

Trinity  
Academy  
Akroydon



**Policy:** (A) Critical Incidents and Business Continuity Plan

**Date of review:** February 2019

**Date of next review:** February 2022

**Lead professional:** Compliance Manager

**Status:** Non-Statutory

**IF YOU ARE DEALING WITH  
AN EMERGENCY GO  
STRAIGHT TO SECTION 4 ON  
PAGE 13**

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## 1.0 About this Plan

### 1.1 Introduction

This plan sets out the trust's policy for planning and responding to major incidents which affect the continuity of its academies' business and the safety of its staff, students and others.

Whilst it is not possible, or desirable, to write a plan for every possible disruption, no matter what the *cause* of the incident *effect* can generally be summarised as:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to academy staff and students or members of the public
- Loss of a building, or part of a building or access to a building
- Loss of ICT
- Loss/shortage of staff
- Loss of critical supplier or partner
- Adverse publicity and/or reputational impacts.

This plan recognises that in responding to major incidents, individuals (adults and young people) may be affected, either directly (i.e. physically to their person, family or property) or more indirectly (i.e. emotionally), by critical incidents which occur in or outside of a school, for example:

- Death of a student or member of staff (natural deaths or murder)
- Violence or assault in a school, such as a knifing or use of a firearm
- Destruction or vandalism to part of a school
- School fire (including arson), flood or explosion
- Chemical or toxic substance release
- The effects of disasters in the wider community
- Incidents on educational visits
- Epidemics
- Traffic/transport accidents
- Abductions/disappearances
- Civil disturbances, such as terrorism
- A disaster in a community or tragedy at a public event
- Refugee children joining an academy, who may perhaps be shocked by war or atrocities
- Allegations or incidents of abuse against pupils by staff and staff against pupils.

The aim of the plan is to mitigate the effects of an emergency on the trust's overall operation in addition to the effects on each individual academy affected, its staff and students, and the contributing objectives are to:

- Prevent/minimise the loss of life and injury to students and staff
- Alert relevant parties e.g. emergency services, the local authority, parents, Directors/Governors of the trust/academy
- Take control of the scene until the emergency services arrive
- Minimise disruption to the normal daily routine of staff and students
- Support staff, students and parents in the aftermath of an incident
- Ensure effective working with the media.

## 1.2 Plan Purpose

The aim of the plan is to provide a flexible response so that Trinity Multi Academy Trust and each of its academies can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery).

## 1.3 Plan Remit

The following areas are covered by this plan:

- Teaching, Academy Administration, Catering, out of Hours clubs, Academy Trips etc.

The following trust premises follow this Plan with specific details for their premises and local authority area:

- Trinity Academy Halifax, The Maltings, Halifax, Trinity Academy Akroydon, Halifax, Cathedral Academy, Wakefield, and Trinity Academy Sowerby Bridge.

## 1.4 Plan Owner

Trinity Multi Academy Trust is the overall Plan Owner. The Principal of each academy, however, is the owner of the individual plan for their particular academy and they are responsible for ensuring that it is maintained, exercised and updated appropriately to ensure that it is always relevant and appropriate.

## 1.5 Plan Distribution

The Critical Incidents and Business Continuity Plan is distributed as follows:

Trinity MAT Emergency Management Team

NAME	ROLE	ISSUE DATE
Michael Gosling	CEO	February 2019
Tom Miskell	Chair of BoD	February 2019
David Sheard	CFO	February 2019
Oliver Alcock	Director of ICT	February 2019
Gemma Mitchell	HR Manager	February 2019
Anne-Marie Holdsworth	Compliance Manager and DPO	February 2019
Michael Rhodes	Head of Facilities	February 2019
Vacant	Marketing Manager/Media Co-ordinator	February 2019

## Academy Incident Management Team

<b>NAME</b>	<b>ROLE</b>	<b>ISSUE DATE</b>
Richard Tipler	Principal	February 2019
Oliver Grant-Roberts	Vice Principal	February 2019
Sue Farmer	Assistant Principal	February 2019
Jenny Lewis	Assistant Principal	February 2019
Chris Chandler	Premises Manager	February 2019
Nicole Turner	Operations and Finance Manager	February 2019
Oliver Alcock	Network Manager	February 2019

### **1.6 Plan Storage**

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home/ in vehicles (if appropriate) / in grab bags.

### **1.7 Plan Review Schedule**

This plan will be updated as required and formally reviewed in line with the trust's policy schedule, or whenever exceptional circumstances require.

## **2.0 Plan Activation**

### **2.1 Circumstances**

This plan will be activated in response to an incident causing significant disruption to the trust and one or more of its academies, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this plan are listed above in 1.1

### **2.2 Responsibility for Plan Activation**

A member of the nominated **Academy Incident Management Team**<sup>1</sup> will normally activate and stand down this plan. One of the initial roles, once the plan has been activated is to call a School Incident Management Team meeting and delegate roles as detailed in points 3.0 – 3.3.

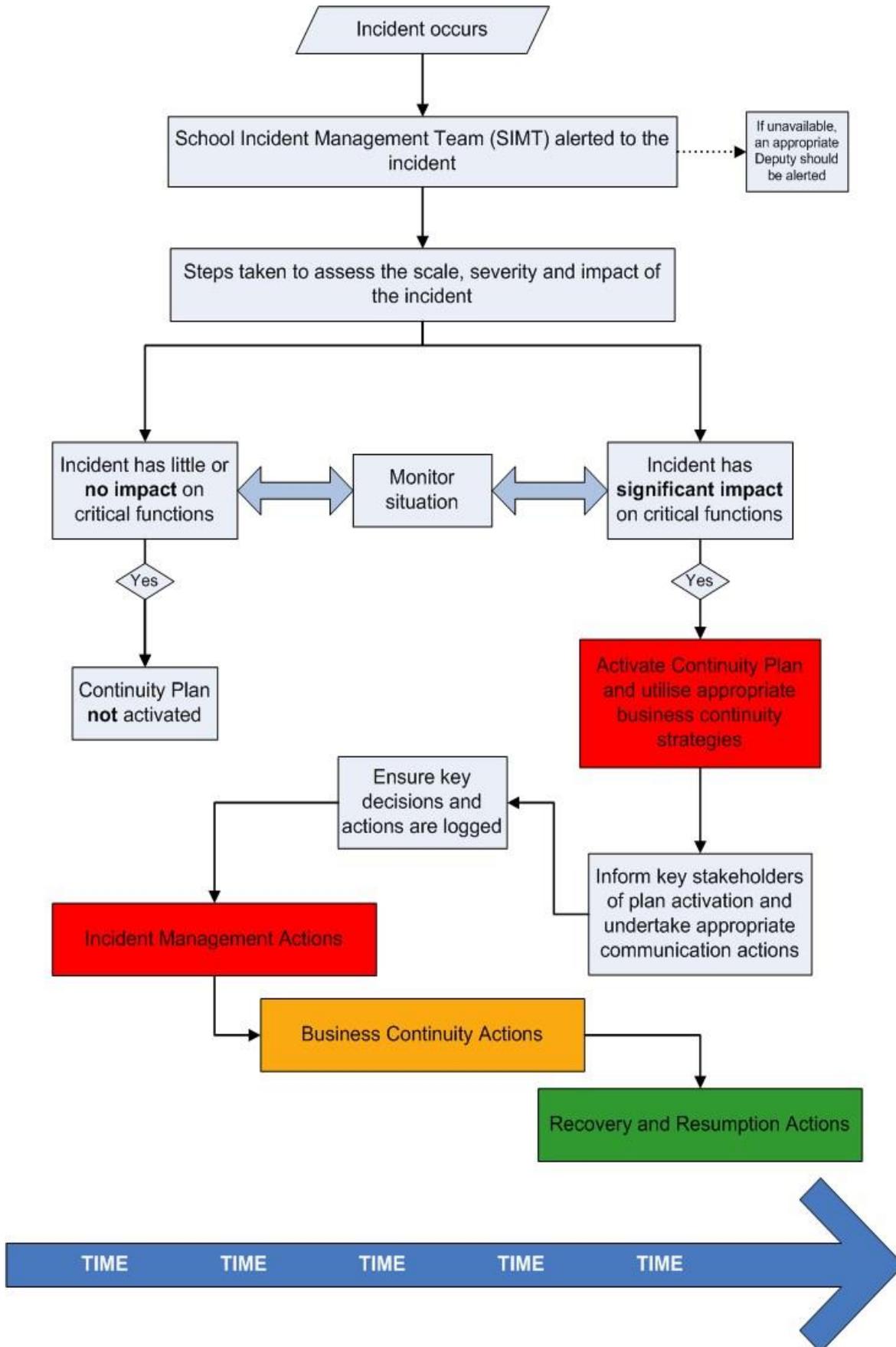
### **2.3 Escalating a Serious Incident**

All serious incidents should be reported to the Principal in the first instance, who will then inform members of the MAT Emergency Management Team and their own Academy Incident Management Team as appropriate. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other relevant bodies and commercial services notified to respond as appropriate, i.e. the local authority, emergency services, other partner agencies

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<sup>1</sup> See Section 3.1 for the responsibilities your Academy Incident Management Team

## 2.4 Activation Process



### 3.0 Roles and Responsibilities

#### 3.1 Academy Incident Management Team

Role	Responsibilities	Accountability / Authority
Principal	<ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the Academy</li> <li>▪ Ensuring the Academy has capacity within its structure to respond to incidents</li> <li>▪ Determining the Academy's overall response and recovery strategy</li> </ul>	The Principal has overall responsibility for day-to-management of the Academy, including lead decision-maker in times of crisis.
Business Continuity Coordinator  <i>(Principal or delegated member of SLG)</i>	<ul style="list-style-type: none"> <li>▪ Business Continuity Plan development</li> <li>▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc.</li> <li>▪ Involving the Academy community in the planning process as appropriate</li> <li>▪ Plan testing and exercise</li> <li>▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved</li> <li>▪ Training staff within the Academy on Business Continuity</li> <li>▪ Embedding a culture of resilience within the Academy, involving stakeholders as required</li> </ul>	Business Continuity Coordinator reports directly into the Principal and will usually be a member of the Academy Incident Management Team.
Academy Incident Management Team  <i>(including Business Continuity Coordinator and Principal)</i>	<ul style="list-style-type: none"> <li>▪ Leading the Academy's initial and ongoing response to an incident</li> <li>▪ Declaring that an 'incident' is taking place</li> <li>▪ Activating the Business Continuity Plan</li> <li>▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions</li> <li>▪ Providing direction and leadership for the whole Academy community</li> <li>▪ Undertaking response and communication actions as agreed in the plan</li> <li>▪ Prioritising the recovery of key activities disrupted by the incident</li> <li>▪ Managing resource deployment</li> <li>▪ Welfare of students</li> <li>▪ Staff welfare and employment issues</li> </ul>	The Academy Incident Management Team has delegated authority to authorise all decisions and actions required to respond and recover from the incident.

