



Critical Incident & Business Continuity Plan

Approved by:	Finance, Audit & Risk Committee
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1. Aims

This Critical Incident and Business Continuity Plan (CIBCP) aims to:

- Outline potential risks and issues that could cause disruption to the delivery of critical activities.
- Mitigate the impact of disruptions to critical operations by providing actions or procedures to follow, to make sure all pupils continue to get the quality of education to which they're entitled.

2. Legislation and guidance

This document is based on guidance from the Department for Education (DfE) on [emergency planning and response for schools](#) and [school security](#). It also complies with the following statutory guidance and legislation:

- [Keeping Children Safe in Education](#)
- [Health and Safety at Work Act 1974](#)
- [Management of Health and Safety at Work Regulations 1999](#)

3. Scope

This CIBCP is to be used to ensure that schools within the trust are able to recover their critical activities following an incident that has impacted on their operations. A critical incident is any event that:

- Causes serious disruption to the school
- Poses risk to pupils, staff or premises
- Requires support beyond normal school procedures

Examples include:

- Deliberate acts of violence, civil disturbances and terrorism
- Loss of building, part of a building or access to the building
- Serious injury or loss of life to pupils, staff or visitors
- IT or Cyber failure
- Public Health incident
- Severe weather
- Loss of a utilities or a critical service

4. Key Principles

During any critical incident the school will:

- Protect the life and safety of pupils, staff and visitors
- Contact the emergency services if required
- Communicate clearly and calmly with pupils, staff, parents and external agencies
- Maintain school operations where possible
- Support pupils and staff wellbeing

4.1 Plan Assumption

- The availability of key staff, (including deputies) who have been suitably trained;
- The CIBCP is maintained and reviewed regularly by the Finance, Audit & Risk Committee (FAR).
- Recovery solutions outlined within the CIBCP have been exercised regularly and proven to work to the satisfaction of the Senior Leadership Team.
- The recovery time objectives are achievable.
- All staff are aware of the CIBCP and their role.
- All staff fully endorse the underlying principles of the CIBCP and its contents.

4.2 Plan Exercise and review

In line with the FAR Committee, the CIBCP will be exercised and reviewed as per the following criteria:

- Annually as a minimum
- Following an incident as part of the review or following a simulation exercise
- As and when organisation and personnel changes occur

5. Roles and Responsibilities

5.1 Headteacher

- Activating and standing down this plan
- Leading the Critical Incident & Business Continuity Team (CIBCT)
- Escalating significant incidents to the Academy Trust Executive Leadership Team

5.2 School Incident Management Team

The School Incident Management Team (SIMT) is responsible for coordinating the school's response to any incident that significantly disrupts normal operations.

Role	Responsibility
Headteacher*	Incident Lead
Deputy Head of Academy/DSL*	Pupil Safety & Safeguarding
Senior Leader	School Operations
Site Manager	Premises
Office Manager	Communication and record keeping
Trust Leadership	Trust co-ordination and media communication

****If the Headteacher is not available the Deputy Head of Academy will act as the Incident Lead and a member of the safeguarding team will take on the DSL role.***

The SIMT will prioritise:

- The immediate safety of pupils, staff and visitors
- The nature and severity of the incident to establish priorities for response actions
- Allocate roles of responsibility to appropriate members of staff and ensure staff understand their responsibilities

- The continued support of vulnerable pupils, including those with safeguarding concerns, SEND or other additional needs
- Keeping staff briefed and updated on the incident
- Keeping the Trust Executive Leadership Team updated
- Notifying relevant stakeholders of the incident, plan activation and ongoing response
- The resource deployment and recovery of key activities disrupted by the incident
- Ongoing support and monitoring of pupil and staff wellbeing
- Ensuring a central incident log is maintained from the point the CIBCP is activated recording the following information:
 - Date and time of events
 - Key decisions taken
 - Actions implemented
 - Person responsible for each action
 - Advice received from external agencies
 - Communications issued to stakeholders

6. Communications

Clear communication is essential and contact information should be securely stored electronically and in paper format accessible both onsite or offsite.

