Business Continuity Plan

The Children's Endeavour Trust comprises of:

Abbot's Hall Community Primary School
Bosmere Community Primary School
Broke Hall Community Primary School
Chilton Community Primary School
Combs Ford Primary School
Freeman Community Primary School
Springfield Junior School
Whitehouse Community Primary School

Document Control

Version	Date	Author	Comments
Issue 1	13th Feb '19	Trust Board	Review Spring 2020.
Issue 2	12th Feb '20	Trust Board	Review Spring 2021.
	May '20	CEO	New school details added, offsite arrangements, documents, information and equipment adapted.
	Feb '22	Trust Board	Review Spring 2022
	July '23	Trust Board	Re-adopted

Owner: CEO
Approver: Trust Board
Statutory Policy: Yes
Review Cycle: Annual
Approval date: 13th July 2023

Contents

1. About this Plan

1.1 Plan Purpose

To provide a flexible response so that Children's Endeavour Trust Schools can:

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

If possible, this plan should be tested or exercised, the most common form of exercise is a 'table-top exercise' which brings all the key players together to 'walk through' a scenario using the plan.

1.2 Plan Remit

The following functions are covered by this plan:

- Teaching
- Exams
- Catering
- Premises management, eg security, property and equipment maintenance, cleaning
- School administration
- Extended services
- Finance

The following premises are covered by this plan:

- Classrooms
- Kitchen
- Toilets
- Hall
- Library
- Offices
- Staff only areas, eg staffrooms
- Outside areas, including playgrounds and fields

1.3 Plan Coordinator

The Headteacher of each school is this plan's owner and responsible for ensuring that it is maintained, exercised and updated. He/she should inform those staff that have a key role in the implementation of this plan (such as the Incident Management Team) that this plan exists, where it can be found in an emergency and what their roles are likely to be.

1.4 Plan Storage

Key players are required to safely and confidently store a copy of the plan at the school and off-site, ie at home.

A list of documents, information and equipment that may be required in such a situation can be found in Appendix H.

1.5 Plan Review

The Plan should be reviewed annually in conjunction with the review of the Critical Incident Policy.

2. Identifying Risk and Plan Activation

2.1 Possible Disruptions

This Plan will be activated in response to an incident causing significant disruption to the school's critical services and activities to such an extent that they threaten:

● Pupil education
● Pupil and staff health, safety and welfare
● The school's reputation
● The school's financial viability

Examples of circumstances include:

● Long term loss of key staff or skills, e.g. head/senior teachers, business managers, caretakers, ICT technicians
● Mass staff absence, e.g. flu epidemic, industrial strikes, lottery syndicate win
● Loss of premises – partial or full, e.g. fire, flood, disturbance of Asbestos Containing Materials (ACM's)
● Utilities disruption, e.g. gas, electricity, water supplies
● Loss of IT, e.g. server failure, power, virus
● Loss of a key resource e.g. an external supplier/partner vital to delivery of a critical school activity such as catering provider
● Telephony failure
● Transport disruption, e.g. local area cordoned off by emergency services
● Bad weather
● Other local hazards

Their impact (A):	and likelihood (B):
1 – Insignificant	1 – Rare
2 – Minor	2 – Unlikely
3 – Moderate	3 – Possible
4 – Major	4 – Likely
5 – Catastrophic	5 – Almost Certain

	Possible Disruption	Impact (A)	Likelihood (B)	Risk Rating (AxB)
1	Loss of key staff	4	4	16
2	Loss of premises	5	3	15
3	Mass staff absence	4	3	12
4	Utilities disruption	4	3	12
5	Loss of IT	3	3	9
6	Telephony failure	3	3	9
7	Incident locally	3	3	9

2.2 Responsibility for Plan Activation

A member of the nominated School Incident Management Team will take overall responsibility of the school's response to an incident and bring together the Incident Management Team. Most commonly this would be the Headteacher or their deputy.

2.3 Location

The most appropriate location (off-site) for the Incident Management Teams to meet are:

School	Offsite Location
Abbot's Hall	Combs Ford Primary School
Bosmere	Needham Community Centre
Broke Hall	Copleston High School
Chilton	Combs Ford Primary School
Combs Ford	Clubhouse/Trinity Primary School
Freeman	EYFS or Stowupland High School
Springfield Juniors	Springfield Infants
Whitehouse	Westbourne Academy

2.4 Records

An Incident Log must be opened as soon as this plan is invoked, see Appendix B.