**The following Staff have been identified as the Academy's Incident Management Team:**

<b>Name</b>	<b>Role</b>	<b>Contact Details (delete/amend as necessary)</b>
Richard Tipler	Principal <b>(Incident Manager &amp; MAT Liaison Officer)</b>	Mobile Number: 07712 306736 Email Address: principal@akroydon.trinitymat.org Out of Hours Contact Details: 0771 2306736
Oliver Grant-Roberts	Vice Principal <b>(Deputy Incident Manager)</b>	Mobile Number: 07348 812914 Email Address: oroberts@akroydon.trinitymat.org Out of Hours Contact Details: 07348 812914
Jenny Lewis & Sue Farmer	Assistant Principals <b>(Parent/Teacher/School Liaison Officer - Welfare &amp; Communications)</b>	Mobile Number: Jenny : 07827 447991 / Sue : 07467 958196 Email Address: Jenny / Sue Out of Hours Contact Details:
Michelle Wheelwright	Administration Manager. <b>(Administration)</b>	Mobile Number: 07879 052221 Email Address: mwheelwright@akroydon.trinitymat.org Out of Hours Contact Details:
Chris Chandler	Premises Manager <b>(Resources)</b>	Mobile Number: 07809 333994 Email Address: cchandler@trinitymat.org Out of Hours Contact Details: 07809 333994
Nicole Turner	Operations and Finance Manager <b>(Administration)</b>	Mobile Number: Email Address: nturner@akroydon.trinitymat.org Out of Hours Contact Details:
Oliver Alcock	Network Manager <b>(Resources)</b>	Mobile Number: 07477 614655 Email address: oalcock@trinitymat.org Out of Hours Contact Details: 07879 052221
	Others as required	

### 3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper)	<ul style="list-style-type: none"> <li>• Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately.</li> </ul>	Reporting directly to the Principal or Academy Incident Management Team.
Marketing Manager/Media Co-ordinator	<ul style="list-style-type: none"> <li>▪ Collating information about the incident for dissemination in Press Statements</li> <li>▪ Liaison with the appropriate Press Office to inform media strategy</li> <li>▪ The Media Co-ordinator will assist with providing information to the press and will be in direct contact with the media</li> <li>▪ Ensuring information is available via the web or other means, as appropriate, to inform all stakeholders of incidents and progress of the business continuity plan.</li> </ul>	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Stakeholder Liaison <i>(SLG Members)</i>	<ul style="list-style-type: none"> <li>▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):               <ul style="list-style-type: none"> <li>• Governors</li> <li>• Parents/Carers</li> <li>• Key Services</li> <li>• Academy Crossing Patrol</li> <li>• Academy Transport Providers</li> </ul> </li> <li>▪ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc.</li> </ul>	All communications activities should be agreed by the Academy Incident Management Team. Information sharing should be approved by the Principal (or Academy Incident Management Team if the Principal is unavailable).
Premises Manager	<ul style="list-style-type: none"> <li>▪ Undertaking duties as necessary to ensure site security and safety in an incident</li> <li>▪ Liaison with the Academy Incident Management to advise on any issues relating to the academy physical infrastructure</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response.</li> </ul>	Reporting directly to the Principal or Academy Incident Management Team.

Network Manager	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the academy's ICT infrastructure</li> <li>▪ Liaison with ICT support or external providers (if applicable)</li> <li>▪ Work with the Business Continuity Co-ordinator to develop proportionate risk responses</li> <li>▪ Reporting on the BCT in response to an incident</li> <li>▪ Owner of the ICT Disaster Recovery Plan.</li> </ul>	<p>ICT Co-ordinator reports directly to the Business Continuity Co-ordinator for plan development issues.</p> <p>In response to an incident, reporting to the Academy Incident Management Team.</p>
Recovery Co-ordinator	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the academy's recovery process</li> <li>▪ Identifying lessons as a result of the incident</li> <li>▪ Liaison with Business Continuity Co-ordinator to ensure lessons are incorporated into the plan development.</li> </ul>	<p>Is likely to already be a member of the Academy Incident Management Team, however, will remain focussed on leading the recovery and resumption phase. Reports directly to Principal.</p>
HR Manager	<ul style="list-style-type: none"> <li>▪ Responsibility for staffing issues, communication and consultation with Trade Union representatives</li> <li>▪ Responsibility for any employment issues.</li> </ul>	<p>The HR Manager, whilst being a member of the MAT, will report directly to the Principal and Academy Incident Management Team.</p>

The following academy staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
N/A	PA to the Principal	Mobile Number: Email Address: Out of Hours Contact Details:
Michelle Wheelwright	Administration Manager	Mobile Number: Email Address: mwheelwright@akyroydon.trinitymat.org Out of Hours Contact Details:

### 3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Governors	<ul style="list-style-type: none"> <li>▪ Working in partnership with the Principal to provide strategic direction in planning for and responding to disruptive incidents</li> <li>▪ Undertaking actions as required to support the academy's response to a disruptive incident and subsequent recovery</li> <li>▪ Acting as a 'critical friend' to ensure that the Academy Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable</li> <li>▪ Monitoring and evaluating overall performance in developing academy resilience and reporting to parents/carers</li> </ul>	<p>Liaison with the Principal or Academy Incident Management Team in response to a crisis.</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers</p>

## 4.0 Incident Management

Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt Academy activities e.g. computer virus, flu pandemics, a pre-planned strike, forecast for heavy snow or a power outage etc.

### 4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

### 4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> <li>▪ Survey the scene</li> <li>▪ Assess (i.e. scale/severity, duration &amp; impact)</li> <li>▪ Disseminate information (to others)</li> </ul>	Gather and share information to facilitate decision-making and enhance the response  <i>A full impact assessment form can be found in Appendix A</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	<b>TEL: 999</b> Provide as much information about the incident as possible	<input type="checkbox"/>
	Call the local authority, inform of the situation and request help if required <i>(Remember the numbers provided should only be used in an emergency and should not be given to the press, parents or public.)</i>	<b>For Calderdale:</b> <b>During office hours: call the Schools Health and Safety Team on 01422 392670</b> <b>Out of office hours: call Calderdale Council Emergency Out of Hours on 01422 288000</b>	

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
3.	<ul style="list-style-type: none"> <li>▪ Evacuate the academy building, if necessary.</li> <li>▪ Consider whether it may be safer or better for the welfare of students to stay within the academy premises and congregate at a relative place of safety indoors.</li> <li>▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical academy activities</li> <li>▪ Notify relevant stakeholders of site evacuation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use normal fire evacuation procedures for the academy</li> <li>▪ Consider arrangements for staff/students with special needs</li> <li>▪ If the decision is to stay within the academy, ensure the assembly point is safe and take advice from Emergency Services as appropriate.</li> </ul>	<input type="checkbox"/>
4.	Ensure all students, staff and any academy visitors report to the identified assembly point.	<p>The normal assembly point for the academy is: The playground</p> <p>The alternative assembly point for the academy is: The front car park.</p>	<input type="checkbox"/>
5.	Check that all students, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all students, staff, contactors and visitors as a priority.	As per standard evacuation procedure – which will be followed depending on the incident.	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment.	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information.	<input type="checkbox"/>
8.	Identify Academy Incident Management Team to undertake specific emergency response roles.	Information on roles and responsibilities can be found in Section 3.0.	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	The Log template can be found in Appendix A.	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping.	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident.	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
11.	<ul style="list-style-type: none"> <li>▪ Take further steps to assess the impact of the incident</li> <li>▪ Agree response / next steps.</li> </ul>	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
12.	Log details of all items lost by students, staff, visitors etc. as a result of the incident, if appropriate.	<i>A form for recording this information is in Appendix C.</i>	<input type="checkbox"/>
13.	Consider the involvement of other teams, services or organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance.	Depending on the incident, the following teams in Children’s Services may be approached to assist with incident management:  Calderdale Safeguarding Team	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Academies.	Establish a media area if necessary.	
15.	Assess the key priorities for the remainder of the working day and take relevant action.	Consider actions to ensure the health, safety and well-being of the academy community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc. to ensure the impact of the disruption is minimised. <i>Business Continuity Strategies are documented in Section 5.3</i>  Consider the academy’s legal duty to provide free academy meals and how this will be facilitated, even in the event of emergency academy closure.	<input type="checkbox"/>
16.	Ensure Staff are kept informed about what is required of them.	Consider: <ul style="list-style-type: none"> <li>▪ what actions are required</li> <li>▪ where staff will be located</li> <li>▪ Notifying staff who are not currently in work with details of the incident and actions undertaken in response.</li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
17.	Ensure students are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for students with special needs. Consider the notification of students not currently in academy– Contact details of all students are staff can be found on <i>BromCom</i> and can be emailed/texted automatically.	<input type="checkbox"/>
18.	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting students at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update.	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident.	Contact via e-mail/telephone/website.	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate.	Local Radios may be useful in broadcasting key messages.	<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical academy activities.	Ensure all stakeholders are kept informed of contingency arrangements as appropriate. Via website/telephone/text message.	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident.	Record all costs incurred as a result of responding to the incident. <i>The Financial Expenditure Log can be found in Appendix D.</i>	<input type="checkbox"/>
23.	Seek specific advice/ inform your insurance company as appropriate	Insurance policy details can be found. Insurance policy documents are located in Finance Managers office.	<input type="checkbox"/>
24.	Ensure recording process in place for staff/students leaving the site	Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required.	<input type="checkbox"/>

## 5.0 Business Continuity

### 5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

### 5.2 Business Continuity Actions

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
1.	Identify any other stakeholders required to be involved in the business continuity response	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners.	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' academy activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ Which academy activities are disrupted?</li> <li>▪ What is the impact over time if these activities do not continue?</li> <li>▪ Would the impact be: <ul style="list-style-type: none"> <li>• Manageable?</li> <li>• Disruptive?</li> <li>• Critical?</li> <li>• Disastrous?</li> </ul> </li> <li>▪ What are current staffing levels?</li> <li>▪ Are there any key milestones or critical activity deadlines approaching?</li> <li>▪ What are your recovery time objectives?</li> <li>▪ What resources are required to recover critical activities?</li> </ul>	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: <ul style="list-style-type: none"> <li>▪ Immediate priorities</li> <li>▪ Communication strategies</li> <li>▪ Deployment of resources</li> <li>▪ Finance</li> <li>▪ Monitoring the situation</li> <li>▪ Reporting</li> <li>▪ Stakeholder engagement</li> </ul> Produce an action plan for this phase of response.	<input type="checkbox"/>
4.	Log <b>all</b> decisions and actions, including what you decide <b>not</b> to do and include your decision making rationale.	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred.	<i>The Financial Expenditure Log can be found in Appendix D.</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and availability of staff.	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered.	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc.	<input type="checkbox"/>
8.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. Staff, parents/carers, Governors, suppliers, local authority, central government agencies etc.	<input type="checkbox"/>

### 5.3 Business Continuity Strategies

<b>Arrangements to manage a loss or shortage of staff or skills</b>  <i>Please add/amend/delete as appropriate</i>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff, HLTA's, TAs, SLG, Site Team Members, ICT Staff.	Contact details on BromCom
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.	
<b>Arrangements to manage a loss or shortage of staff or skills</b>  <i>Please add/amend/delete as appropriate</i>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, Student Teachers, Learning Mentors etc.</li> <li>• Virtual Learning Environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of students at once.</li> </ul>	
4.	Suspending 'non critical' activities and focusing on your priorities.	
5.	Using mutual support agreements with other academies.	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	

<b>Arrangements to manage denial of access to your premises or loss of utilities</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
<i>Please add/amend/delete as appropriate</i>		
1.	Using mutual support agreements with other academies.	
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	Use of Trinity Academy Halifax
3.	Virtual Learning Environment opportunities.	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the academy premises portfolio.	
5.	Off-site activities e.g. swimming, physical activities, academy trips	

<b>Arrangements to manage loss of technology / telephony / data / power</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
<i>Please add/amend/delete as appropriate</i>		
1.	Back-ups of key academy data e.g. CD or memory stick back-ups, photocopies stored on and off site, mirrored servers etc.	Back up files taken regularly off site by Lend Lease ICT as part of our IT provision.
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
3.	Flexible lesson plans.	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	
5.	Emergency lighting.	

<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
<i>Please add/amend/delete as appropriate</i>		
1.	Pre-identified alternative suppliers.	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
3.	Insurance cover.	Zurich Insurance Contact: Jamie Grand / Fiona Blackmore Tel: 01252 387043 e-mail: Jamie.grand@uk.zurich.com
4.	Using mutual support agreements with other academies.	Contact TAH
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it.	

