



CROMWELL HIGH SCHOOL BUSINESS CONTINUITY PLAN

Cromwell High School has 5 Critical Objectives relating to the following groups, which must be maintained:

- Pupils
- Staff
- Public/Visitors
- Premises
- Resources

Plan details	
School	Cromwell High School
Plan Owner	Head of School
Plan Manager	Business Manager/
Plan Writer	Ali Syed/ Andrew Foord
Date Written	09/11/2021

Plan review details	
Review Period	Annually
Date of next review	Before the end of March 2023

LA review details	
Date to LA	
Date reviewed by LA	

All staff undertaking activities identified must be informed of this Business Continuity Plan. The document signatory is also responsible for exercising this plan to confirm that it is still fit for purpose. The LA reserves the right to exercise the plan without warning.

Signature <i>Plan Owner</i>	<input type="text" value="Ali Syed"/>
Date	<input type="text" value="09/11/2021"/>

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Section 1 - Introduction

School Services

Please provide a brief description of the services undertaken by the school:

Cromwell High School is a Special School that provides the most intensive support for secondary aged pupils in the Tameside area. We provide a happy, caring and positive atmosphere so our pupils can learn effectively, as well as a safe and secure environment for staff, parents and visitors. We ensure the premises and resources are safe to use and fit for purpose.

We are co-located with Rayner Stephens High School. We share a corridor with them and also use their Dining Hall and Catering Facilities.

Staff resources day to day- HR secure staffing Oct 2021: No of Jobs =101

Teachers	14 (inc HT & AHT)	Site Manager	2 (inc Deputy- Vacancy)
Teaching Assistants	61	Cleaners	8
Middays	8	Business Manager	1
Welfare Manager	1	Administration	4
Enrichment / Vocational manager	1		

Section 2 - Invocation

When an incident affects Cromwell High School operations and/or its staff and visitors:

Step 1: Be Safe

- Stay calm
- Alert a senior member of staff to the incident (preferably a Department Head)
- Alert others around you if the incident presents physical or immediate danger
- Take necessary safety actions e.g. follow the evacuation procedure
- Account for colleagues, contractors and visitors
- Alert a Fire Warden or Manager if any individual cannot be accounted for during a fire evacuation
- Consider calling home to reassure family that you are safe

Step 2: Be Together

- If evacuated, stay with your Departmental colleagues at your assembly point
- Be aware of emergency vehicles and welfare of others
- Move to local shelter point (if available and appropriate) as instructed
- If no physical danger, remain in your usual office and await further instructions
- DO NOT go home or move to another location unless requested/instructed by your line manager or senior personnel

Step 3: Be Patient

- Follow instructions from your line manager or appointed deputy/successor
- Remain calm and patient. An Incident Management Team will be discussing next steps in the interest of all staff and will communicate actions required as soon as possible
- Fulfil your part of the response when requested to do so
- Keep free or donate mobile phones. Be aware that unnecessary use may put pressure on the network, which could hinder the response.
- If you must move/go home, discuss this with your line manager or appointed deputy/successor

Step 4: Be Alert

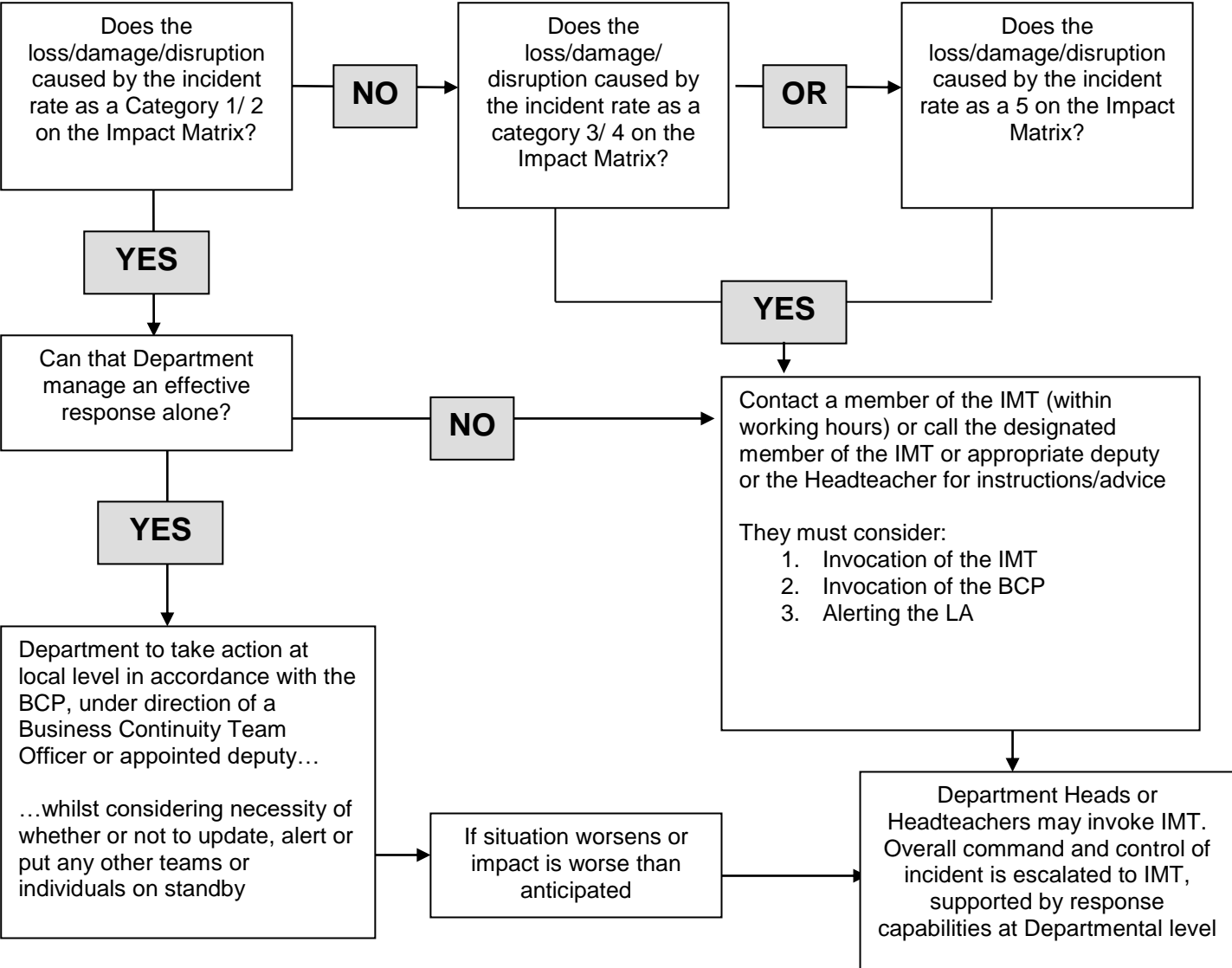
- Provide line managers/response staff with any helpful update/information
- Politely direct any press or media interest to appropriate press officers only
- Consult the school or council website for trusted updates (avoid potentially unreliable sources)
- If you are sent home, be ready to return to work / rejoin the response efforts at short notice

School Business Continuity Plans (BCPs) may be invoked under the following authority only:

- 1) When the Incident Management Team (IMT) declares a business continuity incident has occurred and has provided direction that the Business Continuity Plan is to be invoked, or
- 2) When the Head of an individual Department (or appointed Deputy/Successor) has declared that an incident has taken place and the plan is to be invoked, or
- 3) When the Headteacher/Chair of Governors declares that the plan is to be invoked

The IMT will ensure that the Headteacher, Chair of Governors and the Local Authority (LA) are appropriately informed about the incident and its progress. This should include the agreed response and recovery strategies and any other relevant factors.