6.1 Internal Communication

Staff will be informed through the following measures:

- Staff briefing
- Email or messaging system
- SLT coordination

6.2 Parents and Carers

Communication will normally be through:

- School communication system e.g., text/email
- School website update
- Letter - if appropriate

Information shared will be accurate, factual and approved by the Headteacher and Trust Executive Leadership Team.

6.3 Regulators

When the relevant bodies below need to be contacted, contact information can be found in Appendix 1

- Local Authority
- Department for Education
- Health and safety

6.4 Suppliers & Third-Party Providers

The preferred method of communication is detailed in Appendix E - Communication

6.5 Media Management

Media management will be determined by the Trust Executive Leadership Team and only a member of the Trust Leadership Team will liaise with the media. Staff must not comment publicly or on social media.

7. Recovery strategies

7.1 Arrangements to manage a loss or shortage of staff or skills

- Use of temporary staff e.g., Supply Teachers, Support staff (Curriculum support and Operations)
- Multi-skill and cross-training to ensure staff are capable of understanding different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planning (already known) staff absence e.g., maternity leave.
- Using different ways of working to allow reduced workforce, this may include:
 - Larger class sizes (subject to adult and child ratios)
 - Use of Teaching Assistants, Learning mentors, etc.
 - Virtual Learning Environment opportunities
 - Pre-prepared educational materials that allow for independent learning.
 - Team activities and sports to accommodate larger numbers of pupils at once
- Suspending 'non-critical' activities and focusing on priorities
- Using mutual support agreements within the trust and other agencies, such as SSP
- Ensure staff management issues are considered i.e., managing attendance policies, job description flexibility and contractual requirements etc.

7.2 Arrangements to manage denial of access to the premises or loss of utilities

- Using mutual support agreements with other agencies
- Virtual Learning Environment opportunities.
- Localising the incident e.g., isolating the problem and utilising different sites or areas within the trust portfolio.
- Off-site activities e.g., swimming, physical activities, school trips.

7.3 Arrangements to manage loss of technology/telephony/ data/ power

- Back-ups of Key School data e.g., cloud based, mirrored servers etc.
- Reverting to paper-based systems e.g., whiteboards, paper registers, invoking the paper based safeguarding system
- Emergency generators e.g., uninterruptible power supply
- Emergency lighting
- Use of school mobile phones
- Communication to school community on how to contact the school

7.4 Arrangements to mitigate the loss of key suppliers, third parties or partners

- Pre-identified alternative suppliers
- Ensuring all external providers have a Business Continuity Plan
- Insurance Cover
- Using mutual support agreements within the trust and with other agencies
- Using alternative ways of working to mitigate the loss e.g., suspending activities, adapting to the situation and work around it.

8. Incident response

8.1 Incident response Checklist

Business impact

- Assess how operations have been impacted
- Is the situation likely to get any worse?
- Is the building damaged?
- Are IT systems damaged?
- Complete Appendix A, CIBC Action Checklist

Third party impact

- Are dependent third parties impacted by the same incident?
- Assess immediate Legal obligations and communicate with SIMT
- Assess immediate regulatory obligations and communicate with the School Incident Management Team (SIMT)

Plan to protect the Business Unit in respect of:

- People
- Performance and service delivery – can we continue to meet our pupils/parents' expectations?
- Reputation
- Information

Resources

- What Internal resources are required to plan an effective response?
- What external resources are required to plan an effective response?
- How will these resources be coordinated?

Coordinating the response

- Who is coordinating the response?
- Are all staff/pupil's safety measures working correctly?
- Is there sufficient information flowing from the School Incident Management Team (SIMT)?

