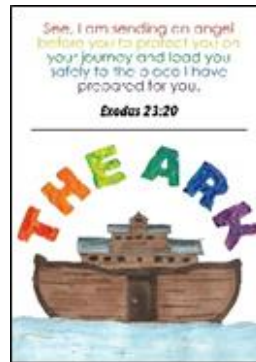


St Michael's CE (A)



Primary School

Emergency Evacuation Policy

The Lord says, 'For I know the plans for you...plans to give you hope and a future.'

Jeremiah 29 verse 11

Date Approved: Thursday 4th July 2024

Review date: July 2025

Signed: *Mel Grychtol* (Chair of Site Management Meeting)

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1. Introduction

St Michael's CE (A) Primary School is committed to ensuring the highest level of education and development for its young people. This is particularly important during times of disruption which can be caused by a variety of different scenarios. Our school mission statement emphasises that 'safeguarding of children is a priority for all adults involved with the school.' This includes ensuring that our school is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for our pupils.

It is not possible, or desirable, to write a plan for every possible disruption. No matter what the cause of the incident, the effect can generally be summarised as:

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

This plan will be activated in the event of a critical incident or an emergency i.e. when an incident occurs, impact on the delivery of critical activities and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

No-notice disruptions are, by definition, impossible to predict. This plan deals with the ones most likely to occur:

- Loss of premises (through fire, flood etc)
- Staff shortage
- Failure of ICT and telephony
- Loss of utilities (electricity, gas, water, fuel)

2. Aims

The aim of this plan is to help the Headteacher and school staff to respond to incidents that disrupt the daily operation and smooth running of normal business and to provide clear guidance on procedures to follow which can be used to support the school's actions in the event of a critical incident or emergency.

3. Objectives

The plan is designed to achieve the following strategic objectives:

- To safeguard the safety and welfare of pupils, staff and visitors;
- To resume provision of education services at the earliest opportunity;
- To maintain the community and identity of the school;
- To return the school to normality in the shortest possible time.

4. Implementation

The responsibility for implementing this plan lies with the Headteacher or, if not available, other designated senior member of staff.

5. Initial Actions

Evacuation is dealt with in the School's Fire Evacuation Plan.

Upon activation of this plan, the Headteacher, or his/her nominated deputy, will form a School Emergency Response Team (SERT) with responsibilities as listed in Item 6.

Emergency files will be stored in the School Office and with key personnel, at home. The school file should be taken out of the school building by the nearest person, only if safe to do so! The file will be checked annually for accuracy of information by the Headteacher, as part of the review of this policy.

The files should contain the following items for the school:

- A copy of this plan
- Up to date emergency contact information – including information contained on the 'School Closure in the Event of Adverse Weather' letter from the Local Authority
- A copy of the school's fire evacuation plan
- Site plans
- A copy of the school's asbestos survey
- Details of the school's insurance policy
- A copy of all contact details for all members of the school community

Up-to-date contact information for parents/carers will be available via SIMS, MarvellousMe service or through S4S Data Support.

As soon as practicable, the SERT will meet to consider what resources are available to continue normal business as far as possible. Potential resources are:

- Staff, vehicles, equipment still at the scene
- Staff, vehicles, equipment located elsewhere
- Current IT and telephony capability

If the disruption has resulted in the loss of the school site, the SERT meeting should be held at the nearest available venue. In the case of St Michael's CE (A) Primary School, this will be St Michael and All Angels' Church.

6. Roles and Responsibilities

The School Emergency Response Team (SERT) has responsibility for responding to an incident which would significantly disrupt normal activity with the school. In the table below is a summary of each of the potential members of SERT. The Incident Officer will establish who is required for a particular incident.

