FULWELL INFANT SCHOOL ACADEMY

Business Continuity Plan

Version	Page	Date	Review Date	Author
V0.2	Page 1 of 72	074/09/2026	074/09/2027	FISA



This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.

(OFFICIAL SENSITIVE)

Plan administration	
Version number	8
Date of issue	07/09/2026
Electronic copies of this plan are available from	• Office Computer – Fulwell Infant School Academy • Office Computer – Ouston Primary School
Hard copies of this plan are available from	• The School Office -Fulwell Infant School Academy • Emergency Grab bag
Location of emergency grab bag(s)	• School Office
Date of next review	07/09/2027
Plan owner	Headteacher
Signature of plan Owner	*Wendy Angus*

Rev	Date	Prepared By	Checked By	Issue/Changes
1	22/08/18	WA-HT	TH-FD	First issue replacing 'Crisis Management Plan' in line with Ouston Primary School Plan as they entered Jigsaw Learning Trust.
2	14/9/2020	WA-HT	TH-FD	Updated to take account of the COVID-19 pandemic and the threat this creates for Jigsaw Learning Trust.
3	08/09/2021	TH	TH-WA	Updated to reflect staffing changes
4	08/09/2022	TH	TH-WA	Updated to reflect staff changes Updated as per DFE Emergency Planning & Response Guidelines August 2022
5	08/09/2023	AG	TH-WA	Updated to reflect staff changes
6	09/09/2024	SW	TH	Updated to reflect staff changes
7	09/09/2025	SW	TH	Updated to reflect changes in staffing & Governance
8	16/10/2025	TH	C	Included Cyber Incident Response, Lockdown and Invacuation, Communication Failure and Severe Weather Disruption
9	07/09/2026	SW	TH	Updated to reflect staffing changes Pupil Numbers Asbestos Management

Details of the amendment procedure can be found in Appendix 12.

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SECTION 1 – ACTIVATION

1.1 Initial Notification of Business Interruption

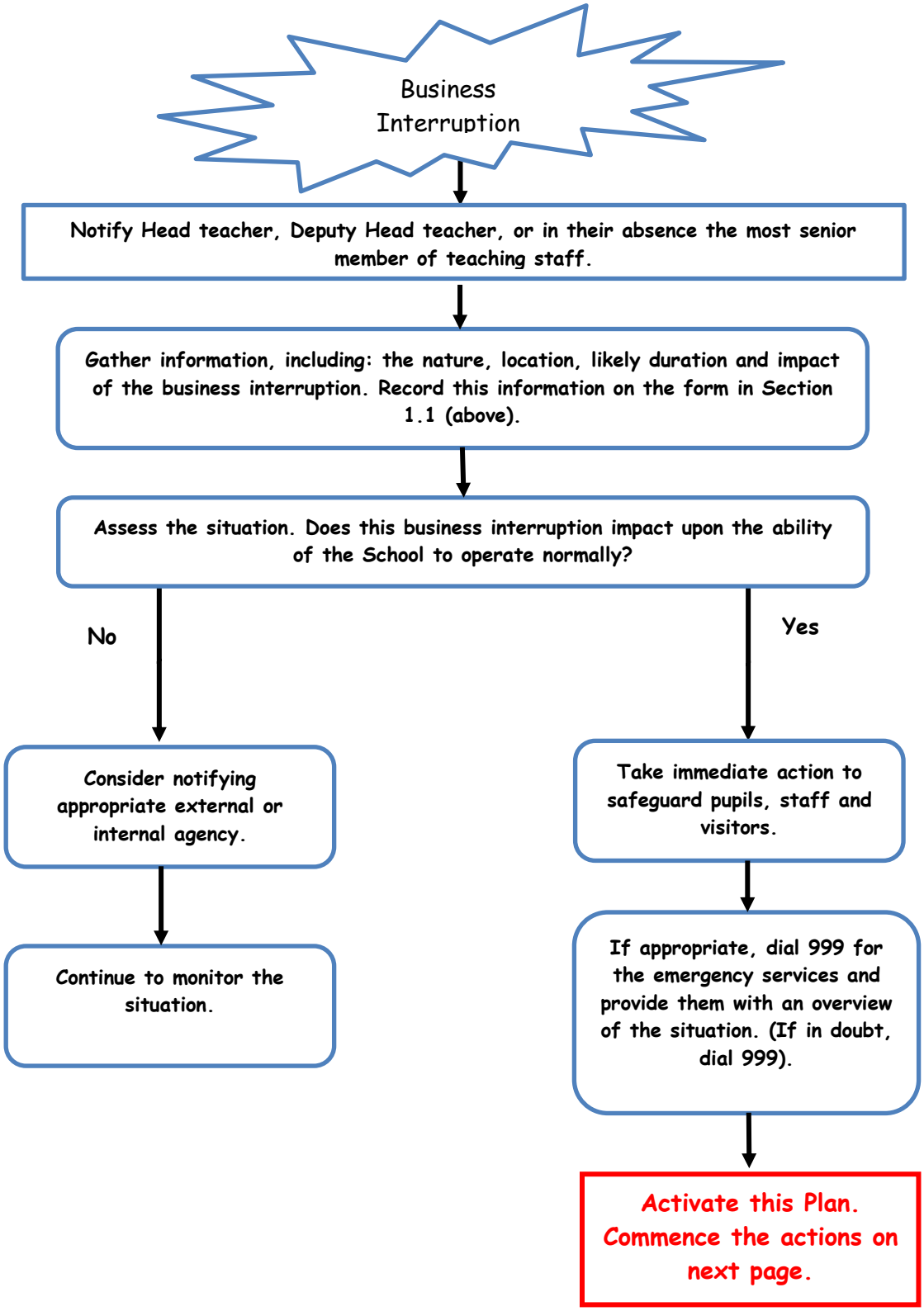
Information about a business interruption may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, Sunderland Local Authority). Whoever receives the alert should ask for, and record, as much information as possible

Information to be captured should include

Notification Information				
Name of informant:				
Contact details of informant:				
Date and time of Interruption:				
Date and time of call:				
Exact location of Interruption:				
Details of Interruption:				
People affected (including names, injuries, location,):				
What arrangements are in place for people not directly involved in the Interruption?				
Who has been informed?	☐	Head teacher/ senior member of staff	☐	Police
	☐	School staff	☐	Fire and rescue service
	☐	Governors	☐	Ambulance Service
	☐	Pupils	☐	Local Authority
	☐	Parents / carers	☐	Insurance Company
	☐	Extended services	☐	Other
Does anyone else need to be informed?				
Are any other actions required?				

1.2 Plan Activation Process

This plan can be activated by the Head Teacher or a member of the leadership team.



1.3 Schools Business Continuity Team (SBCT)

Protective Security Lead

The Protective Security Lead is the Headteacher. In the Headteacher's absence, responsibilities will be undertaken by the Deputy Headteacher.

