Business Continuity

Incident Management Plan

Author	School Business Manager
Committee Responsible for Policy	Resources
Policy to be Approved by	Full Governing Board
Review Cycle	2 Years
Reviewed by Resources	-
Date of Next Review	October 2024
Approved By	Full Governing Board
Approval Date	06/12/2022
Requirement	Statutory

POLICY STATEMENT

We recognise the importance of establishing clear guidelines and strategies to react to any school related emergency or critical incident.

It is equally important that the plan has enough flexibility to allow the school to respond to any type of incident that may affect or interrupt the normal operation of the school.

Planning, control and clear communications are all essential elements that allow the immediate situation to be managed effectively and then to minimise the long-term impact of an event.

A detailed plan is needed to ensure that all involved have clearly stated roles of responsibility. This will ensure that actions, such as contact with parents, the media and any emergency agencies are catered for correctly.

Representatives from the teaching staff and the governors will have a copy of the plan that will form a section in the Critical Incident Guide produced by the Local Authority.

The network of support will be clearly outlined using the recommended framework from the Local Authority.

Section 1 - Overview

1.1   Background Information

No-notice disruptions are, by definition, impossible to predict. This plan deals with the ones most likely to occur:

- loss of premises (through fire, flood etc)
- loss of utilities (electricity, gas, water, fuel)
- failure of IT and telephony
- loss/shortage of staff/pupils (Loss of life or serious injury to school staff and pupils)

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences.

1.1   Aim of Plan

The aim of this plan is to provide guidance and support to enable schools to tackle the impact of severe disruptions due to a variety of unlikely, but credible, causes, with the following objectives.

Objectives of Plan

The plan is designed to achieve the following strategic objectives:
   a. To safeguard the safety and welfare of pupils, staff and visitors;

b. To resume provision of education services at the earliest opportunity and, where possible, secure a continuation of learning;
c. To maintain the community and identity of the school;
d. To return the school to normality.

1.2   Related Plans and Procedures

This plan should be read in conjunction with the school and Local Authority's other evacuation plans and emergency procedures that deal with the immediate response to an emergency situation.

- https://www.egfl.org.uk/facilities/emergency-planning
- https://www.egfl.org.uk/facilities/critical-incident-guide
- Fire Risk Assessment and Evacuation Plan

1.3   Plan Review and Testing

This plan should be reviewed for currency and accuracy:

- every 2 years or in the event of significant structural or organisational change.
- following an incident as part of the review, or following a simulation exercise

1.4   Plan Assumption

- The availability of key staff, (including deputies) who have been suitability trained
- Business Continuity Plan (BCP) is maintained and reviewed in line with the Governing Board.
- Recovery solutions outlined within the Business Continuity Plan have been exercised regularly and proven to work to Perivale Primary School management's satisfaction.
- The Recovery time objectives are achievable
- The Perivale Primary School team members are aware of the Business Continuity Plan content and are aware of their role.
- Perivale Primary School fully endorse the underlying principles of the Business Continuity Plan and its contents.

1.5   Invocation

This Business Continuity Plan may be invoked by the Head teacher of Perivale Primary School, or a member of the Senior Leadership Team.

1.6   Stand Down

The Head teacher will determine the time and return to normal operations.

