

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY



*St. Michael's*  
*Church School*

St. Michael's Church School  
**Disaster Recovery Plan**

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

**Policy Review Schedule**

| <b>Version</b> | <b>Author</b>   | <b>Summary</b>                 | <b>Review Date</b> | <b>Next Review</b> |
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|                |                 |                                |                    |                    |

## **Contents**

- Introduction
- Disaster Recovery Plan Flow Chart
- Contact details for advice in emergency
- Aims
- Use of this policy and procedures
- Emergency and Business Interruption Events
- Procedures
- Roles and Responsibilities
- Room Use
- Individual Roles of the Team
- Guidance on Immediate Action in the case of disaster
- Short and Medium Term Actions
- Insurance
- Alternative Locations
  
- Asset Register
- ICT Back-up
- Staff Absence
- INSITE
  
- Appendix 1 – Note on Post Traumatic Stress Disorder and the Role of Counselling
- Appendix 2 – Guide to Headteacher and other SLT on dealing with the Media
- Appendix 3 – Contact details for utilities and building work/maintenance
- Appendix 4 – On-site emergency involving damage to premises
- Appendix 5 – Interim Press Statement
- Appendix 6 - Emergency Meeting Room – Checklist
- Appendix 7 – Emergency Meeting Room Attendance Record/Log
- Appendix 8 – Log Sheet
- Appendix 9 – Message Record
- Appendix 10 – Business Continuity Management Checklist

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

**Introduction**

St Michael's Church School has adopted policies and procedures to minimise risks to pupils, staff and visitors. A Health and Safety policy is in place and procedures are regularly reviewed. The school and governing body recognises that not all circumstances are under the control of the school and that, emergencies and disasters may happen.

**Disaster Recovery Plan Flow Chart**

|   |  |   |
|---|--|---|
| Incident Reported   |  |   |
|    |  |   |
| Establish the facts<br>Inform Headteacher/Assistant Headteachers/Site Manager<br>Notify/request Emergency Services if appropriate |  |   |
| Immediate Action<br><br>                         | Short Term Action<br>(first 24 hours)<br>                   | Next Few Days and Beyond<br><br> |
| Ensure safety of all personnel  | Set up the Emergency Incident Room   | Make any necessary recovery arrangements: repairs, replacements etc   |
| Verify the facts  | Use Fax line for outgoing calls if possible to free incoming line;<br>Use mobiles for outgoing   | Continue regular updates for staff, students, governors, parents  |
| Convene the Emergency Management Team and allocate tasks  | Use radios for internal communication  | Start putting together a full report of the incident and actions by the school to date (refer to Incident Log)      |
| Start an Incident Log   | Contact specialist contractors if required   | Contact Insurers as required  |
| Notify LA Emergency Contact (See Page 4 for Tel Number)<br>Ask for help if needed (including Educational Psychologists)           | Check psychological support is sufficient  |   |
| Contact other staff and governors for support as required, particularly if out of hours   | Emergency Team meets at regular intervals  |   |
| Make arrangements to close/open the school or cancel activities   | Issue regular updates for staff, children, governors, parents via:<br>staff meetings<br>assemblies<br>letters home<br>web-site<br>LA website | Evaluate the School Disaster Recovery Plan and amend as necessary   |
| If available provide recorded message on answerphone for parents; put message on school website; message via ParentMail etc       | Start planning the return to normality   | Formally thank those involved in supporting the Crisis  |

## Sources of Advice in Event of an Emergency

Department for Education website offers general advice:

[www.education.gov.uk/schools/adminandfinance/emergencyplanning](http://www.education.gov.uk/schools/adminandfinance/emergencyplanning)

|   |  |   |
|---|--|---|
| School's Insurers:  | Peterborough City Council                              | 01733 384560  |
| Police contact:<br>PCSO   | Steve Godfrey  | 999/101<br>07921095081                                    |
| Local Fire contact:<br>Vicar of St Michael's Church   | Stanground Fire Station<br>Andrew Avery<br>Carol Avery | 01480 444500<br>07976523554<br>01733713706<br>07976523555 |
| School Nurse Team   |  | 01733 466669  |
| Samaritans – counsellors:<br>Director Education & Resources<br>Local Authority link Advisor                         | Jonathan Lewis<br>Nick Beech                           | 0845 790 9090<br>07920160402<br>01733863705               |
| Head of Assets and School Place Planning  | Brian Howard   | 07920160300   |
| Snow-line/School closure<br>Ely Diocese<br>School Buildings & Finance<br>See Appendix 3 for additional contact info | Ken McErlain<br>Andrew Read<br>Steve Whiteley          | 01733 452304<br>07958059764<br>01733864101                |