Responsibilities include:

- Reviewing security risks.
- Maintaining lockdown and invacuation procedures.
- Organising emergency exercises.
- Liaising with Police and Local Authority partners.
- Ensuring staff receive appropriate training.
- Reviewing incidents and lessons learned.

Role of the SBCT

The key role of the School Business Continuity Team (SBCT) is to manage the response to a Business Interruption. The SBCT will give structure to the response to a business interruption by allocating roles and giving coordination.

Coordination of the SBCT

Leadership of the SBCT will be the responsibility of the Head Teacher or in their absence a member of the senior School staff. Any staff or personnel in the SBCT may be used to fill the required roles depending on their skills and more than one role can be allocated to the same person. Examples of roles would include communications, welfare, recovery and log keeping. Some roles may naturally fall to particular staff. Allocation of roles will be the responsibility of the Headteacher or a senior member of staff. A full list of staff is contained in Section 6.

Operation of the SBCT

The SBCT should, if required meet in the initial stages of the response to a business interruption. They should then meet at regular intervals during the response as agreed at the initial meeting.

1.4 Emergency Grab Bag

An emergency grab bag is securely stored at the School Office. This is to be used in the case that an evacuation of the building is required. Please note that it should only be retrieved if it is safe to do so.

Contents of the bag include:

- A copy of this plan
- A copy of the Fire Safety Emergency Plan
- Insurance details
- Contact details for staff / parents
- Copy of School asbestos plan/ site plan
- Keys for gates, class & staff registers

This bag is checked at regular intervals and updated whenever one of its constituent documents is updated.

2.1 Initial Co-ordination

This action card is for the most senior member of staff dealing with the business interruption. The coordination or management role is essential to any response.

This action card should be viewed as a guide and actions may vary based on the duration of the business interruption. The time of day or time of the week and the season may also affect the response.

Ref'	Co-ordination Role – to be performed by Head teacher or most senior member of staff
C1	Begin a log that contains all communications and actions.
C2	Establish a basic overview of the interruption.
C3	Notify School Staff.
C4	Consider assembling the School Business Continuity Team (SBCT) to assist with the response.
C5	Wherever possible, assign members of staff to relevant School Business Continuity Team (SBCT) roles: ▪ Communications – See Appendix 1 ▪ Welfare – See Appendix 2 ▪ Log-keeping – See Appendix 3 ▪ School Closure – see Appendix 4 ▪ Evacuation – see Appendix 5
C6	Establish the location and frequency of SBCT / staff briefings. Assign a log-keeper to provide administrative / secretarial support if possible.
C7	Inform all other staff of the interruption. Ensure staff are briefed (and given tasks) on a regular basis.
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.
C9	Take action to protect property if appropriate
C10	Work closely with other organisations (e.g. emergency services, Local Authority) as required. Contact details are contained in Section 6. Provide accurate and factual information to those arriving on-scene.

Ref'	Co-ordination Role – to be performed by Head teacher or most senior member of staff
C11	Refer to the list of emergency contact numbers for additional support if required.
C12	Inform Governors as appropriate. Contact details are contained in Section 6.
C13	Decide the most appropriate method of contacting relatives of pupils / staff affected by the interruption. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.
C14	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.
C15	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.
C16	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.
C17	Check that everyone who should have been notified of the interruption has been informed.
C18	Consider contacting the head teachers of nearby Schools to inform them of any important issues relating to the interruption.
C19	Seek advice on legal and insurance issues, if appropriate. See Appendix 6 for further details.
C20	If the interruption is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.
C21	Ensure that post interruption support is available to all who may require it. Please refer to Section 3 for more information.
C22	Complete any necessary forms / paperwork.
C23	Initiate a review of this plan as required.

2.2 Staffing Disruption

In the event of a business interruption, the following action card should be reviewed in addition to the actions contained in the generic action card in Section 2.1.

This action card should be viewed as a guide and actions may vary based on the duration of the business Interruption. The time of day or time of the week and the season may also affect the response.

Ref'	Staffing Disruption
SD1	Assess the nature of the business interruption.
SD2	Establish what effect the staffing disruption will have on the operation of the School.
SD3	Try to ascertain how long the disruption will last.
SD4	Consider obtaining supply staff (see contact list of suppliers in Section 6.7 for contact details) or temporary staff who regularly support the School.
SD5	Consider whether low priority work can be suspended and if work can be reallocated between staff to ensure the continued operation of the School.
SD6	If members of staff have received new work tasks, assess their individual capabilities for training requirements, to ensure they are effective in their temporary role.
SD7	If appropriate, ensure effective internal communication with staff/parents/other Schools. This is with particular reference to staffing issues, School capacity and areas of concern.
SD8	Minimise any disruption to the provision of education. Put arrangements in place to keep the School open and try to maintain normal School routines (e.g. teaching, exams) wherever possible and is safe to do so.
SD9	If staff numbers are too low to safely keep the School open, consider closing the School. See action card for School Closure in Appendix 4.
SD10	Seek support from other organisations (e.g. Fulwell Junior School, the Local Authority, suppliers / contractors) as required.
SD11	In the event of an outbreak of an infectious disease contact Sunderland Local Authority Health and Safety team and Public Health team (contact details in Section 6.4).
SD12	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.
SD13	Work with School staff and other organisations to restore the usual School routine as a matter of urgency.
SD14	Ensure staff, pupils and parents / carers are informed of any changes to the School routine. (See communications card, Appendix 1).

SD16	**Put in place arrangements for remote learning, if necessary.**

2.3 Premises Disruption

In the event of a business interruption which has caused, a loss of access or use of the School premises the following action card should be considered **in addition to the actions contained in the generic action card in Section 2.1**.

This action card should be viewed as a guide and actions may vary based on the duration of the business Interruption. The time of day or time of the week and the season may also affect the response.

Ref'	Premises Disruption
PD1	Assess the nature of the business interruption.
PD2	Evacuate the building if necessary. See Appendix 5 for evacuation details. If it is safe to do so, remove the Emergency Grab Bag from the School office.
PD3	If appropriate contact the emergency services.
PD4	Ensure the emergency services can access / egress the School without hindrance. Consider sending a member of staff to the School entrance to prevent people restricting access by parking in unsuitable places.
PD5	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map. Details of these are located in Section 4.5
PD6	Take action to protect property if safe to do so. Consider turning off utility supplies. Only attempt to do so if it is safe to access these areas.
PD7	Work with other staff and the emergency services to control access to the School: ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled where possible.
PD8	If a suspicious package is received to the School, follow the action in Appendix 8.
PD9	Try to ascertain how long the disruption will last. If appropriate, consider closing the School. See action card for School Closure in Appendix 4.