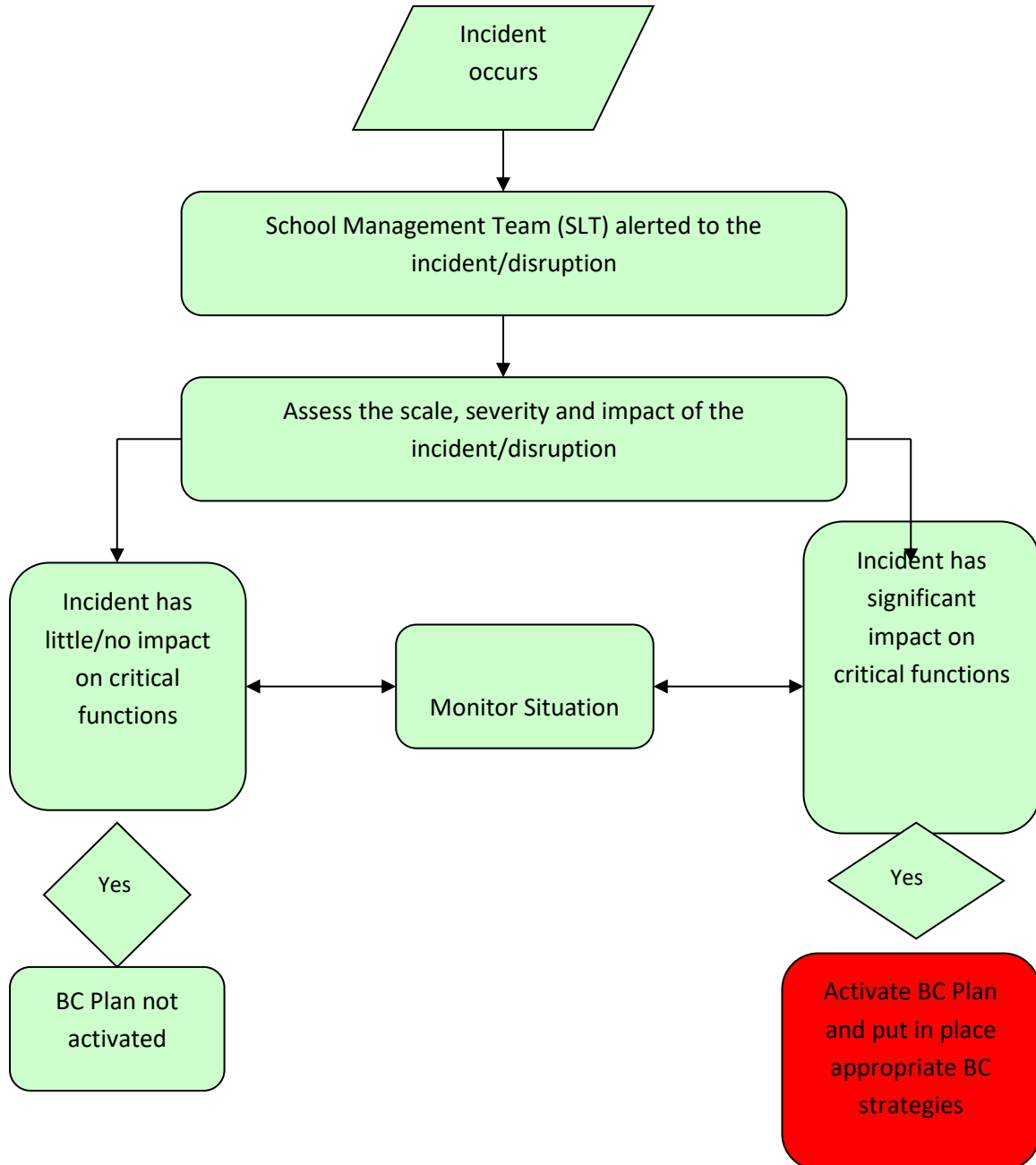## Section 2 – Plan activation

2.1   Circumstances

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

2.2   Responsibility for Plan Activation

The responsibility for implementing this plan lies with the Head teacher or, if not available, a member of the School (Incident) Management Team.
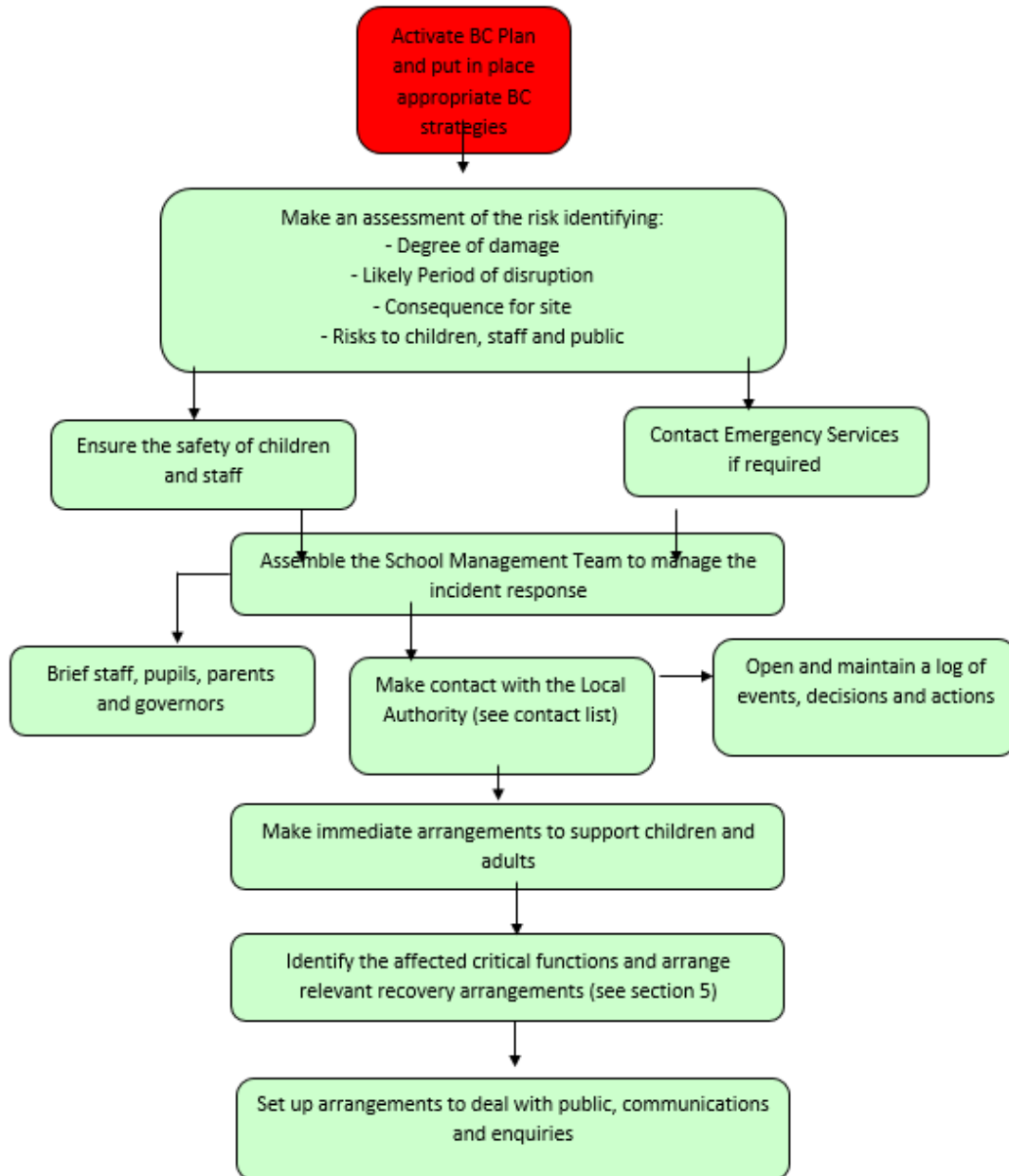
2.3   Activation Process

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                    ┌─────────────────┐
                   /   Incident        /
                  /    occurs         /
                 └─────────────────┘
                          │
                          ▼
        ┌──────────────────────────────────────┐
        │ School Management Team (SLT) alerted  │
        │ to the incident/disruption            │
        └──────────────────────────────────────┘
                          │
                          ▼
        ┌──────────────────────────────────────┐
        │ Assess the scale, severity and impact │
        │ of the incident/disruption            │
        └──────────────────────────────────────┘
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- Incident has little/no impact on critical functions
- Monitor Situation
- Incident has significant impact on critical functions

- Yes → BC Plan not activated
- Yes → Activate BC Plan and put in place appropriate BC strategies

Section 3 - Plan implementation

3.1   Incident Response

Upon activation of the School Business Continuity Plan, it is suggested that the following actions are taken.

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              ┌─────────────────────┐
              │   Activate BC Plan  │
              │   and put in place  │
              │   appropriate BC    │
              │     strategies      │
              └──────────┬──────────┘
                         ▼
       ┌──────────────────────────────────────────┐
       │  Make an assessment of the risk identifying: │
       │          - Degree of damage               │
       │       - Likely Period of disruption       │
       │         - Consequence for site            │
       │     - Risks to children, staff and public │
       └───────┬──────────────────────────┬────────┘
               ▼                           ▼
   ┌────────────────────────┐   ┌────────────────────────┐
   │ Ensure the safety of   │   │ Contact Emergency      │
   │ children and staff     │   │ Services if required   │
   └──────────┬─────────────┘   └────────────────────────┘
              ▼
   ┌──────────────────────────────────────────────┐
   │ Assemble the School Management Team to manage │
   │          the incident response               │
   └───┬──────────────┬──────────────────┬─────────┘
       ▼              ▼                   ▼
┌──────────────┐ ┌──────────────┐ ┌──────────────────────┐
│ Brief staff, │ │ Make contact │ │ Open and maintain a  │
│ pupils,      │ │ with the     │ │ log of events,       │
│ parents and  │ │ Local        │ │ decisions and actions│
│ governors    │ │ Authority    │ └──────────────────────┘
└──────────────┘ │ (see contact │
                 │ list)        │
                 └──────┬───────┘
                        ▼
   ┌──────────────────────────────────────────────┐
   │ Make immediate arrangements to support        │
   │ children and adults                           │
   └──────────────────────┬───────────────────────┘
                          ▼
   ┌──────────────────────────────────────────────┐
   │ Identify the affected critical functions and  │
   │ arrange relevant recovery arrangements        │
   │ (see section 5)                               │
   └──────────────────────┬───────────────────────┘
                          ▼
   ┌──────────────────────────────────────────────┐
   │ Set up arrangements to deal with public,      │
   │ communications and enquiries                  │
   └──────────────────────────────────────────────┘
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Section 4 - Plan implementation

3.2   Roles and Responsibilities

The Head teacher, in conjunction with the school's Senior/School Incident Management Team (SIMT) will delegate Business Continuity Roles and responsibilities.

A guide on the roles and responsibilities required during a Business Continuity incident is described below.