| Member of SERT | Role |
|---|--|
| Incident Officer: Headteacher (Deputy: Deputy Headteacher or Designated Deputy in charge of the school) | Chair Team meetings Co-ordination of the response Liaise with DFE/DO Designated Officer) Liaise with Chair of Governors Inform the Local Authority Inform the Diocese Allocate resources Identify and liaise with other external support Liaise with LA Press Officer if appropriate Responsible for deciding whether or not staff should be sent home Imparting factual information to staff Agree key information to be given to pupils and parents |
| Staff: Deputy | Ensure all pupils, staff and visitors are safe and accounted for Instruct staff not to leave the assembly point until told to do so Ensure all significant occurrences and decisions are recorded, together with reasons for decisions made |

| | |
|---|--|
| | <p>Provide practical assistance to the Incident Officer</p> <p>Ensure professional support is in place to support staff where necessary</p> <p>Liaison between SERT and staff</p> |
| <p>Communications: Administrator and Attendance Officer/Business Manager</p> | <p>Ensure all significant occurrences and decisions are recorded, together with reasons for decisions made</p> <p>Provide practical assistance to the Incident Officer</p> <p>Liaison with emergency services</p> <p>Co-ordinate the sharing of information with parents</p> <p>Liaison with neighbours</p> <p>Liaison between SERT and parents</p> |
| <p>Welfare: Deputy</p> | <p>Marshalling of pupils, staff and visitors at the assembly point</p> <p>Arranging for transfer of everyone to place of safety</p> <p>Arrange for warm, dry shelter for everyone in the short term</p> <p>Deal with immediate welfare matters: distress, injuries, domestic responsibilities, etc.</p> <p>Arrange for professional support to be put into place to support pupils where necessary</p> <p>Co-ordinate the sending home of pupils and immediate care of those whose parents cannot be readily notified</p> <p>Liaison between SERT and pupils</p> |
| <p>Premises: Site Manager/Business Manager</p> | <p>Meet and greet emergency services as they arrive, with a floor plan of the building, if possible</p> <p>Building security</p> <p>Turn off gas, electricity etc., if this can be done safely</p> <p>Salvage of critical documents/equipment if this can be done safely (the nominated person should be in possession of a list of critical items)</p> <p>Signs and notices for doors/boundaries</p> <p>Identification/transfer to alternative premises</p> |
| <p>Continuity and Recovery: Deputy Headteacher (Deputy: Business Manager)</p> | <p>Arrange for opening up of alternative premises</p> <p>Co-ordinate fitting out with furniture and equipment</p> <p>Liaise with school's insurance company</p> <p>Liaise with DFE as necessary</p> |
| <p>Data Recovery: Highfields IT Department</p> | <p>Organise the retrieval and restore of data from back-up systems</p> |

All members of the Senior Leadership Team are part of the (SERT).

All members of the School Emergency Response Team (SERT) are advised to:

- Have a copy of this plan at home and at school;
- be aware of the roles of each part of the plan to enable the school to react swiftly and accordingly;
- retain the SERT contact numbers for 24-hour contact.

NB: It is tempting during the initial phase of an incident, when pupils and staff are accounted for and staff are, for instance, milling around outside the premises and it is obvious that no work will be conducted for the rest of the day, to send them home. Before taking this decision, however, it should be borne in mind that they may be available to assist one of the SERT members. In the event that staff are sent home, they should remain available during normal working hours to assist with necessary tasks.

7. Potential Disruptions

Disruptions can be categorised as local incidents, which have the potential to lead to temporary closure of the school, or emergencies, which are likely to be of a more serious nature.

Potential local incidents:

Severe weather

Loss of services/utilities

Failed heating systems

Flooding

Fallen Trees

Vandalism

Industrial Action by Staff

Outbreak of infectious disease (ie Influenza)

IT failure

Potential emergencies:

Fire / explosion

Destruction or serious vandalism of all or part of the building

Gas leak

Acts of violence

Acts of terrorism

Death of a pupil or member of staff

Safeguarding issue

Transport related accident or incident

8. Closure of the school

Closure in advance of a school day

The school can be closed in advance of a normal school day using the following system:

1. Closure authorised by the Headteacher in consultation with the Chair of Governors
2. Notification of a school closure using the school communication system of MarvellousMe (this will be done prior to 7am wherever possible) and the school's facebook page
3. Recording the closure on the home page of the school website
4. In the event of bad weather, general school closure guidance will also be found on the Wolverhampton City Council Website, or "Wolverhampton Today" Facebook page and the Wolverhampton City Council Twitter feed.

Closure during a school day

It is never a preferred option to close the school during a school day but it can be done using the following procedures:

1. Closure authorised by the Headteacher in consultation with the Chair of Governors or their designated Deputy in charge of the school in his/her absence
2. Parents notified of a school closure using the school communication system of MarvellousMe, website and facebook. Pupils will continue to be supervised by staff until parents arrive to collect their child.
3. The Local Authority informed of the action taken by the Headteacher.
4. The Diocese informed of the action taken by the Headteacher, as necessary.