Ref'	Premises Disruption
PD10	Assess whether alternative accommodation is required. If so seek support from other organisations (e.g. Fulwell Junior School, the Local Authority, suppliers / contractors) as required. See Section 5 for details of alternative premises.
PD11	Ensure the School site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows/ roof lights to be boarded).
PD12	Liaise with utility suppliers as required. Contact details are contained in Section 6.7
PD13	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the School.
PD14	If members of staff have received new work tasks, assess their individual capabilities for training requirements, to ensure they are effective in their temporary role.
PD15	If appropriate, ensure effective communication with staff/parents/other Schools. This is with particular reference to staffing issues, School capacity and areas of concern.
PD16	Minimise any disruption to the provision of education. Put arrangements in place to keep the School open and try to maintain normal School routines (e.g. teaching, exams) wherever possible.
PD17	Ensure staff, pupils and parents / carers are informed of any changes to the School routine. See communications Appendix 1.
PD18	Work with School staff and other organisations to restore the usual School routine as a matter of urgency.
PD19	Put in place arrangements for remote learning, if necessary.
PD20	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.
PD21	Contact Insurance Company for assistance and the possibility of making a claim. Details are contained in Appendix 6.
PD22	Keep a record of any financial expenditure to be used if claiming insurance.

2.4 Utilities Disruption

In the event of a business interruption that has caused, a loss of one or more utility (heating, electricity, water etc.) the following action card should be considered **in addition to the actions contained in the generic action card in Section 2.1**.

This action card should be viewed as a guide and actions may vary based on the duration of the business Interruption. The time of day or time of the week and the season may also affect the response.

Ref'	Premises Disruption
UD1	Assess the nature of the interruption.
UD2	Ensure that utilities systems are made safe, where it is safe to do so. Details of isolation points are contained in Section 4.4.
UD3	Evacuate the building if necessary. See Appendix 5 for further details.
UD4	Contact the relevant utilities company. See contacts list at Section 6.7. Give them as much detail as required.
UD5	Try to ascertain how long the disruption will last. If appropriate, consider closing the School. See action card for School Closure in Appendix 4.
UD6	Assess whether alternative accommodation is required.
UD7	Ensure the Utilities company have safe access / egress to the School without hindrance. Consider sending a member of staff to the School entrance to prevent people restricting access by parking in unsuitable places.
UD8	If members of staff have received new work tasks, assess their individual capabilities for training requirements, to ensure they are effective in their temporary role.
UD9	If appropriate, ensure effective internal communication with staff/parents/other Schools. This is with particular reference to staffing issues, School capacity and areas of concern.
UD10	Minimise any disruption to the provision of education. Put arrangements in place to keep the School open and try to maintain normal School routines (e.g. teaching, exams) wherever possible.
UD11	Seek support from other organisations (e.g. Fulwell Junior School, the Local Authority, suppliers / contractors) as required.

UD12	Ensure staff, pupils and parents / carers are informed of any changes to the School routine. See communications card, Appendix 1.
UD13	Work with School staff and other organisations to restore the usual School routine as a matter of urgency.
UD14	Put in place arrangements for remote learning, if necessary.
UD15	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.

2.5 ICT/Cyber Attack Disruption

This action card provides guidance for responding to cyber attacks or data breaches that may affect school IT systems, teaching platforms, data, or communications. It should be used in conjunction with the Cyber Attack Quick Reference Checklist (Appendix 12)

To ensure continuity of operations during cyber incidents or IT outages, essential business documents will be maintained in paper format. These include: Business Continuity Plan (BCP)Emergency contact lists, Key contracts and agreements, Insurance policies

Ref'	Premises Disruption
CA1	**Initial Response – Identify & Contain** • Disconnect affected devices from the network (unplug cables or disable Wi-Fi). • Do not power off devices unless directed by IT Support. • Record details of the incident: systems affected (SIMS, emails, learning platforms, etc.), date and time noticed, error messages or ransom notes. • Stop using shared drives, email, or cloud systems until confirmed safe.
CA2	**Reporting & Escalation** • Notify Headteacher, IT Support Provider, and Data Protection Officer (DPO). • Inform Trust Board. • Begin a log of all communications and actions (see Appendix 3 – Log-Keeping).

CA3	**Assess Impact** • Determine whether personal data, safeguarding information, or teaching/learning systems are affected. • Identify critical systems disrupted that may impact pupils, staff, or school operations.
CA4	**External Notifications** • NCSC – report the incident: https://report.ncsc.gov.uk/ • Action Fraud – call 0300 123 2040 or report online: https://www.actionfraud.police.uk/ • ICO – report within 72 hours if personal data is compromised: https://ico.org.uk/for-organisations/report-a-breach/ • Notify Trust Board as required.

CA5	**Recovery**
	• Work with IT Support to clean affected systems.
	• Restore systems and data from verified clean backups.
	• Reset passwords and review access permissions.
	• Only reconnect systems once verified malware-free.
	• Recovery should prioritise
	  • Safeguarding systems and records
	  • Pupil records
	  • SIMS/MIS
	  • Parent communication systems
	  • Financial systems
	  • Curriculum and Learning Platforms
	
	Where available, multi factor authentication should be enabled

CA6	**Communication** • Inform staff, pupils, parents, and governors factually and calmly. • Avoid sharing details publicly or on social media. • Refer to Appendix 1 – Communications for guidance.

CA7	**Post-Incident Review** • Debrief with Headteacher, staff, and IT Support. • Identify lessons learned and update policies, training, and technical controls. • Record the incident, actions taken, and outcomes in Appendix 3 – Log-Keeping. • Review links with Section 3: 3.1 Assistance for pupils and parents/carers – consider impact on online learning or data access, and 3.2 General Actions – staff support, wellbeing, and communications post-incident.

2.6 Lockdown / Invacuation Disruption

This action card should be used where there is a threat external to, or within, the school that requires pupils, staff and visitors to be secured within the building.

Examples may include:

Intruder on site
Violent or aggressive behaviour
Nearby police incident
Terrorist-related incident
Dangerous animal on site
Hazardous substance release nearby
Significant external threat

Ref'	Lockdown / Invacuation
LI1	Assess the nature and location of the threat.
LI2	Activate the school's lockdown or invacuation procedure.
LI3	Inform all staff using the agreed lockdown signal.
LI4	Ensure all pupils, visitors and staff move immediately to the nearest safe location.
LI5	Secure external doors, windows and access points where safe to do so.
LI6	Keep pupils calm and away from doors and windows.
LI7	Conduct a register of pupils, staff and visitors where possible.

LI8	Contact emergency services where appropriate and follow their advice.
LI9	Maintain communication with staff and emergency services.
LI10	Do not permit anyone to enter or leave the building unless authorised by emergency services.
LI11	Keep parents informed using agreed communication channels when safe to do so.
LI12	Record all actions and decisions taken.
LI13	Continue lockdown arrangements until an all-clear is given by emergency services or the Headteacher.
LI14	Following the incident, provide support to pupils, staff and families as required.
LI15	Conduct a post-incident review and identify lessons learned.