Role	Responsibilities	Accountability / Authority
Head teacher	• Responsible owner of Business Continuity Management in the School • Ensuring the School has capacity within its structure to respond to incidents • Determining the School's overall response and recovery strategy	The Head teacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
Deputy/Assistant Head Teacher/School Business Manager	• Business Continuity Plan development • Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc • Involving the School community in the planning process as appropriate • Plan testing and exercise • Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved • Training staff within the School on Business Continuity • Embedding a culture of resilience within the School, involving stakeholders as required	The Business Continuity Co-ordinator reports directly to the Head teacher and will usually be a member of the School Incident Management Team.
School incident management team Could consist of: ▪ *Head teacher* ▪ *Chair of Governors* ▪ *Deputy Head teacher* • *Assistant Head teachers*	• Leading the School's initial and ongoing response to an incident • Declaring that an 'incident' is taking place • Activating the Business Continuity Plan • Notifying relevant stakeholders of the incident, plan activation and ongoing response actions	The school incident management team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

	• Providing direction and leadership for the whole School community • Undertaking response and communication actions as agreed in the plan • Prioritising the recovery of key activities disrupted by the incident • Managing resource deployment • Welfare of Pupils • Staff welfare and employment issues	
• *School Business Manager* • *Office Manager* • *Premises Manager*		

Other roles/responsibilities to consider during the activation of a Business Continuity plan include:

Role	Responsibilities	Report to/Actions
Incident Log (record keeper)	• To record all key decisions and actions taken in relation to the incident	The Head teacher or School Incident Management Team.
Media Coordinator	• Collating information about the incident for dissemination in Press Statements • Liaison with Local Authority Press Office	The Local Authority Press Officer/Head teacher/Deputy head teacher but should not make direct contact with the Media.
Communication School Business Manager/ Office Manager	• Coordinating communication with key stakeholders including: • Governors • Parents/Carers/carers • Local Authority • School Transport Providers- (if applicable) • External agencies e.g. Emergency Services, Health and Safety Executive	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Head teacher (or School Incident Management Team if the Head teacher is unavailable).
Premises Manager	• To ensure site security and safety in an incident • To link with the School Incident team on any building/site issues • To liaise and work with any appointed contractors	Reporting directly to the Head teacher or School Incident Management Team.
IT School Business Manager	• To ensure the resilience of the School's IT infrastructure • Work with the schools IT support provider to ensure we continue to have access to IT systems • Work with the Business Continuity Coordinator to	IT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.

	develop proportionate risk responses	
Recovery Coordinator	• Leading and reporting on the School's recovery process • Identifying lessons as a result of the incident • Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development	Is likely to already be a member of the School Incident Management Team, and will lead on recovery and resumption strategies. Reports directly to the Head teacher.

Please note: Responsibilities fall to Deputies when Primary members are unavailable

Section 4 - Business Impact Assessment

For the purpose of this plan, the strategic critical function of the school is stated as:

'The provision of educational services to its registered pupils, including a safe and secure environment in which to learn.'

In a business continuity context, the following functions are intended to achieve the strategic aim. Each activity has an associated 'Maximum Tolerable Period of Disruption' (MTPD) by which it should be resumed, some being more urgent than others. This period will determine the order in which activities are resumed.

There are certain critical times where the functions listed below would have greater impact

Critical Function	Description	MTPD
Examinations	Providing staff and facilities to enable pupils to sit examinations.	1 Day
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum.	1 Week
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.	2 Weeks
Safe and Secure Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc.	1 Week
Catering Facilities and Staff	The provision of suitable catering facilities and staff to enable preparation of school meals.	1 Week
Utilities - Gas	The supply of gas to enable the heating of premises and preparation of school meals etc.	1 Week
Utilities – Water	The supply of water for drinking and general usage including flushing of toilets, preparations of meals etc.	1 Week
Utilities - electric	The supply of electricity to enable ICT systems to run, lighting of premises etc.	1 Week

Provision of IT	The provision of IT to deliver education and to enable the establishment to run smoothly.	1 Week
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.	1 Month
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces.	1 Month
Provision of cleaning contractors	The provision of suitable numbers of cleaners to carry out general cleaners to carry out general cleaning such as toilets, waste collection and removal.	1 Week

4.1 Damage or Denial of Access to Premises

Triggers	Action	Responsibility	Procedure/Resources
• Closure by Authority, • Civil Unrest • Police cordons • Bomb threats • Structural problems • Utility Failure, etc. (during School hours)	**Initial Response** When notified of an incident, or a confirmed threat, the school shall prepare for an immediate evacuation, Lockdown or sheltering procedure.		• Appendix 3- Evacuation & Relocation • Appendix 4 - Shelter • Appendix 5 - Lockdown • Appendix 10- Bomb threat • Appendix 11 – Suspicious packages
	Building Evacuation • Follow directions and advice given by fire marshals. • If evacuated, await further instructions at the assembly point. • If evacuation is not a viable option due to external risks, staff should listen for announcements on a Public address system or a notification (from internal communication system, e.g. call cascade)		• Use an internal communication process.
	Accounting for staff /pupils/ visitors All staff and pupils should be accounted for following an incident and subsequent evacuation; unaccounted staff should be noted and reported to SIMT to communicate to the emergency services.		• Pupil clerical registers • Back office for staff and visitors log

	Escalation When a situation becomes known and a real threat has been confirmed, notification must be made to the SIMT (school incident management team)	• Head teacher • Deputy Head teacher • Assistant Head Teachers • Business Manager	Ensure all staff/pupils are aware of the escalation process.
	School Closures The school building is inaccessible, what steps need to be taken to oversee the closure.		Appendix 6 - School Closure Appendix 7- Communication
	Relocate to an alternate school Understand at which point will this option be used, ensure reciprocal agreements are in place		Liaise with the local authority team regarding provision for educating pupils.
	Communication: • Notify all stakeholders of the relocation/evacuation (if required) e.g parents, Local Authority, Dept for education etc. • Prepare regulatory report (staff, pupil status, recovery status, services not yet resumed etc) • Consider how staff and parents will be alerted of an incident. • Details of the incident and the intended recovery plan should be communicated to staff/parents.		Appendix 7 – Communication Appendix 9 – Sample Staff & Parent Briefing
	Staff working remotely/Educational Visits • Staff off site should contact the SIMT regularly for update • Ensure staff and pupils that are off-site are aware of the situation, and are provided guidance.		Whole school communication to staff via email and text to ensure all are aware and updated.

4.2 Unavailability of Staff

The most likely scenarios involving a significant loss of staff are industrial action, fuel shortage, outbreak of disease (eg. Pandemic influenza) and severe weather. In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects.

It is a critical function of the school to provide a suitable number of qualified teaching staff to deliver the National Curriculum and suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.

It is also important to consider 'Single Points of Failure' i.e. Premises Manager etc

Triggers	Action	Responsibility	Procedure/Resources
When staffing levels have dropped significantly below normal operational levels, due to transport disruptions, inclement weather, strikes, virus or disease	**Staff shortage** When an unavailability of staff situation becomes such that it may have an adverse impact on the continuity of critical activities, notification must be made to SIMT	Deputy Head teacher	Analyse staffing ratios Consider all alternative options. Implement cover using external agencies as required.
	Staff Communication Communicating with staff regarding the organisational approach to staff shortage as a result of any of the listed triggers will be done via email or call cascade.	Deputy Head teacher	Appendix 7 – Communication
	Transportation Disruption In the event that a major transportation shuts down, or if there is a transportation strike impacting the ability of staff to come into the School.	SBM/Office Manager Deputy Head teacher	Ensure the school is aware of the percentage of staff using public transport. Use alternative transport methods to arrange cover as required.
	Inclement Weather	Head teacher Deputy Head teacher	Appendix - 6 school closure procedure

	In the event that a major weather event has impacted the area and the public being advised to stay off the roads and at home		
	Pandemic/ Virus or disease In the event of a significant epidemic or a pandemic, the SIMT will convene and follow the guidance set in place for such incidents.	Head teacher Deputy Head teacher AHT SBM	Pandemic/ viral/ diseases plans are in place and stored on the G drive
	Loss of Staff In the event of loss of staff due to illness, injury or other exceptional circumstances, the SIMT should be notified ASAP. • Skill sets and attributes must be detailed for any staff with the specific or unique skills to perform a critical activity • All requests for temporary staff should be handled as per normal procedure	Head teacher Deputy Head teacher	• SIMT will convene to address the situation as required
	Succession Planning • The team shall have in place a clear succession plan, to three levels, in the event of any critical head becoming unavailable.	Head teacher Deputy Head teacher	HT > DHT > AHT > TLR 2B post holder
	Return to normal • Return to Business as usual once staffing levels have returned to normal • Determine how the disruption was managed within the school • Identify any lessons learned and changes to be made to the plans.	Head teacher Deputy Head teacher AHT SBM	Review Appendix 13 Log-Keeping Guidelines