If the incident has been discovered within a specific department, the following decision tree should be considered and the most appropriate actions taken:



**** ONCE THIS PLAN IS INVOKED THE DEPARTMENT HEAD / DEPUTY MUST ENSURE THAT A LOG IS KEPT OF ANY DECISIONS MADE OR ACTIONS TAKEN. AN EXAMPLE LOG IS GIVEN IN APPENDIX 2. ****

Section 3 Impact Assessment Criteria

Category	Potential or real impact assessment
Negligible (1)	<ul style="list-style-type: none"> • Minor internal disruption to the department • No specialist personnel issues • Activity recovered within 30 days • No injuries beyond 'first aid' level • No significant disruption to service capability • Unlikely to cause any adverse publicity • Low impact on a strategic objective • Low impact on an operational objective • Can be easily remedied • Low stakeholder concern
Marginal (2)	<ul style="list-style-type: none"> • Minor impact on the performance of the department • Activity to be recovered within 14 days • Potential for complaints from individuals • Adverse local publicity • Litigation to be expected • Breaches of the law punishable by fines only • Minor disruption to the achievement of a strategic objective • Minor disruption to the achievement of an operational objective • Creates minor stakeholder concern • Minor injury to an individual or several people
Significant (3)	<ul style="list-style-type: none"> • Internal performance disruption on one or more departments; department may require assistance from one another • Activity must be fully recovered within 7 days • Potential for adverse local publicity of an ongoing nature • Potential for significant injuries or ill health • Short-term loss or disruption of service capability • Needs careful public relations • High potential for complaint, litigation possible • Breaches of regulations/standards • Delays the achievement of a strategic objective • Delays the achievement of an operational objective • Creates moderate stakeholder concern • Severe injury to an individual or several people
Essential (4)	<ul style="list-style-type: none"> • Significant impact on the performance of several departments • Full recovery must occur within 48 hours • Potential for adverse national publicity or local publicity on a persistence nature affecting the local community • Potential for fatality or serious injury to several people • Litigation to be expected • Major delay in the achievement of a strategic objective • Major delay in the achievement of significant operational objective(s) • Significant delays in recovery • Creates significant stakeholder concern
Crucial (5)	<ul style="list-style-type: none"> • Inability to meet critical service level demands • Activity would rely on external mutual aid • Recovery must occur within 24 hours • Potential for adverse national publicity or local publicity of a persistent nature affecting the local community • Potential for fatality of one or more or serious injury to several people • Potential for major claims which would be outside the insurance cover • Litigation almost certain and difficult to defend • Breaches of law punishable with imprisonment • Prevents the achievement of a strategic objective • Prevents the achievement of significant operational objective(s) • Creates major stakeholder concern

4.1 Activity Summary

Activity No	Impact Category ¹	Activity ²	SPOF ³	MTPD ⁴					RTO ⁵	Does the activity depend on, or influence the activities of other departments within the organisation or external agencies? If YES, list the departments ⁵
				First 24 Hrs	24 to 48 Hrs	Up to 1 Week	Up to 2 Weeks	Up to 1 Month Plus		
1	5	Education and care of children during the school day excluding lunch times	Y	5	-	-	-	-	24hrs	Yes - whole school
2	5	Supervision and care of children during lunchtime break	Y	5	-	-	-	-	24hrs	Yes – whole school
3	5	Access and suitability of premises	Y	5	-	-	-	-	24hrs	Yes – whole school
4	4	Catering provision	N	-	4	-	-	-	48hrs	Yes – whole school
5	4	Provision of resources inclusive of ICT	N	-	4	-	-	-	48hrs	Yes – whole school
6	3	ICT admin systems	N	-	-	3	-	-	1 wk	Admin
7	1	Extended schools activities	N	-	-	-	-	-	1 wk	Curriculum
8	1	Hire of premises for community use	N	-	-	-	-	-	1 wk	All
9	1	Host meetings for external services	N	-	-	-	-	-	1 wk	None
10	1	Accreditation	N	-	-	-	-	-	1 wk	None
11	4	Administrative running of school	N	4	-	-	-	-	48hrs	Resources
12	1	Educational visits	N	-	-	-	-	-	1 wk	Curriculum

¹ all activities should be impact assessed using the criteria in Section 2

² list activities with the most critical first in descending order

³ are any of the activities regarded as a Single Point of Failure (SPOF)

⁴ Recovery Time Objectives (RTO) should indicate the priority/timescale to restore a process to minimum service levels (for category 3, 4 or 5 activities only – the remainder can be left blank).

⁴ Maximum Tolerable Period of Disruption (MTPD) should indicate the maximum time to manage a disruption without damaging (for category 3, 4 or 5 activities only – the remainder can be left blank).

⁵ the Impact Assessment should take into consideration the effect on any interlinked departments or outside agencies

Activity No	SPOF ¹	Normal number of staff to carry out activity		Minimum number of staff required to start/maintain activity		Location	Specialist skills/ training required by staff	Can staff from outside the department support this activity and if yes, where from		Contingency Arrangements ²
								Y/N	Dept/Organisation	
1	N	Senior Leadership Team (teaching)	6	Senior Leadership Team (teaching)	4	school	Management, behaviour management	Y	Acting up	Acting up internal teachers Secondment from other special schools
2	N	Teachers	6	Teachers	3	school	CRB QTS	Y	SLT, Supply, Level 4 TA, For 3 days TA3s	Supply agencies including Randstand and Teaching Personnel.
3	N	TA 3/4's	1 4	TA 3/4s	1 4	school	CRB Level 3 Qualified	Y	Supply	Supply agency
4	N	Welfare Manager	3	Welfare Manager	2	school	Management, Safeguarding M&H advisor CRB	Y	SLT	SLT to cover role
5	N	Care Staff TA 2/1s	1	Care Staff TA 2/1s	1	school	Experience and training	Y	TA 3's casual staff	Lunchtime staff extended hours.
6	N	Site Manager	1	Site Manager	1	school	CRB	Y	Assistant Site Manager	Assistant Site Manager or TMBC.
7	N	Site Staff	4	Site Staff	2	school	CRB	Y	Y	Casual staff - agency
8	N	Business Manager	1	Business Manager	1	school	Financial competence	Y	Y	TMBC finance team
9	N	Admin Staff	2	Admin Staff	1	school	Data input to SIMS	Y	Y SLT	agency
10	N	Lunchtime Staff	6	Lunchtime Staff	3	school	H & S – feeding training	Y	Y casual staff	agency

4.3 Assets, Equipment and Premises

Activity No	SPOF ¹	Location/Premises	Location/Premises Owner ²	Standard Equipment ³		Contingency Arrangements ⁴
				Normal	Minimum	
1	Y	School	Tameside	12 classrooms plus hall	6	Contact Elaine Todd at TMBC Contact LA Insurance officer 0161 342 2879
2	N	School	Tameside	13 x fixed hoists 3 x mobile	4	Contractor to provide hire equipment
3	Y	School	Tameside	Heating Water supply Toilets	Heating Water supply Toilets	Senior staff inform Tameside Services for Children and Young People 0161 342 3766/3229 Senior staff and admin alert parents of school closure See 'Unavoidable Closures' advice document on head's notice board
4	N	Rayner Stephens High School	Tameside	Food Preparation and Dining facilities		Send out for pre-prepared food from supermarket for short term. For Longer term contractor to be engaged, enquire with caterers to deliver or close school as no facilities are available. Cromwell Hall to be used – special diets prepared in Food Tech.

¹ is any of this equipment regarded as a Single Points of Failure (SPOF)

² identify the building owner TMBC, private landlord, etc.

³ identify number of desks, workstations, phones, faxes, desktop or laptop computers, printers and any other standard IT hardware required

⁴ contingency arrangements should include any actions that can be implemented locally - i.e. relocation to other premises, transfer of equipment from other areas, manual workarounds - whether agreed or identified as the potential for good practise.

4.4 Activity Documentation

Activity/No	SPOF ¹	Essential Documents/Records ²	Where are these stored? ³	How are they accessed?	Contingency Arrangements ⁴
1	N	Registers	School office admin computer in SIMS	SIMs system passwords held at full access level by Admin and Business Manager. Manual copies for recent information	Back up data kept at Business Managers office/ Cloud server
2	N	Parent Contact forms Parent text service	School office admin computer in SIMS – manual copies in office file	Admin computer network or manual copy in office.	Back up data kept at Business Managers office/ Cloud Server
3	N	School Budget Information	School office admin computer. (FMS) HCSS Budget Software on-line	Personal access FMS and Access (hcss) system passwords held at full access level Business Manager.	Back up data kept at Business Managers office/ Cloud server
4	N	Pupil data (SIMS)	School office admin computer in SIMS	Admin computer network or manual copy in office.	Back up data kept at Business Managers office/ Cloud Server

¹ is any of this documentation regarded as a Single Points of Failure (SPOF)

² technical manuals, emergency plans, registers, bank details etc

³ identify locations of physical documentation/records and locations on TMBC IT systems

⁴ contingency arrangements should include any actions that can be implemented locally - i.e. duplicate records, off site storage, manual workarounds – whether agreed or identified as the potential for good practise.