2.7 Severe Weather Disruption

This action card should be used during severe weather events including:

- Snow and ice
- Storms
- Flooding
- Extreme heat
- High winds

Ref'	Severe Weather Disruption
SW1	Monitor Met Office warnings and local authority advice.
SW2	Assess risks to pupils, staff and visitors.
SW3	Inspect school premises for hazards.
SW4	Determine whether partial or full closure is necessary.
SW5	Communicate decisions promptly to parents, staff and governors.

SW6	Consider alternative arrangements for vulnerable pupils.
SW7	Activate remote learning arrangements where required.
SW8	Record decisions and actions taken.
SW9	Review site safety before reopening.
SW10	Conduct a post-incident review.
SW11	Consider adaptions to the school day during periods of extreme heat, including hydration, ventilation and use of shaded areas.

SECTION 3 – ACTION CARDS FOLLOWING THE INTERRUPTION

3.1 Assistance for pupils and parents/carers

Ref'	Post interruption support - assistance for pupils and parents / carers
P1	Monitor pupils and staff who may be particularly affected by the interruption.
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.
P3	Consider which pupils need to be briefed, how, and by whom.
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.
P5	Consider providing relevant books in the School Library.
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.

P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).
P9	Ensure communications to parents / carers include: ▪ The nature of the interruption ▪ How their child was notified of the interruption ▪ Arrangements for support organised by the School ▪ Who to contact if they would like additional support.
P10	Maintain regular contact with parents / carers.
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.
P13	If pupils who were particularly affected by the interruption leave School (e.g. transferring from infant to junior education) consider, sensitively and confidentially, notifying the Head Teacher of the Junior School.

3.2 General Actions

Ref'	Post interruption support - general actions
P14	Request support from educational professionals trained in psychological debriefing, critical interruption stress debriefing, bereavement counselling and trauma management if appropriate.
P15	Consider requesting support from other organisations. E.g.: ▪ Together for Children ▪ Sunderland Council ▪ Safeguarding Matters ▪ Teacher Support Network ▪ Samaritans ▪ Childline Contact details are contained Section 6.7

P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.
P17	Cancel or rearrange any events which are inappropriate.
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the interruption.
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.
P20	Ensure that new staff members are aware of the interruption, which pupils were involved and how they were affected.
P21	Consider any actions which can be taken to support the local community if affected by the interruption (e.g. fund raising).

3.3 Returning after a period of absence

Ref'	Post interruption support - returning after a period of absence
P22	Inform parents / carers the date for returning to School after a period of absence.
P23	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ Use of seesaw learning platform ▪ A sanctuary that pupils could use if upset during the School day (School Library or Windmill Room. ▪ ELSA support (timetabled)
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends, Buddy System).
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects

SECTION 4 – SCHOOL INFORMATION

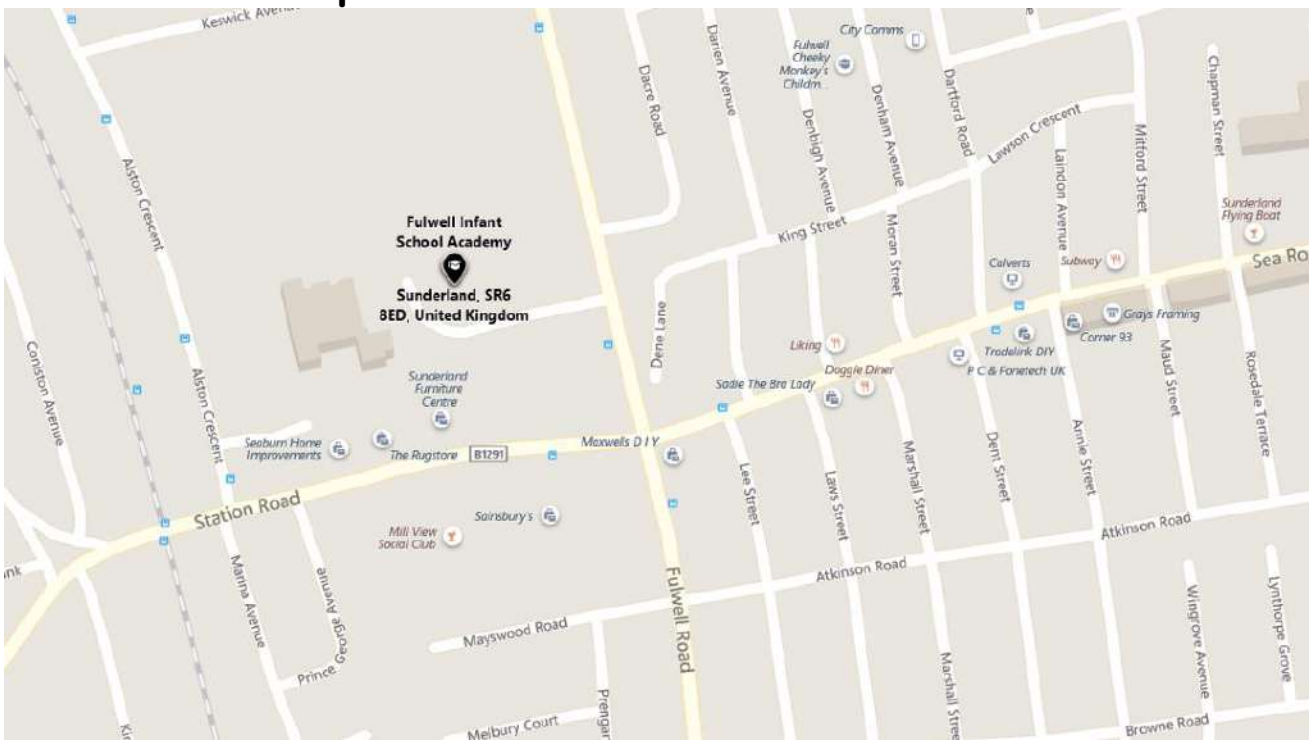
4.1 School Information

School details	
Name of School	Fulwell Infant School Academy
Type of School	Primary
Image	
School address	Fulwell Infant School Academy, Ebdon Lane, Fulwell, Sunderland, SR6 8ED
School operating hours	Site Manager: 7.15 – 11.00 am and 3.00 – 6.15 pm (Mon-Fri) Rainbow Club: 7.45am – 8.50am (Mon-Fri) School Hours: 8.50am – 3.20pm (Mon-Fri) After School Clubs: 3.20pm – 4.30pm (Mon-Fri) Rainbow Club: 3.20pm-6.00pm (Mon-Thur) Rainbow Club: 3.20pm-5.00pm (Friday)
Number of staff	50
Number of pupils	332 including nursery
Age range of pupils	Primary 3-7