## Aims

The aims of this policy are:

- To prepare and support staff, governors, and pupils for any emergencies that may occur;
- To ensure that there is a plan that can be implemented swiftly in the case of an emergency caused by a disaster;
- To be a guide to actions in circumstances that are liable to strain the capacity of those handling the situation to think clearly; and
- To ensure that the school can still function to the best of its ability under adverse situations.
- To ensure that there are contact points across the LA to provide support and guidance

## Use of this Policy and Procedures

This set of guidelines will be available to all staff. They will be used in the aftermath of an emergency. They will also be checked by staff before a school visit takes place. All staff and governors should be familiar with the contents of this guidance so that all those involved know what to do, or what not to do, if an emergency occurs. Copies of this document will be kept as a hard

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

copy in the school office and with the Headteacher, Assistant Headteachers, other members of SLT, School Business Manager, Site Manager and Chair of Governors.

### **Emergency and Business Interruption Events**

In this document an 'emergency' is defined as:

*'Any event or circumstance that causes or threatens - death, injury, disruption to the school community, or damage to property or the environment.'*

Examples may include:

Within school or in our community:

The death of a student or member of staff from natural causes  
A traffic accident involving staff or students  
Extreme violence against staff or students  
A school fire or major incident affecting part/all of the school  
Flooding or extreme weather conditions  
A serious accident of any sort involving death or mutilation

Out of school or our immediate community:

Deaths or injuries on school journeys  
Tragedies involving children with many others (e.g. Hillsborough)  
A terrorist attack / bomb incident  
Wide ranging illness (e.g. flu epidemic)

In this document a 'business interruption' is defined as:

*'A negative occurrence which wholly or partially inhibits or disrupts the organisation from performing its key functions'.*

Examples may include:

Exceptionally high absence rate amongst staff  
Collapse of ICT infrastructure  
Collapse of telephone system  
Powercut to school site  
Weather  
Flooding  
Fire

The above is by no means an exhaustive list, and clearly all situations will be individual in nature and need. Therefore the guidance within this document must allow for a degree of flexibility in establishing the appropriate response to any event.

Procedures

Key considerations

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

Most aspects of disasters are self-evident but two are important to emphasise for the purpose of planning:

- 1) Feelings of grief, guilt and insecurity caused by the disaster. These are felt by survivors, parents and staff alike (not only by those directly involved) and may strike at any time over a long period after the disaster. (See details on Post-traumatic Stress Disorder Appendix 1).
- 2) Inevitable media interest. This will focus on the 'human interest' and on discovering 'who is to blame'. To the media there is no such thing as an accident. Whether intended or not, the result can be, to persuade people to say things in haste that they will bitterly regret at leisure. The media can cause discord and prevent healing. In the immediate aftermath the media may interfere with communications and distract people from coping with the emergency.

The following procedures are designed to deal with the problems in the early stages. It is assumed in what follows, that our first duty is to support and help students, parents and staff involved. We are also concerned to ensure that the handling of the disaster does not result in damage to the school's reputation which will then cause all students and staff to lose in the long term.

It is essential that everybody is fully aware of:

The roles to be performed by each person;  
The communications strategy; and  
The basic procedures we will follow with the pupils and parents.

### **Roles and Responsibilities**

In the event that a situation arises that is deemed to be an emergency or business interruption, the 'Emergency Team' will be called to an initial meeting.

In term time the team will include:

Headteacher  
Assistant Headteachers  
All other members of Senior Leadership Team  
Site Manager  
Office Staff  
School Business Manager  
Chair of Governors  
Pre-school Manager  
Other relevant staff, depending on the situation.

The Chair of Governors will be informed immediately or if unavailable, the Vice Chair. Failing either, another nominated Governor will be contacted. The relevant Governor will be asked to join the team at the school.

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

N.B. Out of term time, upon identification of an incident / event, the first role for the person in charge on site will be to contact as many members of the Emergency Team as possible. Contact details are held by all senior staff and are held on Scholarpack.