8.2 Damage or Denial of Access to Premises

Triggers	Action	Responsibility	Procedure/Resources
<ul style="list-style-type: none"> • Closure by Authority, • Civil Unrest • Police cordons • Bomb threats • Structural problems • Utility Failure, etc. (during School hours) 	<p>Initial Response When notified of an incident, or a confirmed threat, the school shall prepare for an immediate evacuation, Lockdown or sheltering procedure.</p>		See separate Evacuation Policy Appendix C & D
	<p>Building Evacuation</p> <ul style="list-style-type: none"> • Follow directions and advice given by fire marshals. • If evacuated, await further instructions at the assembly point. • If evacuation is not a viable option due to external risks, staff will be made aware via email or radios. 		Use internal communication process.
	<p>Accounting for staff /pupils'/ visitors All staff and pupils should be accounted for following an incident and subsequent evacuation; unaccounted staff should be noted and reported to SIMT to communicate to the emergency services.</p>		<ul style="list-style-type: none"> • Pupil clerical registers • Inventory for staff and visitors log
	<p>Escalation When a situation becomes known and a real threat has been confirmed, notification must be made to the SIMT (School Incident Management Team)</p>	<ul style="list-style-type: none"> • Headteacher • Deputy Head of Academy • Assistant Head of Academy • CFOO 	Ensure all staff/pupils are aware of the escalation process.

	School Closures The school building is inaccessible, what steps need to be taken to oversee the closure.		Appendix D - School Closure Appendix E - Communication
	Relocate to an alternate school Understand at which point will this option be used, ensure reciprocal agreements are in place		Liaise with the local authority team regarding provision for educating pupils.
	Communication: <ul style="list-style-type: none"> • Notify all stakeholders of the relocation/evacuation (if required) e.g., parents, Local Authority, Dept for education etc. • Prepare regulatory report (staff, pupil status, recovery status, services not yet resumed etc.) • Consider how staff and parents will be alerted of an incident. • Details of the incident and the intended recovery plan should be communicated to staff/parents. 		Appendix E – Communication
	Staff working remotely/Educational Visits <ul style="list-style-type: none"> • Staff off site should contact the SIMT regularly for update • Ensure staff and pupils that are off-site are aware of the situation and are provided guidance. 		Whole school communication to staff via email and text to ensure all are aware and updated.

8.3 Unavailability of Staff

Triggers	Action	Responsibility	Procedure/Resources
When staffing levels have dropped significantly below normal operational levels, due to transport disruptions, inclement weather, strikes, virus or disease	Staff shortage When an unavailability of staff situation becomes such that it may have an adverse impact on the continuity of critical activities, notification must be made to SIMT	Deputy Head of Academy	Analyse staffing ratios Consider all alternative options Implement cover using external agencies as required.
	Staff Communication Communicate with staff regarding the organisational approach to staff shortage as a result of any of the listed triggers will be done via email or call cascade.	Deputy Head of Academy	Appendix E – Communication
	Transportation Disruption In the event that a major transportation shuts down or if there is transportation strike impacting the ability of staff to come into the school.	Trust HR Deputy Head of Academy	Ensure the school is aware of the percentage of staff using public transport. Use alternative transport methods to arrange cover as required.
	Severe Weather In the event that a major weather event has impacted the area and the public being advised to stay off the roads and at home	Headteacher Deputy Head of Academy	Appendix - D school closure procedure
	Pandemic/ Virus or disease In the event of a significant epidemic or a pandemic, the SIMT will convene and follow the guidance set in place for such incidents.	Headteacher Deputy Head of Academy Assistant HoA Trust Executive Leadership Team.	Pandemic/ viral/ diseases plans