4.2 Aerial View of School



4.3 Location map of School



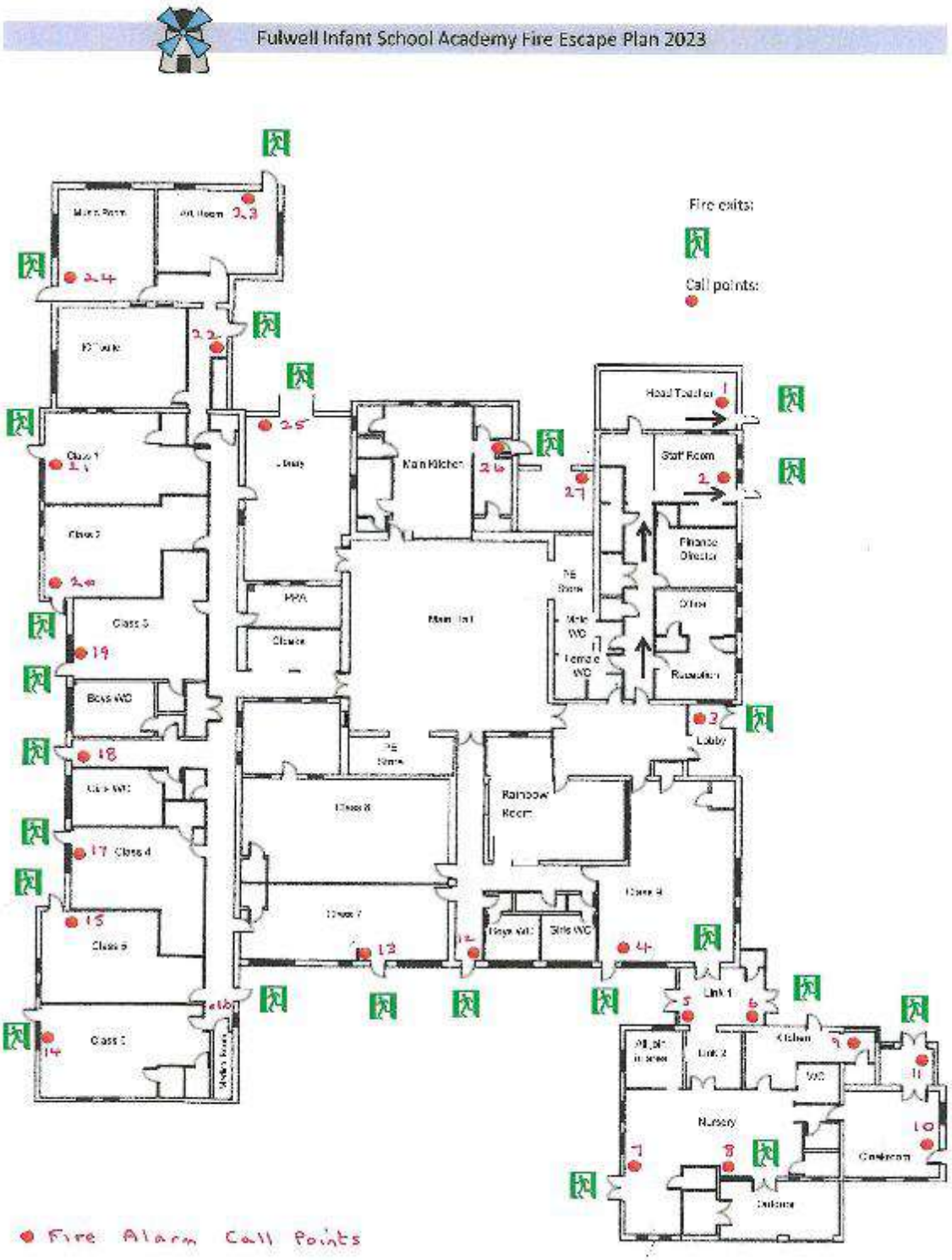
4.4 Building Information

Utility supplies	Location	Notes / instructions
Gas	Boiler house	
Water	Right hand side of main gate	
Electricity	Cupboard admin corridor	

Internal hazards	Location	Notes / instructions
Asbestos	See Asbestos File placed in the Reception porch	See Asbestos File

External hazards	Location	Notes / instructions
None		

4.5 Map of Internal Layout of School



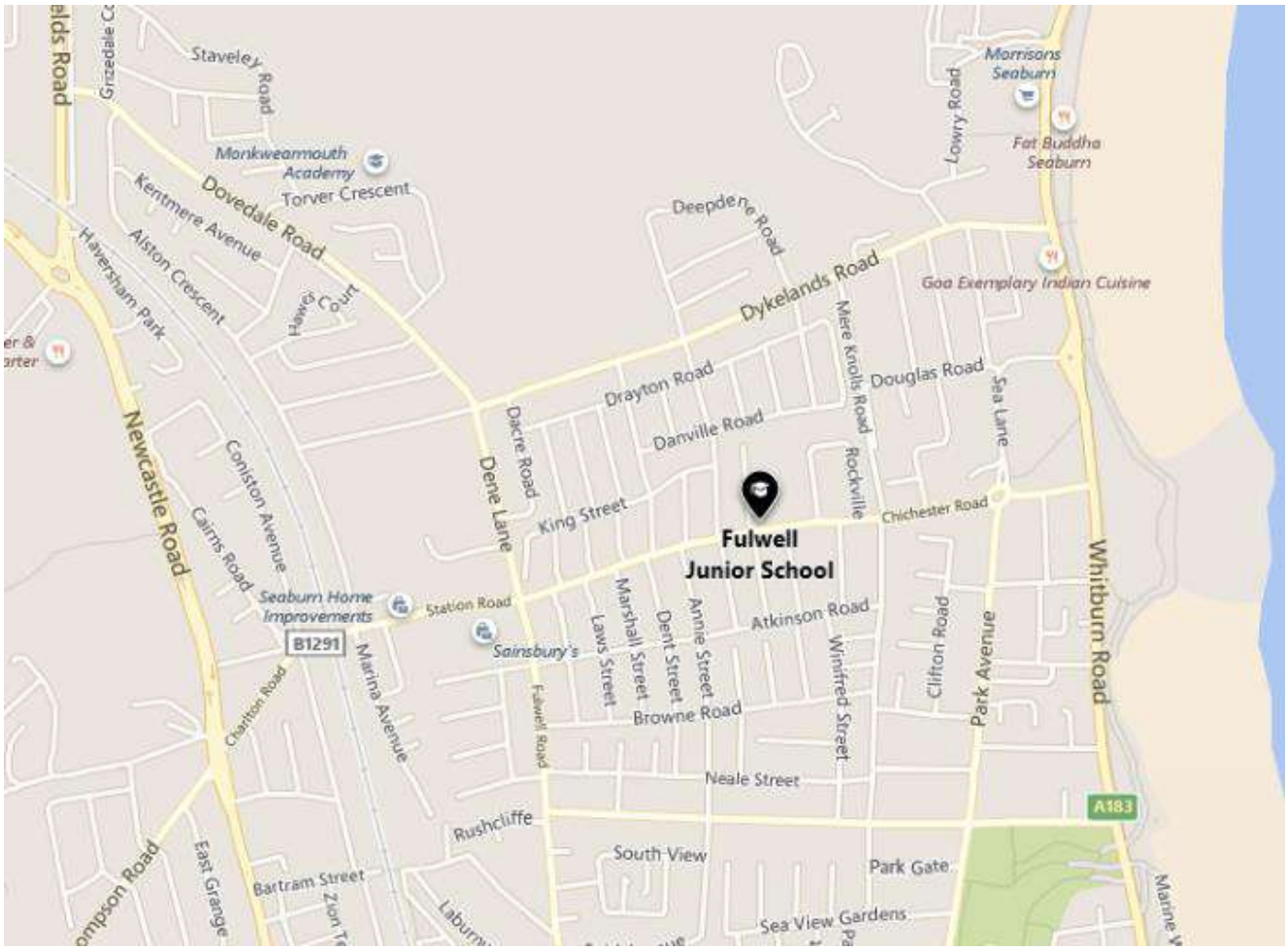
4.6 Asbestos Plan of School

Assessed as Priority 3 - Asbestos located on gaskets in plant room.