### Room Use

The team will meet initially and be based in the Headteacher's Office or the school's Meeting Room, as appropriate.

The School Office will be used for the following:

- Planning space for the Headteacher
- Communication using external phone line
- Communication with / meeting with the media
- Meeting with parents / emergency service / other key professionals

Other rooming requirements to consider:

- Parent's waiting room – Hall
- Media base – Community Room
- Meeting rooms – according to need / requirement. (Community Building)

### Individual Roles of the Team

#### The Headteacher

- Will initially activate the emergency plan
- Will contact the LA's Director of Children's Services (See page 4 for contact number)
- Will contact other appropriate departments of Children's Services (See page 4 for contact number)
- Will allocate the individual roles to staff
- Will be first contact for the Media as the public face of the school and will pass on key information. Guidance relating to media communication is outlined in Appendix 2 of this document; please also see the document '*Responding To Critical Incidents*' produced by the LA and attached at the end of this document

#### Business Manager & Site Manager

- Will be responsible for arranging the necessary communications network including allotting duties to other support staff for typing statements etc.
- Will be responsible for ensuring that all aspects of the situation and developments are communicated with the schools insurers promptly
- Monitor and restrict access to the site as necessary
- Ensure all areas used are safe (eg if other areas of the building have been affected by fire, flooding etc)

The precise roles of other staff will vary depending upon the nature of the crisis, however as an initial structure to follow then adapt as necessary:

#### The Assistant Headteacher

- Will contact parents
- Assist the Headteacher as needed
- Inform other staff as appropriate

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

Due to the wide variety of incidents that the plan covers, the response to parents may vary from a general provision of information to all parents, to the communication to a single parent / group of parents.

Key points to be aware of in passing information to parents:

Only nominated members of staff have the authority to contact parents

In selecting other staff to assist with passing information to parents ensure that they are good at coping emotionally with a difficult and potentially emotionally draining task

Staff answering or contacting parents will have a written list of known facts issued by the Headteacher/Deputy Headteacher

Staff will only:

- say what is known for a fact

- say how parents will be updated as information becomes more complete;

- say how parents should contact hospitals etc.

- check whether any help is needed with transport if they are required to attend school or another location

Whilst the school's main responsibility is to parents whose children are involved, there will be other parents who, for one reason or another, will want to know what has happened. Depending on the circumstances it may be appropriate to:

- send an account that is written

- post information on the School web-site

- use the media to communicate with parents

The Headteacher will make the decision on the detail to be issued, however these may be drafted by other staff.

Contact with other key local community members e.g. Church, neighbouring schools, PCSO

The Headteacher/Assistant Headteacher,

Communication with and coordination of staff

Re-rooming where necessary

Arranging the cover / protection / re-allocation of staff where necessary

Other members of Senior Leadership Team

Communication with and coordination of pupils/parents and any other people associated with the school if required

The first priority will be to make sure that pupils know what is true but ensuring that they are only told what they need to know.

The second priority will be, as appropriate, for the school community to respond / allow appropriate responses to events i.e. shock / grief.

The procedure will be:

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

Upon information about the emergency becoming available, pupils will remain in current classroom  
If necessary / appropriate pupils could be directed to other rooms and allow for the coordination of assemblies or other

Pupils will be given the plain facts as known at the time

Pupils should be passed a written statement that they should take home if deemed necessary

Selected staff, if appropriate, should go to specific classes to inform and/or answer questions

There must be no speculation, only honest factual responses to any questions

Do not attempt to answer questions if factual information is not available

The Headteacher will make the decision on the detail to be issued, however these may be drafted by other staff.

If a disaster occurs during the holiday there may have to be special arrangements to allow families, friends and others to come into school, and for appropriate staff to be available to inform and support.

This will be determined by the Headteacher.

Information may be passed via the school website / local media.

Liaison with relevant authorities e.g. LA/Police/Foreign Office /Health and Safety Executive;  
Selected staff with key skills (eg translation) may be called upon if appropriate

#### Guidance on Immediate Action in the Case of Disaster

The Headteacher or, in his/her absence, the Deputy Headteacher will call the Emergency Team to meet.

The Chair of Governors will be contacted or, if unavailable, the Vice Chair. Failing either, another nominated governor will be contacted. The relevant governor will be asked to join the team at the school.

The Police will be contacted immediately to ask for help in controlling access to the school should this be deemed necessary

The Director of Children's Services and other appropriate departments within Children's Services will be contacted and notified.