9. Emergency Response Plans

9.1 Loss of Premises

Loss of premises may result from fire, flood, loss of essential utilities or if the building is within an area cordoned off by emergency services. This may occur during school hours, necessitating an evacuation, or during non-school hours preventing staff and pupil's access to the building. It is a critical function of the school to provide suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and Health & Safety requirements etc. In cases of an enforced closure school could utilise the learning platform and links on the website to learning opportunities. These together with other educational internet and paper based services provide methods for providing continuation of education provision. Alternative locations may have to be sought if the premises remain closed for a period of more than one week.

| Risk | Potential Workarounds | |
|--|---------------------------------------|---|
| Complete loss of site | Potential alternative sites: | 1: Local Community facilities, e.g. youth centres, libraries, sports or religious buildings – St Michael and All Angels' Church |
| | | 2: Former Wolverhampton school buildings |
| Partial loss of site | Use of alternative on-site buildings: | <i>Reduction in numbers of pupils on site may allow separate buildings or zones to remain in use, e.g. Loss of main building allows Sports Hall Prioritise year groups if necessary</i> |
| | Use of temporary accommodation | <i>Or hire temporary accommodation onto fields or car park to increase capacity</i> |
| | Use of off-site facility if available | <i>Either utilise off site facilities for whole year groups with amended times and coverage from staff allocated to sites to allow for travel between sites by staff. Depending upon facility prioritise which year groups are taught off site, e.g. if a disused primary site is available prioritise KS3 years. If a commercial site in city centre prioritise post 16. Community centres for KS1 and KS2</i> |
| Temporary loss of premises (utility failure) | Virtual learning | If learning platform and/or website still active use as resource |

9.2 Staff Shortage

The most likely scenarios involving a significant loss of staff are outbreak of disease (e.g. Pandemic influenza), fuel shortage, industrial action and severe weather. In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects. The severe weather procedures and industrial action procedures are well established and so will not be covered in this section.

It is a critical function of the school to provide a suitable number of qualified teaching staff to deliver the National Curriculum and suitably qualified and experienced support staff to assist in the education of pupils and running of other school services.

It is also important to consider 'Single Points of Failure' i.e. Exams Officer/Site Manager etc

| Risk | Potential Workarounds |
|------|-----------------------|
|------|-----------------------|

| | |
|---------------------|---|
| <p>Pandemic Flu</p> | <p>The overall objectives of the school approach to planning and preparing for an influenza pandemic are to:</p> <ul style="list-style-type: none"> • minimise the potential impact of a pandemic • supporting the continuity of service • supporting the continuation of everyday activities as far as practicable • promoting a return to normality at the earliest opportunity • instil and maintain trust and confidence by ensuring all stakeholders are engaged and well informed <p>Given the uncertainty about the scale, severity and pattern of development of any future pandemic, 3 key principles should underpin all pandemic preparedness and response activity:</p> <ol style="list-style-type: none"> 1. Precautionary: Plans must therefore be in place for an influenza pandemic with the potential to cause severe symptoms in individuals and widespread disruption to school. 2. Proportionality: the response to a pandemic should be no more and no less than that necessary in relation to the known risks. 3. Flexibility: there will need to be some flexibility and agility in the response to take account of local patterns of spread of infection, <p>A flu pandemic may occur in 2 waves, 3-9 months apart, with each wave lasting about 12 weeks. In addition to staff being off ill, you will also have staff being off to care for sick relatives etc.</p> <p>The framework follows advice issued by the Government.</p> <ul style="list-style-type: none"> • <i>Use of existing Cover Supervisors and Supply Teachers to cover for absences that are first identified</i> • <i>Seek to merge groups in same curriculum areas where pupil numbers are also impacted upon by the same pandemic</i> • <i>Rotate teachers and other staff to allow for all to receive some input and others to be supervised in study</i> • <i>Restructure timetable to allow for focussed working days around longer term absences and use of Learning Platform</i> • <i>Restructure school day to allow all groups some access to curriculum and some learning supported through Learning Platform</i> • <i>Prioritise certain year groups to receive key input at times of exam/SATs</i> • <i>Use line management structures to cover for key roles where applicable</i> • <i>Maintain daily contact with all staff via school communication</i> • <i>Review situation on a daily basis</i> |
|---------------------|---|