4.5 Stakeholder Details

Activity No	SPOF ¹	Stakeholder Name	Internal	External	Services Provided	Relationship to activity (tick all that apply)			Contingency Arrangements ²
						Dependency (Required for delivery of activity)	Dependent (Depends on delivery of activity)	Interested Party (Needs to be informed)	
All	N	Governing Body	No	Yes	Critical Friend, Strategic direction, Accountability	No	No	Yes	Notify Chair of Governors
All	N	Tameside MBC	No	Yes	Support and monitoring	No	No	Yes	Notify Executive Director –0161 342 2050 Charlotte Finch SEND
All	N	Parents/carers	No	Yes	Support	No	Yes	Yes	Inform parents by text/phone and letter home with pupils
All	Y	Pupils	Yes		All activities				Inform in most appropriate way.
1	Y	Staff	Yes	No	All activities	Yes	Yes	Yes	Inform by text/phone and verbally at a meeting
2	N	SIP	No	Yes	Support and monitoring	No	No	Yes	Notify at next meeting or contact LA
3	N	Community users of premises	No	Yes	Financial in return for use of premises	No	Yes	Yes	Inform by text/phone
4	N	Catering	No	Yes	Lunchtime meals	Yes	Yes	Yes	Inform by phone 0161 338 2374
5	N	Sports Coaches	No	Yes	Sports coaching	Yes	Yes	Yes	Inform by text/phone
6	N	Music Teacher	No	Yes	Music Teaching	Yes	Yes	Yes	Inform by text/phone
7	N	Dance Teacher Harriet	NO	Yes	Dance Teacher	Y	Y	Y	Inform by text e mail
8	N	Hydrotherapy instructor	No	Yes	Hydro instruction	Yes	Yes	Yes	Inform by text/phone
9	N	Health services	No	Yes	Health support	Yes	No	Yes	Inform by text/phone

10	N	School Transport	N	Y	Transport	Y	N	Y	Inform by text/phone
11	N	Social Care	No	Yes	Social support	Yes	No	Yes	Inform by text/phone
12	N	Utilities	No	Yes	Utilities	Yes	No	Yes	Inform by text/phone
13	N	Rayner Stephens High School	No	Yes	Partnership	No	No	Yes	Inform by text/phone
14	N	Jubilee Gardens	N	Y	Social Services				0161 371 2060

¹ are any of these suppliers regarded as Single Points of Failure (SPOF)

² contingency arrangements should include any actions that can be implemented locally - i.e. back up supplier, manual notification to supplier or manual workarounds – whether agreed or identified as the potential for good practise.

4.5.1 Stakeholder Documentation Details

Activity No	SPOF ¹	Stakeholder Name	Essential Supplier Documents/Records ²	Where are these stored? ³	Contingency Arrangements ⁴
All	N	Governing Body	No	Yes Offsite by LA	Critical support
All	N	Tameside MBC	No	Yes Offsite by LA	Support and monitoring

¹ are any of these suppliers regarded as Single Points of Failure (SPOF)

² technical manuals, emergency plans, maintenance contracts etc

³ identify locations of physical documentation/records and locations on TMBC IT systems

⁴ contingency arrangements should include any actions that can be implemented locally - i.e. duplicate records, off site storage, manual workarounds – whether agreed or identified as the potential for good practise

Section 5 – Recovery Plan for all activities identified -

Identify and develop a plan for dealing with any additional work that may be required once the cause of the invocation of the plan has been rectified in order to minimise any adverse effect on the restoration of day-to-day operations.

Areas for consideration might include: -

- Inputting paper-based information created as a result of the loss of I.T.
- Testing of systems to ensure that they are functioning normally
- Verifying information held on systems to identify any lost or corrupted data
- Correction of any errors discovered
- Prioritised clearance of any backlogs of work that was suspended during the incident
- Notification of dependent departments, external agencies, suppliers etc.

Action

This part of the plan is dependent on support from agencies beyond the control of the school, but provides a process and check of how the school might recover to maintain continuity of purpose.

Phase 1 – Immediate actions

Actions 1 – 7 should be undertaken straight away; however, the order in which these actions should be undertaken will be determined by the needs of the situation.

Action 1

Ensure the safety of all children and adults - assess continuing risk:

- Contact emergency services as appropriate.
- Enter in incident log all contacts made, actions taken and times.

Recording what has happened in a log of events with times and details of actions taken will be important for any subsequent inquiry which could range from an internal school/Tameside inquiry to a formal inquiry with legal implications such as a Coroner's inquiry or an insurance claim.

Those involved may be required to give a statement to Police and/or attend court as a witness. The original contemporaneous record of events and actions is crucial in these circumstances.

- If offsite, establish arrangements for reuniting children, adults and staff with their families.
- Determine that adults and staff involved in the incident are safe to drive or take public transport or whether they need collecting or transportation.

Action 2

Implement the School's Incident Management Plan

- Person(s) with lead responsibility to be released from all duties.
- Collect school's incident management plan and contact numbers.
- Open a log of events, actions and times.
- Establish an independent telephone line (for example: a mobile or borrowing a phone line in a nearby building).
- Inform associated schools that could be directly affected by an incident.

Action 3

Obtain information about the incident

- Obtain information about the exact nature of the incident, for example:
 - When and where incident occurred.
 - Names of children and adults involved in the incident including those who witnessed it.
 - Nature of any injuries/fatalities sustained.
 - Hospitals where injured have been taken.
 - Names of adults with injured children/adults.
 - Actions undertaken by emergency services, including arrangements for caring for children/adults who do not require hospital treatment.
 - Locations of the uninjured.
 - Remaining hazards at the scene.
- Collect relevant pupil/staff lists and contact numbers as appropriate.
- If telephone contact, note relevant number(s).
- Control the escape of inappropriate or inaccurate information via mobile or public phones from within the group.

Action 4

Contact key people (see [Contacts](#))

- Contact the [LA Communications Team](#) at Tameside and agree whether the Schools, Children & Families Service needs to initiate critical incident support and/or other actions as appropriate. The LA Communications Team will then co-ordinate the other Tameside support services as described below:
- Where notification of a critical incident is received from a school, the LA Communications Team will establish what form of support is required immediately and what might be required in the near future (for example, the death of a pupil with a terminal illness might be imminent and the LA given advance notice that counselling support might be requested within the next few days).

This might typically involve any one, or a combination, of the following:

- the LA Trauma Support Team (counselling service for anyone within the school community);
- the Tameside Media Team;
- on-site support from (for example):
 - a LA senior officer;
 - an Emergency Planning officer;
 - a Health & Safety officer.
- Any Tameside personnel visiting the site will agree with the Headteacher and/or the Chair of Governors or their representatives the duration and nature of the support required and this will be logged with the LA Communications Team. The team will keep in touch with the school during, and immediately after, the incident, as appropriate, calling upon different forms of LA support on behalf of the school as the situation develops.

- The [LA](#) Communications Team will follow up all such incidents to ensure that the support offered was appropriate to the school's needs
- Church of England Aided schools should also contact the [Chelmsford Diocesan Office](#) and Catholic schools should contact the [Brentwood Diocesan Office](#) in the event of an incident.

Out-of-hours incidents

- Alert the Tameside's [Emergency Planning Team](#) and they will alert the appropriate contacts within the Schools, Children & Families Directorate and elsewhere.

Action 5

Mobilise the school's Incident Management Team

- Brief the school's Incident Management Team.
- Clarify tasks, make plans and assign roles.
- Set up a timetable of meetings to review management of the incident. A senior officer from the LA may be present – see Action 4.

Action 6

Contact families of pupils, adults and staff involved in the incident

- Designate key member(s) of staff to make contacts.
- Ensure that persons making contacts are fully briefed. (It may well be appropriate to rehearse and/or have written guidance as to what is to be said).
- Use the record of contacts to avoid confusion and distress through duplication of contacts and to ensure that no one is missed out.
- Establish and offer useful telephone numbers, either for support or for more information, such as emergency disaster number or hospital.
- Check that families/parents are not left alone in distress; suggest that they make contact with other relatives/neighbours.
- Where appropriate, share the contact number of other families involved in the incident where they have given permission for this.
- Where appropriate, give advice to parents and families (in line with the Tameside's media advice) on responding to contacts from the media.
- Where appropriate, give information about arrangements for uniting or putting in contact children, adults and staff with their parents/families.
- Where a parent or family cannot be contacted, consider asking the Police or another professional to visit the home.

Guidance should be taken from the Police if the incident involves injury or death or if the incident is very serious but the full facts are not yet known.

It may be necessary, particularly in a small school, to enlist the help of the [Tameside Human Resources \(Schools\) Team](#), governors, local religious/community leaders, GPs, police and so on, if there is a large number of parents to be contacted and supported. Some families/parents may need to be brought to school to receive information about what has happened.

Action 7

Brief staff, governors, pupils, parents, religious leaders and other members of the school community

- Contact and brief the chair of governors; request that he/she informs all other governors.
- Hold briefing meetings for all teaching and non-teaching staff; consider setting up a schedule to keep staff informed and updated (such as break times, beginning/end of day).
- Issue a prepared statement for all parents.

If a press statement is required, take advice from the Tameside's Media Team ([Contacts](#)).

A prepared statement should give the known facts of the situation, initial actions that the school is taking and appropriate expressions of sympathy and concern.

- Inform all pupils in the most appropriate way.

Ensure that staff tasked with telling children are able to undertake this task. Make special arrangements to protect and support staff, adults and children who were close in any way to those affected.

- Identify pupils, adults and staff who are absent. Make appropriate arrangements for them to be briefed.

Phase 2 – Managed response

Action 8

Plan management of the incident (with identified Tameside staff and other agencies as appropriate)

- Meet with the senior Tameside officer(s), the school's Incident Management Team and other professionals as mobilised by the Schools, Children & Families critical incident arrangements and/or Tameside Emergency Plan.
- Review plans, clarify tasks, assign roles and make further plans accordingly.
- Ensure that school and other agencies' actions are properly co-ordinated.
- Establish timetable of meetings to review the management of the incident.
- Clarify criteria for withdrawal of outside agencies at appropriate stage.
- Access further advice from the Emergency Services if required.