2.5 Activation Process

Incident occurs

School Incident Management Team (SIMT) alerted to the incident

If unavailable, an appropriate Deputy should be alerted

Steps taken to assess the scale, severity and impact of the incident

Incident has little or **no impact** on critical functions

Monitor situation

Incident has **significant impact** on critical functions

Yes

Yes

Continuity Plan **not** activated

Activate Continuity Plan and utilise appropriate business continuity strategies

Ensure key decisions and actions are logged

Inform key stakeholders of plan activation and undertake appropriate communication actions

Incident Management Actions

Business Continuity Actions

Recovery and Resumption Actions

TIME TIME TIME TIME TIME

3.0 Roles and Responsibilities

3.1 School Incident Management Team

Role	Responsibilities	Accountability/Authority
Headteacher	- Senior responsible owner of Business Continuity Management in the School - Ensuring the School has capacity within its structure to respond to incidents - Determining the School's overall response and recovery strategy - Liaising with Trust CEO	The Headteacher has overall responsibility for day-to-day management of the School, including lead decision-maker in times of crisis. The Headteacher will keep the CEO informed.
Business Continuity Co-ordinator	- Business Continuity Plan development - Developing continuity arrangements and strategies, eg alternative relocation site, use of temporary staff etc. - Involving the School community in the planning process as appropriate - Plan testing and exercise - Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved - Training staff within the School on Business Continuity - Embedding a culture of resilience within the School, involving stakeholders as required	Business Continuity Co-ordinator reports directly to the Headteacher and will usually be a member of the School Incident Management Team.
School Incident Management Team (*including Business Continuity Coordinator and Headteacher*)	- Welfare of Pupils - Leading the School's initial and ongoing response to an incident - Declaring that an 'incident' is taking place - Activating the Business Continuity Plan - Notifying relevant stakeholders of the incident, plan activation and ongoing response actions	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

	● Providing direction and leadership for the whole School community	
	● Undertaking response and communication actions as agreed in the plan	
	● Prioritising the recovery of key activities disrupted by the incident	
	● Managing resource deployment	
	● Staff welfare and employment issues	

3.2 Additional Response and Recovery Roles

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

Role	Responsibilities	Accountability / Authority
Incident Log owner (record keeper)	● Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Headteacher or School Incident Management Team
Media Co-ordinator	● Collating information about the incident for dissemination in Press Statements ● Liaison with CEO to inform media strategy	The Media Coordinator should assist with providing information to the CEO but should not undertake direct contact with the Media.

Stakeholder Liaison	● Coordinating communication with key stakeholders as necessary. This includes (but does not cover all):
	
	   o Governors
	
	   o Parents/Carers
	
	   o Key Suffolk Council Services
	
	   o School Crossing Patrol
	
	   o School Transport Providers
	
	   o External Agencies, eg Emergency Services, Health & Safety Executive (HSE)
	
	   o Extended School Organisation
	
	   o Lettings
		All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable).

Role	Responsibilities	Accountability / Authority
Facilities Manager	• Undertaking duties as necessary to ensure site security and safety in an incident • Liaison with the School Incident Management Team to advise on any issues relating to the school physical infrastructure • Lead point of contact for any Contractors who may be involved in incident response	Reporting directly to the Headteacher or School Incident Management Team.
ICT Coordinator	• Ensuring the resilience of the School's ICT infrastructure • Liaison with Suffolk County Council ICT support and/or external providers • Work with the Business Continuity Coordinator to develop proportionate risk responses	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident reports to the School Incident Management Team
Recovery Coordinator	• Leading and reporting on the School's recovery process • Identifying lessons as a result of the incident • Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the Plan development	Is likely to already be a member of the Incident Management Team. They will however remain focussed on leading the recovery and resumption stage. Reports directly to the Headteacher.
Data Protection Officer	• In the event of a data breach or loss of data, ensure that all key decisions are actions taken in relation to the incident are investigated, recorded and reported in line with GDPR requirements. • If appropriate, inform the ICO of the incident	The DPO should advise and support the Incident Management Team on matters related to Data Protection. Reports directly to the Headteacher or delegated member of the Incident Management Team.