| | |
|---------------|---|
| | <ul style="list-style-type: none"> ● <i>Advise on whole school closure for fixed period of time to allow for decontamination and recovery providing learning through virtual learning options</i> |
| | <p>Bring in temporary cover as needs demand</p> <ul style="list-style-type: none"> ● <i>Use agency teaching staff to supplement adults available to support learning</i> ● <i>Use other non-qualified agency staff</i> ● <i>Use large spaces and/or breakout zones to double classes with one in house member of staff supported by one other</i> ● <i>Use existing exam invigilators to structure half year group activities led by two existing staff</i> ● <i>Use line management structures to cover for key roles where applicable</i> ● <i>Maintain daily contact with all staff via school communication</i> ● <i>Review situation on a daily basis</i> ● <i>Advise on whole school closure for fixed period of time to allow for decontamination and recovery providing learning through virtual learning options</i> |
| | <p>Hygiene precautions may be necessary</p> <ul style="list-style-type: none"> ● <i>Ensure staff and pupils displaying symptoms stay away from school and remain at home until incubation period over</i> ● <i>Close down and employ external organisation to decontaminate areas or even whole school site</i> ● <i>Send pupils home before lunch or not offering lunch to prevent cross contamination</i> ● <i>Advise on whole school closure for fixed period of time to allow for decontamination and recovery providing learning through virtual learning options</i> |
| Fuel Shortage | <p>Planning is essential for any organisation during a fuel shortage. It is crucial to have clear and concise messages ready to give to staff, stakeholders and suppliers in the event of disruption to the organisation. It is important to ensure that the appropriate message is delivered to the correct people in the correct way at the correct time.</p> |
| | <ul style="list-style-type: none"> ● Identify the key priorities that must be maintained ● Identify those which would be affected by a fuel shortage ● Consider how internal resources could be re-allocated to ensure the delivery of these priorities ● Identify how a reduction in service could be achieved while still delivering key priorities ● Assess the feasibility of increasing flexible working for staff (e.g. working from home) |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● What alternative forms of transport would be available if required. ● Is car-sharing possible for some staff? ● Encourage staff to use alternative means of transport instead of private vehicles ● Is it possible to organise communal travel for some staff, for example by taxi or minibus? ● Are there local hotels or other facilities where staff could stay? ● During a fuel shortage there may be other demands on staff (e.g. children may not be able to attend school, staff sickness). Consideration should be given to the impacts of these situations. ● Consider reducing the number of meetings or length of the day |
|--|--|

9.3 Failure of ICT/Data/Telephony

| <p>Failure of ICT within school could be caused by a variety of reasons such as fire, flooding, power cut. It is important to ensure that the main server is resilient with separate power supply but if this not possible, back up arrangements should be in place.</p> | | |
|--|----------------------|--|
| Risk | Critical ICT Systems | Workaround Options |
| Failure/catastrophic loss of data systems | SIMS/PS Financials | <ul style="list-style-type: none"> ● Use of a secure external network, virtualised network or secure cloud that can be accessed via the internet to allow extra back up and protection for your files ● Manual workarounds: ensure there is a record of where pre-printed forms etc are stored and that there are procedure guides to inform their use where necessary ● Access systems via the internet outside of your network for secure, cloud based applications. ● Ensure that anyone who requires ICT to undertake critical activities has the ability to work at home where possible and appropriate. ● Using different ways of working. This could include: changing work patterns, suspending 'non critical' activities to focus on your priorities and assist the recovery of critical systems in the first instance with a phased approach for all other ICT 'non critical' activities. |