Action 9

Set up arrangements to deal with enquiries

- At the earliest opportunity, and certainly before speaking to any representative of the media, contact the Tameside's Media Team.
- Ensure that all media contacts are either directed to, or are dealt with in line with advice from, the Tameside's Media Team.

Names of those involved in the incident should not be released or confirmed to the media or other callers until the statutory authorities (such as the police) have confirmed the identity and the parents and families have been informed and have given permission.

- Consider providing those answering the phone with a written statement as to what it is appropriate for them to say (see notes on Action 7)

- Caution staff about talking to the media.
- Organise additional staff to deal with phone enquiries and people coming to the school as necessary.
- Designate separate areas for parents, media, staff and agencies managing the incident and others; avoid too many people in any one space.
- Ensure that an entry is made in the incident log of all important contacts.

Action 10

Make arrangements to support children and adults

- Identify those children, adults and staff who are most likely to be in need of support.
- Arrange for school staff/support agencies, including the [LA's Trauma Support Team \(part of SENCAN\)](#) to provide support. It is good practice to inform and/or seek consent from parents/carers where their child is to be involved with an outside agency.
- Ensure that pupils, adults, staff and parents/carers are aware of the support arrangements that school is making and how these are accessed.
- Consider setting aside and staffing an appropriate area for children who are becoming too distressed to continue with their lessons.
- Consider setting aside and staffing a further area for people coming into school who are distressed.
- In addition to the individuals directly affected, children and adults who are most likely to suffer distress as a consequence of an incident are those who:
 - are uninjured, but were at greatest risk;
 - directly witnessed death/injury/violence as part of the incident;
 - are siblings;
 - have any possible perceived culpability for what has happened however indirect or incorrect (for example, those who may blame themselves and/or those who may be blamed by others);
 - are experiencing instability at home;
 - have learning difficulties;
 - have pre-existing emotional and behavioural/mental health difficulties;
 - are vulnerable due to cultural and/or language difficulties; or
 - have previously suffered bereavement or loss.
- Maintain normal school routines wherever possible.

If the school has to close, ensure all staff and parents are briefed on the arrangements for the collection of children. Supervise children being collected and make arrangements for those who are not able to be collected. Ensure that staff and parents are clear as to the arrangements for re-opening the school.

- Consider holding staff meeting/s with support agencies to discuss appropriate management strategies for distressed children.
- Plan how to manage distress that may be caused by ongoing police/legal proceedings and media attention.

- Give children permission individually and collectively to discuss what has happened and their reactions.

Deal sensitively with open expressions of distress. Allow children to discuss what has happened in lessons where they clearly wish to do this. Do not discourage them from talking.

- Consider putting on a special class session to give pupils information about the grieving process and to enable them to talk through their experiences.
- Plan appropriate support for staff to enable them to cope with children's questions and discussions.
- Ensure that all staff including those co-ordinating the school's response do not neglect their own need for support.
- Schedule staff co-ordinating the school's response to be 'off duty'.
- Ensure staff are alert to physical and/or emotional change or any other signals of distress among staff as well as children.
- Refer staff, adults and, with parental consent, children to outside agencies for support.

Action 11

Make arrangements for personal effects, registers and area(s) of the school affected

- In discussion with parents/families, decide on what to do with the personal effects of the individuals who are critically ill or have died.
- Consider discussing with relevant class members what would be appropriate for work (including work as part of any displays), such as desks, books, or lockers belonging to individuals who have died or are critically ill.
- Make arrangements to adjust class registers, rotas and any other pupil listings accordingly.
- Make appropriate arrangements for the part of a school where the incident occurred.

Phase 3 – Return to normality

Action 12

Make arrangements for expressions of sympathy and/or acknowledgement of what has happened

- Make arrangements to express support/sympathy to families, children and adults who have been hurt or bereaved.
- Make arrangements to support the plans that the family may have for a memorial.
- Make plans for attendance at funerals. Find out if school representatives are welcome. Ensure that school representatives feel able to cope with these tasks.
- Make arrangements for someone from school to visit the injured in hospital or the bereaved at home.
- Consider sending cards and messages from children and staff to children, adults and staff affected.
- Consider organising a special assembly/service to acknowledge collectively what has happened and how the school is coming to terms with this. Consider involving local religious leaders. Consult with families of individual affected.
- Consider setting up an area in the school where writing, art work or other mementos can be dedicated to individuals affected.

Action 13

Plan for the return to school of those involved in the incident

- Home visit by an appropriate member of staff to discuss arrangements for return (such as visits or part-time attendance).*
- Planned support for emotional needs (such as how to cope with the comments and questions of other pupils or permission to remove themselves from lessons to go to an agreed place if they are becoming distressed).
- Support for possible physical needs (such as mobility difficulties, or disfigurements).
- Rota of home visits from school friends.
- Where appropriate, organise work to be sent home prior to return.
- Brief staff and children on how best to support individuals returning to school.
- Arrangements to differentiate work, for example: manage missed coursework; special arrangements for exams; also, adjust workloads for members of staff returning to school.

Action 14

Plan memorials and commemorations

- Consider an appropriate memorial, taking into account the wishes of those who were involved or bereaved (such as a special garden; tree; furniture; painting; sculpture; photograph; memorial prize).
- Appeals and donations are a complex area and advice should be sought from the British Red Cross.
- Discuss how to mark anniversaries, for example: commemorative service/assembly; concert; display.

* For reasons of safety and support it is recommended that staff making home visits do so in pairs

Support from the LA and other bodies

LA Communications Team

The **LA Communications Team** is the first point of contact for the school. Where another service receives a call for advice and/or assistance, this should be forwarded without delay to the LA Communications Team.

The role of the LA Communications Team includes -

- determining, in consultation with the school, whether an incident is critical;
- acting as the key contact between the school and Tameside services;
- advising the school on its actions.

Where an incident is deemed to be critical, the role extends to -

- mobilising and co-ordinating resources within Tameside services as required;
- triggering Tameside Emergency Planning as required;
- supporting / leading in the school's management of the incident.

Decision 1: In consultation with the school, the LA Communications Team will determine whether the incident is of a nature that requires considerable support from LA and/or other sources.

The decision for determining whether an incident is deemed critical is based on the definition of a critical incident. This essentially involves making a judgement that the incident -

- constitutes a serious disruption;
- has arisen with little or no warning;
- is on a scale **beyond** the coping capacity of the school; and
- requires assistance from Emergency Services, and/or Tameside and others.

Other factors which may be taken into account could include:

- the school's coping capacity being diminished because it is not operating under normal conditions;
- the experience of headteacher / management team;
- a combination of adverse circumstances.

If the incident is deemed not to be critical

The LA Communications Team should advise the school on its actions as required. Arrangements should be made for the school to keep in regular contact with the LA Communications Team so that the situation can be monitored and additional advice provided as necessary. Depending on the unfolding of events, it may become necessary to deem the incident as critical at a later point in time.

If the incident is deemed to be critical

Decision 2: In consultation with the school, the LA Communications Team will determine what additional resources are required and who will mobilise them accordingly.

Decision 3: In consultation with the school, the LA Communications Team will determine whether the Tameside Emergency Planning Team also needs to be involved.

The Tameside Emergency Planning Team should become involved where an incident-

- is of a large scale magnitude, for example involving large numbers of people; covers a wide geographical area beyond the school; or affects a number of schools; and/or
- requires a co-ordinated response between emergency services; and/or
- requires additional resources beyond those available to the Tameside services already supporting and advising the school.

Decision 4: To decide who will take overall control of the school's management of the critical incident.

Decision 5: In consultation with the school, the LA Communications Team will determine whether the Tameside Insurance Service should be involved.

The Tameside Insurance Service should become involved where an incident –

- requires assistance from an insurance professional;
- has caused major damage to premises; and/or
- involves damage to the building which has caused major disruption to the school's activities.

Decision 6: To decide whether the LA Communications Manager or another senior LA officer should go directly to the school or temporarily stay in place and co-ordinate the additional resources from Tameside Hall.

Trauma Support

Aims

To provide a service that enables a school and school community to cope and come to terms with the emotional and psychological impact of a critical or major incident and its consequent effects through

- normalisation – helping those involved realise that their physical, mental and emotional responses are entirely normal and that it is the incident that is abnormal;
- reduction of tension through the airing of feelings;
- cognitive organisation – making sense of the experience and incorporating it into the frame of reference and meaning with which they understand themselves in the world; and
- validating and enhancing existing ways of coping/mobilising inner resources to develop new ways of coping.

The work of the support agencies should be seen as supporting and complementing, rather than replacing, the work of school based staff.

Protocol

1. Following a decision between the school and the LA Communications Team that a critical incident has occurred, the LA Communications Team will inform the appropriate agencies or, in their absence, any other available SENCAN senior manager.
2. The Appropriate agencies (or senior manager) will initiate the SENCAN protocol on dealing with critical and major incidents in schools and appoint a lead officer.
3. The lead officer will require the following information from the school or LA Communications Team. The name and contact details for the person(s) co-ordinating the school response.
 - Information about the critical incident.
 - Details of the school's incident management plan (in the case of a critical incident) and actions that the school has already taken.