	<p>Loss of Staff</p> <p>In the event of loss of staff due to illness, injury or other exceptional circumstances, the SIMT should be notified ASAP.</p> <ul style="list-style-type: none"> • Skill sets and attributes must be detailed for any staff with the specific or unique skills to perform a critical activity • All requests for temporary staff should be handled as per normal procedure 	<p>Headteacher Deputy Head of Academy</p>	<p>SIMT will convene to address the situation as required</p>
	<p>Succession Planning</p> <ul style="list-style-type: none"> • The team shall have in place a clear succession plan, to three levels, in the event of any critical head becoming unavailable. 	<p>Headteacher Deputy Head of Academy</p>	<p>HT > DHoA > AHoA > TLR 2B post holder</p>
	<p>Return to normal</p> <ul style="list-style-type: none"> • Return to Business as usual once staffing levels have returned to normal • Determine how the disruption was managed within the school • Identify any lessons learned and changes to be made to the plans. 	<p>Headteacher Deputy Head of Academy Assistant HoA Trust Executive Leadership Team.</p>	<p>Review Appendix G & H Log-Keeping</p>

8.4 Damage to or Loss of Technical Infrastructure

Triggers	Action	Responsibility	Procedure/Resources
Loss of server/platform, hardware, software application, utility failure	Problem identified <ul style="list-style-type: none"> Identify the nature of the problem. Determine if it's local or if it is a wider area infrastructure. Determine if the resolution could happen locally or requires external intervention 	IT Provider	Use guidance in Appendix F
	Communication <ul style="list-style-type: none"> Notify staff Notify parents via School Comms Notify IT/utility providers and raise problem/issues 		Appendix E - communication
	Workarounds <ul style="list-style-type: none"> Determine the impact of the failure Identify options and workarounds, and discuss with SIMT Inform staff/pupils/parents about the decisions and workarounds (If applicable) 		Reference to the strategies identified in section 7. Recovery
	System recovery <ul style="list-style-type: none"> Follow establish procedures Inform staff and pupils about the expected time for restoration of services 		
	Service resumed <ul style="list-style-type: none"> Upon restoration of the IT services, return to 'Business as Usual' processes and remove any workarounds. Communicate the exact status and next steps to staff and pupils. 		

8.5 Failure or non-performer of the Third Party

Triggers	Action	Responsibility	Procedure/Resources
Third party providers fail to deliver services due to being impacted by an incident	Assess the impact <ul style="list-style-type: none"> Determine what has been affected by the service provider failing to deliver on SLA. 	Trust and School SLT	Determine key suppliers & the impact of no supply
	Alternate procedures <ul style="list-style-type: none"> Are there alternate procedures to continue the service/activity until third party provider is operating as normal? Could the service/activity be run by in-house staff (using the minimum number as estimated by the service provider) Could the supplier provide the resources to continue the service/activity in-house 		Appendix B – Supplier contact information.
	Alternative Supplier <ul style="list-style-type: none"> If an alternative provider has been identified, they should be contracted and the service restarted as soon as possible. 		

9. Remote education

Where possible, the school will provide remote education when attendance in school is either not possible or contrary to government guidance. The school will implement an appropriate curriculum, teaching and support that will enable pupils to continue learning effectively and in accordance with DfE guidance.

Where pupils with special educational needs and disabilities (SEND) are not able to access remote education without adult support, the school will work with families to put in place reasonable adjustments.

10. Attendance

The school will continue to record absence in the attendance register if it remains open, using the most appropriate code. The codes used will be in line with the [Education \(Pupil Registration\) \(England\) Regulations 2006 as amended \('the Pupil Registration Regulations'\)](#), and [working together to improve school attendance guidance](#).

Where pupils are unable to attend school:

- In some exceptional circumstances, this should be recorded as code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. The school will also record the nature of the circumstances in which a pupil is unable to attend school
- Because they are ill or have an infectious illness, this will be recorded as code I (illness)
- The school will also continue to record and monitor pupils' engagement where the provision of remote education is made, although we will not formally track this in the attendance register

11. Provision of free school meals

Where pupils eligible for benefits-related free school meals are receiving remote education, the school will work with the school catering provider to make sure those pupils can have a good-quality lunch. This will ensure that the school continues to support eligible pupils for the short period where they are unable to attend school.