The LA Emergency Planning Co-ordinator will be contacted immediately and asked to assist / attend the site as required

Precise roles and responsibilities will be allocated to key SLT staff.

Parents will be contacted as soon as accurate information is available.

If children are off-site parents should be re-united with them as soon as reasonably possible if the situation is deemed serious enough.

#### Short and Medium Term Actions

##### Short Term Action

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY POLICY

The Emergency Team will meet soon as practicable to review the event in its entirety and the subsequent actions taken with a view to making procedural changes as necessary.

The Governing Body will meet as soon as practicable to be briefed by the Headteacher and to decide how any inquiry should be carried out. The Headteacher will seek advice on this as appropriate.

It will be the responsibility of the Headteacher to make an announcement about any inquiry.

The Headteacher will ensure that included in any public statement, will be the School's and Governors' resolve to co-operate fully with any external inquiry.

The Emergency Team will determine in the circumstances how to help the school community come to terms with the shock and grief and which appropriate agencies to use.

The Emergency Team will bear in mind in all its decisions the importance of enabling normal life to be resumed as soon as possible without denying or minimising what has happened.

Immediate steps should be taken to restore the situation in the case of fire etc. and lessons should be as normal as possible as soon as possible.

Legal / insurance advice will be sought as appropriate.

#### Medium Term Action

The Emergency Team will determine how best to ease the return of pupils and adults involved and what support they will need.

Normally appropriate consultancy/counselling will be sought.

#### Insurance

The school's insurance is provided by Zurich Insurance through Peterborough City Council (PCC). A hard copy of the SLA is stored in the Admin Office and also the Insurance and Loans Department at PCC.

#### Alternative Locations

Should the school building or sections of it be unfit for purpose, mobiles could be set up on the school field/site/carpark through discussions with Children's Services at PCC.

If the entire building was unusable, up to 420 children plus staff would need to be accommodated elsewhere. This arrangement would be authorised through Children's Services within PCC. St Michael's neighbouring primary school, Southfields, Oakdale and Heritage Park would provide whatever support was possible but it would be impossible for them to accommodate all of our pupils and staff for anything more than an emergency location point.

#### Asset Register

This is stored electronically on the Business Manager's PC. and a hard copy is stored in the Admin office. A further electronic copy of the ICT register, is stored by Schools ad Settings Finance.

## ICT Backup

All school assessment data is web based as is pupil attendance, registration data (via Scholarpack) and school meals via Parentpay. The school's finance details are on E1 which is hosted by the Local Authority (and is web based).

## SERVER

The server is currently not backed up on a cloud system.

## Simultaneous Absence of Staff

Due to current arrangements with teaching staff there is some flexibility created by contracted teachers to cover others. However, if this number was to be too high, contact would be made with the supply agency to arrange additional cover. Should this not be sufficient, a risk assessment procedure would be carried out to decide if the school can operate without any risk to pupils or staff. If appropriate, consideration will be given to either partial or full closure of the school. If this happens, the LA must be contacted.

This document will be kept under regular review in the light of developments and best practice.

November 2019.

## Appendix 1 - Note on Post-Traumatic Stress Disorder and the Role of Counselling

It must be expected that some of those involved in a disaster will suffer from post traumatic stress disorder. This may involve panic attacks, flashbacks, feelings of depression and guilt. They may be deeply disabling and often affect adults more than children. Expert advice should be sought on this and part of the medium to longer term plan must include plans to support both students and staff members who may be unable to return to school.

It was generally thought in the past that immediate access to counselling was helpful in the aftermath of a disaster. This has been shown to be counter-productive and in some cases damaging.

Advice now suggests that counselling should be postponed until at least a month after the event and then brought in for those who have been unable to 'move on.' The main thrust of the school's policy must be not to deny the events but to emphasise that 'life goes on' and that 'we have the strength to cope with even this.' It is vital that children and adults are not disempowered in dealing with the trauma of the disaster by the suggestion that they cannot cope without help or that they must relive the disaster to come to terms with it.

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 2 - Guidance to the Headteacher or other members of Senior Leadership Team on dealing with the Media

Media interest will seem intrusive and unhelpful. It is important to realise, however, that their interest is legitimate. Used properly the media can help to communicate important messages to parents and the community. It is important to do everything to be helpful short of compromising the essential interests of the school. The Headteacher will explain to the press what is happening but will stress that pupils' and parents' interests must come first. The Headteacher will ask for the press's co-operation in achieving this aim.

