

# APPENDIX A – SUPPORTING OUR BUSINESS CONTINUITY PLAN

Leicester City Council  
Schools Business Continuity  
& Major Incident Management Plan

NAME OF SCHOOL  
School Address  
School Telephone Number  
School E-mail address

<b>DATE SUBMITTED</b>	<i>Submission date to LCC of plan</i>
<b>AUTHOR</b>	<i>Person responsible for filling out plan</i>
<b>DOCUMENT OWNER</b>	<i>Head Teacher/Principal</i>
<b>VERSION No</b>	<i>1.0</i>
<b>NEXT REVIEW</b>	<i>Annually(any significant changes should be reflected as and when they occur)</i>
<b>DoE – Department of Education Number</b>	
<b>SCHOOL UNIQUE REFERENCE NUMBER</b>	
<b>SECURITY ACCOUNT NUMBER (WITH SECURITY COMPANY)</b>	
<b>Extended Contact Number for the school</b>	

### *Review and Change Control*

*Please log all reviews made even if the plan document is not amended.  
All members of the Incident Management Team (normally the Senior Management Team should receive the latest version of this document once updated. It is considered good practice to avoid keeping hard copies and, instead, hold copies electronically on encrypted Council memory sticks.*



**Contact Details**

<b>Within School</b>			
<b>Name and Role</b>	<b>Mobile No.</b>	<b>Work No.</b>	<b>Home No.</b>
Head Teacher/Principal			
Head Teacher/Vice Principal			
Head Teacher/Assistant Principal(s)			
Business Manager			
Schools Police Liaison			
ICT Manager/Technician			
Facilities Manager/BRO/Premises Officers			
HR Manager/Lead			
Head Teacher/Principal's PA/Administrator			
Chair of Governors			
Educational Visits Co-coordinator			
School Nurse			

<b>External Partners &amp; Suppliers</b>		
<b>Contact Type</b>	<b>Additional Information (e.g. contact names and/or account numbers)</b>	<b>Contact Numbers</b>
Accommodation, e.g. local B&Bs or hotels		
Admissions		
Business Continuity Team – Leicester City Council (part of RMIS)	Tony Edeson	0116 454 1621 07530213579
Coach / Transport Providers		
BBC Radio Leicester for school closures		0116 2511739/2628577/2016644
Communications/Media team at Leicester City Council		

**OFFICAL: FOR SCHOOL USE ONLY**

Counselling Services		
Leicester City Council 24hour security		0116 373 7770
Data Protection Officer		
Director at LCC responsible for schools		
Diocesan Contact (aided/Catholic schools)		0116 248 7400
Education Psychology		
Education Welfare		
Electricity Provider		
Emergency Management Team – Leicester City Council	Martin Halse; Ramila Patel	0116 454 3621 / 07866 703103 0116 454 3622
Out of hours Emergency Management Team contact thorough Resilience Partnership Duty Officer	Primary Contact via pager Secondary Contact via mobile	07659 170 195 07786 198 283
Fire Service		
Finance		
Gas provider		
Grounds Maintenance		
Insurance Team (Schools) – Leicester City Council	Alexandra Weller; Stephen Williams-White; Gurjeet Gill.	0116 454 1620
ICT		
LCC contact number for school closures		0116 454 6231/32/33/34/35/36
Lift Company		
Police		
Produce Suppliers (fruit, vegetables, milk etc)		
Property/Property Helpdesk – Leicester City Council		
Religious/Community Leaders		
School Meals		
Security Firms		
Social Services		
Supply Agencies		
Taxi Companies		
Telephone Company		
Trade Unions		
Ward Councillors		
Water Company		

# Section A

# Business

# Continuity

### **1.1 The Business Continuity Standard states –**

*“In any incident situation there should be a simple and quickly-formed structure that will enable the organisation to:*

- *Confirm the nature and extent of the incident*
- *Take control of the situation,*
- *Contain the incident, and*
- *Communicate with stakeholders”*

*This template is not intended to be a prescriptive list of actions to manage any incident but forms a basic structure upon which an effective response can be built. If the incident does not require a full Business Continuity response but has a significant impact on service delivery, please refer to the Sudden Unexpected Incident Guide at Appendix XII.*

*This plan also aims to identify alternative accommodation the school will require in the event of both a short or long term loss of facility. All schools have a plan (held by Portakabin) that will, in the event of a total loss of premises or access to their site, allow for a temporary school to be constructed. A potential gap of up to three weeks may occur that the school will need to plan for.*

*Business continuity arrangements should be tested regularly and any lessons learned incorporated into the school plan as soon as possible.*

*The Leicester City Council Risk Management and Insurance Services Team are available for support and guidance. They also provide training on Business Continuity Management (booked centrally through Myview) which is essential for all staff with responsibility for producing, or being a key staff member named within a school plan.*

*The template draws together the resources, data and procedures which the school needs to enable it to run in a crisis. When completed it should contain:*

- *Key people and their contact numbers (staff, key suppliers, service users/customers- see page 3-4 –contact details*
- *Alternative School locations (current, recovery site, area for staff/pupils to go where they await site availability)*
- *ICT/procedures for running service, equipment, technology, records etc. needed*
- *Any external/third party disaster recovery agreements you may have*
- *Actions necessary in first 24/48hrs, and the next week*
- *Sample log for decisions and actions*

*Plans should reflect the recovery phases, keeping them as brief as possible. Ensure it is understandable and useable by staff who may not be familiar with your operations of the school as key people may not be available at the time of an incident.*

**OFFICAL: FOR SCHOOL USE ONLY**

Phase 1	First 24/48 hours	Essential urgent tasks. Temporary arrangements to provide the most essential parts of service. Critical staff only required on site.
Phase 2	Days 2-7 (first week)	Start restoring the most essential parts of service. Ensure temporary working practices introduced in first 24 hours are robust and fit for purpose.
Phase 3	Following week	Plan and begin restoring remaining parts of the service.
Phase 4	Until 'business as usual'	Restoring full service and return to normal working. Hold a de-brief to learn from management of the incident.