The school will identify pupils with any medical conditions, including allergies, to make sure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly. For example, where pupils are being served food in the classroom.

12. Safeguarding

Safeguarding and promoting the welfare of children remains of paramount importance. The school will continue to have regard to relevant statutory safeguarding guidance. This includes:

- [Keeping Children Safe in Education](#)
- [Working together to safeguard children](#)
- [The early years foundation stage \(EYFS\) framework](#)

12.1 Vulnerable pupils

In all circumstances, the school will prioritise vulnerable children for face-to-face education and childcare.

We will try to support any children who we believe may have challenging circumstances at home. This might include:

- Notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- Agreeing with the social worker on the best way to maintain contact and offer support to pupils
- Keeping in contact to check their wellbeing and refer on to other services if they need more support

12.2 Wellbeing and support

To handle the potential emotional impact on pupils due to the disruption of critical activities, the school will:

- Aim to follow normal school routines as far as possible
- Set up support systems for pupils to talk and share their feelings
- Where needed, provide access to counselling services or specialist treatment
- The school will follow the DfE's guidance on [promoting and supporting mental health and wellbeing in schools and colleges](#).

13. Monitoring arrangements

This policy will be reviewed by CFOO in liaison with the Headteachers annually. At every review, the policy will be shared with the FAR Committee.

14. Links with other policies

This policy is linked to our:

- Health and safety policy
- Child protection policy
- Attendance policy
- Risk assessments
- Remote learning policy

Appendix A: Business Continuity Actions Checklist

BUSINESS CONTINUITY ACTIONS	COMPLETED (SIGN DATE)	COMMENTS/FURTHER INFORMATION
Invoke the relevant emergency action plan, i.e., evacuation and deal with the immediate emergency/incident		
Undertake post-incident support activities and evaluate the impact of the incident		
Consider:		
Which school activities are disrupted?		
What is the impact of these activities being disrupted?		
Are there any critical activities approaching (exams, etc.)?		
Planning for how critical activities will be maintained (using your business continuity plan), giving consideration to:		
- Immediate priorities		
- Communication strategies		
- Deployment of resources		
- Finance		
- Monitoring the situation		
- Reporting		
- Stakeholder engagement		
Log all decisions and actions, including what you decide not to do and include your decision-making rationale		
Log all financial expenditure incurred		
Complete a lessons-learnt log, what went well? What didn't?		
Complete a post-incident review		
Implement any improvements or findings, such as:		

BUSINESS CONTINUITY ACTIONS	COMPLETED (SIGN DATE)	COMMENTS/FURTHER INFORMATION
Do emergency action plans need updating/enhancing?		
Do policies need amending?		
Are building improvements necessary?		
Are there any training and development needs?		

Appendix B – Information & Contacts

Contact Name	Telephone Number	
	KHJS	LPPA
Electricity National Grid Emergency Line Telephone: 0800 404090	British Gas - Telephone: 0333 2029844 (contract procured through South Essex Academy Trust)	British Gas Telephone: 0333 2029844
Gas National Gas Emergency Line Telephone: 0800 111999	British Gas - Telephone: 0333 0096060 (contract procured through South Essex Academy Trust)	British Gas Telephone: 0333 0096060
Water	Anglian Water - Emergency telephone: 03457 145145	
Insurance – Premises and Employer Liability	Zurich Municipal - procured through Essex County Council Risk & Insurance Team Telephone: 03330 139819 Email: insurance@essex.gov.uk	
WIFI & Telephones	RRA Services - Contact: Garry Blott Telephone: 01531 556005	
Cyber Insurance	CFC Underwriters Ltd – Telephone: 0800 9753034	
Department for Education	Incident support helpline – Telephone: 0800 046 8687 (Mon-Fri 8am-4pm) Department for Education - GOV.UK	
Information Commissioner's Office (ICO)	Telephone: 0303 123 1113	
Emergency Services Fire, Police, Ambulance	999	
Police – your local station / community officer	South Benfleet Police Station- Telephone: 101 or 0300 3334444	Canvey Island Police Station – Telephone: 101 or 0300 3334444
Fire Alarm Security	First Intervention Telephone: 01375 676779	
Security Alarm	Colt Security - Telephone: 01268 270400	Carter Security - Telephone: 02036 373555
Out of Hours Security Management	Quadrant Security Ltd - Telephone: 01268 282226	
Asbestos Management	Independent Asbestos Solutions – Telephone: 01268 732002	
Essex County Council	Critical Incident Support – Telephone: 0333 0139880 Email: schoolscommunication@essex.gov.uk Essex Schools InfoLink Essex Schools Infolink	
Foreign & Commonwealth Office	www.fco.gov.uk Consular assistance- Telephone: 020 7008 1500 (24 hour)	