## 6.0 Recovery and Resumption

### 6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the academy as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

### 6.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and students.	Depending on the nature of the incident, the Academy Incident Management Team may need to consider the use of counselling services.	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. Inform via text message/web site/e-mail.	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with students). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the Academy Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the academy.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it.	Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan is read by all members of the Business Continuity Team.	<input type="checkbox"/>

## 7.0 Appendices

	<b>Content</b>	<b>Page No.</b>
A	Log Template	
B	Impact Assessment Form	
C	Lost Property Form	
D	Financial Expenditure Log	
E	Suggested Contents of Emergency Box / 'Grab bag'	
F	Risk Identification, Evaluation and Management Matrix	
G	Incident Management Decision-Making Tool	
H	Severe Weather/Natural Disaster Procedure	
I	Bomb Threat Procedures	
J	(Fire) Evacuation Procedure and Shelter Plan	
K	Lockdown and Invacuation Procedures	
L	Medical Emergency Procedures	
M	Action List for Emergencies on Educational Visits	
N	Extended Power Loss Procedure	
O	Location of Shut Off Valves/Switches and Details to Reset Fire Alarm	
P	Asbestos Plan	
Q	School Site Map	
R	Key Contacts List (including staff contacts list and MAT staff)	



Impact Assessment Form			
<b>Completed By</b>		<b>Incident</b>	
<b>Date</b>		<b>Time</b>	

Question	Logged Response		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location & severity)			
Are there any staff or student casualties or fatalities? (Complete casualty / fatality sheets if needed)			
Have the Emergency Services been called?			
Is the incident currently affecting academy activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%		
	20 – 50%		
	1 – 20%		
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			

Which work areas have been destroyed, damaged or made unusable?	
<b>Question</b>	<b>Logged Response</b>
Is there evidence of structural damage?	
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the academy's reputation?	
Other Relevant Information	





**SUGGESTED CONTENTS OF EMERGENCY BOX / 'GRAB BAG'**

<b>Section</b>	<b>Details</b>
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	Academy branding material and stationery
	Academy logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Insurance Policy
Staff Information	Staff contact details
IT / Equipment Information	Software licence agreement and key codes
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Wind up LED torch
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Contact details for taxi / transport providers
	Academy Floor Plans
	Spare keys
	Whistle / megaphones
High visibility jacket	

## IDENTIFYING, EVALUATING AND MANAGING RISKS

**See Trinity MAT Risk Management Policy on how to establish your risk rating scores and to categorise individual incidents, completing the template below.**



Appendix H

## SEVERE WEATHER/NATURAL DISASTER PROCEDURE

### Blizzard:

If indoors:

- Stay calm and await instructions from the Emergency Co-ordinator or the designated official.
- Stay indoors!
- If there is no heat:
  - Close off unneeded rooms or areas
  - Stuff towels or rags in cracks under doors
  - Cover windows at night.
- Eat and drink. Food provides the body with energy and heat. Fluids prevent dehydration.
- Wear layers of loose-fitting, lightweight, warm clothing, if available.

If outdoors:

- Find a dry shelter. Cover all exposed parts of the body.
- If shelter is not available:
  - Prepare a lean-to, wind-break, or snow cave for protection from the wind
  - Build a fire for heat and to attract attention. Place rocks around the fire to absorb and reflect heat.
  - Do not eat snow. It will lower your body temperature. Melt it first.

If stranded in a vehicle:

- Stay in the vehicle!
- Run the motor about ten minutes each hour. Open the windows a little for fresh air to avoid carbon monoxide poisoning. Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers:
  - Turn on the dome light at night when running the engine
  - Tie a coloured cloth to your ariel or door.
- Exercise to keep blood circulating and to keep warm.

### Flood:

If indoors:

- Be ready to evacuate as directed by the Emergency Coordinator and/or the designated official
- Follow the recommended primary or secondary evacuation routes.

If outdoors:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If your car stalls, abandon it immediately and climb to higher ground.

### Hurricane:

- The nature of a hurricane provides for more warning than other natural and weather disasters. A hurricane warning is issued when hurricane winds of 74 mph or higher are expected in the area within 24 hours.

Once a hurricane warning has been issued:

- Be ready to evacuate as directed by the Emergency Coordinator and/or the designated official
- Leave areas that might be affected by stream flooding.

During a hurricane:

- Remain indoors and consider the following:
  - Small interior rooms on the lowest floor without windows
  - Hallways on the lowest floor away from doors and windows, and
  - Rooms constructed with reinforced concrete, brick, or block with no windows.

**Tornado:**

- If a warning is issued, seek shelter inside. Consider the following:
  - Small interior rooms on the lowest floor and without windows
  - Hallways on the lowest floor away from the doors and windows, and
  - Rooms constructed with reinforced concrete, brick, or block with no windows.
- Stay away from outside walls and windows
- Use arms to protect head and neck
- Remain sheltered until the tornado threat is announced to be over.

**Earthquake:**

- Stay calm and await instructions from the Emergency Coordinator or the designated official
- Keep away from overhead fixtures, windows, filing cabinets, and electrical power
- Assist people with disabilities in finding a safe place
- Evacuate as instructed by the Emergency Coordinator and/or the designated official.

**In the case of advanced school closure:**

- Respond accordingly to the text message which will be sent advising potentially of either full or partial closure
- The Emergency Coordinator and/or designated official will inform local radio (usually BBC Radio Leeds), if possible, and will record a message on the main school telephone line advising of closure
- School Transport Companies will be informed of the closure by the Emergency Coordinator and/or the designated official.

**Snow/Ice Clearance Procedure:**

Priority areas:

1. Main Entrance
2. Car Park
3. Nursery Entrance

Secondary areas:

4. Bottom entrance in playground
5. Whole Playground

Remaining areas:

6. Back doors
7. Paths around the school building

Areas under council clearance responsibilities:

8. ..Main Road/Footpaths (Rawson North Street)
9. ..Main Road/Footpath (Grantham Road)

Appendix I

**BOMB THREATS AND SUSPECT PACKAGES**

**Bomb threat prompt card for reception staff**

	✓
1. Stay calm	
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any code word they might give.	
3. Make a note of: <ul style="list-style-type: none"> <li>• The exact time of the call</li> <li>• The caller’s sex and approximate age</li> <li>• Any accent the person has, or any distinguishing feature about their voice e.g. speech impediment, state of drunkenness etc. What is their manner like? E.g. calm, angry, laughing</li> <li>• Any distinguishable background noise. Does the caller appear to be in a certain location or type of building?</li> </ul>	
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> <li>• Where is the bomb?</li> <li>• What time is it due to go off?</li> <li>• What kind of bomb is it?</li> <li>• What does it look like?</li> <li>• What will cause it to explode?</li> <li>• Why are you doing this?</li> <li>• What is your name?</li> <li>• What is your address?</li> <li>• What is your telephone number?</li> </ul>	
5. Dial 1471 - you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
6. Report the call to the police and the Principal/nominated deputy <b><u>immediately</u></b> . In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the Principal.	

If you take a telephone call from someone who claims to have information about a bomb:

### Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

If you suspect that a letter or a package may contain a bomb:

	✓
1. Stay calm	
2. Put the letter or package down gently and walk away from it  <b>Do not put the letter or package into anything (including water) and do not put anything on top of it</b>	
3. Ask everyone to leave the area (including classes if necessary)	
4. Notify the police and the Principal/nominated deputy immediately  <b>Do not use mobile phones or sound the alarm using the break glass call points</b>	

If you suspect that a letter or a package may contain a biological or chemical threat:

	✓
1. Stay calm	
2. Do not touch the package further or move it to another location	
3. Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination	
4. Notify the Principal/nominated deputy immediately	

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The Principal/nominated deputy should then:

	✓
5. Notify the police immediately on 999	
6. Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed	
7. Evacuate the building, keeping people away from the contaminated room as far as possible	
8. Keep all persons exposed to the material separate from others and available for medical attention	
9. If anyone is experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) seek medical attention immediately	

If anyone believes that they have been exposed to biological/chemical material, they should be encouraged to:

- Remain calm
- Do not touch eyes, nose or any other part of the body
- Wash your hands in ordinary soap where facilities are provided

## Trinity Academy Akroydon

### Fire Evacuation procedures

**Date of version: 9 September 2019**

#### Evacuation

All staff are responsible for a safe transit from their location to the fire evacuation points, it is essential we work as a team ensuring both children and staff move calmly and quickly out of the building. To aid this there is a detailed procedural document below, which outlines individual staff responsibilities as well as routes of transit for both children and staff. If during the alarm you are at all disorientated or need guidance then please ask; there will be high visible presence from SLG throughout the process as well as Fire Marshalls whose job it is to ensure you move safely from the building.

Immediately on the sound of the fire alarm leave the room and proceed to the assembly points, Nursery to the KS1 playground, KS1 to the (KS1 playground) and KS2 to the (KS2 playground). Windows and doors should be closed but not locked, and bags should be left behind. Staff should escort children and ensure they proceed calmly to the assembly point. Children should be advised of the correct route highlighting the location of the closest fire exit and route to the assembly point. If there is a fire or obstruction to the designated exit route, we advise staff to use common sense and use the nearest and most suitable exit in this instance.

***If in unforeseen circumstances any of the fire doors are not accessible, please use the safest and nearest other available fire exit.***

#### **Nursery area**

Exit via the doors into the nursery playground, then make your way to KS1 assembly point playground

#### **KS1 area - Reception class 1, Reception class 2 and Conservatory**

Use the Reception class Exit/Entrance door, then proceed to the KS1 playground.

#### **KS1 area - Year 1 Beech and Year 2 additional classroom (next door)**

Use the Exit/Entrance cloakroom door and continue into the KS1 playground.

#### **KS1 area – Year 1 Birch, Year 2 Hawthorn, Year 2 Elm, Year2 Library Area, CP/SEN Office**

Use the exit door that leads to the forest school, proceed to the KS1 playground.

#### **Hall, Staffroom, Kitchen**

Exit via the Hall fire exit doors into the carpark, then proceed to KS1/2 playground – depending on year group.

#### **Year 6 additional classroom, Focus, PPA room**

Exit via door at rear of PPA room via the car park, proceed to the KS2 playground via the footpath on Rawson Street North.

#### **KS2 area -Year 3 Hazel, Year 3 Holly, Library, Year 4 Linden**

Exit via the doors leading to KS1 playground, proceed to KS2 playground.

#### **KS2 area - Year 5 Maple and Year 5 Oak**

Exit via the Year 5 doors leading to the KS2 playground.

**KS2 area – Year 4 Juniper, Year 6 Willow and Open Teaching Space**

Exit via the doors near the open learning area leading to the KS2 playground.

**Admin and Principal's office**

Admin offices and Principal to exit via the Main entrance door or the Year 3 exit door. DOP to exit via Year 3 door.

**Forest School**

Any class in forest school should make their way to either the KS1/2 playground depending on the year group.

**Informing the Health and Safety Officer**

The Health and Safety Officer **RTR (Principal)** will be positioned centrally between the playgrounds to be able to co-ordinate and receive messages regarding children and staff attendance/absence. This person is also responsible to make the decision (when safe to do so) to proceed back into the building.

In the absence of **RTR – OGS (Vice Principal)** will collate all the required information, providing cover and full responsibility in the absence of **RTR**. In this situation if **OGS** is teaching, the class will be delivered to the class teacher once in the playground. In the absence of **OGS**, **JLS** will collate all required information.

**Lining up for registration**

All class groups need to assemble at their designated (fire assembly point) playground area.

Teachers should ensure that children are silent and lined up in alphabetical order until the decision to return to the building is announced. Any classroom assistants without any evacuation responsibility are to help teachers supervise the children throughout the procedure.

Registers will be provided by the admin team along with a red and green card. When all children have been accounted for from the register provided please hold the green card aloft. If any children are missing please raise the red card to alert a member of staff who will come to assist.

**Registration of children**

**Admin member of staff** to bring student registers, signing in and out sheets, and staff/visitor report and hand student registers to class teachers. Admin staff to bring separate KS1 & KS2 registers and cards.

**Teachers** should stand with their forms until they receive registers, and then teachers are expected to double check the registers by doing a head count.

**Teachers** should report any children **registered but missing** to **CBT (KS2) and RMN (KS1) ASE** to cover either of these if absent.

**CBT/RMN/ASE** should note if missing children are accounted for in the signing out book and then return all Class Registers to the **RTR (OGS if RTR absent)**, **advising of the names of any children still not accounted for.**

**RTR/OGS** should note **names of missing students from all Class groups**; who should then inform the Fire Brigade.

Absent teachers should be reported to **RTR (OGS/JLS if RTR absent)** by the **Admin member of staff**.

### **Registration of staff/visitors**

Those arriving at the evacuation point must report as follows:

**All admin staff** should report to **OGS (Vice Principal)**, who reports to **RTR (Principal)**

#### **Supply staff, Visitors, Contractors and Tradesmen**

Should report to the **Admin member of staff**, who reports to **RTR (Principal)** with the signing in book.

#### **Catering staff**

Should report to the **ARN (Catering Manager)**, who reports to **RTR (Principal)**

#### **Cleaning staff**

Should report to the **Site Manager**, who reports to **RTR (Principal)**

#### **All other staff, including staff without a class group and Midday Supervisors**

Should report to **OGS (Vice Principal)**, who reports to **RTR (Principal)**

\* In the absence of **RTR** the above staff should report to **OGS** in the central area of the Playgrounds.

### **Fire Marshals and Key Roles**

The following members of staff are named persons with responsibility for sweeping designated areas; ensuring that no-one is left behind or trapped and that all doors are closed. These named persons are to report that all is satisfactory to **RTR/OGS** in the event of absence.