## 1.2 Key School Data

School site plans that details number and location of classrooms.	Provide link to site plan or have as an appendix. Can include portakabin plans if available. Disclose where hard copies are available.
Number of Pupils on Roll	
Number of teaching staff including teaching assistants	
Number of non-teaching staff (any office, ICT, premises, facilities staff)	
Number of Pupils having School Meals	
Number of Pupils using School Transport	
Number of Special Educational Needs Students	
Number of pupils that are vulnerable (in care homes, require family support services, learning needs that are non-SEN statemented)	

## 2. Incident Management Team

### 2.1 Incident Management Team structure

The Incident Management Team is best made up of the Head Teacher/Principal and Senior Leadership Team of the School. The team informs and reacts at the time of/as soon as possible after the incident. On forming, those present should take decisions to apply appropriate resources to deal with any events as they occur (ideally to prevent the incident becoming a crisis).

**OFFICIAL: FOR SCHOOL USE ONLY**

**The key roles of the Incident Management Team are to:**

- Provide strategic direction, especially at a local level
- Hold ultimate responsibility
- Represent the public face of the school
- Liaise and communicate with stakeholders, e.g. pupils, parents, local residents and the local authority
- Assume responsibility for co-ordinating management of the incident
- Provide direction/support as required to staff and outside agencies to effectively manage the incident at an operational level
- Test the school business continuity arrangements from time to time (the local authority Corporate Business Continuity Management can help with this)
- Remember, it is important not talk to the media until advice has been sought from the Council's Communications Team and a spokesperson has been identified with a formal statement agreed by the Incident Management Team.

*Establish an Incident Management Team Meeting Room so that dealing with the event can be coordinated from one place rather than have members of the Incident Management Team dispersed.*

*Log all decisions, actions, contacts and any other relevant events using an incident log sheet (a possible format can be found at **Appendix I**). It is advisable to appoint a 'loggist' at the start of the incident. This is best allocated to someone with good secretarial skills who does not have other significant tasks connected with the incident or recovery.*

The table below indicates who may form the Incident Management Team (add others to the list as appropriate)

<b>Name</b>	<b>Role</b>	<b>Deputy</b>
	Head Teacher/Principal	
	Head Teacher/Vice Principal	
	Head Teacher/Assistant Principal(s)	
	Business Manager	
	Schools Police Liaison	
	ICT Manager/Technician	
	Facilities Manager/BRO/ Premises Officer	
	HR Manager	
	Head Teachers/Principal's PA/Administrator	
	Chair of Governors	

**OFFICIAL: FOR SCHOOL USE ONLY**

<b>Emergency Management Team (EMT) Room / Space:</b>			
Emergency Management Team (EMT)	Name	Role in school	Contact details
EMT Lead	<i>Example: Jane Knight</i>	<i>Head Teacher</i>	
EMT Deputy lead	<i>Example: Tom Jones</i>	<i>Business Manager</i>	
EMT ICT / technician lead			
EMT Premises / facilities lead			
EMT Communications and Press lead			
EMT Administer lead			
<i>EMT support 1</i>	<i>Example: Nazrin Khan</i>	<i>Chair of Governors</i>	
<i>EMT support 2</i>	<i>Example: Council's Representative</i>	<i>Pupils's Communications</i>	

**Incident Management Team Meeting Rooms**

	<b>First Choice</b>	<b>Second Choice (offsite option)</b>
<b>Nominated Meeting Rooms</b>		
<b>Capacity</b>		
<b>Computer Equipment Held in Room (PCs, lap tops, printers etc)</b>		
<b>ICT Network Points in Room</b>		
<b>Telephone Points in Room</b>		
<b>Other Specialist Equipment Held if Necessary (e.g. Digital TV &amp; Radio, fax)</b>		
<b>Status of Meeting Room (Red – Room unlikely to be fully operational within up to half a day; Amber – room will take around one to two hours to be ready; or Green – room ready at all times.)</b>		
<b>Toilet Facilities available (Y/N)</b>		
<b>Separate Room Available (for meeting parents, press etc)</b>		
<b>Emergency Pack Available (see Appendix C for suggestions)</b>		

### 3. Incident escalation and invocation of the Business Continuity Plan

#### 3.1 Incident escalation process

It is vital that the School has a clear and simple method by which it can quickly recognise a business continuity threat and act accordingly. It is generally better to over-react to serious incidents and then stand down members of staff than to under-react.

The agreed escalation and invocation framework to be adopted and understood by all is set out in below:

- Incident reported to the EMT Lead or Deputy
- EMT Lead or Deputy takes decision as to whether the Business Continuity Plan needs to be invoked
- EMT Lead or Deputy decides whether or not school premises need to be evacuated – short or longer term
- Advise Risk Management and Insurance Services at the Council 0116 454 1621, or the out of hours number on 0116 373 7770.
- Advise Chair (and/or Vice Chair) of Governors
- Advise Education and Children’s Services at Leicester City Council of Incident
- If the school has to be closed, take the following steps (contact number should be listed in contact details (page 3/4):

Update school website  
Ring BBC Radio Leicester  
Inform Leicester City Council

The EMT Lead or Deputy has the authority to compel all other members of the Senior Leadership Team and other managers as relevant to meet as soon as is reasonable as the Incident Management Team to discuss the incident, or the threat of an incident, which could force the Business Continuity Plan to be invoked.