3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority

Governing Body	● Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents ● Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery ● Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable ● Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers	Liaising with the Headteacher or School Incident Management Team and Trust CEO in response to a crisis. Reporting progress in developing Business Continuity Plans to Parents/Carers.

4.0 Incident Management

For pre-planned incidents or slowly developing scenarios, such as flu pandemics, a pre-planned strike, forecast of heavy snow, power outage or computer virus, but have the potential to disrupt School activities, turn to Section 5.0.

4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

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

4.2 Incident Management Actions

	Action	Further information/details	Actioned? *(Tick/cross/initial as appropriate)*
1	Make a *quick* initial assessment: ● Survey the scene ● Assess (ie scale/severity, duration and impact) ● Disseminate information to others	Gather and share information to facilitate decision-making and enhance the response *A full impact assessment form can be found in Appendix C*	

2	Call the Emergency Services (as appropriate)	Phone 999 *Other emergency contacts can be found in Appendix A*	

	Action	**Further information/details**	**Actioned?** *(Tick/cross/initial as appropriate)*
3	● Evacuate the school building, if necessary ● Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors ● If there is time, and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities, eg safeguarding files, exam papers, data collection sheets ● Notify relevant stakeholders of site evacuation	● Use normal fire evacuation procedures for the School ● Consider arrangements for staff/pupils with special needs ● If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate *Key contacts list in Appendix A*	
4	Ensure all School pupils and staff, extended school pupils and staff, and any visitors report to the Muster (Assembly) Point	The normal Muster Point for the School is the playground by the field. Other locations available dependant on circumstances. Should the situation require off site assembly this will be as detailed in section 2.3 of this policy.	
5	Complete a roll call. Consider the safety of all pupils, staff, contractors and visitors as a priority	Use pupil class lists, pupil in/out book, pupil absence list, staff signing in sheets, visitor book. Check with kitchen and extended school staff	
6	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	
7	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	

	Action	Further information/details	Actioned?
8	Identify School Incident Management Team to undertake specific emergency response roles	*See Section 3 for information on roles and responsibilities*	
9	Ensure a log of key decisions and actions is started and maintained throughout the incident	*The log template can be found at Appendix B*	

	Action	**Further information/details**	**Actioned?** *(Tick/cross/initial as appropriate)*
10	Record names and details of any pupils, staff, contractors or visitors who may have been injured or affected by the incident as part of the incident record keeping	*If appropriate, a separate Casualty / Fatality log can be found in Appendix G*	
11	Take further steps to assess the impact of the incident Agree response / next steps	Continue to record key decisions and actions in the Incident Log *An Impact Assessment form can be found in Appendix C*	
12	Log details of any items lost by pupils, staff, visitors etc. as a result of the incident	*A Lost Property form can be found in Appendix E*	
13	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resources, advice and guidance	*See Key Contact List in Appendix A for Local Authority and Other contacts*	
14	If appropriate, contact the LA Press Office	*See Appendix A*	

	Action	Further information/details	Actioned?
15	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the School community at all times. Consider your business continuity strategies, i.e. alternative ways of working, re-location to the recovery site etc. to ensure the impact of the disruption is minimised. Consider transport for those with mobility needs. *Business Continuity Strategies are documented in Section 5.* Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of an emergency school closure.	
16	Ensure staff are kept informed about what is required of them	Consider: ● what actions are required ● where staff will be located ● notifying staff who are not currently in work with details of the incident and actions undertaken as a result	

	Action	**Further information/details**	**Actioned?** *(Tick/cross/initial as appropriate)*
17	Ensure pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs.	
18	Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident. Parents/Carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Communication with Parents will be via ParentMail. This will be managed by GVITs (offsite) through the means of templates. Agree arrangements for parents/carers collecting pupils at an appropriate time from a given location.	