**P Turner** to sweep the Nursery, Year 1 Birch classroom, learning space and toilets within this area.

**J Dann** to sweep reception classrooms area and toilets.

**J Capon** to sweep Year 1 Beech class, Year 2 additional classroom and cloakrooms.

**M Beaumont** to sweep Year 2 area including Year 2 library and toilets.

**S Wilby** to sweep Staffroom, Hall and CP/SEN Office.

**B Broadhead** to sweep Director of Primary office and staff toilets.

**A Buckley (C Amritage if absent)** to sweep Admin area, including meeting room, lobby and Principal's Office

**A Robertshaw** to sweep Year 3 area, Library and Study Area including children's toilets.

**D Bingley** to sweep Year 4, Year 5 and Year 6 area including toilets.

**S Hall/A Sloane** will be the cover named person for when staff are absent depending on KS.

**N Turner** to unlock the padlock on the Nursery gate and stand by main reception gate.

**C Chandler** to unlock the Small Car Park gate padlock. **(Admin if C Chandler absent)**

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**D Patrice** to unlock KS2 Playground gate.

### **Evacuation support**

The following have roles to support an evacuation, and should report to **RTR** once in position.

**N Turner/C Chandler** to stand at the Main gates awaiting the Fire Brigade.

**Amy Bootland (KS1) and D Kelsey/R Hainsworth (KS2), to assist any person that requires a 'PEEP' and to act as a 'buddy' assisting any person that has a 'PEEP'.**

### **Key holders for gates**

Site, F&OM and SLG are key holders and will be responsible for opening the school gates in the event of evacuating to the Grantham road fields. In the event of a Grantham road evacuation **RTR/OGS** will dismiss children in class order across the road, using usual practice when crossing the road, on arrival at the fields a head count and registers will need to be undertaken.

### **Duties of staff without fire supervision duties**

Certain members of staff have no further responsibilities after reporting themselves present. After registering with the people highlighted above they should remain with the admin staff and visitors.

### **Fire alarm at the end of the academy day**

If the fire alarm sounds at 3.15pm then there will be evacuation only and no registration for KS1. In this instance evacuation will be of children to the assembly point playgrounds. Named persons need to sweep the building as they would at any other time of the day to ensure staff and students taking part in meetings or extra-curricular activities are out of the building. If the fire alarm sounds later than 3.20pm then all staff taking part in an extra-curricular activity should ensure they leave calmly with the group of children they have in their care, taking registers and completing a head count.

### **Return to the academy building**

Return to the academy building will not be announced until **RTR (or OGS in RTR absence)** are satisfied that it is safe to do so.

Key Stage Leaders will then be asked by **RTR or OGS** to oversee the slow and controlled return of each of their class groups in turn to the academy building via the appropriate door to their sector. Key Stage Leaders and named persons (fire and evacuation) are directly responsible for ensuring that they do not contribute to overcrowding at any one door.

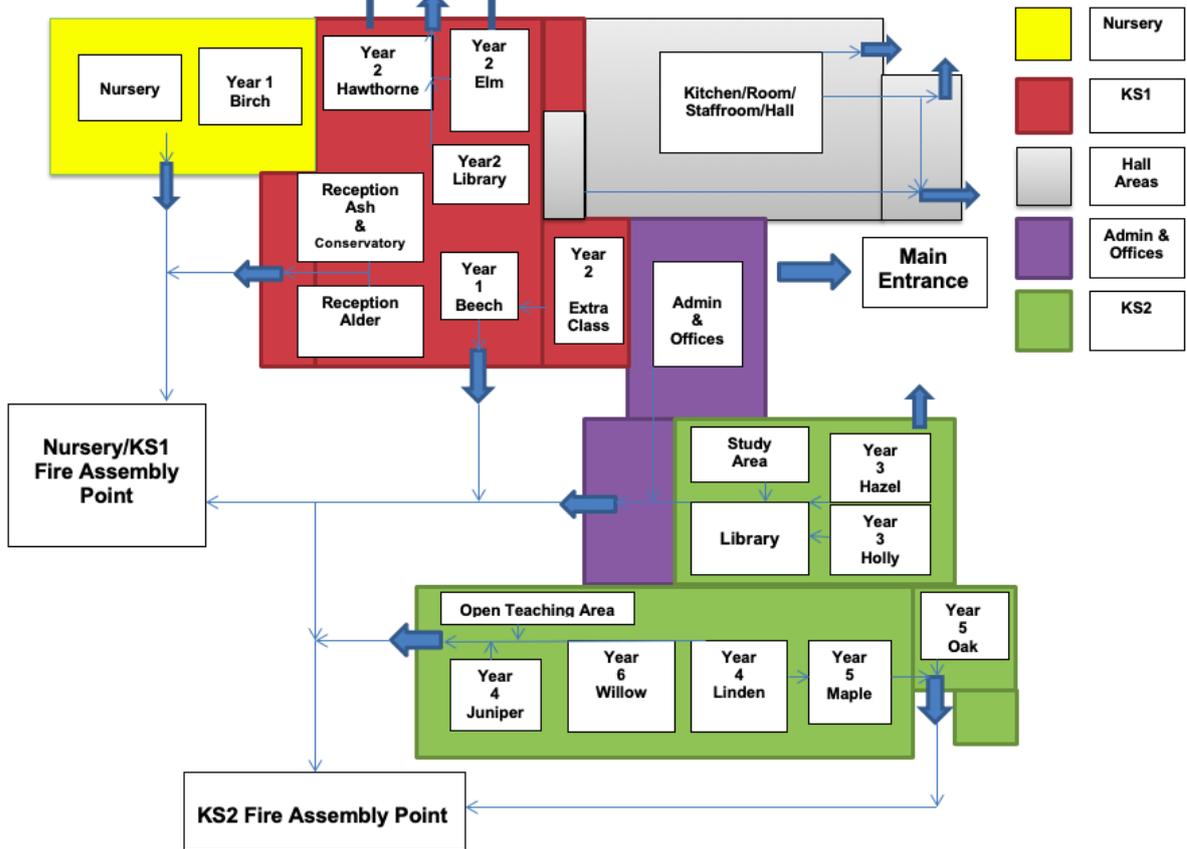
### **Warning**

**Under no circumstances should any person evacuating from the building assume that the alarm is a false alarm and either stay in the building or return to the building.**

**They must not advise others that it is a false alarm and persuade them to return to the building.**

**They must not loiter near their place of work in anticipation of a false announcement.**

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## Appendix K

**Invacuation and Lockdown Procedure****Invacuation**

A lockdown will be signified by the Invacuation Bell.

In all circumstances, unless otherwise notified, the following procedure should be followed:

1. SLG notified of incident – ‘Code 7’ and location on the radios to signal for assistance
2. Decision taken by SLG to action an invacuation.
3. All radios turned to channel 7
4. The invacuation bell will sound, this is located in the Finance Office activated by NTR. Admin/SLG if NTR absent)

The following procedure should be followed depending on the lesson that the incident occurs:

Period	Action
<b>AM &amp; PM</b>	1. All pupils return to their classrooms immediately
	2. All classroom windows and doors should be closed
	3. Children check against BromCom registers by all class teachers via BromCom (or safeguarding folders if BromCom unavailable)
	4. Once the register is taken, if all children are present your green card will be placed on the classroom door window. If you have missing children, the names will be written on the red card and placed on your classroom door window visible for BfL Team to see. If you have any additional children, you will need to add the names onto the green card.
	5. BfL Team take note of any missing pupils and report to Commanding Officer
	6. All other staff should remain in their current location. Any staff on corridors should move to the nearest office/classroom
	7. All clear given by SLG, signalled by the invacuation bell

Period	Action
<b>Break &amp; Lunch Times</b>	1. Lunch time staff notified by behaviour team via whistle
	2. All pupils, class teachers and teaching assistants return to their classrooms immediately with exception of those carrying out duties
	3. All classroom windows and doors should be closed

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	4. Children check against BromCom registers by all class teachers via BromCom (or safeguarding folders if BromCom unavailable)
	5. Once the register is taken, if all children are present your green card will be placed on the classroom door window. If you have missing children, the names will be written on the red card and placed on your classroom door window visible for BfL Team to see. If you have any additional children, you will need to add the names onto the green card.
	6. BfL Team take note of any missing pupils and report to Commanding Officer
	7. Pupils who are outside during break or lunch are to be brought into their classrooms immediately
	8. All pupils who are seated in the lunch hall are to be sent to their classrooms immediately (EYFS & KS1 guided to class and KS2 directed)
	9. All clear given by SLG, signalled by the invacuation bell

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## **Lockdown**

A lockdown will be signified by the Lockdown Bell.

If the decision is taken to invoke a lockdown the same procedure as an invacuation should be followed with the following exceptions:

- All classroom doors must be closed and locked. If classroom doors are not able to be locked, tables must be moved in front of them.
- Pupils must sit on the floor, under desks where possible, or against a wall.
- All blinds must be drawn.
- All lights should be switched off where possible.
- All mobile phones must be switched to silent then put away

**Roles and Responsibilities**

<b>Role</b>	<b>Responsibility</b>
<b>Commanding Officer</b> – RTR (OGS if RTR absent)	<ul style="list-style-type: none"> <li>• Co-ordinate the invacuation/lockdown response</li> <li>• Be positioned in the Hall</li> <li>• Control the use of radio communication</li> <li>• Complete the invacuation/lockdown checklist</li> <li>• Maintain communication with the police (if necessary)</li> <li>• Check all staff have arrived to Focus.</li> </ul>
<b>Marshalls</b> P Turner – Nursery, learning space and toilets and return to Nursery.  S Hall – reception classrooms area toilets and lock external door.  T Northrop – Year 1/2 additional classroom and cloakrooms  J Dann - Year 2 area including Year 2 library and toilets.)  B Broadhead – Year 3 area, Library and Study Area including toilets.  A Robertshaw – Year 4, Year 5 and Year 6 area including toilets.  J Greenwood – Kitchen, Focus & PPA room  S Green/ J Clayton/ L Lovell – will be the cover named person for when staff are absent	<ul style="list-style-type: none"> <li>• Check all designated areas (including toilets) for pupils and staff</li> <li>• Check all external doors are secure and that the immediate vicinity is clear</li> <li>• Once areas are clear report to Commanding Officer and go to the Focus room.</li> <li>• If you are the first person to arrive in Focus, please take the register.</li> <li>• Bring any missing children to the Hall</li> </ul>
<b>Classroom Supervision</b> ELM – A Bootland & M Beaumont OAK – D Patrice	<ul style="list-style-type: none"> <li>• As some class teachers have other roles, other staff are required to replace the classroom teacher during the invacuation/lockdown</li> </ul>
<b>BfL Team</b> ASE – EYFS & KS1 RMN– Lower KS2 CBT (RMN if CBT absent) – Upper KS2	<ul style="list-style-type: none"> <li>• If enacted during break/lunch go outside immediately and supervise children entering the building</li> <li>• Go to designated areas and collate lists of unaccounted for pupils. Communicate this to the Commanding Officer when prompted</li> <li>• During a lockdown, ensure all classroom doors are locked if</li> </ul>