4.3 Damage to or Loss of technical Infrastructure

Triggers	Action	Responsibility	Procedure/Resources
Loss of server/platform, hardware, software application, utility failure	**Problem identified** • Identify the nature of the problem. • Determine if it's local or if it is a wider area infrastructure. • Determine if the resolution could happen locally or requires external intervention	IT Provider	Use guidance in Appendix 12
	Communication • Notify staff/ • Notify parent via call cascade • Notify IT/utility providers and raise problem/issues		Appendix 7 - Communication
	Workarounds • Determine the impact of the failure • Identify options and workarounds, and discuss with SIMT • Inform Staff/pupils/parents about the decisions and workarounds (If applicable)		Reference to the strategies identified in section 5. Recovery
	System recovery • Follow establish procedures • Inform staff and pupils about the expected time for restoration of services		
	Service resumed • Upon restoration of the IT services, return to 'Business as Usual' processes, and remove any workarounds. • Communicate the exact status and next steps to staff and pupils.		

4.4 Failure or non-performer of the Third Party

Triggers	Action	Responsibility	Procedure/Resources
Third party providers fail to deliver services due to being impacted by an incident	Assess the impact • Determine what has been affected by the service provider failing to deliver on SLA.	SLT	Determine key suppliers & the impact of no supply
	Alternate procedures • Are there alternate procedures to continue the service/activity until the 3rd party provider is operating as normal? • Could the service/activity be run by in-house staff (using the minimum number as estimated by the service provider) • Could the supplier provide the resources to continue the service/activity in-house		Appendix 1 – Information and Contacts.
	Alternative Supplier • If an alternative provider has been identified, they should be contracted and the service restarted as soon as possible.		

5. Communications

Information line/ Answer phone/school website

Provide regular updates using the school website. Backup information line for parents to contact staff for the latest update of the school's situation during an incident.

Staff communication

Information lines/ call cascade or SMS

1.1.1 Office hours

During office hour's contact will be made via word of mouth, text messaging system, or an internal announcement system.

1.1.2 Call cascade (outside office hours)

BCC coordinator to communicate with the designated representative of the SIMT requesting the following information:

- Full situation briefing
- Where to go
- Reporting time for designated teams

BCC coordinator to notify all key personnel, via email and text, issuing the following details;

- Full situation briefing
- Reporting times
- Where to go

Regulators

When do the below bodies need to be contacted, contact information can be found in Appendix 1

- Local Authority
- Department for Education
- Health and safety

Suppliers & Third Party

The preferred method of communication is detailed in Appendix 7 - Communication

Media Management

The Role allocated to Media management in the SIMT will determine the response to the media.

Predefined templates/ nominated persons PR representative are defined in section 6.1. Appendix-8 provides notes on media considerations.

6. Long term outage School transfer

Interim Remote learning for pupils. Liaise with the LA to identify a temporary site to accommodate the school.

Displacement Reciprocal arrangements

Resources	School 1	School 2	Comments
Key School activity being relocated	Activities run at school 1	Activities run at school 2	
Invocation details	No. of staff/pupils being relocated	No of staff pupils being relocated	
Transport arrangements	Coaches/parents	Coaches/parents	

Refer to Appendix 3 for Evacuation and relocation arrangements

7. Dependencies and Interdependencies (including partners, internal teams, suppliers etc)

People we are Dependent or Reliant Upon	Key Activity	For	Impact if Lost
Catering Supplier - ISS	Catering - Particularly Free school meals	Pupils lunches	• Statutory requirement to provide food for pupils on free school meals • Reputation of school
Boom Sports	Extended Schools - Breakfast and After school care	Pupils	• Disruption for students & parents making alternative arrangements •

Cleaning Services		Facilities management, cleaning	• Impact on cleanliness of the school. Could cope for a couple of days but the general state of the school would soon deteriorate without cleaning. Potential health & safety risk • General maintenance & upkeep of the school could breach H&S and a good standard of hygiene
Security Services	Security of school site	Facilities management, CCTV, security	• School would be less secure – potential for damage to school property or facilities • Interruption to learning
Support Services • ESS - SIMS/FMS • Teachers 2 Parents • Parent Pay • Ealing - HR • Beebug – IT	Support the Operational function of the school	Support services such as finance, payroll and HR and IT	• Disruption to staff, pupils and parents
Public Transport	Transportation	• Home to school transport • Educational Visits	• Some students delayed / unable to attend school • Disruption for students & parents making alternative arrangements • Educational Visits might have to be cancelled.

People Who Depend or Rely Upon Us	Key Activity	For	Impact if Lost
Parents	Child care	• Providing education	• Loss of confidence • Wider impact if children were not able to attend school.
Extended School Providers (After school clubs)	After School clubs	• Use of school premises to deliver their provision	• Financial loss • Loss of confidence • Wider impact if children were not able to attend school. • Users may go elsewhere permanently
Local Council	Use of premises for statutory - Community use	• Emergency Rest Centre.	• Would be unable to fulfil our obligation. Another site would need to be found
Other schools	FSM - Fulfil Statutory requirement	• Provision of school meals	• Breach of contract. • Continuity situation for the other schools
Lettings – External	Facilities Hire – Hall/classrooms	• Private community use	• Financial loss • Reputation

Appendix 1 – Information & Contacts

1.   School information

School details	
Name of school	
Type of school	
School address	
School operating hours (including extended services)	https://www.get-information-schools.service.gov.uk/Establishments/Establishment/Details/101906#school-dashboard
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

Office contact details	
Office telephone number	https://www.perivale.ealing.sch.uk/contact-us/
Office email address	

Useful websites	
School website	https://www.perivale.ealing.sch.uk/
Local authority	https://www.ealing.gov.uk/site/
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	https://www.gov.uk/government/organisations/foreign-commonwealth-development-office
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Wellbeing - Staff Support	

2. Contact Details - School Staff and Governors

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Job title	Contact details	Alternative contact details *	Notes (e.g. first aid trained)

3. Contact Details - Extended Services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)

4.   Contact Details - Local Authority

NOTIFICATION OF CRITICAL INCIDENT AND CONTACT LIST

In the event of a critical incident please inform the Children's Service as soon as possible. The first two names on the contact list are your **initial contacts**. However, if you are unable to get a response please continue down the list using directorate contacts first:

(**Please note the contact list will be updated as and when necessary. All updates will be available on the Ealing Grid for Learning)

Initial contacts for all emergencies in and out of hours for the local authority:		
Children's Services - Safety, Security, Fire Prevention & Critical Incident Co-ordinator	**Stephen Dunham** **dunhams@ealing.gov.uk**	Work: 020 8825 7418
		Mobile: 07940 546 263
Assistant Director – Planning & Resource Development	**Tamara Quinn** **tquinn@ealing.gov.uk**	Work:
		Mobile: 07961 208 752
Schools – Principal Health & Safety Advisor	**Raj Chowdhury** **ChowdhuryR@ealing.gov.uk**	Work: 0208 825 7287
		Mobile: 07568 130165