SECTION 5 – ALTERNATIVE PREMISES

Premises identified as potential alternative locations and places of safety are contained in the following section.

5.1 Location map of Place of Safety



5.2 Place of Safety – Fulwell Junior School

Place of Safety	
Name of premises	Fulwell Junior School
Type of premises	School
Contact name and details of key holder(s)	Peter Speck (Headteacher) 01915493333
Address	Chapman Street, Fulwell, Sunderland, SR6 9EE fulwell.junior@Schools.sunderland.gov.uk
Image	
Directions / map	See map in Section 5.1
Estimated travel time (walking, with pupils)	5 -10 minutes
Estimated travel time (by coach, with pupils)	Under 5 minutes
Capacity	Limited
Facilities / resources	Hall, Kitchen, Toilets, classrooms
Notes	Hall can accommodate 300 people seated

SECTION 6 – CONTACT DETAILS

6.1 School Staff

Name	Job title	Contact details	Alternative contact details	Notes (e.g. first aid trained, key holder)
Mrs W Angus	Headteacher			Headteacher, Key holder
Miss F Kelly	Deputy Headteacher			
Mrs C Middleton	TA			
Mrs C Brewerton	TA			
R Carlyon	ICT			
Mrs J Coates	Teacher/SendCo			
Miss H Cook	TA			
Miss S Dickinson	Assistant Hedteacher			
Mrs E Dunbar	Teacher			
Mr D Forster	Trust Site Manager			Key holder

Name	Job title	Contact details	Alternative contact details	Notes (e.g. first aid trained, key holder)
Mrs C Leadbitter	Kitchen Assistant			
Mrs J Haswell	Lunchtime Assistant			
Mrs J Hill	Teacher			First Aider
Mrs T Hodgson	Lunchtime AssistantM			
Mrs T Hope	Finance Director			
Mrs E Berry	Teacher			
Mrs D Johnson	Lunchtime Assistant			First Aider
Mrs A Laverick	Lunchtime Assistant			First Aider
Mrs S Lewis	Teacher			
Mrs C McCluskey	TA			
Mrs L McMahon	Kitchen Assistant			
Mrs L Meechan	Teacher			First Aider
Mrs L Gerry	Teacher			
Mrs M Nicholson	TA			

Name	Job title	Contact details	Alternative contact details	Notes (e.g. first aid trained, key holder)
Miss M Storey-Coates	Admin			
Mrs J Pickford	TA			First Aider
Dr B Renwick	Teacher			
Mrs J Robson	TA			
Mr J Routledge	TA			
Mrs S Scott	Lunchtime Assistant			
Miss C Sheriff	Lunchtime Assistant			
MS M Douglass	Lunchtime Assistant			
Miss L Southern	Teacher			
Mrs Swan	Teaching Assistant			
Mrs J Tanaszi	Cook			
Mrs V Thompson	Teacher			First Aider
Miss A Vipond	TA			First Aider
Ms C Walsh	TA			
Mrs E Willis	TA			First Aider

Name	Job title	Contact details	Alternative contact details	Notes (e.g. first aid trained, key holder)
Miss S Wilson	Office Manger			
Mrs H Gill	Teacher			
Mrs J Cowie	TA			
Miss E Bertram	TA			First Aider
Miss A Gandy	Teacher			First Aider
Miss A Stockwell	TA			First Aider
Mrs J Watts	Lunchtime Assistant			
Mrs N Maggiore	TA			First Aider
Miss E Snowball	TA			
Mrs French	Teacher			
Mrs N LLoyd	Lunchtime Assistant			

6.2 School Governors/Directors

Name	Job title	Contact details	Alternative contact details	Notes (e.g. first aid trained)
Mrs W Angus	Director	wendy.angus@fulwellinfant.org.uk		
Mrs L Lavelle	Director	l.lavelle@oustonprimary.org.uk		
Mrs H Akien	Chair of Trust/Director			
Mr D Green	Director/Chair of Governors			
Mr G Batten	Director			
Mr T Jackson	Director			
Mrs L Hill	Director			
Mrs B Robson	Director			
Mrs K Senior	Director			
Mr J Moore	Local Governor			
Ms L Flaxen	Local Governor			
Mrs C Stafford	Local Governor			
Mrs S Gill	Local Governor			

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

6.3 Extended Services

Name	Day(s) of the week	Operating hours	Contact details	Alternative contact details	Notes (e.g. key holder)
Rainbow Club (before & after School provision)	Monday to Thursday Friday	7.45-8.50am 3.20-6.00pm 3.20-5.00pm	Ms Pickford Mrs Cowie Ms Robson Mrs Laverick		Manager Key Holder

6.4 Sunderland Local Authority

Service	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
Together for Children		0191 520 5560 communications@togetherforchildren.org.uk		During office hours
				During office hours
Media / communications				During office hours
Property		0191 5612715		During office hours

Service	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
Connectedit	Chris	07930908887		

Service	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
Health and Safety	Health and Safety Team	paul.elliott@sunderland.gov.uk Tel: 0191 561 2387		During office hours
Insurance	RPA	0113 246 2040		

Service	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
Public Health	Director Of Public Health for Sunderland	03000 268146		Contact in relation to infection control and outbreaks of infectious disease
HR/Payroll – Sunderland	Leanne Questa (HR) Janice Royal (Payroll)	Leanne.questa@togetherforchildren.org.uk Janice.royal@sunderland.gov.uk		During office hours
Educational psychology	Dr Craig Hay	07583123910		During office hours
Occupational Health		occupational.health@sunderland.gov.uk 0191 5612970		During office hours
Safeguarding	Safeguarding Matters	info@hhsafeguardingmatters.com 075236988931		

Service	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
School Closure	School Places and Admissions Team	0191 5611425		If closing School, complete form on extranet or contact the School Places and Admissions Team.
Ouston Primary School	Jigsaw Learning Trust	01914102599		MAT

6.5 Useful Websites

Useful websites	
School website / extranet	www.fulwellinfant.org.uk/
Local Authority	www.togetherforchildren.org.uk
Department for Education	https://www.gov.uk/government/organisations/department-for-education
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

