribution lists, sending staff to particular venues to provide a briefing, radio etc.)

Key Customer Contact Details: Insert information

These contacts must be informed should there be significant disruption to the service

Name	Organisation	Method	Contact Details	Information

Key Supplier Contact Details: Insert information

These suppliers may need to be contacted should the disruption require it.

Name	Organisation	Method	Contact Details	Information

Insert additional BIA's as required