#### 3.2 Critical Activities

*Table 1, below, is a list of many critical activities carried out by the school and the maximum time it could run without performing them. Feel free to add to these as appropriate.*

**Table 1 – Critical Activities**

<b>Activity</b>	<b>Maximum Tolerable Disruption</b>
External Exams, e.g. GCSEs	0 hours
Payroll	0 hours
Catering	1 Day
Provision of ICT, including VLE & MI Systems	2 Days
Teaching & Learning KS4	1 Week
Teaching & Learning KS5	1 Week
Teaching & Learning KS3	2 Weeks

**OFFICIAL: FOR SCHOOL USE ONLY**

Teaching & Learning KS2	
Teaching & Learning KS1	
Teaching & Learning Foundation Stage	
Extra Curricular, e.g. sports teams	2 Weeks
Lettings	1 Month

*Table 2 below is a list of the requirements you will have to consider to be able to re-instate a full Educational Service. Feel free to add to these as appropriate.*

**Table 2 – Requirements to re-Instate Full Service**

<b>Requirement</b>	<b>Considerations</b>
Building	Secure, appropriate and fully risk-assessed with all utilities connected and working. Full working catering facilities.
Transport to and from temporary accommodation	For staff and pupils, with appropriate staffing if necessary at an appropriate, safe place.
Toilet facilities	table for the number and gender of staff and pupils
Office facilities	Appropriate for the number of staff and with appropriate furniture
Outside play area	Secure, appropriate and fully risk-assessed
Staff area	With tea / coffee making facilities etc.
Hall	Large enough to hold assemblies and carry out PE lessons
Tables	Enough for each class
Chairs	Enough for each pupil and member of staff and appropriate sizes
Telephones	With at least two lines
Boards	Preferably interactive for each class
Computers	Ideally at least one per class Also for admin use
Internet access	Ideally in each class room and the office facilities
Access to SIMs	For all appropriate staff
Printers	Ideally enough to support the teaching and administration
Photocopiers	Black & white sufficient
School meals	Free, paid and staff
Milk provision	Free and paid
Fruit provision	Free to KS1 and Foundation Stage
Learning resources	Appropriate books, software etc.
Stationery	Appropriate and sufficient exercise books, paper, pens, pencils, rulers, erasers etc.
Special Resource requirements	
SEN for students	

*NB - These are requirements that you may have, some may not be applicable to your school and you may want to add others.*

**OFFICIAL: FOR SCHOOL USE ONLY**

*You will need to complete the actions required in the tables you pre-populate below should a business continuity incident occur. Think about if the school lost its ICT, Staff, Premises and/or Suppliers. This should detail actions that would have to be taken to lessen the impact of the incident.*

*The main impacts of interruptions on organisations fall broadly into the following categories – The Four Ps'. Planning for these will enable you to deal with most incidents. This should consider the following factors:*

<b>Loss of <u>People</u></b>	<i>Could be - high staff absence, total staff loss (e.g. strike), key individual(s) unavailable</i>
<b>Loss of <u>Premises</u> or other key assets e.g. vehicles</b>	<i>Could be - loss of facilities (e.g. power cut), temporarily unable to access building (e.g. flood or police incident), or destruction of building (e.g. total loss through fire or explosion)</i>
<b>Loss of <u>Plant</u></b>	<i>Could be – loss of ICT systems, loss of network, loss of hard/software, loss of telephones/Lync system</i>
<b>Loss of Key Supplier/<u>Partner</u></b>	<i>Could be – temporary (e.g. dispute, disruption to supplier's business) or permanent (e.g. supplier goes out of business or cancels contract)</i>

*Insert brief narrative in numbered tasks and explain actions. Insert additional rows where needed and delete any unused rows when completed. Make sure that if you place an action here that involves contact with a third party or Council service, that the name and number for that party/service is included within the 'key contacts' section within this plan. The actions listed in the boxes below are thoughts of actions that the school may need to take. However, it is not an exhaustive list so feel free to add actions that would be taken in the event of an incident which is broken down according to the above 4 p's .*

*Consideration should also be given to assembling a grab bag containing key information that would be available if the school premises had to be vacated without delay (see **Appendix II** for advice regarding this).*

**Loss or unavailability of staff**

*Think about what staff you will need to cover the loss. How many? What skill sets? What qualifications? What security clearances? Which agency will you use? The below table lists actions that may need to be taken if staff were unavailable. It is not an exhaustive list of actions. Please feel free to amend/add actions according to what is relevant for the school.*

<b>PHASE 1 - ACTIONS TO BE TAKEN IN FIRST 24/48 HOURS</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1	Is access to additional teaching staff required? Contact agency for supply teachers		
2	Direct existing teachers to cover		
3	Ensure responsibilities allocated are within contract terms		
4	Determine position with remaining staffing		
5	Determine no of pupils in schools especially any vulnerable pupils and pupils		
6	Notify The Resilience Duty Officer and Education and Children's Services if there is a risk to school closure		
7	Determine position with teaching and learning or e.g. exams		
etc			
<b>PHASE 2 - ACTIONS TO BE TAKEN IN FIRST 2-7 Days</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1	Review options and make clear decisions in ITM		
2			
3			
4			
Etc			
<b>PHASE 3 - ACTIONS TO BE TAKEN IN THE FOLLOWING WEEK</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1	Access contact details or gather staff to inform them of arrangements		
2	Access contact details of parents to inform them of arrangements		
3	Prioritise any vulnerable pupils or families		
Etc			