| | | |
|-----------------------------------|--|---|
| Failure of ICT Server/ systems | Curriculum delivery | <ul style="list-style-type: none"> • Flexible lesson plans • Access systems via the internet outside of your network for secure, cloud based applications. • Ensure that anyone who requires ICT to undertake critical activities has the ability to work at home where possible and appropriate. • Ensure that critical equipment is taken home where practical and possible and consider procuring mobile equipment for these users. |
| | Whole school Power Failure – Critical | <p>Should the school suffer a complete power failure then all the computers would shutdown. The servers have uninterruptible power supplies (UPS) and would shut themselves down automatically after 15 minutes. The UPS's would safely shutdown the servers resulting in no loss of server data. All data from the desktops which is not already saved to the servers would be lost.</p> <p>A whole school power failure would result in the closure of the school until the situation was resolved. Once the power was restored then all the servers would need manually restarting.</p> <p>There is no effective workaround to this problem. The school would need to liaise with the utilities power supplier to determine the seriousness of the problem and the downtime.</p> |
| | Partial Power Failure main block -Critical Downtime - Unknown | <p>A failure of the power supply to the main block would result in the loss of the Server Room and all the main ICT rooms.</p> <p>There is no effective workaround to this problem. The school would need to liaise with the utilities power supplier and electrician to determine the seriousness of the problem and the downtime.</p> |
| | Partial Power Failure – Server Room – Serious Downtime – Max 1 Day | <p>A failure of power to the Server Room would result in the failure of the whole network due to the loss of the core switches.</p> <p>It may be possible to rig up a temporary power supply or replace the defective parts.</p> |

| | | |
|--|--|--|
| | <p>Failure of Switches – Seriousness Limited</p> <p>Downtime – less than a day</p> | <p>The two core switches have several redundancy features already built-in but it is still possible for them to fail totally.</p> <p>Replacement of the switch would take around 48 hours. 99% of services are fault tolerant across both core switches so zero downtime would take place unless both switches were to fail at once. The other 5% of services could be swapped into the opposite switch within 15 minutes.</p> <p>Failure of Hub room switches would cause limited data loss and loss of connectivity to a specific area only.</p> |
| | <p>Failure of Storage Area Network (SAN) – Serious</p> <p>Downtime – Max 1 Day for replacement + Max 1 day for restoration</p> | <p>The failure of the Storage Area Network (SAN) would cause loss of access to all data on the network including virtual servers.</p> <p>HP would have to be called and worst case a replacement unit would be shipped to site the same day. A further day may be required for restoration from backup.</p> |
| | <p>Failure of MIS Server – Seriousness Limited</p> <p>Downtime – 3-6 hours</p> | <p>Loss of MIS system and finance systems. Copy functionality to another server. Restore backups if necessary.</p> |
| | <p>Failure of Backup Server – Seriousness Limited</p> <p>Downtime – None</p> | <p>The failure of the Backup server would not allow us to backup or recover data.</p> <p>Transfer operation of Backup server temporarily to another machine. Fix Backup server as soon as possible.</p> |
| | <p>Failure of Lightspeed Filter – Seriousness Limited</p> <p>Downtime – None</p> | <p>Should the Lightspeed internet filter server fail then it is currently configured to fail ‘Open’; which would mean internet access would not be affected however would be completely unfiltered.</p> |

| | | |
|-------------------|---|---|
| | Failure of Office 365 system – Seriousness Limited Downtime – 1 days | Loss of email access to the domain accounts. This is an externally managed cloud based system from Microsoft. MS would resolve the issues and restore any data lost from backup. |
| | Loss of internet Downtime – Unknown | This item is controlled by the WCC and as such we have no control over repair times. |
| Loss of Telephony | <p><i>The school has mobile phones, situated in the school Office, which could be used in an emergency.</i></p> <p><i>Alternatively, internet based telephone access could be provided e.g. Skype</i></p> <p><i>The school communication system could be used for text messaging and/or email, assuming ICT systems are still working</i></p> <p><i>Any such issues and changes in immediate access would be provided to key contacts in case of emergency and made available on the school website</i></p> | |

9.4 Loss of Utilities

| In the event that the school lost any of the utilities, consideration would need to be given to what would the impact of the loss be and how long would the school continue to operate safely? | |
|--|--|
| Total Loss of 1 or more utilities | <ul style="list-style-type: none"> • Discuss with suppliers whether they have robust Business Continuity Plans in place • Are there alternative suppliers if the primary supplier fails? |
| | <p><u>During Normal Open Hours</u></p> <p>The Business Manager is to contact the appropriate utility company to ascertain a timescale for the loss of the utility</p> <p>This information is to be forwarded to the Headteacher for discussion</p> <p>The decision as to whether or not the school will need to close will take the following into consideration:</p> <ul style="list-style-type: none"> • How long we are expected to be without electricity/gas/water; • Time of day the loss occurred; • The weather at the time (is there adequate natural light to continue?); • The external temperature (will rooms stay warm enough to continue?); • Will facilities and washrooms be able to be used? <p>If the decision to close the school is made then the emergency closure procedures will be followed (see section 8).</p> |