19	Ensure Governors are kept informed as appropriate to the circumstances of the incident	*Contact details can be found in Appendix A* Agree the frequency of situation reports	
20	Consider the wider notification process and the key messages to communicate	Local radio stations in conjunction with SCC. - *see Appendix A*	
21	Communicate the interim arrangements for delivery of critical School activities and the cancellation of non-critical activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate: ● Heathlands ● Springfield Infants ● After school and evening lettings ● Curriculum services, eg music and ITFC *See Appendix A*	
22	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident *The Financial Expenditure Log can be found in Appendix F*	
23	Notify Insurers, as appropriate	*See Appendix A*	
24	Consider appropriate route and ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave the site and identify suitable support and risk control measures as required	

5.0 Business Continuity

5.1 Purpose of the Business Continuity Phase

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

5.2 Business Continuity Action Card

	Action	Further info/details	Actioned? *(tick/cross as appropriate)*
1	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, there may be a need for additional/specific input in order to drive the recovery of critical activities, this may involve external partners	
2	Evaluate the impact of the incident	Take time to understand the impact of the incident on 'business as usual'. School activities by communicating with key stakeholders to gather information Consider the following: ● Which School activities are disrupted? ● What is the impact over time if these activities do not continue? ● Would the impact be: Manageable? Disruptive? Critical? Disastrous? ● What are current staffing levels? ● Are there any key milestones or critical activity deadlines approaching, eg exams? ● What are the recovery time objectives? ● What resources are required to recover critical activities?	
3	Plan how critical activities will be maintained, utilising pre-	Consider:	

		Immediate priorities	
	identified or new Business Continuity Strategies (Section 5.3)	● Immediate priorities ● Communication strategies ● Deployment of resources ● Finance ● Monitoring the situation ● Reporting ● Stakeholder engagement Produce an Action Plan for this phase of response	

	Action	**Further info/details**	**Actioned?** *(tick/cross as appropriate)*
4	Log **all** decisions and actions, including what you decide **not** to do and include your decision making rationale	Use the Decision and Action Log to do this – *Appendix B*	
5	Log all financial expenditure incurred	*Appendix F*	
6	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff. See Section 3.2	
7	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues	
8	Deliver appropriate communication as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders, eg Staff, Parents/Carers, Governors, Suppliers, Local Authority, Central Government Agencies, Lettings, Local Residents	

5.3 Business Continuity Strategy Cards

	Arrangements to manage a LOSS OR SHORTAGE OF STAFF AND/OR SKILLS	**Further information**
1	Use of temporary staff, eg Supply Teachers (LA and 4myschools), temporary increase of hours for Part-time Staff	

		Further information
2	Multi-skilling and cross-training to ensure staff are capable of undertaking difference roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (known) staff absence eg maternity leave. School purchases enhanced finance and ICT services from CSD and additional bursar support also available.	
3	Using different ways of working to allow for reduced workforce, this may include: ● Larger class sizes (subject to adult and child rates) ● Use of HLTAs and Learning Support Assistants ● VLE opportunities ● Team activities and sports to accommodate larger numbers of pupils at once	
4	Suspending 'non critical' activities and focusing on priorities	
5	Using mutual support agreements with other Schools	
	Arrangements to manage a LOSS OR SHORTAGE OF STAFF AND/OR SKILLS	**Further information**
6	Ensuring Staff management issues are considered, ie managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage a DENIAL OF ACCESS TO PREMISES OR LOSS OF UTILITIES	**Further Information**
1	Using mutual support agreements with other Schools	
2	Localising the incident, eg isolating the problem and utilising different sites or areas within the School and grounds	Separate boilers heat different areas of the School
3	Arrange off-site activities/rotate between year groups if school partially open	
4	Hire in temporary quick-assemble accommodation, eg Portakabins	

		Further information
5	Emergency support for utilities failures purchased through Property Division	
6	Deploy emergency generator for power loss	

	Arrangements to manage LOSS OF TECHNOLOGY / TELEPHONY / DATA / POWER	Further information
1	Backups stored off site at other Primary school. Reciprocated.	
2	Key IT applications and software stored within backups	
3	Reverting back to paper-based systems, eg paper registers	
4	Flexible lesson plans and use of whiteboards	
5	Uninterruptible Power Supply (UPS) to enable servers to shutdown in a managed way	
6	Emergency lighting in corridors	
7	Telephone system maintenance contract in force. Redirect land line to a mobile phone or alternative location for emergencies. Parentmail available	*See Appendix A – Key Contact List*
8	Finance Systems hosted on online 'cloud.'	