**Loss or unavailability of premises**

*Think what you will do immediately, what arrangements you can make to access locations you need and get the equipment etc that is necessary for the school. You may want to consider reciprocal arrangements with customers and suppliers. Include here the actions to let school staff, parents, suppliers, local community know where you are moving to and how they may contact you. The below table lists actions that may need to be taken if the school premise was unavailable. It is not an exhaustive list of actions. Please feel free to amend/add actions according to what is relevant for the school.*

<b>PHASE 1 - ACTIONS TO BE TAKEN IN FIRST 24/48 HOURS</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1	Contact Insurance Services at LCC		
2	Contact suppliers to inform of situation/delivery points etc.....		
3	Contact the Resilience Duty Officer/Property Helpdesk/Services at LCC		
4	Contact Emergency Management Unit at LCC		
5	Notify Education and Pupils's Service if there is a risk to school closure		
	Determine no of pupils or pupils in schools especially any vulnerable pupils and pupils		
	Determine what facilities are available in school		
	Determine what alterative facilities are available to the school		
	Determine position with teaching and learning or e.g. exams		
	Notify Education and Children's Services if there is a risk to school closure		
	Contact FM provider		
<b>PHASE 2 - ACTIONS TO BE TAKEN IN FIRST 2-7 Days</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1			
2			
3			
4			
5			
<i>Etc</i>			

**OFFICAL: FOR SCHOOL USE ONLY**

<b>PHASE 3 - ACTIONS TO BE TAKEN IN THE FOLLOWING WEEK</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1			
2			
3			
4			
<i>Etc</i>			

**ICT failure (system, network, telecoms)**

Think what you will do if ICT cannot help immediately. E.g. consider work on standalone PCs/laptop or manual working. Consider how many staff have access to mobiles/blackberry devices etc. Find out (if you have an external service provider) whether any of the applications are web based. Also, does software have to be installed on to a device to operate a web based solution? *The below table lists actions that may need to be taken if schools ICT System was unavailable. It is not an exhaustive list of actions. Please feel free to amend/add actions according to what is relevant for the school.*

<b>PHASE 1 - ACTIONS TO BE TAKEN IN FIRST 24/48 HOURS</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1	Check ICT systems that are accessible		
2	Contact the schools ICT managed service provider (i.e. TES Council Services or Capita) or school technician lead		
3	School to identify alternative arrangements whilst systems are being investigated		
4	Notify Education and Pupil's Service if there is a risk to school closure		
<i>Etc</i>			
<b>PHASE 2- ACTIONS TO BE TAKEN IN FIRST 2-7 Days</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1			
2			
3			
4			
<i>Etc</i>			
<b>PHASE 3 - ACTIONS TO BE TAKEN IN THE FOLLOWING WEEK</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1			
2			
3			
4			
<i>Etc</i>			

**Loss of Key Supplier or Service Partner**

*Are you reliant on a supplier providing you with a key service or product? Have you considered the impact to the school of losing a critical supplier and how long it would take to find an alternative source? Do you know the current financial status of your supplier? Your supplier may be planning cutbacks that may affect you. The below table lists actions that may need to be taken if suppliers were unavailable. It is not an exhaustive list of actions. Please feel free to amend/add actions according to what is relevant for the school.*

<b>PHASE 1 - ACTIONS TO BE TAKEN IN FIRST 24/48 HOURS</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1	Contact Procurement at LCC for other suppliers?		
2	Contact LCC – Education to inform situation?		
3	Consider/detail action required here where you have cleaning contracts		
4	Consider/detail actions required with your ICT Provider		
5	Consider/detail action required here where you have FM Contracts		
<b>PHASE 2 - ACTIONS TO BE TAKEN IN THE FIRST 2-7 DAYS</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1			
2			
3			
4			
Etc			
<b>PHASE 3 - ACTIONS TO BE TAKEN IN THE FOLLOWING WEEK</b>			
<b>Action</b>		<b>Person Responsible</b>	<b>Complete</b>
1			
2			
3			
Etc			

# **Section B**

# **Emergency**

# **Management**

#### 4.0 Other Emergency Incidents / Considerations

*Serious emergencies affecting a school like a serious fire, physical assault, threat of mass harm to students and staff or a tragedy on a school trip, are thankfully very rare. However, they do occur and it is important that the school is ready to respond to such events in a coordinated, pre-planned, effective fashion to minimise the impact wherever possible.*

*All schools must have robust and regularly rehearsed fire evacuation procedures with well-maintained fire-fighting equipment, fire / smoke detection and alerting systems, clearly signed evacuation routes / exits and appropriate evacuation assembly areas. However, it is important to pre-plan for the other types of emergency too.*

##### **Serious Physical Threat Person or Explosive Device**

*In such circumstances the priority is to keep as many students and staff as possible isolated from the actual or potential perpetrator. Each incident is likely to be different but it is good practice to consider what parts of the school and its grounds can be physically secured from other parts and also how this could be achieved swiftly should the need arise.*

*It is also important that where a dangerous person is at large or a suspect item identified it is understood that normal fire evacuation procedures will not be appropriate and the school **FIRE ALARM SHOULD NOT BE ACTIVATED**. Indeed it may be safer for students and staff to stay where they are and secure that part of the building or even to “in vacate” (the movement of people to safe and secure locations within buildings rather than leaving them). A site plan of the school showing potentially securable zones will aid planning in this regard.*