Empathy, Honesty, Respect, Responsibility

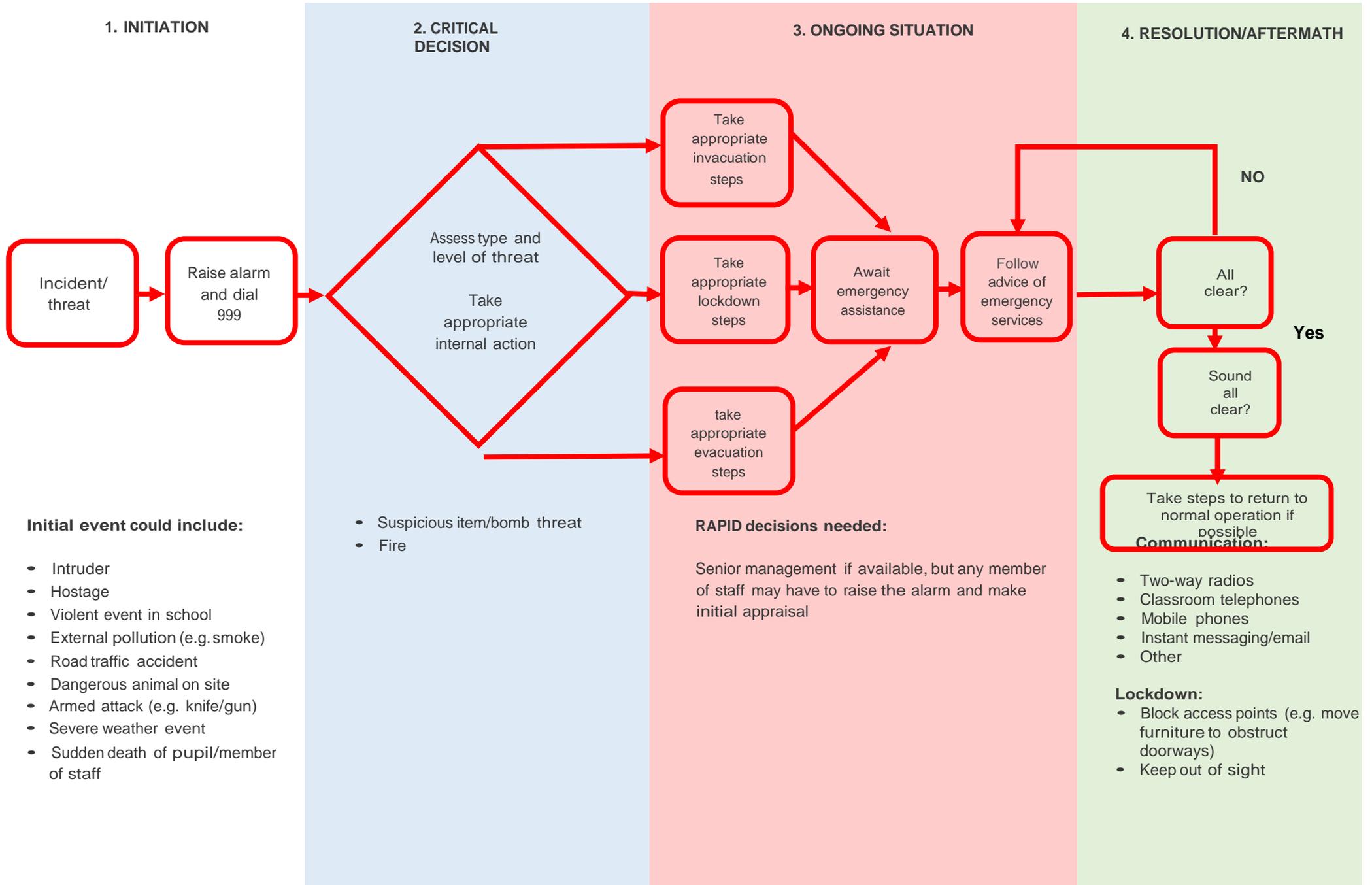
	<p>possible then lock the internal corridor doors</p> <ul style="list-style-type: none"> <li>• Return to the Focus room</li> </ul>
<b>SLG</b>	<ul style="list-style-type: none"> <li>• If the invacuation/lockdown is enacted during a break or lunch, all SLG to go to exits doors and supervise the children inside</li> </ul> <p>JLS – Y6 door                  LTE – Y3/4 door                  SFR – Y1 door                  LMH – Y5 door</p> <ul style="list-style-type: none"> <li>• Supervise escorting pupils to their classrooms</li> <li>• Return to Focus room</li> </ul>
<b>Designated member of admin staff</b> MWT (CAE if MWT absent)	<ul style="list-style-type: none"> <li>• If an invacuation/lockdown in enacted during break/lunch, fire registers should be printed off and handed to Commanding Officer</li> </ul>
<b>Premises Team</b> CCR (NTR if CCR absent)	<ul style="list-style-type: none"> <li>• All radios to be turned to channel 7</li> <li>• Site Team to lock external and classroom doors if required.</li> </ul>
<b>Outside Lessons</b>	<ul style="list-style-type: none"> <li>• If the drill is enacted during an outside lesson children will be taken to the Y1/2 additional classroom.</li> </ul>

**Radios**

Channel 1 – Admin Team, BfL Team, JGD  
 Channel 3 – Site Team  
 Channel 5 – SLG  
 Channel 7 – Invacuation/Lockdown  
 Channel 9 - PE

# CRITICAL INCIDENT FLOWCHART

## Appendix 1



## Empathy, Honesty, Respect, Responsibility

- Sit on the floor, under tables, against a solid wall
- Draw curtains/blinds
- Turn off lights
- Stay away from windows and doors
- Put mobile phones on silent

Review of event  
lessons identified

**Appendix L**

**MEDICAL EMERGENCY AND PANDEMIC PROCEDURES**

**MEDICAL EMERGENCY:**

- Call medical emergency phone number:
  - Ambulance
  - Fire Department
  - Other

Provide the following information:

- Nature of medical emergency
  - Location of the emergency (address, building, room number), and
  - Your name and phone number from which you are calling
- Do not move the victim unless absolutely necessary.
  - Call the following personnel trained in First Aid to provide the required assistance prior to the arrival of the professional medical help:

**Name:**

**Phone Extension:**

- If personnel trained in First Aid are not available, as a minimum, attempt to provide the following assistance:
  - Stop the bleeding with firm pressure on the wounds (note: avoid contact with blood or other bodily fluids)
- In case of rendering assistance to personnel exposed to hazardous materials, consult the Material Safety Data Sheet (MSDS) and wear appropriate personal protective equipment. Attempt first aid ONLY if trained and qualified.

**PANDEMIC:**

- The Principal will make a decision to close the academy and will liaise accordingly to advise the local authority and local services of the situation.
- A child who shows symptoms of a pandemic will be isolated from other students and arrangements will be made for them to be taken home.
- If the academy remains open during the pandemic, the Principal or their delegate will outline the systems to be put in place to minimise the spread of infection:
  - Dispose of dirty tissues promptly and carefully.
  - Wash hands frequently with soap and water to reduce the spread of the virus from hands to face or to other people.
  - Clean hard surfaces (e.g. door handles) frequently using a normal cleaning product.
  - Ensure students follow this advice.
- Outline procedures/plans to continue the education of students remotely.

Appendix M

## ACTION LIST FOR EMERGENCIES ON EDUCATIONAL VISITS

The Principal or his/her pre-agreed nominee should be immediately informed of any incident by the group leader.

### Initial Action by Principal or Nominee

1. Maintain a written record of your actions using this pro forma and your log book.			
2. Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.			
3. Find out what has happened. Obtain as clear a picture as you can: <b>Who informed you of the incident?</b> (usually the group leader)			
Name:	Status:	Telephone number:	Additional Tel number(s):
Where are they now and where are they going?			
4. Discuss with the group leader what action needs to be taken and by who.			
<b>5. Record the details of the off-site activity/visit during which incident occurred</b>			
Location and nature of activity/visit			
Name of person in charge of activity/visit		Telephone number (s)	
Number of people on the visit	Students:	Teachers:	Other adults:

<b>6. Record the details of the incident:</b>			
Date and time of incident		Location	
What has happened?			
People affected	Name	Injury	Where they are /will be taken to
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			
Arrangements for students not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone Number(s)	
<b>7. Depending on the scale of the incident, consider assembling a school emergency management team from the list of staff in Section 3, to assist with the response.</b>			

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

### Ongoing action list for Principal or nominee

<b>Communication</b>	✓
Inform MAT (CEO/Compliance Manager/Head of Facilities) and school staff as appropriate, depending on the time and scale of the incident.	
<p>Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.</p> <p>Line to be used for incoming calls only:.....</p> <p>Line to be used for outgoing calls only:.....</p>	
Immediately inform parents of any injured students of what has happened and where their son/daughter is. Record what their plans are, e.g. to travel to their son/daughter, any assistance they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform parents of any other students on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.	
Inform the Chair of the BoD and/or Chair of the appropriate LGB	
Refer to the list of emergency contacts in Appendix H	
<p>Contact the local authority:                  During office hours, call your local authority emergency contact: <b>&lt;insert number here&gt;</b>                  Outside office hours, call the local authority emergency helpline: <b>&lt;insert number here&gt;</b>.                  Support available could include:</p> <ul style="list-style-type: none"> <li>a) assistance at school or at the site of the incident by local authority officers, and/or others</li> <li>b) communications support, including public telephone helpline where appropriate</li> <li>c) help with arranging travel and transport between the incident, parents and the school</li> <li>d) help with media management, including press statements and interview briefing</li> </ul>	

## Empathy, Honesty, Respect, Responsibility

e) for an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc.	
Ensure you contact your local authority emergency contact as soon as possible the next working day to inform them of the situation.	
If the visit is abroad, and the incident results in substantial medical or other expense, the risk and insurance section at the local authority should be informed as soon as possible.	
Inform students and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform students and to support them afterwards. <b>Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</b>	
<b>Media management</b>	
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries and direct these to the local authority corporate communications.	
Liaise with the local authority corporate communications team as early as possible, and work them to prepare a press statement, to be agreed by the strategic director of the Children's Services department and the Principal before release.	
<b>Resources</b>	
Arrange a quiet space to receive parents of the children involved as they arrive at the school.	
<b>Reporting of accidents</b>	
Tell the staff involved to prepare a written report noting events and times. Inform the local authority's Health and Safety office who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	

### Group Leader's Action Card

<b>Immediate action in an emergency:</b>	✓
Assess the situation and take immediate action to ensure the safety of students and staff	
Establish if anyone is injured and how	
Call the emergency services if necessary	
Be aware that you and others may be suffering from shock	
<b>Next steps:</b>	
During school hours contact the Principal or nominee: <insert number here> Outside school hours contact the Principal or nominee: <insert number here>	
Give clear details of what is happened and who is involved	
Discuss with the Principal or nominee who should inform parents and next of kin of students and staff	
The Principal or nominee should contact the local authority if necessary – if they are unavailable you may have to do this. During office hours, call your local authority emergency contact: <b>input tel. no.</b> Outside office hours, call the local authority emergency helpline: <b>input tel. no.</b>	
Avoid speaking to the media – if necessary direct them to your local authority corporate communications team on <b>input tel. no.</b>  <b>Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</b>	
Make notes of what has happened and your actions	
Keep in contact with the Principal or nominee	

Appendix N

## **EXTENDED POWER LOSS PROCEDURE**

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment.
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
  - Standpipes
  - Toilets
- Add propylene-glycol to drains to prevent traps from freezing.
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

Appendix O

## LOCATION OF SHUT OFF VALVES/SWITCHES AND DETAILS TO RESET FIRE ALARM

### Main Building



**Gas** – The main gas shut off valve is located just inside the plant room double doors on the left. Turn the valve to the left or right to shut off.



**Water** – The main water shut off valve is located just inside the delivery store room at the back of the school hall on the Right hand side. Turn the lever to the Right to shut off.

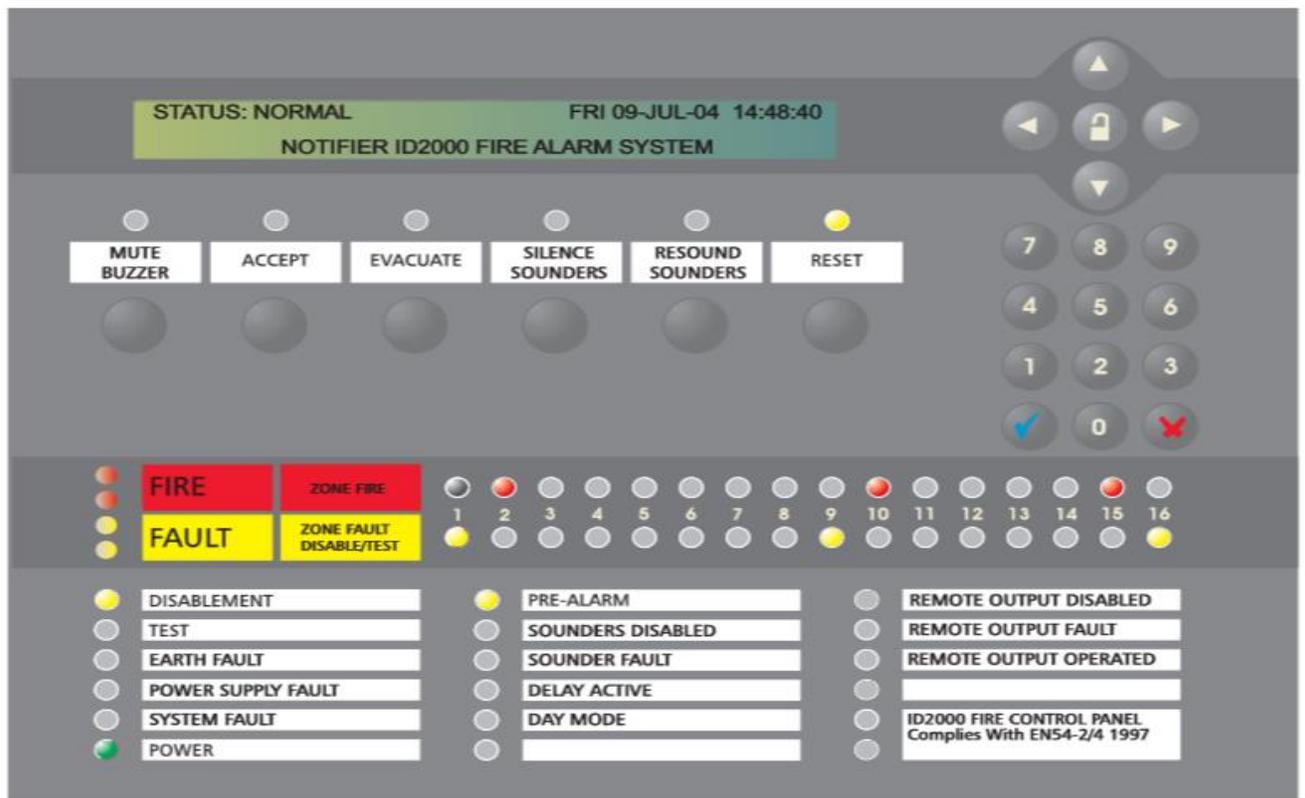


**Electric** – The main electrical shut off switch is located in plant room in the switch room. Pull the lever down to the off position to turn off.