6.6 Local Radio Stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes (e.g. coverage, frequency)
SunFM	NA	0191 5481034		Covers Sunderland and Wearside Frequency 103.4 MHz FM
BBC Tees	NA	01642 340678		Covers North Yorkshire, County Durham, Tees Valley Frequency 95.0 MHz FM
BBC Newcastle	NA	0191 2326565 bbcnewcastle.news@bbc.co.uk		Covers Wearside, Tyneside, Northumberland, County Durham Frequency 95.4 MHz FM
Capital FM	NA	0191 4442545 Northeast.Schools@capitalfm.com		Newcastle, Sunderland, County Durham, Northumberland, Middleborough, Frequency 105-106FM
Metro	NA	0191 2306100 www.metroradio.co.uk/pages/register		North East Frequency: 97.1, 102.6, 103, 103.2

6.7 Other Organisations/Suppliers

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
Police		999	101	In an emergency requiring Police assistance
Fire & Rescue Service		999		In an emergency requiring Fire and Rescue assistance
North East Ambulance Service (NEAS)		999		In an emergency requiring NEAS assistance
Department for Education		Enquiry line: 0370 000 2288		During office hours
Environment Agency		Floodline: 0345 988 1188 (24 hour)		If School is at imminent risk of flooding
Met Office		Customer centre: 03709000100(24 hour)		For latest weather information
Health and Safety Executive	Infoline: Incident contact centre: Duty officer:	0845 345 0055 0845 300 9923 0151 922 9235 (24 hour)		For accidents with contractors on site.
Repairs				
Trade union		Unison, NUT, GMB		

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes
Supplier (catering)	Hutchinson's	07468513140		Christine
Cleaning	Supplied through Sunderland LA	07900227148		Dot Bailey
Utility supplier (gas)	Supplied through Sunderland LA	07398125167		Dave Cooper
Utility supplier (water)	Supplied through Sunderland LA	07398125167		Dave Cooper
Utility supplier (electricity)	Supplied through Sunderland LA	07398125167		Dave Cooper
Safeguarding Matters	Helen Hogan	07711 443463		
Cruse Bereavement Care		08088081677 www.cruse.org.uk/		Cruse offer support during a bereavement
ChildLine		0800 1111 www.childline.org.uk/		ChildLine offer support to Children on a range of issues
Samaritans		116 123 jo@samaritans.org		Samaritans offer a listening and support service.

6.8 Contact details - For completion during a Business Interruption

This table should be left blank so it can be used to record additional contact details during a Business Interruption.

Name	Contact details	Notes

APPENDIX 1 - COMMUNICATIONS

Ref'	Communications - initial response
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.
CO2	Record a new message on the School answer phone if appropriate. Consider setting it to 'answer only' mode if applicable.
CO3	Consider updating the School website with information on the Business Interruption
CO4	If appropriate contact local radio stations with latest information.
CO5	Support staff with any communication needs they may have
CO6	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).

Ref'	Communications - ongoing response
CO7	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.
CO8	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.
CO9	Update the School answer phone on a regular basis.
CO10	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries.
CO11	In the event of a major Business Interruption, seek support from City of Sunderland Council's Media Team – see contact details in Section 6.4.

Ref'	Communications - recovery
CO12	Provide regular briefings to pupils and parents / carers.

CO13	Assist the 'business continuity' role in providing remote / virtual learning.
CO14	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.

APPENDIX 2 –WELFARE

Ref'	Welfare - initial response
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.
W2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).

Ref'	Welfare - ongoing response
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from Educational Psychologists about the best way to inform and support pupils.
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave School.
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. e.g. Parish Priest
W8	Ensure that staff take regular rest periods.

APPENDIX 3 - LOG-KEEPING

GUIDELINES

Below are some brief guidelines on log keeping principles.

	Thursday, 19/05/2011
7.40pm	*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.*
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: ~~07802 388~~ 07802 338 202.*
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 Hughes (deputy Head Teacher) 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 put a notice on the School website. I'll contact the radio stations.*

Notes should be recorded in chronological order.

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.

- **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.**

RESPONSE LOG

Incident:	

Start Date:	
Start Time	
Finish Date:	
Finish Time	

Log number:	Time:	Log Entry Details:	Action / Remarks:

APPENDIX 4 – SCHOOL CLOSURE

Ref'	Generic actions - initial response
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the School to vulnerable, Early Years and wrap around provision pupils ▪ Potentially use places of safety
SC2	If necessary, assemble the SBCT.
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 1. It may be appropriate to inform: ▪ Pupils, Parents /Carers ▪ Staff ▪ Governors ▪ Local radio stations/The Local Authority.
SC5	Complete the appropriate School closure form on the Schools extranet. If unable to do so, contact School Places and Admissions Team at Sunderland Local Authority. Contact details are contained in Section 6.4
SC6	If the closure takes place during the School day, arrange transport for pupils as necessary.
SC7	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.
SC8	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
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.
SC9	Consider how pupils with Special Educational Needs (SEN) 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 (please see Appendix 9).
SC11	Put in place arrangements for children who are Free School Meals in the form of packed lunches/meal vouchers

APPENDIX 5 - EVACUATION

Signals	
Signal for evacuation of site	Alarm
Signal for all-clear	Alarm stops / told to come back in

Assembly points - evacuation	
Evacuation assembly point	School – Playground (Year 2) Nursery – Playground (Year 2 or front car park) Car Park opposite Main Entrance The Playing Field may be used for evacuation.

The School has a Fire Safety Emergency plan which should be followed in the event of a fire.

The School also has a current Fire Risk assessment which highlights the potential risks and mitigations in place.

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 one of the following locations:

- Fulwell Junior School Section 5.2

APPENDIX 6 – INSURANCE DETAILS

The School has insurance for various eventualities as summarised below.

Confirmation of risk protection arrangement (RPA) Membership

The Department for Education's risk protection arrangement (RPA) is a voluntary arrangement
for academies and free Schools. It is an alternative to insurance through which the cost of risks
that materialise will be covered by government funds.
The following academy trust or multi-academy trust is a member of the RPA.

NAME OF MEMBER ORGANISATION: Fulwell Infant School Academy

[MEMBERSHIP NO/URN:] 139026

MEMBERSHIP PERIOD: 1 September 2026 to 31 August 2027

(1) **EMPLOYER'S LIABILITY**
Limit of Indemnity Unlimited

(2) **THIRD PARTY PUBLIC LIABILITY**
Limit of Indemnity Unlimited

(3) **PROFESSIONAL INDEMNITY**
Limit of Indemnity Unlimited

(4) **PROPERTY DAMAGE**
Cover
Limit Reinstatement value of the property
Loss of or damage by any risk not excluded to any property owned by or the responsibility of the Member including property the responsibility of the Member due to a lease or hire agreement

NOTES:

1. Indemnity is subject to the RPA membership rules.
2. In accordance with the provisions of paragraph 1 of Schedule 2 of the Employers' Liability (Compulsory Insurance) Regulations 1998 (SI 1998/2573), the Secretary of State for Education hereby certifies that any claim established against the named member organisation above in respect of any liability to the employees of the kind mentioned in section 1(1) of the Employers' Liability (Compulsory Insurance) Act 1969 will, to any extent to which it is otherwise incapable of being satisfied by the aforementioned employer, be satisfied out of moneys provided by parliament.
3. A General Principles Clause is included.