*Because each incident is likely to be different and therefore the response tailored to the specific circumstances, a series of action cards might be developed to assist an effective decision making process. Examples of such action cards can be found at **Appendices III a – XI**. These could be laminated and available for quick reference at key locations within the school.*

*Whatever the circumstances of an incident, effective communication between staff within different parts of the premises is vital and pre-planning as to how this can best be achieved should form a central part of the school emergency plan.*

##### **Serious Incident during a School Trip**

*In the unlikely event of serious injuries or even deaths occurring on a school trip it is important that the Head Teacher/principal or teacher in charge at the school-end of the response utilises the multi-agency support that can be made available. This includes specialist Leicester City Council staff, voluntary organisations like the British Red Cross and CRUSE Bereavement Councillors as well as the emergency services. These can be mobilised by immediate contact with the Emergency Management Unit or the Resilience Partnership Duty Officer (see suggested contact list template on **page 3/4** for details).*

# Section C

# General

**Briefing of Staff Training & Exercising**

*However comprehensive the written school plan it is important that staff are fully briefed on its contents and given the opportunity to train and exercise its key elements. All such briefing, training and exercising should be recorded using a table similar to the one shown below. The Leicester City Council Corporate Business Continuity Team and Emergency Planning Unit are happy to advise and assist in this element where requested by the school.*

**Records of BCP Tests/ Emergency Management Exercises**

Date	Description of Briefing Test Exercise	Parties Involved in Test

# MAJOR INCIDENT LOG BOOK

Name of School:

Incident:

Date Log Started:

Book Number:

of

**OFFICAL: FOR SCHOOL USE ONLY**

<b>Entry No.</b>	<b>Date</b>	<b>Time</b>	<b>Information Record / Action Taken</b>	<b>Decision made</b>	<b>Decision made by whom</b>	<b>Costs incurred</b>	<b>To be completed by DATE/PERSON</b>

## **Appendix II: Guidance for Content of an Emergency Pack/Grab Box**

One of the most useful actions that you can take to cope with an incident is to have an 'Emergency Pack/Grab Box' prepared in advance. This is a pack of items that will help you implement your plans. Ensure packs are stored safely and securely off site (in another location and items in the pack should be checked regularly, be kept up to date and be working). Person(s) responsible for the grab box is//are mentioned in this plan. You may need to lock it away due to the sensitive nature of the content of the box but ensure not only one person has access to where it is locked. Remember that cash or credit cards may be needed for emergency expenditure in the early stages of response to an incident. Dependent upon your service area, items that you may wish to include are:

### **Documents**

- Business Continuity Plan – hard copy of your plan to recover your business or service;
- List of employees with contact details – include home and mobile numbers and even e-mail addresses. You may also wish to include next-of-kin contact details.
- List of pupils and their emergency contact details and medications.
- List of key customer/supplier details.
- Contact details for emergency glaziers, salvage organisations and building contractors.
- Contact details for utility companies.
- Building site plan (this would be helpful in a salvage effort), including location of gas, electric and water shut off points.
- Latest inventory list.
- Risk Management and Insurance Services contact details at LCC.
- Any financial and banking information unique to your area i.e. not controlled through Central Finance teams.
- Key contact details within Leicester City Council.

### **Equipment**

- Computer back up tapes/disks/USB memory sticks or flash drives.
- Spare keys and security codes.
- Torch and spare batteries.
- Hazard and cordon tape.
- First Aid kit.
- Message pads and flip chart.
- Marker Pens (for Emergency Signage).
- General; stationery (pens, paper etc).
- Mobile telephone with credit available, plus charger.
- Dust and toxic fume masks.
- Disposable camera (for recording evidence for any insurance claim).
- Whistles and High Visibility jackets.

Ensure you are able to repair or replace any equipment vital to your service delivery at short notice. If you are able to, consider storing spare parts off-site. Many of the above would be provided by the specialist functions within the Council's Recovery Teams but may be useful for you to have these too, in case you are the first responders or the incident happens during normal working hours, to ensure availability before the Council team would be mobilised. This list is not exhaustive and there may be other documents or equipment that should be included for your area.

### Appendix III a- Action Card - Evacuation

1. Call Emergency Services (police/fire/ambulance) if necessary. Will help to have the following information available if possible:
  - **Casualties** - Approximate numbers of dead, injured and uninjured
  - **Hazards** - Present and potential
  - **Access** - Best access routes for emergency vehicles, bottlenecks to avoid etc.
  - **Location** - The precise location of the incident
  - **Emergency** - Emergency services already on scene, and what others are required
  - **Type** - Type of Incident, including details of numbers of vehicles, buildings etc. involved
  - **Start a log**
2. Pick up emergency pack(s)/grab box(es)
3. If possible, call Council Emergency Management team via the Resilience Partnership Duty Officer on **pager 07659 170195** (if no response within 10 minutes) on **mobile 07786 198283**. **Resilience Partnership – What is it?- Definition**
  - Do you need evacuation to an Emergency Centre (a building that can provide temporary safe shelter)?
  - How many pupils?
  - How many staff members?
  - Is transport required?
4. Collect registers if possible
5. Collect essential medicines (ensure these remain tightly controlled) if possible
6. At evacuation point take register
7. Each lead teacher to take their part of the school to the emergency centre as designated with the assistance of other teachers.
8. Register to be completed as necessary and upon arrival at the centre
9. Pupil parents/guardians to be contacted and informed of the location of the pupils
10. As guardians arrive to collect pupils, register to indicate when collected and by whom

### **Appendix III b - Action Card – “Invacuation”**

1. Ensure all pupils and staff are inside the building or part of a building
2. Close and lock all outside doors and windows
3. Contact the police on 999 if life is in danger or there is a risk of significant harm
4. Shut off any air conditioning units which link to outside
5. Registers should be taken to ensure all present
6. If a dangerous person is at large try and stay away from the part of the building / site which they can access. Stay away from windows, consider barricading doors, hide behind as substantial cover as possible, stay quiet, and turn off mobile phones to avoid detection by them. Wait for the police to respond unless a clear opportunity to escape safely with your pupils presents itself.