**Gas** – The main gas shut off valve is located just inside the delivery yard double doors on the left. Rotate the valve clockwise to shut off.

### Fire Alarm Reset

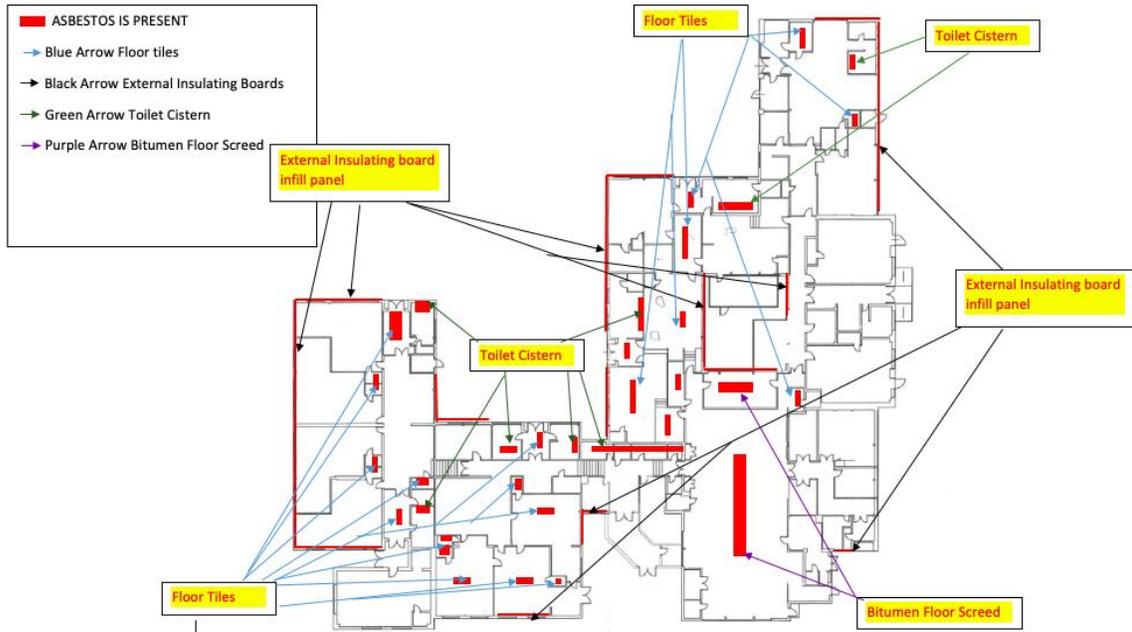


In the event of a Fire Alarm go to the Fire Panel located in the Admin Office. The area in which the incident has occurred will be shown on the screen. The following action must be taken:

- Press the ACCEPT pushbutton. More information about the alarm appears on the display. Flashing lamps change to steady operation. The internal buzzer changes to intermittent operation (once every 12 seconds)
- Follow instructions set in the fire plan on evacuation of premises, and investigation of source of Fire.
- If additional sounder operations are required to achieve a complete and immediate evacuation of the premises, press the EVACUATE pushbutton.
- Once evacuation of premises is achieved, or at the direction of an authorised person, the Alarm sounders may be silenced by pressing the SILENCE SOUNDERS pushbutton.

Appendix P

# ASBESTOS PLAN





# **PREMISES ASBESTOS MANAGEMENT PLAN**

## **Akroydon Trinity Academy**

Date Approved: 03/09/2018  
Benson

Approved by: Ross

Reviewed: 16/09/2019  
Chandler

Reviewed by: Chris

Next Review: 03/09/2020

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## **1.0 PREMISES ASBESTOS MANAGEMENT POLICY STATEMENT**

Trinity Academy Akroydon has a local Premises Asbestos Management Policy which can be found within the [reception/office].

This Premises Asbestos Management Plan sets out the actions taken within the premises to manage Asbestos Containing Materials (ACMs) in accordance with The Control of Asbestos Regulations (CAR), best practice and guidance.

A copy of this plan and the premises asbestos survey and register, in addition to any other relevant information as detailed in the schools and local authority guidance, will be held in a central folder found within the [reception office].

This central folder will be made readily available to all those who need access to the asbestos documentation.

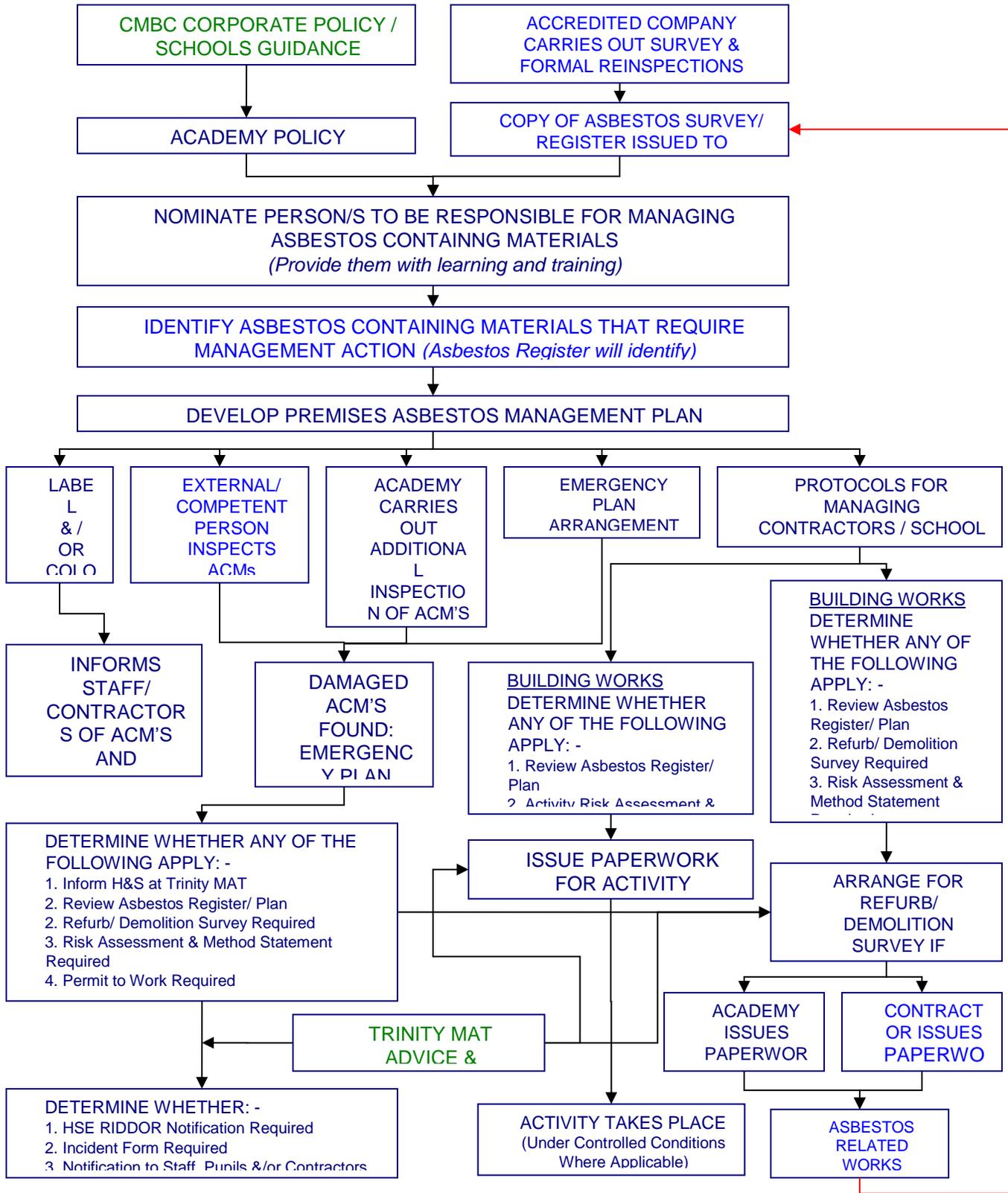
This plan has been developed in consultation with Trinity MAT, the academies leadership team and has been approved by the Governing Body.

To ensure staff, pupils, contractors and visitors to the premises do not disturb ACMs and are safe from potential exposure, the following effective asbestos management procedures are in place:

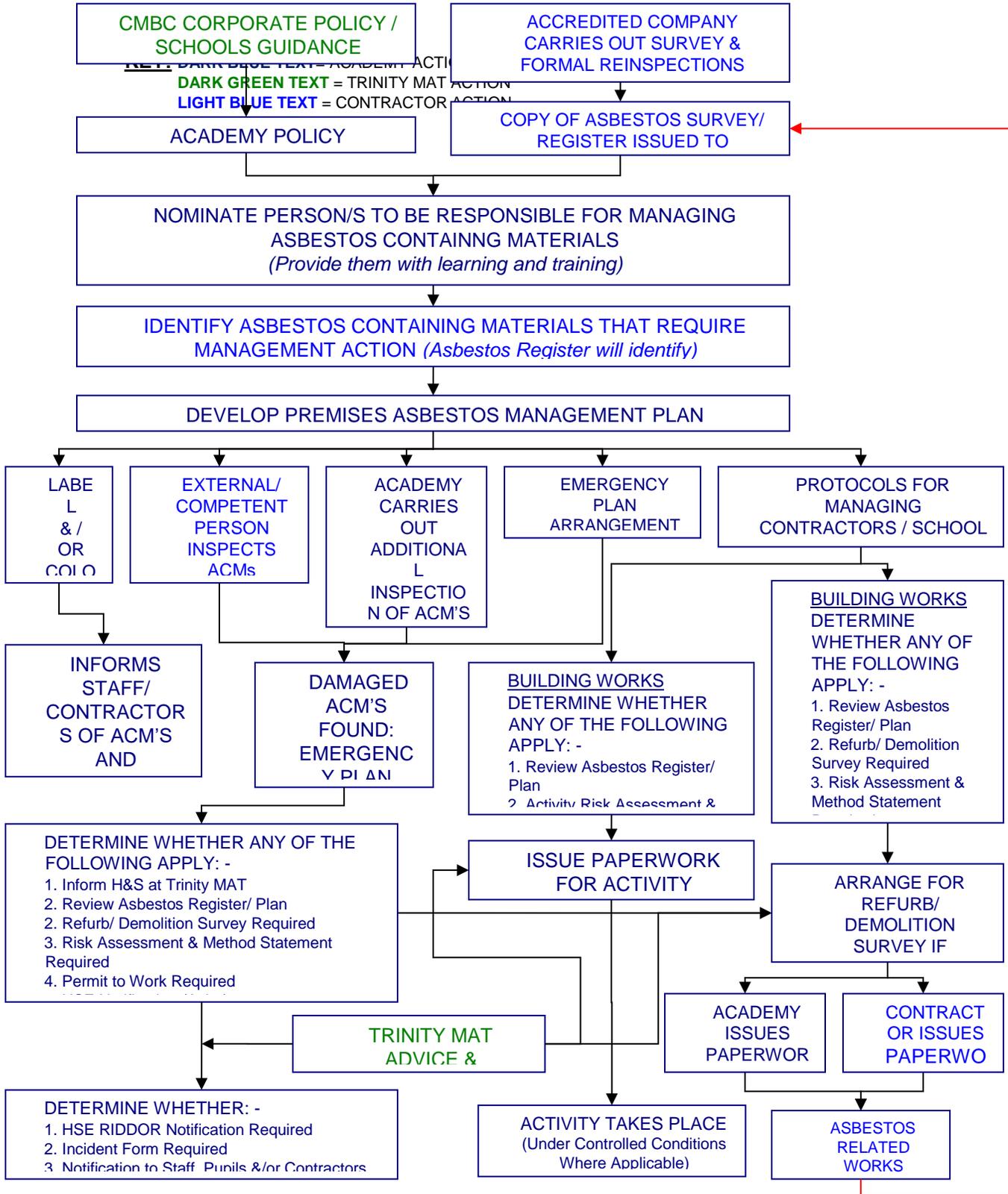
- A designated person/s responsible for the management of asbestos on the school's premises (referred to as the Responsible Person); including the updating of existing records
- A system to ensure ACMs are identifiable through appropriate labelling and/or colour coding
- Provision of asbestos awareness training to relevant employees and third parties as deemed necessary (including the keeping of appropriate training records)
- To periodically inspect ACMs on a regular basis as specified within the asbestos register
- To periodically review this Premises Asbestos Management Plan
- Provide access to the asbestos management central folder to contractors carrying out maintenance and/ or construction works (this includes IT contractors) prior to the commencement of works
- Ensure that where deemed necessary, a refurbishment or demolition survey is undertaken when the academy undertakes any construction works
- Seek advice and guidance from suitably qualified and experienced Competent Persons on any asbestos related work activities that are to be undertaken (this may include, but is not limited to: re-inspections, asbestos