| | |
|--|---|
| | <p><u>Out of Hours</u></p> <p>The Site Manager to contact the appropriate utility company to ascertain a timescale for the loss of the utility.</p> <p>Site Manager to contact the Headteacher to advise them of the situation.</p> <p>If the decision to close the school is made, then the emergency closure procedures will be followed (see section 8).</p> |
|--|---|

10. **Recovery**

Long-term recovery may be affected by decisions made during the initial actions phase, so recovery issues should be taken into account by the SERT from the outset. Dependent on the nature of the incident recovery may take months or even years to achieve (for instance if a full rebuild is required after a fire, or if injuries or deaths occur) and will include ways of keeping the school community together during any period of dispersion, or commemorating the event on anniversaries.

APPENDIX A: Incident logs

Appendix A.1 Incident Log

[illegible]

Appendix A.2 Delegated Actions Log

| Action List | | | |
|---------------|--------------------------|------------------|-----------|
| Completed By: | | Sheet Number: | |
| Incident: | | Date: | |
| No | Action | Issued To | Sign/Time |
| 1 | <u>Summary of action</u> | | |
| 1 | | <u>Follow up</u> | |
| 2 | <u>Summary of action</u> | | |
| 2 | | <u>Follow up</u> | |
| 3 | <u>Summary of action</u> | | |
| 3 | | <u>Follow up</u> | |
| 4 | <u>Summary of action</u> | | |
| 4 | | <u>Follow up</u> | |
| 5 | <u>Summary of action</u> | | |
| 5 | | <u>Follow up</u> | |
| 6 | <u>Summary of action</u> | | |
| 6 | | <u>Follow up</u> | |
| 7 | <u>Summary of action</u> | | |
| 7 | | <u>Follow up</u> | |
| 8 | <u>Summary of action</u> | | |
| 8 | | <u>Follow up</u> | |

Appendix A.3 Casualty Log

| Slateboard | | | | | |
|---------------|---------|---------|-----------|---------------|-----------|
| Completed By: | | | | Sheet Number: | |
| Incident: | | | | Date: | |
| No . | Missing | Injured | Condition | Location | Sign/Time |
| 1 | | | | | |
| Action taken | | | | | |
| 2 | | | | | |
| Action taken | | | | | |
| 3 | | | | | |
| Action taken | | | | | |
| 4 | | | | | |
| Action taken | | | | | |
| 5 | | | | | |
| Action taken | | | | | |

Appendix A.4 Emergency Services Contact Log

| | | | | | |
|-----------------------------------|---------------------|---------------|---------------------|----------------------|--|
| Emergency Services Contact | | | | | |
| Completed By: | | | | Sheet Number: | |
| Incident: | | | | Date: | |
| No . | Organisation | Number | Contact Name | Sign/Time | |
| 1 | | | | | |
| Summary of discussion | | | | | |
| Next Steps | | | | | |
| 2 | | | | | |
| Summary of discussion | | | | | |
| Next Steps | | | | | |
| 3 | | | | | |
| Summary of discussion | | | | | |
| Next Steps | | | | | |

APPENDIX B

Agenda for First SERT Meeting

1. Background and Situation Report as known (Chair)
2. Updates and actions:
 - Confirm all persons accounted for
 - Current state
 - Welfare (staff, pupils, visitors)
 - Arrangements for accompanying casualties to hospital (if applicable)
 - Premises
 - Critical items recovered/still in situ
 - Estimate of return
 - Current arrangements for retaining staff
 - Outstanding welfare issues
 - Communications
 - Message given out to staff
 - New contact number for public
 - Public message via LA Press Officer
 - Collect contact numbers for team members.
 - Continuity and Recovery
 - Critical services affected
 - Options to work around disruption
 - Resources shortfall
 - Alternative premises identified (if applicable)
3. Time of next meeting
4. Distribution List:
 - Leadership Team
 - Chair of Governors