6.0 Recovery and Resumption

6.1 Purpose of the Recovery and Resumption Phase

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

6.2 Recovery and Resumption Action Card

	Action	Further information/details	Actioned? *(tick/cross as appropriate)*
1	Agree and plan the actions required to enable recovery and resumption of normal working practices	Agreed actions to be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	

2	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of external services such as counselling	
3	Once recovery and resumption actions are complete, communicate the return to 'business as usual'	Ensure all staff are aware that the business continuity plan is no longer in effect. Consider also Parents/Carers, the LA and other outside agencies, lettings	
4	Carry out a 'debrief' of the incident with Staff (and possibly the Pupils). Complete a report to document opportunities for improvement and any lessons identified.	The incident debrief report should be reviewed by all members of the School Incident Management Team and in particular the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the School	
5	Review the Continuity Plan in light of lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this Plan. Ensure any revised version of the Plan is read by all members of the potential Business Continuity Team	

Appendix A

Key Contacts List (redacted)

Appendix B

Log of Events, Decisions and Actions			
Completed by		Sheet Number	
Incident		Date	
Time	Log Details		Actioned by
24hr clock			

Appendix C

Impact Assessment Form			
Completed by		Incident	
Date		Time	

Question	Logged Response
How were you made aware of the incident?	
What is the nature of the incident? (eg type, location, and severity)	
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)	
Have the Emergency Services been called?	
Is the incident currently affecting School activities? If so, in which areas?	
What is the estimated duration of the incident?	
What is the actual or threatened loss of workforce?	Over 50% 20 – 50% 1 – 20%
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)	
Which work areas have been destroyed, damaged or made unusable?	
Is there any evidence of structural damage?	
Which work areas are inaccessible but intact?	

Are systems and other resources unavailable? (include computer systems, telecoms, alarm systems, CCTV, other)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other relevant information	

Appendix D

Critical Services and Activities

Recovery Time Objective	Critical Service/Activity	Service Details	Responsible Person
1 day	Examinations	Enable pupils to sit exams - SATS	
	Maintain site safety and security	Provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements, health & safety legislation etc	
1 week	Teaching	Deliver the requirements of the National Curriculum including the duty to provide 190 days education	
	Catering	Provision of free school meals to national standards	
	Cleaning	Carry out general cleaning, eg toilets, establish refuse/waste collections	
2 weeks	Teaching Support	Assist in the education of pupils and running of establishment services	
	Administration	Administer key administrative functions, eg admissions, correspondence, financial management, basic ICT	
1 month	Coursework	Safekeeping of coursework including electronic documentation and other physical items	
	Records	The keeping of suitable records in relation to staff/pupils and general administrative functions, eg assessment data, pupil admissions and attendance, finance	
	Property and equipment maintenance	Ensure the long term functionality of all buildings, plant and equipment	
	Extended Services	After school clubs and activities, lettings	

The service may need to comply with a statutory duty. Criticality may depend on the time of year that the incident happens.

Appendix E

Lost Property Form				
Completed by			Incident	
Date			Time	

No.	Name	Status (eg staff, pupil, visitor)	Details of possessions lost/left behind	Where were possessions situated?

Appendix F

Financial Expenditure Log					
Completed by			Incident		
Date			Time		

Date	Details (what, for whom etc)	Total cost inc. VAT	Payment method	Transaction made by	Transaction authorised by

Appendix G

Casualty / Fatality Report			
Report raised by		Date report raised	
Name of casualty		Status of casualty	Staff/pupil/visitor/other
Name of next of kin		Contact details of next of kin	

Details of incident/ injury	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Appempleted by	Date

Witness statement / notes	

Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes

Completed by	Date

Witness statement / notes	
Completed by	Date

Appendix H

Contents of 'Grab Bag':
Documentation, Information and Equipment Required in an Emergency Situation