- removal works, environmental cleans, encapsulation works & air-monitoring)
- Inform Trinity MAT of any instances of suspected exposure to ACMs so that they can obtain professional assistance and guidance (refer emergency procedures)

## 2.0 MANAGEMENT FLOWCHART



### 3.0 MANAGEMENT FLOWCHART



## **3.0 PREMISES ASBESTOS MANAGEMENT PLAN**

### **3.1 Duty Holder**

The academy has appointed the Principal as the legally designated Duty Holder (unless an alternative person has been identified and appointed by the Governing Body).

### **3.2 Responsible Persons**

The following members of staff have been nominated to be responsible for managing asbestos on the premises.

- 1) [Nicole Turner] - Lead Officer
- 2) [Chris Chandler] - Deputy
- 3) [Mick Rhodes] - Head of Facilities TMAT

The members of staff detailed above have attended a recent asbestos awareness training course. Details of these records can be found in their training records and Appendix 4.

### **3.3 Damaged ACMs / Emergency Procedure**

Where asbestos containing materials (ACMs) have been damaged, or damaged materials/suspected deterioration are identified during inspection processes the academy will instigate the emergency procedure below.

- Secure the area affected ensuring no access is permitted (signage should be displayed and barriers erected where appropriate)
- Review impact on the academy operational procedures i.e. if a classroom is affected, alternative teaching arrangements would need to be implemented as the classroom cannot be used
- Contact Trinity MAT's Safety Manager and notify them of the damage
  - Trinity MAT will then seek and provide professional advice and guidance as necessary. This may include, but is not limited to, inspecting the damage reported, arranging an air monitoring test and arranging and managing any associated remedial works required NOTE: CMBC Health & Safety team to be informed.

- Maintain controlled access to the area until such time as formal clearance has been confirmed
- Maintain good communication with academy staff and relevant other parties, providing updates as necessary to ensure the access arrangements are not breached

### **3.4 Asbestos Survey and Register**

The Asbestos Survey provides accurate information on the location, amount and condition of ACMs. The information in the survey report will be used to form the asbestos register which is a key component of the management plan for the school.

The academy will ensure that an up-to-date copy of the asbestos survey/register for the will be available on the premises.

This will be kept at: [The Reception/office].

### **3.5 Asbestos Containing Materials**

The areas of the building which have asbestos containing materials (ACMs) that require management will be noted from the asbestos register within the asbestos survey report. A copy of the Asbestos Register is attached to this document. Controls for specific high-risk areas identified are included later in this plan at Section 4.0 (*Control measures for specific areas identified*).

Where ACMs have been identified, the person/s named earlier in this plan as being responsible for managing asbestos will ensure that the materials are capable of being identified visually by all staff and contractors using the following:

- Asbestos containing materials in classrooms, corridors and other areas accessible to all staff and pupils will be identified by a label/ sticker similar to those contained within the table below
- Asbestos containing materials in other areas will be labelled using labels commensurate with legislative requirements i.e. a 'tombstone' label (see table below)

**Examples of acceptable asbestos stickers/ labels to be used**

<p>The following examples of labels/ stickers are suitable for use within the school premises as part of the management control procedures outlined within this Premises Asbestos Management Plan.</p> <p>These examples are not extensive and other appropriate stickers/ labels may be used.</p>	<p><b>Asbestos 'tombstone' sticker – normal industry standard label used</b></p> 
<p><b>Presumed asbestos sticker – used when similar materials have been proven to contain ACMs</b></p>	<p><b>Encapsulated asbestos sticker – used when ACMs have been encapsulated</b></p>
	
<p><b>Asbestos sticker – An alternative to the 'tombstone' sticker highlighted above</b></p>	<p><b>Warning sticker – Can be used in communal areas where ACMs are present; may be used in place of other types specified above which may cause unnecessary concern</b></p>
	

### **3.6 Staff Awareness**

All staff within the school will be provided with relevant information on:

- I. Types and location of ACMs (via the Asbestos Register and Plan)
- II. The visual means of identifying ACM's (labels/colour coding)
- III. How to avoid risks from asbestos (e.g. not disturbing)
- IV. How to report concerns about ACMs (e.g. to the Duty Holder)

#### ***Details:***

- ***How is staff induction carried out for new and temporary staff:***  
*Induction training for all new staff and records kept.*
- ***What is the procedure for staff to follow if they need to report any concerns in relation to an ACM:***  
*Inform Premises manager immediately.*
- ***How will periodic updates on any asbestos related works be communicated to staff:***  
*Through staff briefings and information displayed on the staffroom noticeboard.*

### **3.7 Monitoring and Inspection**

The academy will ensure formal visual inspections of all known ACMs are carried out as stipulated within the Asbestos Register, recording the details of such inspections using a suitable proforma (refer Appendix 1 for template).

Formal visual inspections of retained ACMs will be conducted on at least an annual basis, by a Competent Person qualified to BOHS P401 or P402 certificate level. All other periodical inspections stipulated will be undertaken by the Responsible Person/s identified earlier in this plan. These will be conducted and recorded monthly.

Any damaged or deteriorated materials found will be reported according to the procedures detailed earlier in this plan at Section 3.3 (*Damaged ACMs / Emergency Procedure*).

### **3.8 Works and Visitor Protocols**

#### ***3.8.1 Contractors***

Everyone attending the school to carry out any works will be required to access and review the asbestos survey, register and plan before undertaking any work.

This will be provided by the person/s responsible for managing asbestos or other relevant member of staff within the academy.

All contractors undertaking any work will be required to sign the VC1 form and that they review the asbestos survey, register and plan using Appendix 2 below.

Where there are ACMs that are to be worked on or nearby, no work will take place until an appropriate method statement of work is produced and the Permit-to-Work procedures detailed in Appendix 3 duly authorised and implemented.

### *3.8.2 Emergency Services*

Emergency Services personnel attending site must be given access to the asbestos survey, register and plan on arrival.

### **3.9 Refurbishment or Demolition Works**

Where the academy commissions any construction works involving an upgrade, refurbishment or demolition work a refurbishment or demolition survey will be undertaken as necessary to locate and describe, as far as is reasonably practicable, all ACMs in the area where the work will take place.

This will be undertaken in accordance with the requirements of the Health and Safety Executive guidance HSG264.

Where necessary, the academy will seek further advice and guidance from Trinity MAT and CMBC safety team.

### **3.10 Asbestos Works and Removals**

The academy will ensure that any works undertaken involving ACMs will be carried out within the requirements of the Control of Asbestos Regulations 2012. Guidance from the Health and Safety Executive can be found at: <http://www.hse.gov.uk/asbestos/index.htm>.

Control measures will be detailed in the method statement provided by the contractor.

Where ACMs are to be removed or encapsulated etc, Trinity MAT will be contacted prior to any such works taking place and provided with a copy of the contractor's method statement etc. Trinity MAT will confirm they are happy for the academy to proceed and will update their records accordingly.

The academy asbestos register will be updated accordingly following completion of the asbestos related works.

Where the academy requires further guidance in relation to the Control of Asbestos Regulations 2012, the support of Trinity MAT and Calderdale Council safety team will be sought.

#### **4.0 CONTROL MEASURES FOR SPECIFIC AREAS IDENTIFIED**

This section outlines specific control measures adopted by the academy, which are outside of the normal adopted practices, for ACMs which staff, visitors, emergency services attending site and/or contractors must be made aware of.

*Details of specific ACMs and their respective special control measures here. Where there are not any specific control measures in place, this should be recorded in this section as no specific control measures in place outside of the normal adopted practices.*

## Appendix 1: Asbestos Containing Material Inspection Record

<b>Establishment</b>	<b>APA</b>	<b>Date of Inspection</b>	16/10/2019
<b>Inspection By (signature)</b>		<b>Print Name</b>	Chris Chandler

### Good Practice Guidance:

- Take photographs of ACMs for each inspection and store for future reference
- Compare previous photographs with current condition state to determine whether there has been any deterioration since the last inspection
- Replace missing/ damage asbestos labels/ stickers
- Where the condition is determined as either **Medium** or **High**, the emergency procedure needs to be instigated

### Condition Key:

**Good:** No visible damage; review at next inspection date

**Low:** A few scratches or surface marks but no signs of asbestos debris; review at next inspection date for further signs of deterioration

**Medium:** Significant breakage of materials or several small areas where material has been damaged; encapsulation works likely - follow the emergency procedure

**High:** Visible asbestos debris; environmental clean and encapsulation works likely – follow the emergency procedure

<b>LOCATION OF ACM</b>	<b>ACM DESCRIPTION</b>	<b>(delete as applicable) CONDITION</b>	<b>INSPECTION COMMENTS</b>
Reception	Non-present		
Principal's Office	NAD		
Hall	Chrysotile (Bitumen floor screed)	<b>Good</b>	
Kitchen servery	NAD		
Kitchen wash room	NAD		
Teaching room (spare Year 6)	NAD		
Focus room	NAD	<b>Good</b>	
PPA room	Chrysotile (lower window insulation panel)	<b>Good</b>	
Circulation/corridor	NAD		
Staffroom	Chrysotile (Bitumen floor screed)	<b>Good</b>	
Conservatory	NAD		
Teaching room (Elm)	NAD		
Office (children welfare)	NAD		

<b>LOCATION OF ACM</b>	<b>ACM DESCRIPTION</b>	<b>(delete as applicable) CONDITION</b>	<b>INSPECTION COMMENTS</b>
Teaching room (Hawthorne)	NAD		
KS1 Toilets	NAD		
Circulation/corridor/KS1 Cloakroom	NAD		
Circulation/corridor (Elm/Hawthorne)	NAD		
Teaching room (Birch)	Chrysotile Floor tile L/H/S of door entry	Good	
Nursery (small group area)	NAD		
Year 1 Toilets	Amosite brown toilet cisterns	Good	
Nursery store cupboard	Chrysotile Floor tile	Good	
Nursery	NAD		
Nursery Toilets	Amosite brown toilet cisterns	Good	
Nursery Cloakroom area	NAD		
Teaching room (Beech)	NAD		
Conservatory (Beech)	NAD		
Reception (small group area)	Chrysotile Floor tile	Good	
Teaching room (Ash)	NAD		
Reception class entrance	Chrysotile Floor tile	Good	
Reception class Toilets	Amosite brown toilet cisterns	Good	
Teaching room (spare)	Chrysotile Floor tile and nosing	Good	
Year 1 entrance lobby	Chrysotile Floor tile	Good	
Year 1 Toilets	Amosite brown toilet cisterns	Good	
Teaching room (spare)	Chrysotile Floor tile and nosing	Good	
Art Store cupboard	Chrysotile Floor tile	Good	
Staff Toilets (female 1)	Amosite brown toilet cisterns Chrysotile Floor tile	Good	
Staff Toilets (female 2)	Amosite brown toilet cisterns Chrysotile Floor tile	Good	
Storeroom/cupboard (old cleaners)	Chrysotile Floor tile	Good	
Storeroom/cupboard (stationary)	Chrysotile Floor tile	Good	
Storeroom/cupboard (HR/Finance)	Chrysotile Floor tile	Good	
Year 3 entrance lobby	Chrysotile Floor tile	Good	
Year 3 Boys Toilets	Amosite brown toilet cisterns	Good	
Year 3 Girls Toilets	Amosite brown toilet cisterns	Good	
Circulation/corridor	NAD		