## **Appendix IV Suspected Explosive / Incendiary Device**

***If you discover a suspected explosive or incendiary device, please refer to the following:***

- If anyone is touching the suspected device, **PUT DOWN IMMEDIATELY.**
- Otherwise **DO NOT** touch it at all.
- Inform the most senior member of staff available and the police on 999 if not already in attendance.
- If possible, open all doors and windows and evacuate all staff, asking them to take all personal belongings.
- If possible and practical, leave a marker near the device and show an improvised route to the most suitable entry point.
  
- **DO NOT** lock doors.
- **DO NOT** operate any lights.
- **DO NOT** use mobile phones or radios within 15 metres.
- **DO NOT** re-enter the area.
- **DO NOT** place the device in water/sand.
- **DO NOT** cover the device.
  
- Should this be reported, it is the responsibility of school's most senior member of staff available on site to take charge as the incident coordinator.
- If you suspect a hoax, remember that it is still a criminal offence and information should still be recorded as well as evidence preserved.
- If a search is decided upon, staff members who are familiar with the area should conduct this, as they are most likely to identify something alien.
  
- **Minimum cordon distances:**
  - Up to briefcase size: 100 metres
  - Up to small vehicle size: 200 metres
  - Large vehicle size: 400 metres
  
- If a letter or very small package a more limited evacuation is appropriate consisting of the room containing it, adjacent rooms (two in each direction from the device room). The same being applied to rooms two floors above and below the device
  
- It is important to remember that evacuation can become dangerous in the event that the location of the device is unknown. The assembly points will not normally be the same as the fire evacuation assembly points so the fire alarm **MUST NOT** be sounded.
  
- Considerations for suitable pre identified routes should include the potential for secondary devices.
  
- When an incident occurs, the nominated assembly point should be checked for secondary devices as soon as possible.
  
- It is also good practice to pre determine suitable protected spaces within your building as if the suspected device is next to the exit or in the street it is usually better to shelter inside the building away from windows and behind protective structural walls

## **Appendix V Suspected Contaminated Mail**

***If you discover a suspicious item inside a building and you suspect chemical, biological or radiological material, please refer to the following:***

- If the item is still intact, **DO NOT** shake, squeeze or open it. If you are already holding the item, place in a transparent, sealable plastic bag or container, or cover with anything to hand (e.g. clothing, paper, waste bin, etc). **DO NOT** remove this cover.
- **DO NOT** touch, tamper with or move the item.
- **Turn off** all air conditioning, fans, photocopiers, printers, computers and heaters.
- Close all windows and doors and evacuate the room. Leave the keys in the lock.
- If possible and practical, place a clear, visible warning on the door.
- If any content spills onto an item of clothing, remove that clothing immediately. **Do not** rub your eyes, touch your face or any other person. Wash your hands with soap and water as soon as possible.
- Go to an isolated room and avoid contact with any other person, if possible. Ensure to segregate yourself and others who have come into contact with the package.
- Reassure your colleagues, it is unlikely that they have become contaminated, but they will receive medical treatment if required.
- Ensure you have access to a phone. The emergency services are likely to want to contact you directly.
- If possible, have someone who has not been in contact with the suspect item to meet with the emergency services.
- Do not be alarmed if the emergency services arrive wearing protective clothing, this is common practice.
- Inform the police on **999** and the most senior member of staff available.

***If a suspect item is outside a building:***

- Move away from the item, against the wind, as far as possible. Allow the police to confirm whether the item is suspect or not.

### **Appendix VI Suspicious Behaviour**

- Terrorist attacks are often carefully planned and can include reconnaissance visits and dry runs prior to the selected day.
- It is vital that all school staff remain alert to any unusual activity that may be taking place, especially if involving disgruntled former students.
- Report the activity immediately to the most senior member of staff available.
- Suspicious behaviour can manifest itself in a variety of ways:
  - Unusual questions about security measures, facilities and/or layout of rooms.
  - Close attention to entry/exits, stairwells, hallways and/or fire escapes.
  - Unusual movement of vehicles near buildings, structures and/or bridges.
- Suspicious behaviour is not always indicative of terrorist activity, but may be an indicator of other criminal activity.
- This type of activity should always be reported.
- Never ignore your gut feeling. It is better that it is found to be bona fide behaviour as long as it is based upon what you honestly believed at the time.

***Reporting it might just prevent an atrocity***

## **Appendix VII Telephone Bomb Threat**

*If a telephone bomb threat is received, please refer to the following:*

### **• Bomb threat telephone calls:**

- Make a note of the time of the call.
- Let the caller finish. DO NOT interrupt them.
- Stay calm and record exactly what the person says.
- If possible use the bomb threat checklist for reference (see overleaf for this)

### **• After the Call:**

- Report the telephoned bomb threat to the police on **999** and then the most senior member of staff available. They will then provide an on-going point of contact for the police.
- DO NOT cause the activation of any fire alarm.
- Make yourself available for re-contact by the police either in person or by telephone.