	If abroad - Telephone: +44 20 7008 1500
Environment Agency	www.environment-agency.gov.uk Floodline - Telephone: 0845 988 1188 (24 hour)
Met Office	www.metoffice.gov.uk Customer centre – Telephone: 0870 900 0100 (24 hour)
Health and Safety Executive (HSE)	www.hse.gov.uk Fatal & major Incident Contact Centre – Telephone: 0345 300 9923 (Mon to Fri 8.30 am to 5 pm).

Appendix C- Lockdown

Signals	
Signal for Lockdown	Lockdown alarm activated
Signal for all-clear	Senior leader will notify each class / learning group

Lockdown	
Communication arrangements	<ul style="list-style-type: none"> • Two-way radios • Mobile phones • Instant messaging / email • Other

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response – lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g., doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> - Block access points (e.g., move furniture to obstruct doorways) Sit on the floor, under tables or against a wall - Keep out of sight Draw curtains /blinds Turn off lights - Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix D - School Closure

Ref'	Initial response – lockdown	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: Partially opening the school to some pupils Asking the Trust for assistance Purchasing infection control supplies (in the event of a public health incident).	
SC2	If necessary, assemble an SIMT.	
SC3	Seek support from other organisations (e.g., the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix E. It may be appropriate to inform: Pupils Parents / carers Staff Trustees / Governors Local authority.	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Initial response – lockdown	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with additional Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning	

Appendix E – Communications

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of Communication	Notes Instructions
Answer Phone	Set Phone to 'message only' mode
School website	Cloud based – Juniper websites - SLT & Office team to update
Text Messaging, newsletter and letters	Cloud based – School Comms (Parent Pay)
Local Radio	Instructions for reporting school closures
Sign at school entrance	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details available from
Parents and carers	Email or Text	School Comms & Paper Record
Trustees/ Local Governors	Email	School Directory, Every HR & Paper Record
Supplier Services	Email / telephone	Every Contracts

Appendix F - IT Back Up

It is essential to maintain suitable IT back-up arrangements in order to prepare for, and recover from, any loss of information.

Andola Ltd is responsible for Trust IT support and RRA Services Ltd manage the IT backups (Cloud based)

Paper Records

The school Office Manager is responsible for maintaining paper records.

Appendix G - Log-Keeping Guidelines

Thursday, 19/05/2012

7.40pm Received call from Jane Smith at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.

Notes should be recorded in chronological order.

Rang Philip. Number engaged.

7.50pm

Rang Philip. Told him about the situation and asked him to meet me

7.55pm at the school entrance as soon as possible. He'll be there for 8.15pm.

Received text message from Jane - someone from her team (Andrew

8.05pm Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 020 8432 3556 0208 420 3121

Arrived at school, Philip and Andrew already there. Spoke to fire officer - one

8.20pm classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Informed Anna Harvey (deputy Head Teacher) about the incident.

8.40pm Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Only include times, dates or initials within the margins.

- Notes should be clear and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
- Do not use correction fluid.

Appendix H – Log Record

[illegible]