Others (Local Authority):		
Out of Hours Duty Officer	LA Switchboard	020 8825 5000
Executive Director for Children & Adults	Vacant	Work: 020 8825 6983
Director Learning, Standards and School Partnerships	Julie Lewis JLewis@ealing.gov.uk	Work: 020 8825 6473
		Mobile: 07908 620 804
		Mobile: 07961 867 558
School's Property – Programme Manager	Laurence Field fieldl@ealing.gov.uk	
Director – Children & Families	Carolyn Fair CFair@ealing.gov.uk	Work: 0208 825 5177
		Mobile: 07545 412 237 or 07734 683 296

Director of Public Health	Wendy Meredith MeredithW@ealing.gov.uk	020 8825 6232
Head of Children in Need	Sharon Scott ScottS@ealing.gov.uk	Work: 020 8825 9780
Head of safeguarding, review and quality assurance	John Churchill ChurchillJ@ealing.gov.uk	Work: 020 8825 8364
Emergency Duty Team	Social Work	020 8825 5000
Communications Unit	Moira Mercer Press@ealing.gov.uk	020 8825 7869
Director of Finance	Ross Brown BrownRo@ealing.gov.uk	020 8825 6110
Acting Principal Educational Psychologist	Judith Chambers-Thomas JThomas@ealing.gov.uk	Office: 020 8825 5050 Direct: 020 8825 8775
Pupil Attendance & Children Missing Education	Lucinda Poole LPoole@ealing.gov.uk	Work: 020 8825 5768 Mobile: 07940 766897
Property Services Delivery Unit Manager	Ian Smith SmithIa@ealing.gov.uk	Work: 020 8825 9469 Mobile: 07785 387310
Insurance Manager	Ewan Taylor TaylorE@ealing.gov.uk	07718 669128
Insurance Officer	Mary Guruparan GuruparanM@ealing.gov.uk	07710 100086
Catering contractor	**ISS**	
Transport Section	Mac Magan MagonM@ealing.gov.uk	Work: 020 8825 5648 Mobile: 07925 894122
Step by Step Samaritans support for schools	https://www.samaritans.org/how-we-can-help/schools/step-step/	

INCIDENT REPORT FORM

To be completed by reporting school within 24 hours of the telephone report to the LA.

Incidents including trespass, nuisance or disturbance on school premises, verbal abuse, sexual or racial abuse, threats, aggression, physical violence and intentional damage to personal property.

This form should be completed as fully as possible (please use a continuation sheet if necessary). For an incident involving or witnessed by a pupil, a member of staff should complete the form on their behalf. However, any discussion between one witness and another should not precede completion of the form, as this might lead to allegations of collusion.

Name of School: --

Date of Incident: --

Day of week: --

Time: --

1. Member of Staff reporting incident

Name: --
Position: --

2. Personal details of person(s) involved (if appropriate)

Name: --

Work address (if different from school address)/home address (if pupil):

Job/Position (if member of staff): --
Dept/Section/Class: --

Age (approx): ------------------------------ Sex: ------------------------------------

3. Details of trespasser/assailant(s) (if appropriate/ known):

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4. Witness(es) if any

Name: _____

Address:

Age (approx): _____ Sex: _____

Other Information

Relationship between member of staff/pupil and trespasser/assailant, if any:

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5. Details of Incident:

a) Type of incident (e.g. if trespass, was the trespasser causing a nuisance or disturbance and how, if assault, give details of any injury suffered, treatment received etc

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b) Location of incident (attach sketch if appropriate)

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c) Other details: describe incident, including, where relevant, events leading up to it; relevant details of trespasser/assailant not given above; if a weapon was involved, who else was present:

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6. Outcome: (e.g. whether police were called; whether trespasser was removed from premises under section 547; whether parents contacted; what happened after the incident; any legal action)

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7. Other information (to be completed as appropriate)

a) Possible contributory factors

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b) Is trespasser/assailant known to have been involved in any previous incidents   YES/NO

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c) Give date and brief details of (b) if known

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d) Had any measures been taken to try to prevent an incident of this type occurring? If so, what? Could they be improved?

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e) If no measures had been taken beforehand, could action now be taken? If so, what?

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f) Name and contact details of police officer involved, and incident number or crime reference number, as appropriate

----

----

g) Any other relevant information

Signed: --

Date: --

Please return as soon as possible to:

Stephen Dunham
Schools Safety, Security & Fire Prevention
2nd Floor NE,
Perceval House
14/16 Uxbridge Road
Ealing W5 2HL

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Contact details (Tel)	Contact details (Email)	Notes
Emergency number			
Children's services			
Media / communications			
Catering			
Cleaning			
Emergency planning			
Health and safety			
Risk / insurance			
Legal			
Human resources			
Educational psychology			
Occupational health			

5. Contact Details - Other Organisations

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Contact details	Notes
Police	999	
Fire & Rescue Service	999	
Ambulance Service	999	
Department for Education	Enquiry line: 0370 000 2288	
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)	If abroad, please ring: +44 20 7008 1500
Environment Agency	Floodline: 0845 988 1188 (24 hour)	
Met Office	Customer centre: 0870 900 0100 (24 hour)	
Health and Safety Executive	Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour	

6.   Contact Details - For Completion during an Emergency

Name	Contact details	Notes
Utility suppler (gas)	Corona Energy	
Utility supplier (water)	Wave	0345 0704158
Utility supplier (electricity)	Corona Energy	
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)

Appendix - 2 Site Information

Utility supplies	Location	Notes / instructions
Gas	• Boilers • External front entrance (Plant room)	
Water	• TBC	
Electricity	• Opposite lower hall electric cupboard • Internal cupboard – lower hall • Main foyer x2	

Internal hazards	Location	Notes / instructions
Asbestos	Asbestos register N/A	
Chemical store(s)	First floor Y3/4 corridor	

Pre-designated areas	Location	Notes / instructions
SIMT briefing area	Conference room (second floor)	
Media briefing area	Lower Hall	

Appendix 3 - Evacuation & Relocation Arrangements

Signals	
Signal for fire evacuation	Ringing bell
Signal for bomb evacuation	Radio messaging
Signal for all-clear	All clear, All clear, All clear. (via radio) We have the all clear. Please initiate post-fire /bomb evacuation procedures.

Assembly points - fire evacuation	
Fire evacuation assembly point A	KS2 Main Playground
Fire evacuation assembly point B	Off site: St John Fisher Primary School

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Off site: TBC
Bomb evacuation assembly point B	Off site: TBC

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premises	The LA will coordinate a place of safety. As a backup the following school has been identified: St John Fisher Primary School https://www.st-johnfisher.ealing.sch.uk/index.asp

Appendix 4 - Shelter

Signals	
Signal for shelter	Shelter, shelter, shelter via radio/conference call
Signal for all-clear	Shelter is over, Shelter is over, Shelter is over. We have the all clear. Please initiate post-shelter procedures.

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 5 - Lockdown

Signals	
Signal for lockdown	Lockdown, Lockdown, Lockdown via radio
Signal for all-clear	Lockdown is over, Lockdown is over, lockdown is over. We have the all clear. Please initiate post-lockdown procedures.