- Other agencies that are involved and their actions to date.
4. The lead officer will agree with the appropriate bodies the tasks, personnel and time scales for input into school.
 5. The Appropriate agencies will then liaise with the relevant senior managers, who will arrange cover for team members in consultation with their professional line managers.
 6. The lead officer will then agree tasks, personnel and time scales with the school. This will be subject to review with the person(s) co-ordinating the school response.

Tasks that may need to be undertaken:

- Advice to the person(s) co-ordinating the school response on appropriate actions at individual, group and/or whole school levels for managing trauma, stress and bereavement reactions amongst children, their families and school staff.
- Advice to school staff and parents on appropriate actions for managing trauma, stress and bereavement reactions amongst children and also with regard to themselves, colleagues and/or other family members.
- Liaison and support for pupils, families and wider community and also to provide access and support in terms of language and culture.
- Individual and group support and counselling for children and adults who have identified themselves or who have been identified as requiring support.

SCSI Resources and Planning The LA Communications Team will inform Director SCSI Resources and Planning of any incident that results in the school or any part of the school being taken out of use.

Role and responsibilities

The role of CR&P includes

- an immediate response to an incident that requires action in respect of the building such as fire or flood;
- liaison as appropriate with all emergency services;
- co-ordination with Tameside Asset Management to undertake a damage assessment;
- mobilising and co-ordinating resources within Tameside services as required; and
- involving Diocesan officers as necessary in the case of an aided school.

In liaison with the LA Communications Team and the school, CR&P will advise on the following:-

Decision 1:

Whether the school can continue / resume use of the premises with the minimum amount of disruption.

Action: CR&P will work with the school and Tameside Asset Management to ensure that the premises are safe and fit for use.

Decision 2:

Whether the school can use only part of the premises or the premises are totally unusable.

Action: CR&P will take the appropriate action to ensure that alternative accommodation is provided as soon as possible.

Tameside Emergency Planning & Business Continuity Team

The Tameside Emergency Planning & Business Continuity Team is responsible for preparing emergency plans to enable the Tameside and District and Borough Councils to respond to an emergency. Plans are made in conjunction with the emergency services, industry, and the utilities and voluntary organisations; and training events and exercises are also held.

The team provides round-the-clock emergency cover, to receive notification of emergencies and to activate and co-ordinate an effective response. This operates 24 hours a day, 365 days a year.

The Emergency Planning Team will contact the relevant senior officer who will liaise with the headteacher if an incident occurs out of school hours.

The Emergency Planning Team maintains a comprehensive list of the organisations and individuals with whom contact may be needed in the event of an emergency, for example:

- providers of food, transport and equipment;
- environmental and industrial organisations;
- utilities (gas, water, electricity, telecommunications);
- government agencies;
- voluntary bodies such as WRVS and British Red Cross.

One of the Emergency Planning Team's roles is to make plans for events where there are large crowds. The team also works closely with industry to prepare off-site emergency plans to mitigate the effects of a major industrial accident.

The Emergency Planning Team can provide assistance during all phases of an incident.

Tameside Human Resource Service

If, as a result of a critical incident, a headteacher or governing body feels that further action is required in respect of an employee who may not have followed the agreed policies and procedures already mentioned in this document, they may wish to consider invoking a disciplinary investigation. In these circumstances, the school should refer to the appropriate human resources policy adopted by their governing body and seek the advice of their human resources service (either within the Tameside - HR (Schools) Advice & Support - or elsewhere).

Tameside Media Team

In a crisis it is inevitable that the school will be contacted by the media. This can be seen to be insensitive and uncaring by school staff, but it is a part of any journalist's job.

Obviously the scale of media interest will depend on the scale of the crisis itself - it could range from two/three phone calls to a number of television crews turning up at the school gates, demanding interviews with the headteacher and parents.

The Tameside Media Team can field media calls, and issue statements on behalf of the school. (Those statements having been agreed beforehand with the headteacher/deputy or chair of governors).

If there is intense media interest, media relations officers will also visit and handle press queries on site.

Tameside Health & Safety Advisory Service

The Tameside Health and Safety Advisory Service provides professional advice and guidance to schools on any matters concerning the health and safety of staff, pupils, volunteers or visitors.

Certain incidents, such as death or major injury as a result of an accident, will require immediate reporting to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR).

Out of normal office hours the Tameside Health and Safety Unit can be contacted through the Emergency Planning Team which maintains a list of 24-hour contact numbers.

Tameside Insurance Services

Tameside Insurance Services manage all aspects of insurance and risk management and will

- provide a full service of advice, assistance and support to schools concerning all aspects of insurance and risk management;
- liaise with schools, insurers, advisers, solicitors and others to provide an efficient day to day service;
- ensure that all areas of risk are adequately covered and limits of indemnity are reasonable in line with current trends;
- provide governors and staff with information and assistance to reduce the need for their budget and resources to be used unnecessarily for insurance and risk management purposes;
- process all claims and enter into correspondence with claimants and their legal representatives as appropriate;
- handle all insurance-related Tameside Court Summons and legal requirements within fixed timescales;
- reduce the impact and disruption to schools should the premises suffer serious damage or be rendered unusable, by immediately enlisting the attendance of suitable professionals;
- obtain all documents to defend a claim within the set legal time limits; and
- provide assistance to insurers and solicitors to enable a claim to be properly defended.

Section 5: RECOVERY PLAN FOR ALL ACTIVITIES IDENTIFIED

Within the actual Business Continuity Plan, it will be beneficial to identify and develop procedures for dealing with any additional work that may be required once the cause of the invocation of the plan has been rectified in order to minimise any adverse effect on the restoration of day-to-day operations.

Areas for consideration might include: -

- Inputting paper based information created as a result of the loss of I.T.
- Testing of systems to ensure that they are functioning normally
- Verifying information held on systems to identify any lost or corrupted data
- Correction of any errors discovered
- Prioritised clearance of any backlogs of work that were suspended during the incident
- Notification of dependent departments, external agencies, suppliers etc.

The Recovery side of the plan can be included in the Appendix to the full plan, so the appropriate areas of the plan can be easily identified in an emergency situation.

Section 6: Snow Plan- Risk Assessment Procedure

Preparation:

When Snow/Ice is forecast school will issue a reminder letter including the essential need to:

- 1) Update all phone numbers
- 2) For parents to make contingency childcare (including the pick-up of pupils not on LA transport) arrangements in the event of school whole day closure or an early closure.
- 3) School receptionist will update all contact numbers in the school mobile (parents, staff, transport) and take the mobile and charger home overnight (in case of her inability to travel) (having checked mobile signal is strong at her home).
- 4) Site manager to check supplies of grit and equipment including snow shovels.

Decision: School Open or Closed or Early Closure

All LA transport, parents and staff should assume that the school is open unless otherwise informed.

The school will only be closed if one of the following occurs (or is highly likely to occur during the day):

- a) **the main roads around school are un-passable due to lack of treatment or sheer amount of snow/ice. The main arbiter of this will be whether public transport buses are able to run on main roads.**
- b) **it is not possible to clear a safe access to school through the school grounds due to an unexpected inability to clear (eg: extreme equipment failure, site manager absence, running out and inability to source grit) and treat the area or sheer amount of snow/ice.**
- c) **more than 25% of staff phone into school as unable to travel to school.**

Time: The Headteacher will make the decision on whether to close the school for the whole day as soon as the above information is confirmed. The aim will be to establish this information and make the decision by 8am at the latest although this may not always be possible.

When other schools in Tameside have closed it will become necessary to communicate our school's situation effectively.

Communication:

Any staff indicating that they are unable to attend school due to snow/ice conditions must phone school before 8am. Those staff attempting to travel should let school know of any delays or difficulties when safe and possible.

The school's answer machine message will be changed to:
 "This is Cromwell High School. School will be Open/Closed today [date]. This message will be updated regarding the situation tomorrow as soon as the information is available. If you wish you may leave a message after the tone."

All members of the SLT will prioritise the organisation of the Snow Plan and all members of the Administration Team will prioritise the necessary communication. All members of Site staff will prioritise their role in the plan.

Open:

Action:	Communication:
<p>Access routes on site will be cleared (Site Manager).</p> <p>Priority:</p> <ol style="list-style-type: none"> 1) Pavement immediately in front of school for pupil alighting from transport. 2) Road way in front of school to prevent skidding as buses come to a halt in front of school and nearer to pedestrians and other stationary transport. 3) Slope up from the gate due to the risk of slipping on the gradient. 4) Two tracks for wheels to grip for the length of the roadway. 5) pedestrian access paths (prior to this pedestrian access can be gained through Astley Sports College (subject to their clearance of a shorter route of snow). <p>The remaining snow close to access routes will then be cleared including the snow between tracks and to allow access to parking areas.</p> <p>Where possible priority routes will also be cleared at the end of the day to prevent freezing and ice patches.</p>	<p>Signage will be displayed stating:</p> <p>Vehicles:</p> <ul style="list-style-type: none"> - Beware- Dead Slow- ice patches may remain even on treated areas <p>Pedestrians:</p> <ul style="list-style-type: none"> - Beware- ice patches may remain even on treated areas - Beware- Paving may be uneven due to ice lifting slabs. - If unsure of safety pedestrian access to Cromwell High School may be gained through Astley Sports College. - Beware obstacles may be unseen beneath snow areas.