The Headteacher will say that the school will:

Tell them everything known definitely as soon as we have told parents;  
Tell them what we do not know at this stage;  
Tell them when further information will be available;  
Not speculate or go along with their speculation; and  
Not be giving any names or confirming any names until all the members of a trip are accounted for.  
Sound bite – see below.

Within these limits the Headteacher has the responsibility to give quotable statements and go on air.

Points to consider:

All statements to the media will be made after discussion with the Headteacher (or representative);  
The Chair of Governors will make a statement at the earliest but most appropriate moment;  
Governors and staff will refer all questions to the Headteacher or Assistant Headteacher in their absence (or delegated representative) and must refuse to make any comment or react to any statement put to them by the media; they should refer onto the Headteacher;  
It should be remembered that the media will be looking for a story and headlines. A 'story' only lasts for a short time in media terms so they will be looking for a quick result: grief to dramatise or blame to allot. They only polarise. However, there are possible stereotypes which we can help to get sympathetic treatment. These 'sound bites' should be crafted and used, for example:  
Close-knit school devastated by disaster;  
Staff trying to hold things together under impossible circumstances;  
Caring school trying to do what it can.

N.B. The Headteacher must remember that we have to be careful that nothing we say should increase grief or wrong-foot ourselves in possible legal action.

It is the responsibility of the Headteacher in consultation with the Emergency Team to determine whether a Press Conference should be arranged.

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Pupils will be kept away from the media and the importance of this will be explained to the pupils.

No addresses will be given to the media.

#### Interview Technique

Generally it will be important to 'come in under the question', being calmer and quieter than the questioners;

Two points clearly made and repeated are worth many made in a confused way;

It is crucial to remember that you are talking to the audience beyond the interviewer while answering the interviewer's questions;

Meet aggressive questions with facts e.g.

'All trips go through a vetting procedure';

'We have fire practices termly';

'We have records and once we have done our duty by our parents and pupils we will check it out'.

Generally the school will be saying over and over again that the school will turn its attention to causes and lessons to be learned when we have done what we can do for pupils and parents.

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 3 - Contact details – utilities and other relevant agencies not listed above

LGSS Help Desk 24 hour support  
Telephone number 03001267333

Business Watch  
Telephone number 01733 302900  
24 hour cover

Britannia Fire & Security - Alarm  
Telephone number: 01733 246990  
5pm – 9am 0844 8791139 Contract No TA04326396

Electricity - SE - Account number - 7314 85972  
Telephone number: 0845 070 1699

Emergency Electricity - Power Cut  
Telephone number: 0800 783 8838

Gas - ESPO contract - Account number - 30028 59079  
Telephone number: 0116 294 4040

National Gas Emergency Service  
Telephone number: 0800 111 999

Water - Anglian Water - Account number 115007288  
Telephone number: 08457 919155

Emergency Water number - To report Leak or Burst  
Telephone number 0800 7771 881

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 4 - On-Site Emergency Involving Damage to Premises

Checklist for Longer Term and On-going Actions

| STAFF  |   |
|--|---|
| Hold a staff briefing session as soon as possible and at regular intervals   | ✓ |
| Confirm arrangements with PCC regarding release of information to press  |   |
| Nominate staff to meet children and young people returning to the setting  |   |
| Provide written information on the incident and how it will affect the setting   |   |
| Alteration to duty rotas   |   |
| Review course timetabling  |   |
| Issue new fire/evacuation notices and procedures if route has been affected  |   |
| Hold a fire/evacuation drill as soon as possible so that staff, children and young people know the new exit routes and assembly points. It may be appropriate to talk children and young people through the process, and the fact that it is a practice on this occasion |   |
| Alter/adapt programmes as necessary  |   |
| Consider any imminent examination issues   |   |
| PREMISES   |   |
| Obtain plans of the building. Mark on areas affected   |   |
| Check for obstacles to children and young people's movements   |   |
| Check/re-allocate toilet facilities if necessary   |   |
| Identify new routes  |   |
| Review/identify new entrances/exits  |   |
| Review fire safety arrangements and escape requirements with Fire Service  |   |
| Establish areas with restricted access to contractors and vehicles   |   |
| Re-allocate space, eg parking, children and young people's areas, etc  |   |
| Review site security   |   |
| Review Health and Safety arrangements  |   |