Section	Details
Business Continuity	Business Continuity Plan
	Spare copies of forms in Appendices
	Class registers and daily absence list
	Key contact details including ● Governors ● Parents/Carers ● Local Authority and other stakeholders
Organisational Information	Policies and Procedures (Staff handbook)
	School logo
Financial Information	Bank, insurance, payroll
	Invoices, purchase orders
	Financial procedures
	Purchasing card and store card details
	Inventory ● IT equipment ● Library stock ● Other furniture and equipment
Staff Information	Staff contracts
	Emergency contact details
IT Resources/Equipment	Software licences and key codes
	Telephone list
	Back up and date restoration routine
Equipment and Other Items	First Aid Kit
	Ordnance Survey map of local area
	Wind up Torch

	Disposable camera and film
	Hazard barrier tape
	School floor plan
	Whistle
	Hi-viz jackets
	Key to main gas tap cupboard
	Screwdriver
	Stationery supply - pens, pencils, permanent markers, clipboards, note paper, Blutack, Sellotape, drawing pins etc

Appendix I

Identifying, Evaluating and Managing Risks

Guidance for completing the risk matrix:

Probability (or Likelihood)	
Description	**Indicators**
5 Very likely	The risk *will* emerge
4 Likely	The risk *should* emerge
3 Unlikely	The risk *could* emerge
2	The risk is *unlikely* to emerge

Very unlikely	
1 Impossible	This risk *will not* emerge

Impact (or Consequence)	
Description	**Indicators**
5 Major	The risk has a *major* impact if realised
4 Significant	The risk has a *significant* impact if realised

3	The risk has a *moderate* impact if realised	Minor	
Moderate		1	The risk has *no consequence* if realised
2	The risk has a *minor* impact if realised	No consequence	

To establish the risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1 - 5). See table below.

Score	Risk Description	Action Required
25	Extreme Risk	Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	Take appropriate action to manage risk
< 6	Low Risk	Risk to be removed from register with monitoring activity to assess changes in risk rating in the future

Possible Disruption	Impact (A)	Likelihood (B)	Risk Rating (AxB)	Risk Controls	Additional Controls Required (if any) i.e. Action Plan	Lead for Risk Control Activities

1	Loss of key staff	4	4	16	• Wellbeing contract • Staff absence policy • Multi-skilled staff for key leadership roles • Succession planning • Enhanced ICT and finance support purchased	• ICT Handbook to be written and available	
2	Loss of premises	5	3	15	• Fire prevention procedures • Security policy • On-site caretaker • Property maintenance contract with LA	• Investigate offsite backing up of SIMS data and other files and folders • Investigate closer links with local schools • Agree plan of communication with parents in an emergency • Agree plan of communication with staff out of hours	
3	Mass staff absence	4	3	12	• HLTAs employed • Contract with 4myschools • Wellbeing contract • Part-timers available to work extra hours		
4	Utilities disruption	3	3	9	• Property maintenance package		

					purchased includes emergency support		
5	Loss of IT	3	3	9	• Multiple storage points for backups	• No off-site backing up Review IT infrastructure - loss of ICT office would result in loss of ICT across the school	
6	Telephony failure	3	3	9	• Maintenance contract purchased • ParentMail enables communication to parents by email/text		
7	Incident locally	3	3	9			

Incident Management Decision-Making Tool

Information *What do you know/what do you **not** know?*	Issues *What are the problems/issues arising from that piece of information?*	Ideas *What are the ideas for solving the issues/problems?*	Actions *What are you going to do?* *What are you **not** going to do? Who is responsible?* *What are the timelines?*

Appendix K

Minimum Resources Required to Maintain/Recover Critical Services			
Resource	Absolute minimum number	Ideal number	Further details/comments
Staff			
Teachers			
Classroom Support			
Administrative			
ICT			
Caretaking			
Other			
Premises			
Classrooms			
Nurture			
Offices			
Meeting rooms/ interview areas			
Stores			
Other			
Furniture			
Classroom desks			
Classroom chairs			
Teacher desks			
Teacher chairs			
Office desks			
Office chairs			

Safes			
Other			
Equipment			
Office phones			
Mobile phone			
Printer/copier/fax			
Shredders			
Classroom Whiteboards			
Other			
Hardware and Networking			
Networked workstations			
Local PCs			
Access to other systems			
Software			
Email, internet			
SIMS			
Admin software			
Teaching software			
Special Provisions			
Public access requirements			
Accessibility requirements			
Other			