Lockdown	
Communication arrangements	- Two-way radios - Classroom telephones - Mobile phones - Instant messaging / email
Discreet Communication	- Mobile phones messaging (on silent) - Instant messaging/email

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response – lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: Block access points (e.g. move furniture to obstruct doorways) Sit on the floor, under tables or against a wall Keep out of sight Draw curtains / blinds Turn off lights Stay away from windows and doors.	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 6 - School Closure

Ref'	Generic actions – initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: Partially opening the school to some pupils Asking a buddy school for assistance Purchasing infection control supplies (in the event of a public health incident).	
SC2	If necessary, assemble an SIMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: Pupils Parents / carers Staff Governors Local radio stations The local authority.	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions – ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with additional Needs (SEND) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning	

Appendix 7 – Communication

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	Set up pre-recorded message Set phone to 'message only' mode
School website / extranet	Cloud based SLT and Office team to update
• Text messaging system • Newsletter • Letter	Cloud based - Website, Teachers 2 Parents https://www.perivale.ealing.sch.uk/news-and-events/school-news/
Sign at school entrance	

Appendix 8 - Media Considerations

The Media lead and Spokesperson is:

- The Head teacher

The Deputy Media lead and Spokesperson is:

- Deputy Head teacher/Assistant Head teacher

The room designated for media briefings and press personnel is:

- Lower Hall
- Alternative room – Upper hall

The school has agreed to the following guidelines in the event of an incident.

General advice:

- No member of staff will talk to journalists alone. They will be accompanied by a colleague who can note what is said.
- Staff talking to the press will provide nothing more or less than the facts.
- Staff will provide a prepared statement rather than an interview.
- A later time to undertake an interview/issue a further statement will be arranged and this will be honoured.
- Personal information will not be released.
- No blame will be apportioned.

Other than the Media representative the rest of the Senior Incident Management Team will not be directly involved in media communications

The school should agree to a template media holding statement, which can be used in the initial stages of an incident. This will be followed up with a more detailed statement as soon as possible.

Additionally, a template briefing for staff and parents should be agreed with staff. Both of these will be amended to suit the situation.

In the event of a major incident the school will hold media briefings in cooperation with external agencies involved to keep the media updated. These briefings will be organised by the Local Authority Incident Management Team and fronted by the school spokesperson.

Factual news releases may also be issued to support the process of informing members of the public with a direct interest in the incident.

Note: The reason for the rest of the Incident Management team getting less involved with the media is to ensure that they have time and space to take an overall strategic view of the incident as a whole.

In general, it is useful for the spokesperson to already have a good understanding of the incident and experience dealing with the media. The spokesperson role should be

his or her top priority for the duration of the incident. The deputy will also need to be briefed in case the lead is unavailable.

Appendix 9 - Sample Staff and Parent Briefing

You will be aware of the recent incident that has affected our school. We are currently working closely with the Local Authority to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from *[INSERT DATE]*.

As from today we will be using *[INSERT LOCATION]* as the school office:

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the school or the Local Authority must be treated with considerable caution.   We will provide updated information as frequently as possible both via the board at the entrance to the school and a weekly update letter to every family.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

Head Teacher

Appendix 10 - Bomb Threats

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call:

_____

Telephone number you were contacted on:

_____

Exact wording of the threat:

```



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Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?

_____

What will cause it to explode?

_____

When will it explode?

_____

Did you place the bomb? If so, why?

_____

What does it look like?

_____

What is your name?

_____

What kind of bomb is it?

_____

What is your telephone number?

_____

What is your address?

_____

Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?   Time the call ended:

_____   _____

Contact the Police (999) and Head Teacher / nominee immediately.

Carry out further actions based on Police advice.

What gender was the caller?

○   Male
○   Female

Approximately how old was the caller?   Did the caller have an accent?

_____   _____

Did the caller use a code word?   Did the caller sound familiar?

_____   _____

What sort of voice did the caller have?

	Normal		Well spoken		Impediment
●	Loud	●	Poorly spoken	●	Stutter
●	Quiet	●	Deep	●	Lisp
●	Whispered	●	High pitched	●	Slurred
●	Clear	●	Hoarse	●	Other
●	Disguised	●	Nasal	●	
●		●			

At what pace did the caller speak?

	Normal		Quick		Slow
●		●		●	

What manner did the caller have?

Normal	Rational
Calm	Irrational
Excited	Irritated
Laughing	Muddled
Upset	Other
Angry	

Were there any distinguishable background noises?

Appendix 11 - Suspicious Packages

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

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor handwriting, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: Do not touch the package further Do not move it to another location Do not put the package into anything (including water) Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance, carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

Appendix 12 - IT Back Up

It is essential to maintain suitable IT back up arrangements in order to prepare for, and recover from, any loss of information.

Beebug is responsible for regular IT back-ups (Cloud based)

Paper Records/Exam Papers etc

SATS papers are held securely in a metal cabinet located in the TBC
The Deputy Head and Assistant Head teacher is responsible for
examination/coursework procedures

Appendix 13- Log-Keeping Guidelines

Thursday, 15/11/2022

7.40pm	Received call from Jane Smith 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.

Notes should be recorded in chronological order.

7.50pm

Rang Philip. Number engaged.

7.55pm

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.

8.05pm

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: ~~020 8432 3556~~ 0208 420 3121

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

8.20pm

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).
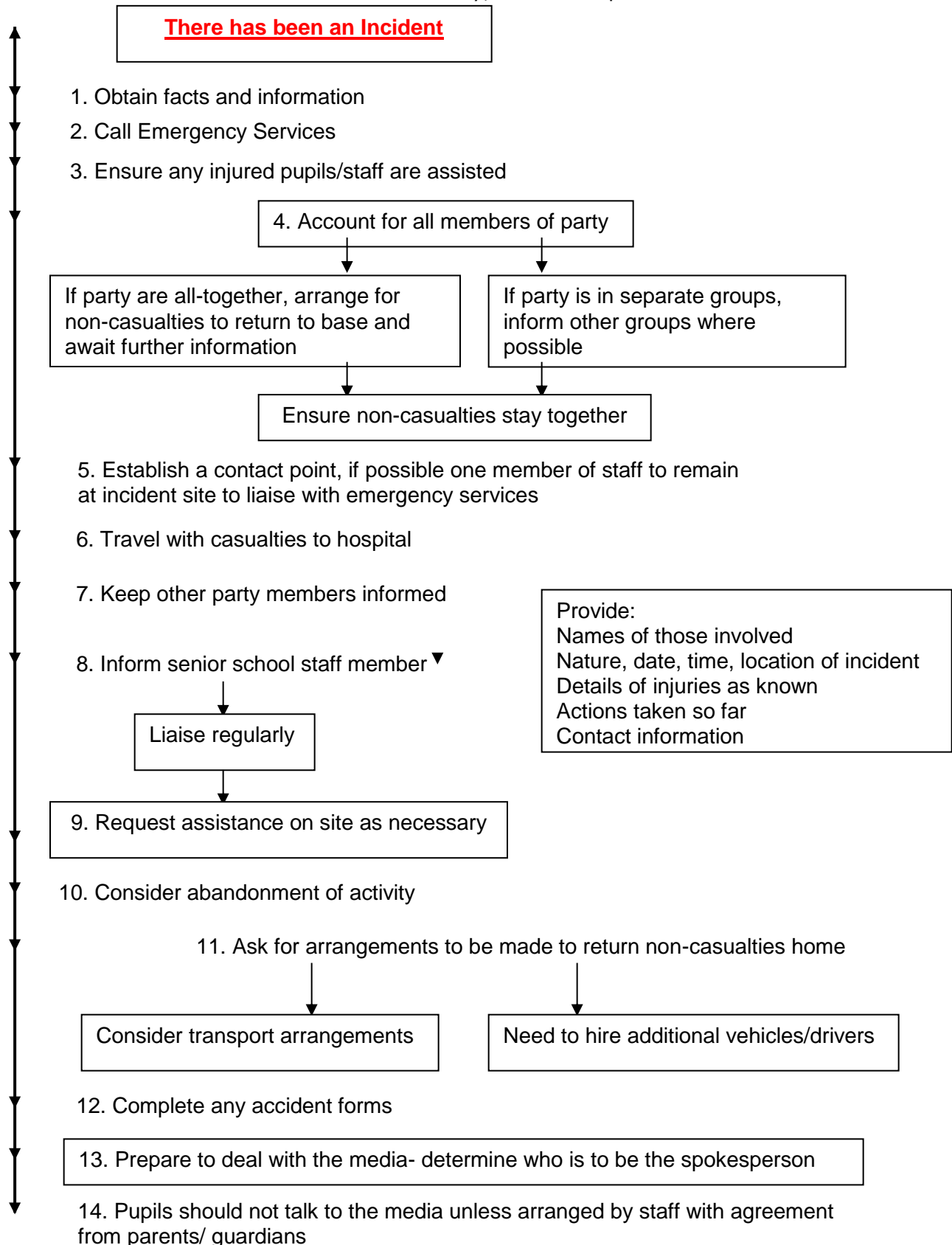
8.40pm

Informed Anna Harvey (deputy Head Teacher) about the

- Notes should be clear, intelligible and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
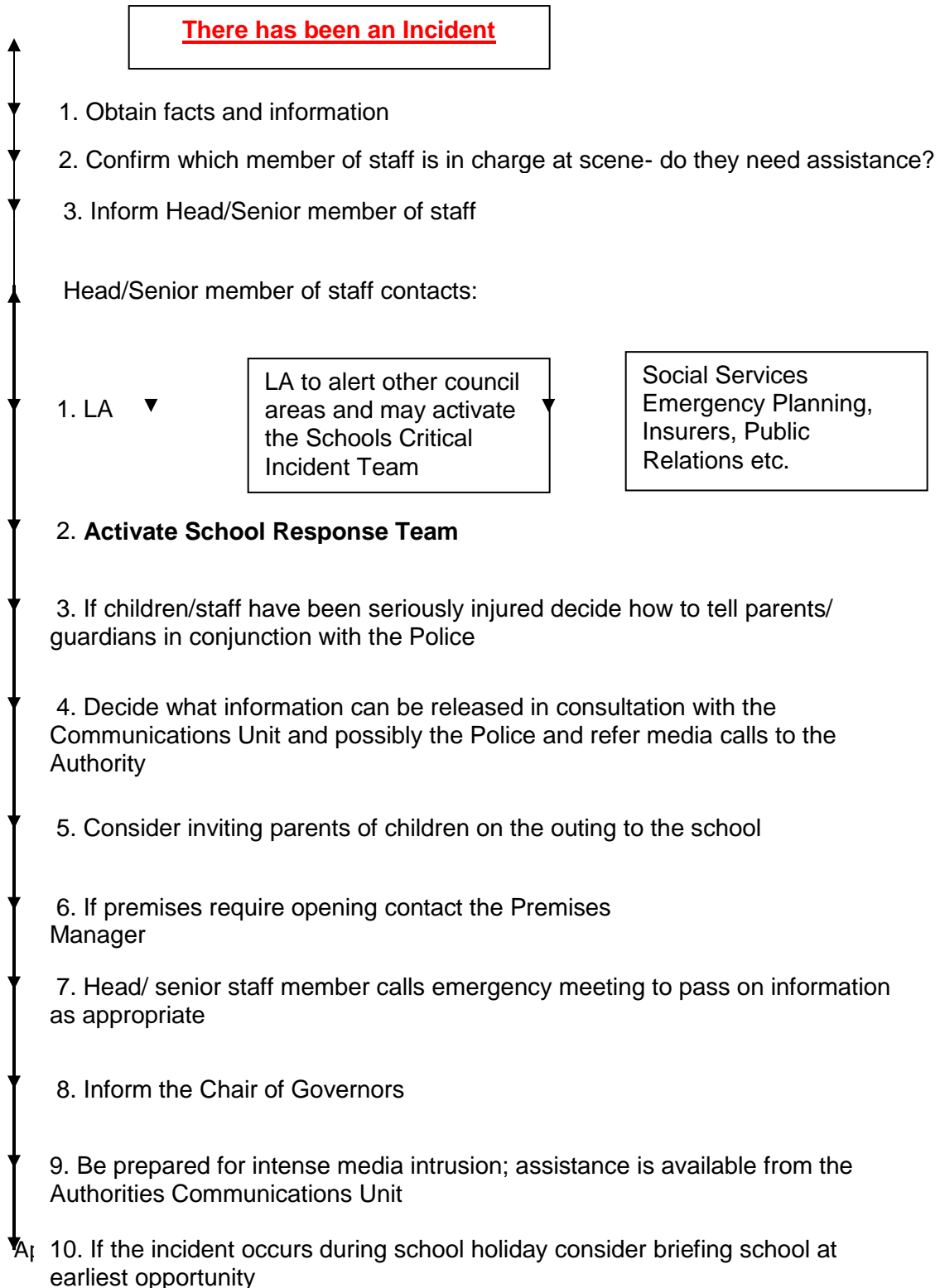- Do not use correction fluid.

Appendix 14 – Activities off site

Guidance for Group Leaders on Out of School Activities

RECORD ALL ACTIONS - If not immediately, as soon as possible after the event.

There has been an Incident

1. Obtain facts and information

2. Call Emergency Services

3. Ensure any injured pupils/staff are assisted

4. Account for all members of party

| If party are all-together, arrange for non-casualties to return to base and await further information | If party is in separate groups, inform other groups where possible |

Ensure non-casualties stay together

5. Establish a contact point, if possible one member of staff to remain at incident site to liaise with emergency services

6. Travel with casualties to hospital

7. Keep other party members informed

8. Inform senior school staff member ▼

Provide:
Names of those involved
Nature, date, time, location of incident
Details of injuries as known
Actions taken so far
Contact information

Liaise regularly

9. Request assistance on site as necessary

10. Consider abandonment of activity

11. Ask for arrangements to be made to return non-casualties home

| Consider transport arrangements | Need to hire additional vehicles/drivers |

12. Complete any accident forms

13. Prepare to deal with the media- determine who is to be the spokesperson

14. Pupils should not talk to the media unless arranged by staff with agreement from parents/ guardians

There has been an Incident

1. Obtain facts and information

2. Confirm which member of staff is in charge at scene- do they need assistance?

3. Inform Head/Senior member of staff

Head/Senior member of staff contacts:

1. LA

LA to alert other council areas and may activate the Schools Critical Incident Team

Social Services Emergency Planning, Insurers, Public Relations etc.

2. **Activate School Response Team**

3. If children/staff have been seriously injured decide how to tell parents/ guardians in conjunction with the Police

4. Decide what information can be released in consultation with the Communications Unit and possibly the Police and refer media calls to the Authority

5. Consider inviting parents of children on the outing to the school

6. If premises require opening contact the Premises Manager

7. Head/ senior staff member calls emergency meeting to pass on information as appropriate

8. Inform the Chair of Governors

9. Be prepared for intense media intrusion; assistance is available from the Authorities Communications Unit

10. If the incident occurs during school holiday consider briefing school at earliest opportunity

Emergencies Outside the Classroom – Activation

For emergencies on learning activities outside the classroom, the head teacher (or the pre-agreed nominee) should be immediately informed of any incident by the group leader.

Initial action by head teacher or nominee
1. Maintain a written record of your actions using this pro forma and a log book.

2. Offer reassurance and support. Be aware that all involved in the incident (those at the school and you) may be suffering from shock or may panic.

3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident?

Initial contact	
Name:	
Telephone number:	
Additional telephone numbers:	
Where are they now and where are they going?	
Notes:	

4. Discuss with the group leader what action needs to be taken and by whom.

5. Record the details of the off-site activity / visit during which the incident occurred:

Details of off-site activity / visit	
Location and nature of visit:	
Name of person in charge of visit:	
Telephone number(s):	
Number of staff on the visit:	
Number of pupils on the visit:	
Number of other people present:	

6. Record the details of the incident:

Details of incident	
Date and time of incident:	
Location of incident:	
What has happened?	
People affected (including names, injuries, where they are / will be taken to):	
Emergency services involved and advice they have given:	
Names and locations of hospitals involved:	
Arrangements for pupils not directly involved in the incident:	
Name of person in charge of your group at the incident (include telephone numbers):	

7. Depending on the scale of the incident, consider assembling a School Incident Response Team (IRT) to assist with the response.

8. Having activated this emergency plan, go on to the next stage – implementation.