RPA Team Contact Details

Reporting a New Claim

Submit via: rpaCM@davies-group.com

Urgent Incident Notifications

Phone: 0330 058 5566

Claims Updates or Queries

Phone: 0330 058 5566
Email: Email: rpaCM@davies-group.com

Queries on the Risk Management or Cover Provided

Phone: 0117 976 9361
Email: rpacover@wtwco-gsp.com
Access to the RPA cover helpdesk is available 9.00 to 17.00 Monday to Friday excluding bank holidays.
For assistance accessing the RPA Risk Management Portal: RMBluesupport@willis.com

Queries on Funding or How to Join/Leave the RPA

Email: Academies.RPA.DFE@education.gov.uk

Cyber Incident Notifications

Cyber Incident Response Hotline:	0800 368 6378
Cyber Incident Response Email:	RPAresponse@CyberClan.com

APPENDIX 7 - 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:

.....

.....

+ **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 Headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What sex did the caller sound?

- ❑ Male
- ❑ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

- ❑ Normal
- ❑ Quick
- ❑ Slow

What manner did the caller have?

- ❑ Normal
- ❑ Calm
- ❑ Excited
- ❑ Laughing
- ❑ Upset
- ❑ Angry
- ❑ Rational
- ❑ Irrational
- ❑ Irritated
- ❑ Muddled
- ❑ Other

Were there any distinguishable background noises?

.....

.....

Notes:

APPENDIX 8 - 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 hand writing, 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 extremely low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package
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
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 9 – DOCUMENT CONTROL

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During a Business Interruption do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Classrooms (books & drawers)	Short term	
SAT tests	Completed exam papers locked away in office until collected – very quick timescale	Short term	Results stored electronically and on line
Asset registers / equipment inventories	Finance Director	Short term	Stored electronically on computer and at Fulwell Infants
Insurance documentation	School Office	Short term	Electronic on computer and at Fulwell Infants

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Class Do Jo	Short term	
Contact details	SIMS	Short term	CONNECTED-IT
Financial information	SIMS / FMS	Short term	CONNECTED-IT
Medical information	SIMS	Short term	CONNECTED-IT Hard copies on site

Remote learning	Notes / instructions
Website / extranet	www.fulwellinfant.org.uk Class Do Jo

E-mail	Up to date emails would need to be supplied to use this option
Post	Postal addresses obtained from SIMS

APPENDIX 10 – ASSET REGISTER

The School has an Asset Register which contains details of key equipment in the School.

The asset register will assist in the replacement of stock and equipment should any or all become lost or damaged during a business interruption.

The asset register is regularly updated and is stored both paper based and elctronically in the School and at Ouston Primary School.

APPENDIX 11 – TRAINING AND EXERCISING

It is essential that this plan is routinely tested and reviewed to ensure it is fit for purpose. Details of training and exercising will be documented in the table.

Date	Event	Event Type	Outcome

Minimum Exercise Requirements

The school will undertake:

- One Business Continuity exercise annually.
- One Lockdown exercise annually.
- One Evacuation exercise each term.
- One Cyber Security awareness exercise annually.

Following each exercise, lessons identified will be recorded and the Business Continuity Plan amended where necessary.

APPENDIX 12 – Cyber Attack Quick Reference Checklist

Before an Incident

- □ Ensure staff know how to report cyber incidents.
- □ Keep contact details for IT Support, Headteacher, and DPO up to date.
- □ Verify that backups are working and secure.
- □ Run regular staff cyber awareness training.

If a Cyber Attack is Suspected

- □ Disconnect affected devices from the network.
- □ Do NOT power down devices unless advised by IT Support.
- □ Inform the Headteacher and IT Support immediately.
- □ Notify the DPO and Local Authority or Trust (if applicable).
- □ Record details: date/time noticed, systems affected, error messages, screenshots.

Contain & Assess

- □ Stop using shared drives, email, or cloud systems until cleared.
- □ Work with IT Support to isolate the issue.
- □ Determine whether personal data or safeguarding information is affected.

Report & Communicate

- □ Report to NCSC (https://report.ncsc.gov.uk/).
- □ Report to Action Fraud (0300 123 2040).
- □ Report to the ICO within 72 hours if personal data is breached.
- □ Inform parents/staff as advised by leadership – factual, calm, and controlled.
- □ Avoid sharing any details publicly or on social media.

Recovery & Review

- □ Work with IT Support to clean and restore systems from backups.
- □ Reset all passwords and enable MFA where possible.
- □ Conduct a post-incident review and record lessons learned.
- □ Update staff training, procedures, and policies.

Prepared using guidance from the NCSC, DfE, and ICO.

APPENDIX 13 – Lockdown Procedure

Lockdown Signal

The signal for lockdown will be:

Repeated verbal announcement of "LOCKDOWN" using internal communication systems and/or designated whistle signal.

Where communication systems are unavailable, staff should relay the message verbally.

Actions During Lockdown

Staff should:

- Immediately secure pupils inside classrooms or safe spaces.
- Lock or secure doors where possible.
- Close windows and blinds.
- Turn off interactive screens where appropriate.
- Move pupils away from doors and windows.
- Remain calm and reassure pupils.
- Take a register if safe to do so.
- Await further instructions.

Pupils, staff and visitors should remain inside until an all-clear has been given.

All-Clear Signal

The all-clear will only be given by:

- Emergency Services; or
- The Headteacher; or
- A member of the Senior Leadership Team acting on their behalf.

APPENDIX 14 – Invacuation Procedure

Invacuation is used when people need to be brought inside quickly due to an external threat.

Examples include:

- Dangerous person in the area
- Severe weather
- Air pollution
- Chemical release
- Dangerous animal

Actions

- Bring all pupils, staff and visitors indoors immediately.
- Secure external doors.
- Continue normal activities where possible.
- Monitor updates from emergency services.
- Prevent access to external areas until safe.

APPENDIX 15 – Communication Failure Procedure

In the event of loss of:

- Internet access
- Email systems
- School communication platforms
- Telephone systems

The school will use the following alternative methods:

1. Mobile telephone contact lists.
2. Emergency paper contact lists.
3. Direct communication through the Trust.
4. School website updates (where available).
5. Local radio announcements if necessary.

Paper copies of key contact information shall be retained in the Emergency Grab Bag.

APPENDIX 16 – AMENDMENT PROCEDURE

It is essential that information in this plan is kept up to date. This plan will be reviewed annually, following any business interruption or after any major business change (such as a change of workplace).