Volunteer helpers (Site Manager).

Staff (or others) may volunteer to clear snow providing they have basic “toolbox” training on the 5 elements of the risk assessment.

Toolbox Risk Assessment:	
Slips, Trips & Falls	Ice & Snow is slippery. Wear suitable footwear. Be careful to take small steps with hands available to protect on fall.
Fit and healthy	Physical work in the cold is demanding. Volunteers must assess that they are fit enough.
Hidden obstacles	Snow hides obstacles including ridges and raised paving slabs that can be a trip hazard or jar if hit with a shovel. Be aware- if in doubt leave area to site manager.
Vehicles arriving	Volunteers should wear reflective safety clothing and be aware to move out of path of vehicles in good time as stopping distances will be substantially greater.
Do not leave ice for others to slip on.	Other people may reasonably expect that a treated area is as clear of most ice as is conscientiously possible. It is therefore essential that all visible patches of ice are cleared during the treatment process. Do not leave areas until this is complete or notify the site manager otherwise.

<p>Access routes on site will be gritted (Site Manager). As each route is cleared in priority order each will be gritted (with a salt & grit mixture) by the site manager. Where possible priority routes will also be gritted at the end of the day to prevent freezing and ice patches.</p>	
<p>Meeting the risk of ice patches remaining Despite all reasonable efforts it is possible that icy patches will remain a hazard- especially later in the day.</p>	<p>Signage will notify all people of this possibility.</p>
<p>Staff make all reasonable efforts to travel. All staff make reasonable effort to travel to school. This will mean spending up to an hour of their time travelling to work and thereafter up to an hour of work time getting to work using public transport if necessary. If any staff are deemed not to have made a reasonable effort payment will not be possible for the day off work.</p>	<p>Staff who believe that it will take them more than 2 hours – or is not at all possible- to attend school must phone school before 8am in order to inform the decision on unavoidable school closure. Staff experiencing difficulties whilst attempting to travel in should notify school as soon as it is safe and convenient to do so.</p>
<p>Ensuring Vehicles are Slow (Site Manager) All vehicles must travel at a “Dead Slow” speed within the school grounds when snow or ice warnings are displayed to avoid skidding related accidents.</p>	<p>Signage will be displayed including on the side of wheely bins.</p>
<p>Avoid staff assuming roads un-passable or closure (SLT) Where the probability of opening has been very low the previous day staff may make assumptions and cause dangerous levels of understaffing.</p>	<p>School will text staff to inform them that school is accessible and open.</p>
<p>Ensuring staff are clear on “reasonable effort” and are making one. (SLT) Back to work: Staff stating that they are absent due to snow/ice conditions will have a back to work interview to establish that a reasonable effort has been made and that payment for absence can be authorised.</p>	<p>Clarity in policy and briefing. Back to Work interview process.</p>
<p>Ensure maximum pupil attendance and normal business (Admin Team)</p>	<p>Change answer machine message to confirm that school is open.</p>

Closed:

Action:	Communication:
<p>Prevent early starting LA transport from taking unnecessary risks by travelling. (Admin Team)</p>	<p>1) Contact LA transport by phoning LA office. If this fails due to non-attendance or other reason then Contractors will be texted.</p>
<p>Prevent Parents (generally starting later than LA transport) from taking unnecessary risks by travelling. (Admin Team)</p>	<p>2) Contact by text Parents who bring their children to school. 4) Confirm the situation by phone call with Parents who bring their children to school</p>
<p>Prevent Staff from taking unnecessary risks by travelling. (Admin Team) In the event of unavoidable closure all contracted staff will be paid plus any casual staff to whom there is a clear "mutuality of obligation"- whereby it would unacceptable for them not to attend and thereby unacceptable for school not to honour payment in the event of unavoidable closure.</p>	<p>3) Contact by text all Staff</p>
<p>Clarify situation for all parents. (Admin Team)</p>	<p>Contact all other parents by text to confirm closure.</p>
<p>Clearance (Site Manager) Clearance will proceed as in the case of opening the school to prevent build-up of snow and ice that will increase the likelihood of the need of closure the following day.</p>	

Early Closure:

Sometimes the 3 conditions for closure outlined above may change- or have a very high likelihood of changing- during the school day. If this is the case it will be necessary for the Headteacher to decide to close school early.

Action:	Communication:
<p>Prevent pupils being unable to get home without undue risk. (Admin Team) The Headteacher will decide to close the school early.</p>	<p>1) Contact LA transport by phoning LA office. If this fails due to non-attendance or other reason, then Contractors will be texted. 2) Contact by text Parents who bring their children to school. 3) Confirm by phone call with Parents who bring their children to school 4) Contact by text all other parents to confirm closure and expect LA transport pupils to be arriving home.</p>
<p>Prevent Staff from being unable to get home without undue risk. (Admin Team) As soon as pupil/staff ratios allow staff living in outlying and the most inaccessible areas will be allowed to leave.</p>	
<p>Prevent Visitors taking unnecessary risks by travelling. (Admin Team)</p>	<p>PA to the SLT to contact any visitors with appointments later in the day.</p>

Section 7: Crisis Lockdown Plan

The object of this plan is to devise a system that will help the Astley Sports College and Cromwell High School site to respond to Extreme Emergencies and Crisis situations. The plan will assist the school in accounting for all students and staff during the period of an emergency or a crisis. This plan will also provide a means to regulate corridor movement during these occurrences in order to provide a higher level of safety for everyone involved.

It is based on the use of a code system and a series of bells, this is to minimise potential alarm amongst students or confusion with a Fire Emergency. This message is sent remotely to all staff computers in Astley. The school which calls the Lock Down will immediately inform the management of the other school using the school radios- switching to the other school's channel to do so.

SECURE CLASSROOM

"Secure Classroom" code is used when there is imminent danger for students and staff.

"Secure Classroom" is to be decided upon immediately in the case that there is a person brandishing a weapon in school or by the Head Teacher, or most senior member of staff on site- of either school- depending on the situation and severity of the occurrence. It is signaled to staff by all screens turning RED with a "Secure Classroom" message. This is accompanied by repeated ringing of the school bell, in bursts of three, NOT THE FIRE ALARM.

Possible cases for a "Secure Classroom" situation

- If there is a person in the corridors or on the school site with a weapon
- If there has been a fatality on site
- If there is a serious fight involving multiple aggressors or multiple victims.
- If a situation arises that requires significant police/emergency services involvement e.g. serious injury/potential risk situation site
- If a situation arises in the local area that requires significant police/emergency services involvement

Procedures to follow during a "Secure Classroom" situation

On receiving the "Secure Classroom" warning the Rayner Stephens Emergency Management Team (EMT) are to immediately move to the Crush Hall. The Cromwell EMT are to move to the SLT room. If a member of EMT is teaching they remain with their class. The EMT will call 999 for the emergency services when appropriate.

All other staff see below -

- IN THE CLASSROOM:
 - Check corridor to remove any students then lock the door

- . Account for all students/re-register class- *For Cromwell only: any missing pupils must be reported via radio or internal telephone (SLT room extension) to the EMT.*
- . DO NOT allow ANYONE to leave or enter your room after Secure Classroom other than the returning designated staff.
- . Wait for further instructions to be announced
- IN THE CANTEEN
 - . Shut all doors and do not allow ANYONE to leave
 - . Wait for further instructions to be announced
- IN THE ASTLEY GYM/SPORTSHALL
 - . Shut all doors and do not allow ANYONE to leave
 - . Account for all students/re-register class. *For Cromwell only: any missing pupils must be reported via radio or internal telephone (SLT room extension) to the EMT.*
 - . Wait for further instructions to be announced
- IN THE CROMWELL HALL
 - Up to 2 classes using the hall should evacuate into Classroom C10 immediately the alarm is sounded.
 - Larger groups in the hall will attempt to secure the hall itself until instructed by the Cromwell EMT to safer rooms following a dynamic risk assessment of the actual threat eg: If the threat originated in Astley there will be more time to find safer rooms.
- AT LUNCH OUTSIDE/INSIDE OR MAYBE OUTSIDE FOR PE CLASSES
 - ALL Astley students in this category should move to the astro-turf and remain there until further notice. This is to be supervised by the Astley lunchtime duty team or PE staff teaching in this area.
 - Cromwell pupils in the quad should be evacuated to Classrooms C1 and C2 following staff confirmation that the route is safe. Cromwell pupils on the field should re-enter the building by the C10 and C9 external doors and make these rooms secure. (These rooms must keep a "Green Box" override key available at all times.)
- TEACHERS/TAs AT LUNCH/BREAK, IN THE STAFFROOM OR DURING THEIR PPA SHOULD:
 - Report IMMEDIATELY to your assigned area/teaching room to receive instructions. There should be NO hesitation in reporting to your assigned area once "Secure Classroom" has been announced. Staff should move through school using a "Dynamic Risk Assessment" whereby they should monitor the route ahead for any signs of danger. At the first sign of danger they should retreat from the danger.
- PUPILS OUT OF CLASS ON ERRAND OR TOILET/CARE VISIT
 - Pupils who are on corridors as the alarm is sounded should seek refuge in the nearest secure room. Staff should check the corridor and invite any nearby pupils into the room. Staff should then report that these pupils are safe and in which room using the phone or radio system.
 - Pupils being supported by staff in the office area or in accessing care or using the toilet should stay with the staff in the area concerned and make it as secure as possible. At all costs they should avoid being in the corridors.