## Appendix VIII Bomb Threat Checklist

***This checklist should be used in conjunction with the advice, to deal with a suspected telephone bomb threat:***

**Actions to be taken:**

- Switch to tape/voicemail if connected.
- Tell the caller which town/district you are answering from.
- Record the exact wording of the threat:

.....  
**Ask the following questions:**

- **Where is the bomb right now?** .....
- **When is it going to explode?** .....
- **What does it look like?** .....
- **What kind of bomb is it?** .....
- **What will cause it to explode?** .....

***Once the caller has hung up and the correct people have been informed:***

- **Time and date of the call:** .....
- **Length of the call:** .....
- **Number that received the call:** .....
- **Sex of caller:** .....
- **Nationality of caller:** .....
- **Age of caller:** .....

**Threat language:**

- Irrational?
- Taped message?
- Offensive?
- Incoherent?
- Read by threat maker?

**Callers Voice:**

- Calm?
- Crying?
- Clearing throat?
- Angry?
- Nasal?
- Slurred?
- Excited?

**Background Noises:**

- Street Noise?
- Voices?
- Clear?
- Crockery?
- Music?
- Motor?
- Machinery?
- Office?
- Animal?

**Any other remarks:**

.....  
.....

**Print name:**

.....

**Signature and date:**

.....

## **Appendix IX Senior Member of Staff (Incident Coordinator) Bomb Threat and / or Suspect Bomb**

***If notified of a telephone bomb threat or a suspected bomb has been found, please refer to the following:***

### **• Bomb Threat:**

- Ascertain as much information as possible from the person who took the call and take a number to re-contact them if necessary.
- If the police are not already aware then telephone the police immediately with details and record their incident reference number.

The **INCIDENT COORDINATOR** should make themselves available as the point of contact for when the police arrive.

- The **INCIDENT COORDINATOR** should arrange for a discreet search to be conducted by staff and security (if in attendance) in and around the building.
- Before deciding upon an immediate evacuation the **INCIDENT COORDINATOR** should consider the context and details of the bomb threat and any advice the police can offer as to its likely veracity. Remember that an over-reaction may be exactly what a hoaxer is looking for and may encourage further calls.

### **• Suspected Bomb Found:**

- If as the result of a bomb threat search or otherwise an item deemed suspicious is found:
- **DO NOT** handle the item, place it in water, cover it or tamper with it.
- Try and discover its origin and obtain a description for the police, without touching it – In most cases the item will be readily identified.
- **DO NOT** use mobile phone or radio within 15 metres of the suspect item.
- The **INCIDENT COORDINATOR** should take into consideration the details of any verbal threat and also apply the “HOT” principles (*see red action sheet*) before deciding it is suspicious and implementing a course of action such as an evacuation (staff leaving a building or part of a building) or invacuation (staff moving to a safer part of the same building away from windows and behind solid cover).
- The application of the “HOT” principles is vital to achieve a proportionate, safe response.
- Should the suspect item be located next to the main exit or is outside the building it is often better to invacuate and not risk people passing close to it.

- Inform the police of your action as soon as possible and tell them where you will be to meet them.
- If you decide to evacuate **DO NOT ACTIVATE THE FIRE ALARM.**
- Arrange for staff to be informed in a calm manner that there is a need to evacuate or invacuate and the reason why. Inform them of a safe route and where the assembly point is if leaving the building.
- Remember the assembly point should be beyond the following distances according to the size of the suspected bomb:
  - Small item up to briefcase size: **100 metres**
  - Large items up to and including car size: **200 metres**
  - Van or HGV size: **400 metres**
  - Be alert to secondary devices.
- If a letter or very small package a more limited evacuation is appropriate consisting of the room containing it, adjacent rooms (two in each direction from the device room). The same being applied to rooms two floors above and below the device.

## **Appendix X Indicators of Suspicious Mail**

**A delivered item will probably have received fairly rough handling in the post, so is unlikely to detonate through being moved. However, any attempt to open it, may set it off.**

**Unless delivered by courier, it is unlikely to contain a timer device. Items come in various shapes and sizes, but there may be tell-tale signs:**

- It is unexpected and/or of an unusual origin.
- There is no return address or the address cannot be verified.
- It is poorly or inaccurately addressed.
- The address has been printed in an unusual way.
- The writing is in an unfamiliar style.
- There are unusual postmarks.
- A jiffy bag, or similar, has been used.
- It seems unusually heavy for the size. Most letters weigh up to about 28g (1 ounce), whereas most effective letter bombs weigh between 50-100g and are 5mm or more thick.
- It has more than the appropriate value of stamps.
- It is marked 'personal' or 'confidential'.
- It is oddly shaped.
- The envelope flap is stuck down completely.
- There is a smell, particularly of marzipan or almonds.
- There is a pin sized hole in the envelope or wrapping.
- There is an additional inner envelope (however, this is common practice with some organisations sending restricted material).

### **Common and obvious chemical, biological or radiological (CBR) indicators:**

- Unexpected granular, crystalline or powdered material (of any colour), loose or in a container.
- Unexpected sticky substances, sprays or vapours.
- Unexpected pieces of metal or plastic. e.g. disks, rods, small sheets or spheres.
- Strange smells. e.g. fish, fruit, garlic, mothballs, pepper. Some CBR materials are odourless and tasteless, however if you detect something, DO NOT continue sniffing it.
- Stains or dampness on the package.
- Sudden onset of illness and/or irritation of the skin, eyes or nose.
- CBR devices containing powder or liquid may be hazardous without being opened.

## Appendix XI IS THIS ITEM A SUSPECT BOMB?

### “HOT” Principles

#### • HIDDEN:

- Has the item been hidden?
- Has any attempt been made to hide it from view or place it where discovery is unlikely?
- Innocent items are not usually hidden.