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

|   |  |
|---|--|
|   |  |
| <b>CHILDREN AND YOUNG PEOPLE</b>  |  |
| Assembly - pass on information to children and young people   |  |
| Issue new timetables  |  |
| Issue maps showing restricted areas, etc  |  |
| Issue an information sheet to children, young people and parents  |  |
| <b>PARENTS</b>  |  |
| Hold parent's/staff/volunteer's meeting   |  |
| <b>GENERAL</b>  |  |
| If available, change the answer phone message to update parents on issues such as attendance arrangements, children and young people attendance etc |  |
| Provide notices around the perimeter of the premises regarding progress.  |  |
| Provide information regarding progress on the intranet and website of the setting and also on the PCC website                                       |  |
| <b>CONTRACTORS</b>  |  |
| Hold regular meetings with contractors  |  |
| Establish Health and Safety requirements  |  |
| Establish access requirements for contractor's vehicles   |  |
| Establish areas that are off-limits to staff, children and young people   |  |
| Adapt doors to fire exit/exit doors as necessary  |  |
| Inspect/repair the fire alarm/fire detection/security systems   |  |
| Install any temporary facilities that are required  |  |
| Agree working practices and times when noise must be kept to a minimum with contractors   |  |
| Provide the contractors with a copy of the examination timetable if appropriate   |  |
| <b>RE-ORDERING OF DAMAGED EQUIPMENT/STOCK</b>   |  |
| Instigate a procedure for identifying the resources to be replaced.   |  |
| Agree procedures with the loss adjusters (if involved).   |  |
| Set up an ordering and payment procedure.   |  |
| <b>FORTHCOMING EVENTS</b>   |  |
| Consider whether or not these can be moved or rescheduled.  |  |

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

|   |  |
|---|--|
| <b>OUT OF HOURS USERS</b>   |  |
| Contact the organiser and reschedule or cancel, as appropriate.   |  |
| <b>REVIEW</b>   |  |
| Review all the above issues on a continuous basis.  |  |
| <b>ANNIVERSARIES</b><br>Anniversaries of tragedies can be a difficult time for both adults and young people. Careful consideration should be given to the most appropriate way to mark the occasion and who should be invited to any memorial service or similar event. |  |

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 5 - Interim Press Statement

While on a visit to (or adapt if onsite).....  
a child/children [and.....staff/volunteers]  
of St Michael's Church School, Peterborough, was/were involved in an incident  
at/near .....  
at approximately (time).....  
which resulted in him/her/them being conveyed to hospital.

The Police/Health and Safety Executive and Local Authority are/will be investigating  
the incident.

Our first thoughts are with the families of those involved. The school will be working  
with all agencies in relation to this incident.

A further statement will be made at ..... or when more information is  
available.

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 6 - Emergency Meeting Room – Checklist

| ACTIVITY   | CONSIDERATIONS   | ✓ |
|--|--|---|
| <b>INITIAL</b>   |  |   |
| Appoint senior member of staff to run the Emergency Meeting Room                                   | Inform governor/s.<br>Provide name badges for all  |   |
| <b>SECURITY OF THE SITE</b>  |  |   |
| Ensure all gates are closed and, where possible, position member of staff/governor at each one     | Consider asking the Police for help if media become a problem  |   |
| <b>SECURITY OF THE BUILDING</b>  |  |   |
| Secure all entrances   | Maintain fire exits  |   |
| Place signs directing persons to the main entrance   |  |   |
| Set up logging-in procedure at main entrance   |  |   |
| Consider whether additional entrance/exit required   | Nominate member of staff/governor to attend and set up logging-in procedure                              |   |
| <b>COMMUNICATIONS</b>  |  |   |
| Install answer phone onto main phone line and record initial outgoing information                  |  |   |
| Disconnect fax and use telephone line for outgoing calls if possible                               | Ensure those who need to know are informed to use fax line number for contact.                           |   |
| Assess numbers of mobile phones available, and ensure they are fully charged                       | Provide telephone list for office and all members of staff and governors                                 |   |
| Ensure all caller IDs are off (inc. mobiles)   |  |   |
| Provide message form for all persons likely to take phone or verbal messages                       | All messages to go to the Emergency Meeting Room to be logged and passed to Office Staff for processing. |   |
| <b>FAMILY and FRIEND'S RECEPTION CENTRE</b>  |  |   |
| Appoint senior member of staff or governor to be responsible for Family and Friends Reception Area | Ensure there is enough help so that parents are not left on their own                                    |   |
| Lay out area with tables and chairs in informal groups   | Ensure the regular provision of updated information  |   |
| Ensure provision of light refreshments as required   |  |   |
| Provide signs for toilets, etc.  |  |   |
| Consider closing window blinds to stop media intrusion   |  |   |
| <b>MEDIA INTERVIEWS</b>  |  |   |
| Nominate room to be used for media interviews off the premises if possible                         | Needs to be nearby   |   |

**ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN**

|   |   |  |
|---|---|--|
| Use room internal to main building only as last resort  | Ensure separation/security of room from the remainder of the staff and young people                           |  |
| Nominate member of staff to clear rooms of all pupil's information/photos                                   | This is important   |  |
| Determine the route the media will be taking from the gate to the briefing room                             | If the Police are in attendance discuss with them and representative from Local Authority Communications Team |  |
| <b>WELFARE</b>  |   |  |
| Consider longer term implications   | Consider appointing a Logistics Co-ordinator  |  |
| Ensure provision of food and drink as necessary   |   |  |
| Prepare rota system for all helpers   |   |  |
| <b>GENERAL</b>  |   |  |
| Ensure Director of Children's Services is aware of all matters and other departments of Children's Services |   |  |
| <b>COUNSELLING ROOMS</b>  |   |  |
| Nominate one or two rooms for individual counselling  |   |  |
| Provide signs for doors   | "Vacant" and "No Entry - Counselling in session"  |  |



ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 8 – Log Sheet

*Include actions taken, considered or rejected with brief reasons. Also log any refusal of other organisations or Contractors to carry out actions with an explanation as to why. Log the passing of requests for decisions or assistance and the replies.*

| Date | Time | Information / Decisions / Actions | Initials |
|------|------|-----------------------------------|----------|
|      |      |                                   |          |

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 9 – Message Record

Date: .....Time: .....

Call received by: Phone/Verbal/Other\*. Call type: Incident/Personal/Other\*

Name of person calling: .....

Phone number of caller.....:

Message: .....

.....

.....

.....

.....

.....

Person taking call.....

Passed to Incident suite manager at (time): .....

Action required: .....

.....

By whom: .....

Date Completed: .....Time: .....

By (Print name): .....

Action taken/Notes: .....

.....

.....

.....

\* Delete as appropriate

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN

Appendix 10 – Business Continuity Management Checklist

|              |   |
|--------------|---|
| Completed on | <i>Identify a Business Continuity Coordinator or team who will achieve the following:</i>   |
|              | Consider what internal and external factors could impact on your settings ability to provide suitable education or other services.  |
|              | Identify the critical activities of your service and plan how you would maintain them during an emergency.  |
|              | Identify staff that maintain and provide critical services.   |
|              | Identify staffs that have key skills.   |
|              | Consider how non-critical staff could be used to support critical activities in an emergency including any additional training requirements (consultation with staff & representative bodies may be required).                                      |
|              | Identify critical utilities or services provided by sub-contractors and consider how you could provide alternatives at short notice. (meals, transport etc)   |
|              | Produce a communications plan including contact methods with staff, children, young people, parents, PCC, media, emergency services, utilities, contractors, neighbouring premises or relevant occupiers (some numbers are provided at Appendix 3). |
|              | Consider the options for reduced teaching and learning activities or services during an emergency and the acceptable time periods.  |
|              | Identify precautions to reduce the spread of infection during an illness outbreak and plan how to invoke them.  |
|              | Consider how to prevent the loss of children's and young people's coursework due to an emergency.   |
|              | Consider how to guard against the loss of critical teaching and learning materials due to an emergency.   |
|              | Consider how to guard against the loss of critical computer files/records by the provision of adequate back-up systems.   |
|              | Consider how you would deal with the Psychological impact on children, young people and staff following an emergency.   |
|              | Consider how you would minimise disruption caused by a transfer to temporary accommodation.   |
|              | Consider the effect of loss of income from being unable to rent out facilities due to an emergency  |

ST. MICHAEL'S CHURCH SCHOOL  
DISASTER RECOVERY PLAN