LOCATION OF ACM	ACM DESCRIPTION	(delete as applicable) CONDITION	INSPECTION COMMENTS
LRC	NAD		
Teaching room (Hazel)	Chrysotile Floor tile	Good	
Hazel storeroom	Chrysotile Floor tile	Good	
Teaching room (Holly)	Chrysotile Floor tile	Good	
Holly storeroom	Chrysotile Floor tile	Good	
Teaching room (Linden)	Chrysotile Floor tile	Good	
Linden storeroom	Chrysotile Floor tile	Good	
Directors Office	NAD		
Exams cupboard	Chrysotile Floor tile	Good	
Teaching room (Oak)	NAD		
KS2 Lobby	NAD		
KS2 Cloakroom	Chrysotile Floor tile	Low	
KS2 Boys Toilets	Amosite brown toilet cisterns	Good	
Disabled Toilet	NAD		
Teaching room (Maple)	NAD		
Maple store cupboard	Chrysotile Floor tile	Good	
Teaching room (Yew)	NAD		
Yew store cupboard	Chrysotile Floor tile	Good	
Teaching room (Willow)	NAD		
Willow store cupboard	Chrysotile Floor tile	Good	
Teaching room (Juniper)	NAD		
Juniper store cupboard	Chrysotile Floor tile	Good	
Circulation/ open teaching corridor	NAD		
KS2 Lobby	Chrysotile Floor tile	Low	
KS2 Girls Toilets	Amosite brown toilet cisterns	Good	
<b>External Insulating board infill panels to curtain walling</b>			
Hall	Chrysotile & Amosite	Good	
Principal's Office	Chrysotile & Amosite	Good	
Reception	Chrysotile & Amosite	Good	
Teaching room (spare Year 6)	Chrysotile & Amosite	Good	
Focus room	Chrysotile & Amosite	Good	



## Appendix 2: Contractor Review of Asbestos Register/Survey

This sheet should be signed by all those carrying out repair/maintenance work on the premises (including voluntary workers or staff) that will involve disturbing the fabric of the premises.

Persons signing this sheet are signing to say that they have seen the Asbestos Register and Premises Asbestos Management Plan and checked that whether there is any known or presumed asbestos in the area in which they are working.

Where an asbestos containing material is suspected, no work should be carried out until all relevant procedures have been carried out as detailed in this plan.

Date	Company	Details of Work	Print Name	Signature



## **Appendix 3: Asbestos Permit to Work Proforma**

### **Permit to Work Issuing Instructions**

To be used when any work on/near asbestos containing materials is to take place

# ASBESTOS PERMIT TO WORK

Date/s for Works/ Activity:..... Times:.....

## Section 1: Location and description of work

### Section 2: Asbestos Register

2.1 Has the Asbestos Register been reviewed by the staff member/Contractor? Yes / No

2.2 Will the work disturb any asbestos containing material? Yes / No

### Section 3: Work ON asbestos containing materials

3.1 Contractors competency to work on ACM's been confirmed? Yes / No

3.2 Worked planned in accordance with the requirements of The Control of Asbestos Regulations 2012? Yes / No

3.3 Trinity MAT informed and given approval? Yes / No  
(inform Calderdale Council's safety team)

***Work can commence once the above are confirmed***

### Section 4: Activity / Work NEAR asbestos containing materials

4.1 Has a method statement been prepared for the work? Yes / No

***The activity / works can commence once the above is confirmed but must stop immediately if any suspicious materials are discovered***

### Section 5: Establishment Approval

Signature:..... Date:.....

Print Name:..... (Responsible Person\

### Section 6: Staff / Contractor Confirmation

I confirm that the activity / work will be undertaken in accordance with the requirements of this permit and school asbestos management plan.

Signature:..... Date:.....

Print Name:..... Company

## Appendix 4: Staff Training Records

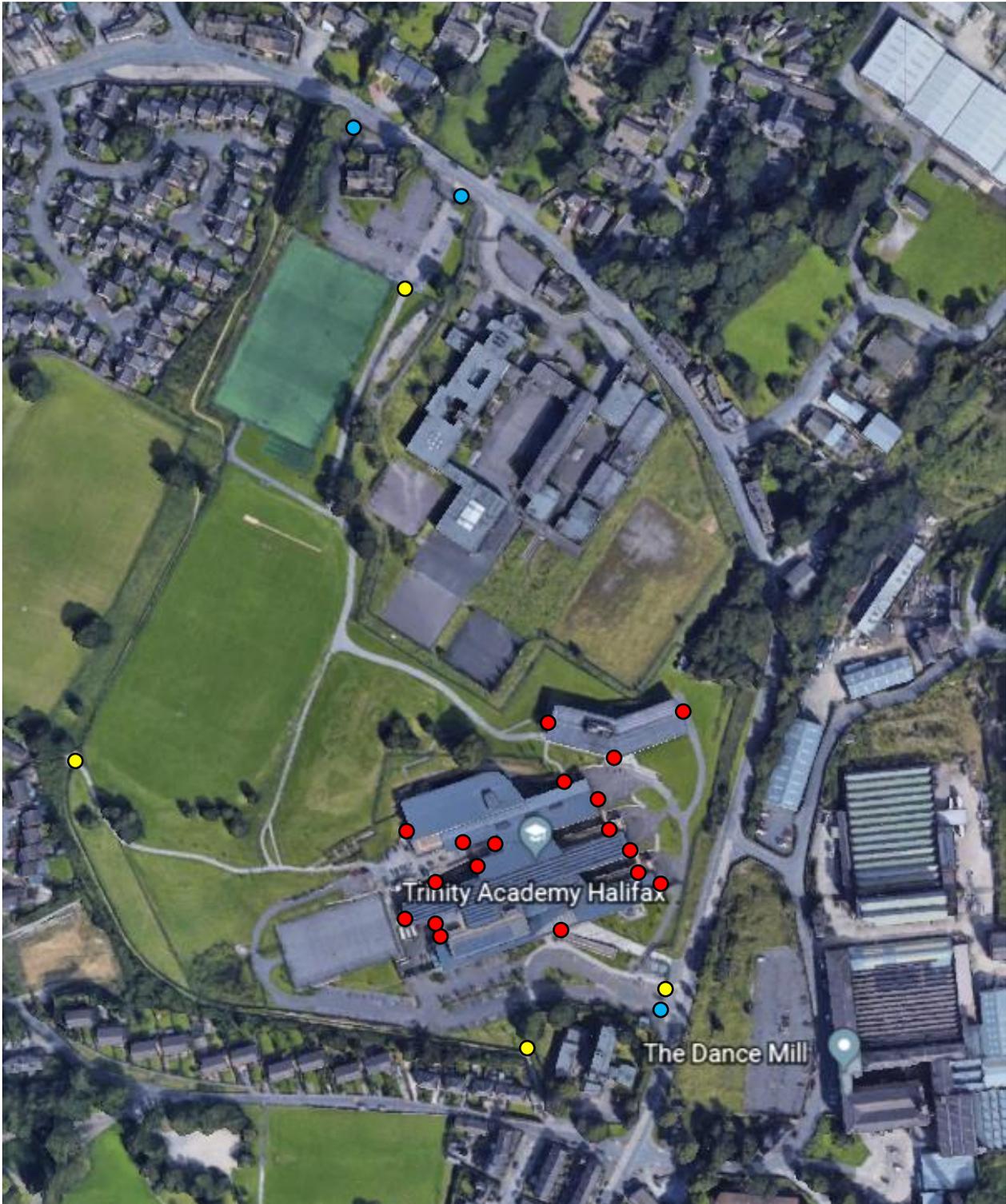
Staff's training needs are subject to periodic review.

Staff Name	Details of Training Attended	Date Training Attended	Next Training Date
Ian Smith	iHasco Asbestos Awareness (IOSH Approved)	23/03/2018	23/03/2021
Mick Rhodes	iHasco Asbestos Awareness (IOSH Approved)	26/03/2018	26/03/2021
Chris Chandler	iHasco Asbestos Awareness (IOSH Approved)	27/06/2018	27/06/2021

Periodic asbestos awareness training will be provided to those staff where the academy Training Needs Analysis (TNA) identifies the need. Other professional training will be undertaken as and when required/ determined by the TNA.

These training records should be reviewed as a minimum annually and should form part of the staff's Personal Development Plan and Performance Review.

## SCHOOL SITE MAP



- Car access to grounds
- Pedestrian access to grounds
- Access points to school

**KEY CONTACTS LIST**

<b>Academy Contacts (Name and Job Title)</b>		<b>Telephone Number</b>
Richard Tipler	Principal	07712 306736
Oliver Grant-Roberts	Vice Principal	07348 812914
Chris Channdler	Premises Manager	07809 052221
Nicole Turner	Operations and Finance Manager	n/a
Oliver Alcock	Network Manager	
<b>First Aiders (Name and Job Title)</b>		
Geraldine Sharratt	Nursery	Radio Channel 1
Sophie Steel	Reception	
Paula Turner	Nursery	Radio Channel 1
June Dann	Y1	
Tracey Northrop	Y1	
Michelle Beaumont	Y2	
Claire Robertshaw	Y2	
Bev Broadhead	Y3	
Lee McGrath	Y5	Radio Channel 1
Di Bingley	HLTA	
Shelley Wilby	HLTA	
Joanna Greenwood	DCPO	
Charlotte Bryant	Behaviour Learning Manager	Radio Channel 1

All other first aiders can be contacted either by radio or by contacting the office directly.

<b>MAT Contacts (Name and Job Title)</b>		
<b>Michael Gosling</b>	<b>C.E.O.</b>	<b>07703 194296</b>
<b>Dianne Alcock</b>	<b>P.A. to C.E.O.</b>	<b>07909 693633</b>
<b>Anne Marie Holdsworth</b>	<b>Compliance Manager</b>	<b>07732 682207</b>
<b>Gemma Mitchell</b>	<b>HR Manager</b>	<b>07528231954</b>
<b>David Sheard</b>	<b>C.F.O.</b>	<b>07792 953320</b>
<b>Oliver Alcock</b>	<b>Director of ICT/Data Systems</b>	<b>07477614655</b>
<b>Mick Rhodes</b>	<b>Head of Facilities</b>	<b>07703 194011</b>
<b>Other Key Contacts (Name and Job Title)</b>		

<b>Other Local Contacts</b>		
Emergency Services (Police, Fire, Ambulance)		999
Police – your local station/community officer		101
Local Radio (Pulse)		01274 200200
Primary Care Trust/Academy Nurse		
Public Health England		020 7654 8000
Meningitis free phone number		080 8800 3344
Health & Safety Executive		Out of Hours: 0151 922 9235 Incident Contact Centre For RIDDOR Office Hours: 0345 300 9923
Local Authority Emergency Contact		
<i>Out of Hours Emergency Local Authority Contact</i>		
<b>Other Useful Contacts</b>		
Foreign Office (links with British Consulates etc.)		020 7008 1500
Met Office Weathercall (local forecast - 60p/min)		09014 722062
Academy's Bus Company		0113 245 7676
Local Taxi's Friendly Taxis		01422 343468
Gas (E.on)		0800 111 999
Electric (E.on)		105
Water – Yorkshire Water		0345 1 24224
The Samaritans		08457 909090
Teacher Support Network (trained support and counsellors available 24hrs)		0800 562 561
<b>Systems Support (System and Contact Group)</b>		
Telephone Lines	BT	0800 800150
Telephony	MAT ICT	Internal 2026
Cashless Catering	BromCom	020 8290 7177
SIMS/Data Management	BromCom	020 8290 7177
Finance	Civica	01923 897 333
IT Hardware	TrinityMAT IT support	Internal 2519
Software	TrinityMAT IT support	Internal 2519
Broadband Provider	EXA	0345 1451234
Site Security/Keys Management	Advanced Monitoring	0330 088 0501
Voice Communications	O2	0344 809 0202
Fire Protection	Rosse Systems	01274 595015
Other		