- BEFORE SCHOOL AND AFTER SCHOOL:
 - ALL teachers should use professional judgment in managing students under these circumstances. Move students away from the problem area work as a team to gain control of the situation and stay as calm as possible. Students should be moved immediately into classrooms which are then secured by the staff present
 - No parents or visitors are to be admitted to the school site during a "Secure Classroom" situation
- ADMINISTRATIVE/SUPPORT STAFF
 - Lock the door of the room you are in and await further instruction
- EMT
 - Report immediately to your assigned area and await further instruction
 - Refer to actions flow diagram

NB: A "Secure Classroom" code over-rides all other school alarms. If a Fire Alarm sounds during a "Secure Classroom" situation all staff and students must remain in their rooms (provided there is no fire in the room itself) as all rooms have a minimum of 30 minutes' fire protection.

RESUME

Possible cases for a "Resume" situation

"Resume" is the code to advise everyone that all previous codes have been lifted and that school functions should return to normal.

Procedures to follow during a "Resume" situation

- "Resume" is used to return to normal school operations once the situation or crisis has been resolved.
- This is only to be decided after consultation with appropriate LA/Emergency services contacts/EMT
- EMTs will walk through designated areas to communicate next steps to all classes- they will use the safe word "resume" to indicate safety.

There will be one Lock-down drill each Autumn term.

Rayner Stephens High School Emergency Management Team to consist of -

Headteacher M Davies
 Deputy Headteachers
 Assistant Headteachers
 Site Staff (after initiating bells)
 School Resources Manager

Cromwell Emergency Management Team to consist of -

Headteacher
SLT & Assistant Head Teacher
Site Manager
School Business Manager

If any of the EMT are teaching, they remain with their group and follow the Classroom guidance.

Cromwell Action necessary:

- Check star lock on Care room opp C5
- Green box key for C9/10
- Review thumb turn for C10

Section 8.

Disaster Management Team – Senior Leadership Team

Name	Title	Email	Mobile
Andrew Foord	Headteacher	Andrew.foord@cromwell.tameside.sch.uk	07784648361
Tracy Ouerghi	Assist HT	Tracy.ouerghi@cromwell.tameside.sch.uk	07795076728
Symon Dewsbury	Assist HT	Symon.dewsbury@cromwell.tameside.sch.uk	07954299188
Kath Kirton	Assist HT	Kat.kirton@cromwell.tameside.sch.uk	07718048218
Sarah Williams	Assist HT	Sarah.williams@cromwell.tameside.sch.uk	07908785949
Sarah Dockray	Welfare Manager	Sarah.dockray@cromwell.tameside.sch.uk	07807867223
Ali Syed	Business Manager	Ali.syed@cromwell.tameside.sch.uk	07939 605081
Ronnie Perry	Site Manager	Ronn.perry@cromwell.tameside.sch.uk	07794 118 664
Rayner Stephens High school	Caretaker- Chris Turner	0161 338 9205	07512198801
Cromwell High School		0161 338 9730	07815442164

Appendix 1 - Key Contacts

Key Departmental Contacts

Name	Title	Telephone No. / Extension	Mobile
Andrew Foord	Exec Head	0161 338 9732	07784 648361
Ronnie Perry	Site Manager	0161 338 9730	07794 118664
Ali Syed	Business Manager	0161 338 9734	07939 605081
Stacy Gorton	Dept Site Manager		07766261040
Paul Ovens	ICT	07724601694	support@cromwell.tamesdie.sch.uk
TMBC			
Executive Director	Exec Dir	161 342 2050	
Health & Safety	H&S	0161 342 3671	
Building Services		0161 331 2800	
Legal Services			legal.services@tmbc.gov.uk
Ian Saxon	Asst Exec Director Environmental Development	0161 342 3647	
Susan Keymer	Project Officer	0161 342 3321	
Alison Lloyd Walsh	Head Environmental Development	0161 342 3332	
Christine Mullins	Finance Business Partner	0161 342 3726	
Wendy Lees	School Finance Manager	0161 342 2226	Wendy.lees@tameside.gov.uk
Chloe Wardle	School Finance Officer	0161 342 4415	Chloe.wardle@tameside.gov.uk
Kevin Rice	Insurance/ Risk Officer	0161 342 3216	Christine.mullins@tameside.gov.uk
<p>Charlotte Finch Head of SEND Pupil Support Services Learning Children's Services</p> <p>Tameside MBC Twitter Facebook Instagram Birch Lane Centre Birch Lane Dukinfield Tameside SK16 5AU</p>			

Tel. 0161 343 8381 Mobile. 07854679971			
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Other Key Contacts

This should include any stakeholders, dependent departments or suppliers identified in Section 3.

Name	Stakeholder / Supplier	Telephone No.	Mobile/ Email
IDNS	ICT supplier	01204363530	
Governor Support	Stakeholder Gov Contacts	0161 342 3218	
Tracey Brennand	Head of HR	0161 342 3279	
TMBC	School Insurance	0161 342 3859	
Central Finance Team	School Finance Team	0161 342 2139	
James Hallam	Vehicle Insurance	0845 609 0326	
OSMIS	SIM Support	0161 8831290	support@osmis.co.uk
Rebecca Underwood	SEN Team	0161 342 3750	
Joanne Walker	Payroll Section	0161 342 3806	
Smart Clinic	Staff health & Well being	08458622113	Client.smartclinicuk.com
Kusum Lad	TMBC Music Service	0161 8829548	
ROC Alarms	Security	0808 1434040	
EWS – Dave Buckley	Water Sample/ Legionella check	01457 877755	
David Manuell	Main Electrical	07787410333	maine.elec@gmail.com
JLR Combustion	Boilers - Jason	07916 170576	
NJO	Telephones	01606800198	
Steve Chamberlain	Hydro Pool	01204 381200	
Inventory System	Support	01133229253	
Clarion	CCTV Monitoring	08442084422	
SAICA Natur UK Limited	Confidential Waste	01613304971	

Appendix 3 – Contingency Arrangements

Section 4.1 Activity Summary allows for contingency arrangements to be applied to each activity. However, some of these may require expansion and further information. This will be particularly relevant at the business planning stage as these can be included in the plan to provide further specific assistance.

In this area you are able to cross-refer and expand on previous comments for the contingency arrangement including people, facilities, systems, suppliers, or any other arrangements

Activity No	Contingency Arrangements
1	<p>Education and care of children during the school day excluding lunch times</p> <ul style="list-style-type: none"> • Contact Teacher/TA cover agencies • Inform using staff briefing • Consult and Implement LA guidelines on Unavoidable Closure and Health and Safety Guidance • Prepare cover arrangements with reference to “Rarely Cover Guidance” • Ensure staffing levels are appropriate and that individual children’s support needs are being met
2	<p>Supervision and care of children during lunchtime break</p> <ul style="list-style-type: none"> • Ensure that experienced staff are available to cover at the agreed level. SLT to take responsibility
3	<p>Access and suitability of premises</p> <ul style="list-style-type: none"> • Keys to front door held by Head and Carillion • Carillion are responsible for maintenance and action of all alarms • Decisions about suitability of grounds are made by teachers on duty and the sports coordinator
4	<p>Catering provision</p> <ul style="list-style-type: none"> • Carillion are responsible for catering through the FM service
5	<p>Provision of resources inclusive of ICT</p> <ul style="list-style-type: none"> • All staff have access to IT Technician time through SCS • Inventory of equipment held on Admin PCs built from PAT testing and FMS records. SCS backup • Equipment purchased by school held in FMS: Backup tapes stored in school safe (fire proof)
6	<p>ICT admin systems</p> <ul style="list-style-type: none"> • SIMs data is stored on SCS server • FMS info is on the SCS server accessed from admin computers and the Head • SIMs system passwords held at access level by Head and Bursar, Exam officer and IT Technician at various levels of accessibility • Manual copies available in school: Daily Backup held in safe
7	<p>Provision of extended schools activities</p> <ul style="list-style-type: none"> • Two staff support breakfast club, which in the first instance is supported by SLT presence • Staff running after school clubs make alternative arrangements to cover. If a club can’t run then Admin staff contact all homes to cancel. If parents can’t be contacted SLT will supervise to the usual finish time
8	<p>Hire premises for community use Refer to policy Hydrotherapy: Ensure that Health and Safety and Hydrotherapy Safety policies are adhered to stringently N/A at the moment</p>
9	<p>Host meetings for other services & engage with external services N/A currently</p>