#### • OBVIOUS:

- Is the item obviously suspicious?
- Does it look like a bomb?
- Has it been found after a suspicious event?

#### • TYPICAL:

- Is the item typical of what you might find in the given location?
- Example: Lost property is usually found where people gather or wait before moving on.

***If confirmed as suspicious after applying the HOT principles and/or listening to the police, please refer to the and orange action cards***

**Appendix XII Sudden Unexpected Incidents Guide**  
**Has there been a death or serious injury to anyone?**

**Yes**

**No**

**First 30 minutes**

Call appropriate Emergency Services - if not already in attendance;  
 Make sure area is secured;  
 Report to Security Team – Local or City Hall;  
 Inform Health and Safety Team;  
 Inform Head of Service to act as Lead;  
 Councillors;  
 Inform Risk Management and Insurance Services;  
 Commence/keep a log of events/telephone calls and key decisions;  
 Advise staff involved not to make any statements to Police/HSE until Legal advice has been given;  
 Lead Head of Service to inform your Strategic and Divisional Directors;  
 Request Director to advise the COO, City Mayor and Ward Councillors;  
 Inform Human Resources to enable access to Next of Kin information (if staff member).  
 Inform Communications team – press desk.

Inform Head of Service to act as Lead;  
 Inform Risk Management and Insurance Services;  
 Commence/keep a log of events/telephone calls and key decisions;  
 Lead Head of Service to inform Strategic and Divisional Directors;  
 Request Director to advise the COO, City Mayor and Ward

If property damage, inform Property Services;  
 If incident relates to ICT, inform Head of ICT.  
 Inform Communications team – press desk.

**First 2 hours**

Convene meeting of SMT/relevant Council Officers if necessary;  
 Consider whether there is a need to invoke your Service BCP;  
 Issue Press statement – Incident Lead/Communications Team  
 Consider statements via Social Media –Communications Team  
 Inform immediate team of event;  
 Advise all staff present to say nothing to press/media and pass all queries to Communications Team;  
 Advise Unions – if appropriate;  
 Prepare Detailed Briefing for City Mayor and Members;  
 Inform AMICA – the Council’s counselling service.

Convene meeting of SMT/relevant Council Officers if necessary;  
 Consider whether there is a need to invoke your Service BCP;  
 Issue Press statement – Incident Lead/Communications Team;  
 Consider statements via Social Media –Communications Team  
 Inform immediate team of event;  
 Prepare Detailed Briefing for City Mayor and Members.

**First 24 hours**

Update Press statement – Incident Lead/Communications Team  
 Witnesses/Colleagues – Provide counselling contact details (AMICA);  
 Consider flowers/letter of sympathy (if serious injury or fatality);  
 Health and Safety Team to commence collation of documentation.

Update Press statement – Incident Lead/Communications Team

**Following Week(s)**

Update Members/Strategic Director/COO/City Mayor/Ward Councillors/Press;  
 Inform Human Resources – (regards salaries/stop correspondence to deceased in cases of fatality);  
 Attendance at funeral/inquest – if fatality;  
 ICT – Removal of photos from websites/Outlook – if fatality or return to work unlikely;  
 Sympathetic removal and return of personal belongings – if fatality or return to work unlikely.

Update Members/Strategic Director/COO/City Mayor/Ward  
 Councillors/Press;

### **Sudden Unexpected Incidents Guide**

This guide will relate to significant unexpected incidents within the service such as fatal or serious injuries, major property damage, major financial loss or breaches of the Law. This does not supersede any Tactical procedures you may have within your service, but is intended to complement them. This should be used in conjunction with, and not instead of, your Business Continuity Plans, if appropriate. The list has been compiled to cover all eventualities; hence some of the actions will only be needed if the Lead Officer deems them to be appropriate.

### **Useful Contact Numbers**

Strategic Director – **NAME – Work – Mobile – (TO BE COMPLETED BY AREA BEFORE ISSUE TO MANAGERS)**

Educational Divisional Director – **NAME – Work - Mobile – (TO BE COMPLETED BY AREA BEFORE ISSUE TO MANAGERS)**

Head of Service – **NAME – Work – Mobile – (TO BE COMPLETED BY AREA BEFORE ISSUE TO MANAGERS)**

Chief Operating Officer – Andy Keeling – 0116 454 0101 (Office Hours); 07703 835104 (Out of Hours)

City Mayor – Sir Peter Soulsby – 0116 454 0001

City Hall Security - 0116 373 7770

Insurance Team – 0116 454 1620 (or via Head of Internal Audit and Risk Management – numbers below)

Health and Safety Team – 0116 454 4307/4311/4315

Head of Internal Audit and Risk Management – Tony Edeson - 0116 454 1621 (Office Hours), 07530 213579

Business Continuity Guidance/Support – Tony Edeson – as above

Emergency Management Unit (LCC) – 0116 454 3621/0116 454 3622

Emergency Management – Duty Officer – 07659 170195 (out of hours)

Communications Team – 07713 475 190 (on call officer)

Customer Services – 0116 454 1000

Human Resources – 0116 454 4301/4333/4362

Payroll – 0116 454 4441

AMICA – 0116 254 4388 (365 days a year, 8.30am to 8.30 pm)

Property Services – 0116 454 2100

Head teacher/Deputy Head/ Principal/Chair of Governors - **NAME – Work – Mobile**

Chair of Governors - **NAME – Work – Mobile**

BRO/Premises Officer/Facilities Management - **NAME – Work – Mobile**