Emergencies outside the classroom – roles and responsibilities

Action list for head teacher or nominee

Communication	Tick
Inform school staff as appropriate, depending on the time and scale of the incident.	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support if required.	
Line to be used for incoming calls only:	
Line to be used for outgoing calls only:	
Consult with the emergency services / local authority regarding informing parents of injured and non-injured pupils. Ensure parents of any injured pupils are immediately informed of what has happened and where their son / daughter is. Record what their plans are, e.g. to travel to their son / daughter, any assistance they need and any means of communications with them. In event of a major incident, the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Wherever possible, parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents / next-of-kin are informed.	
Inform the chair of governors.	
During office hours, call your local authority emergency contact: Stephen Dunham 020 8825 7418 or 07940 546 263 Outside office hours, call the local authority emergency helpline: 020 8825 5000	
Support from other organisations may be required. Examples of support include: ● Assistance at the school or site of the incident ● Help with arranging transport between the incident, parents and the school ● Help with media management, including press statements and interview briefing.	
If the visit is abroad, and the incident results in substantial medical or other expense, risk and insurance staff at the local authority should be informed as soon as possible.	
Inform pupils and staff at school and their parents. Remember that information given must be limited until the facts are clear and all involved parents / next of	

kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards. Staff and pupils should be asked to avoid talking to the media.

Media Management	Tick
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries; these could be directed to local authority communications staff.	
Liaise with local authority communications staff as early as possible, and work with them to prepare a press statement, to be agreed by the strategic director of the Children's Services department and the head teacher before release.	

Resources	Tick
Arrange a quiet space to receive parents of the children involved as they arrive at the school and ensure someone is there to meet and greet them.	

Reporting of Accidents	Tick
Tell the staff involved to prepare a written log noting events and times. Inform local authority health and safety staff who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	

Activity / visit leader's action card

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of pupils and staff.	
Establish if anyone is injured and how.	
Call the emergency services if necessary.	
Be aware that you and others may be suffering from shock.	

Next steps	Tick
During school hours contact the head teacher or her deputy	
Outside school hours contact the head teacher or her deputy	
Give clear details of what has happened and who is involved.	
Discuss with the head teacher or nominee who should inform parents and next-of-kin of pupils and staff.	
The head teacher or nominee should contact the local authority if necessary – if they are unavailable you may have to do this. During office hours, call your local authority emergency contact:	
Outside office hours, call the local authority emergency helpline:	
Avoid speaking to the media – if necessary direct them to your local authority communications staff	
Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
Make notes of what has happened and your actions.	
Keep in contact with the head teacher or nominee.	

Log of Events, Decisions and Actions			
Completed by:		**Sheet number:**	
Incident:		**Date:**	
Time (24 Hr. clock)	**Log details**		

SCHOOL INCIDENT RESPONSE TEAM

SCHOOL BASED:	NAMES	TELEPHONE NO'S.
Head teacher	Audrey Daley	
Deputy Head teacher(s)		
Assistant Head teacher		
Assistant Head teacher		
School Business Manager		
EYFS Phase Leader		
Key Stage 1 Phase Leader		
Lower Key Stage 2 Phase Leader		
Upper Key Stage 2 Phase Leader (from January 2020)		
GOVERNORS:		
Chair of Governors	Chris Green	
Vice-Chair		
ADMINISTRATION:		
Office Manager		
Site Manager / Caretaker	Site Team	

Local Authority Critical Incident and Contact list

In the event of a critical incident please inform the Children's Service as soon as possible. The first two names on the contact list are your **initial contacts**. However, if you are unable to get a response please continue down the list using directorate contacts first:

(**Please note the contact list will be updated as and when necessary. All updates will be available on the Ealing Grid for Learning)

Initial contacts for all emergencies in and out of hours for the local authority:		
Children's Services - Safety, Security, Fire Prevention & Critical Incident Co-ordinator	**Stephen Dunham** **dunhams@ealing.gov.uk**	Work: 020 8825 7418
		Mobile: 07940 546 263
Assistant Director – Planning & Resource Development	**Tamara Quinn** **tquinn@ealing.gov.uk**	Work:
		Mobile: 07961 208 752
Schools – Principal Health & Safety Advisor	**Raj Chowdhury** **ChowdhuryR@ealing.gov.uk**	Work: 0208 825 7287
		Mobile: 07568 130165

Others (Local Authority):		
Out of Hours Duty Officer	LA Switchboard	020 8825 5000
Executive Director for Children & Adults	Judith Finlay FinlayJ@ealing.gov.uk	Work: 020 8825 6983
Director Learning, Standards and School Partnerships	Julie Lewis JLewis@ealing.gov.uk	Work: 020 8825 6473
		Mobile: 07908 620 804
Assistant Director – Planning & Resource Development	Gary Redhead GRedhead@ealing.gov.uk	Work: 020 8825 5773
		Mobile: 07961 867 558
School's Property – Programme Manager	Laurence Field fieldl@ealing.gov.uk	
Director – Children & Families	Carolyn Fair	Work: 0208 825 5177

	CFair@ealing.gov.uk	Mobile: 07545 412 237 or 07734 683 296
Director of Public Health	Wendy Meredith MeredithW@ealing.gov.uk	020 8825 6232
Head of Children in Need	Sharon Scott ScottS@ealing.gov.uk	Work: 020 8825 9780
Head of safeguarding, review and quality assurance	John Churchill ChurchillJ@ealing.gov.uk	Work: 020 8825 8364
Emergency Duty Team	Social Work	020 8825 5000
Communications Unit	Moira Mercer Press@ealing.gov.uk	020 8825 7869
Director of Finance	Ross Brown BrownRo@ealing.gov.uk	020 8825 6110
Acting Principal Educational Psychologist	Judith Chambers-Thomas JThomas@ealing.gov.uk	Office: 020 8825 5050 Direct: 020 8825 8775
Pupil Attendance & Children Missing Education	Lucinda Poole LPoole@ealing.gov.uk	Work: 020 8825 5768 Mobile: 07940 766897
Property Services Delivery Unit Manager	Ian Smith SmithIa@ealing.gov.uk	Work: 020 8825 9469 Mobile: 07785 387310
Insurance Manager	Ewan Taylor TaylorE@ealing.gov.uk	07718 669128
Insurance Officer	Mary Guruparan GuruparanM@ealing.gov.uk	07710 100086
Catering contractor	ISS Catering	07725 961 632

	Debbie Wilson – Operations Manager Ealing	
Transport Section	Mac Magan MagonM@ealing.gov.uk	Work: 020 8825 5648 Mobile: 07925 894122
Step by Step Samaritans support for schools	https://www.samaritans.org/how-we-can-help/schools/step-step/	
Police (local)	Greenford Police Station	020 8810 1212