10	<p>National assessments (exams) – provision of suitable environment</p> <ul style="list-style-type: none"> • Safe used to hold papers: Key held by Head and Business Manager • Exams officer has Board contacts: Gillian Ashworth • Boards also contactable re ICT by SCS IT Technician • Appropriate quiet room found for exams, organisation done in advance • Readers agreed with Boards in advance • Invigilation from within school • Exam tables stored for use
11	<p>Administrative running of school</p> <ul style="list-style-type: none"> • Admin staff trained on the job for routine tasks • LA support package agreed for service level agreement: contact Finance Dept at the LA • Head and Bursar share FMS, FPS access and training • Narratives prepared for governors • Appropriate staffing and additional hours used to cover peaks
12	<p>Supervision and care of children during extra curricular activities</p> <ul style="list-style-type: none"> • Staffing levels agreed with Head • Adequate teaching and support staff are essential and cannot be substituted by parents or helpers • Appropriately trained staff with full CRB/DBS by arrangement with extended schools co-ordinator
13	<p>Educational visits (incl college)</p> <ul style="list-style-type: none"> • Visit carried out by staff where appropriate • Risk assessment obtained from site • Risk assessment completed by visit leader • Staffing levels agreed with Head • Adequate teaching and support staff are essential and cannot be substituted by parents or helpers • 2 staff to the minibus at all times

Appendix 4: Please see Corona Virus Plan below:

- *How will you activate your plan?*

If the school has a Corona Virus Case

All parents and staff to be contacted and told that there is a case in school. The pupil (and parents) or staff member with the symptoms to be advised to ring NHS 111 and take advice from them. School to advise that the pupil cannot return for 14 days. As there is no testing currently we cannot confirm cases

If school is unsafe due staff/pupil ratio being adversely affected.

The school need a large number of staff to function (approximately 1 staff per 2 pupils which includes SLT, Cleaners, Care staff, Lunch staff and Office Staff etc) and is currently experiencing 8 staff self-isolating and 3 staff off for other reasons. As pupils are also affected we have 20 pupils off for corona related absence and 3 off for other reasons. So this works out at the moment and we can still carry on at this level.

If Rayner Stephens cannot cater for the pupils.

The adjoining Secondary mainstream school have 2 year groups at home due to staff numbers being low and the head teacher advised yesterday that they may close next week which means we would not be able to provide lunches for our pupils.

Keeping the School clean

Head of school has done a walk around with the site manager and a list of areas to deep clean.

In the event of closure , staff will meet and be given the advice to:

Write reports

Forward Planning for next terms work

Laminating

Completing the 5 year rolling programme

Writing the FE curriculum

Communicating with parents and the pupils on Dojo using the video option.

- ***Consider how you will ensure clear communication to all staff and parents/pupils during a closure period***

The SLT will stay in contact with teachers and TAs using E mail

The SLT will ring Staff in Isolation

We will give parents the school mobile number but the safeguarding team will contact key families that we wish to support eg those at CIN / CP and those in self isolation.

- ***Consider how you will arrange for daily updates to your school website with up to date communications for staff and parents/carers – Sarah Williams Twitter.***

- ***Identify the priority groups which may need to continue to attend school if you need to operate a partial closure (due to staffing shortages).***

- ***Identify children who may be at risk if they are not in school and may need welfare checks –list compiled by SD/JM too include CIN, CP, LAC and Self isolating families.***

- ***Identify children who may need to remain at home if school remains open due to medical issues which make them particularly vulnerable –already done and letter sent to parents.***

- ***Consider what your expectations of staff and pupils will be with regards to the work that is set and work to be completed each day if you have to close or partially close, Letter with ideas on and IEPs sent to pupils, packs of homework***

sent for some pupils. All pupils have got a comic strip story to read about the Corona Virus and some have a social story about school closing, trains and buses stopping, Corona Virus, social distancing and hand washing steps and how to slow the rate of infection. .

- **Consider how you will provide ICT support to deal with issues from staff if you have to close or partially close your school.** All staff will contact Paul Ovens who will remain supporting their ICT access remotely 2 days per week.
- **Ensure your business continuity plan includes plans to monitor staff and student welfare if you have to close or partially close your school.** In terms of welfare any staff or pupils or parents who are distressed or have issues, school will support with phone counselling or visits to drop off items they may need. School will also keep CPOMS completed and will still attend any Social Care meetings and still put referrals in or contact wheelchair services, the school nurse etc.

J Macdonald March 2020

Cromwell High School Staff Guidance for Covid-19

Arriving at school:

Please arrive by 8.40am. Use the hand sanitiser before signing in on the touch screen. PPE will be available in the foyer area.

Bubbles:

Where possible staff and pupils are in bubbles, where they will use the same classroom and outside areas at all times. If anyone within a bubble shows any symptoms of Covid 19, the entire bubble will be asked to isolate for 14 days.

Cleaning during the day:

Classrooms will be cleaned at the end of each day, but cleaning equipment will be available in each room, including Milton spray (stored in first aid cabinet), paper towels/white roll, gloves and yellow bags. Please ensure the yellow bags are used to dispose of paper towels and all PPE. Please ensure that cleaning products are locked away while the pupils are in the room. Antibacterial wipes will be available at a later date, and once these arrive these will replace the Milton.

Hand sanitiser is in short supply, however Carex soap will be available in all classrooms – please ensure regular handwashing and support the pupils in doing the same.

Buckets of Milton will be set up just inside the hydro pool. At the end of each day, any equipment that needs sterilising (such as lego) must be taken there, put into a reusable mesh bag, and submerged in the Milton. These will then be drained by either Ronnie or Stacey and left to dry on the bench, ready to be collected the next day.

Toilets:

Please use radios to check whether the toilets are in use before taking a pupil to them. After use, please use the Milton spray, gloves and paper towels to clean down all surfaces that have been touched. Ensure thorough hand washing for yourself and the pupil.

Care:

Please use the small care bathroom only. Use radios to communicate whether the space is available. The room will be fully stocked but extra supplies will be available in the main bathroom cupboard. Cleaning supplies will be available and all surfaces need to be cleaned thoroughly after use, as above. PPE will be necessary for providing personal care, please ensure that guidelines for correct donning and doffing are followed.

PPE:

PPE is available for those that require or want it, however it is only needed for personal care, feeding and first aid. If you feel happier wearing PPE then please do so, your own safety is hugely important.

As per the staff dress code, jewellery such as necklaces, bracelets and large earrings are not permitted. Where appropriate, so that staff are able to wash hands and arms right up to the elbow, we would advise short sleeves and removal of rings where possible. Where not possible gloves should be worn at all appropriate times.

Physical intervention:

If any form of physical intervention is needed it must be as a last resort. To try to avoid it, reduce challenge for the individual to reduce the risk of it being necessary. Where physical intervention is unavoidable, additional staff can be used to support the donning of PPE – those bubbles with pupils who are more likely to require this have been staffed accordingly. Face shields are available and are to be kept on hand for those that may need them.

Busses and parental drop off/pick up:

Busses will drop off and pick up at the same time as usual. One bus will be disembarked at a time, and all pupils will be taken to class by staff from their bubbles before the next bus is invited to disembark. This will be communicated by radio, and the reverse will happen at the end of the day.

Parents dropping off and collecting will do so at 9.15am/3.30pm. If arriving by car they will be asked to queue in the same way the busses do, and children will be admitted through the sensory garden. If dropping off on foot, they will be asked to queue on the 2m markers outside the entrance next to 3C classroom, and allowed in one at a time. These pupils will be collected by staff in their bubble one at a time, and this will be communicated by radio.

Please do not park in the spaces that are directly in front of RS D&T building, as these spaces will be used to create a one way system for parents dropping pupils off on foot.

Pupil lunches:

Lunches will be brought down on a trolley from RS and will be distributed by SLT. They will be eaten in class.

Staff breaks/lunches:

These can be covered for the most part by teams in bubbles. Spaces will be available for staff to ensure social distancing during breaks and lunches. Milton spray and paper towels will be available, please spray and wipe down surfaces both before and after use. A rota for breaks will be produced to ensure that bubbles are not mixing.

The spaces are as follows:

Staff room – maximum 4 seated, 1 using the kitchen area.

Tea room – (go through from conceptual corridor) maximum 4.

Other spaces are available including outside the tea room (1 person), the courtyard (2 people), and the meeting room (2 people).

In order to reduce the number of people staff are coming into contact with, it would be preferred if you could stay on site during the school day. All non-essential contact with the public needs to be minimised.

If staff require a cigarette break, this needs to be done individually, offsite, with all school logos covered. Due to the shorter school day, an end of day cigarette break will not be necessary.

Outside spaces:

Most classrooms in use have direct access to outside spaces, and will use these. Where additional space is wanted/needed, communicate via the radios to ensure spaces are available.