

## **beatrice tate school**

<b>Policy status</b>	<b>Non-statutory</b>
<b>Reviewed</b>	<b>3<sup>rd</sup> February 2025</b>
<b>Next review date</b>	<b>February 2027</b>

### **Safeguarding Statement**

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Version	Date	Author	Description of change
December 2022	05.12.22	WH	Reviewed and updated
February 2025	03.02.25	WH	Reviewed and key personnel details updated Page 30: Risk 13 HT; Risk 14 SBM risk reduced to MEDIUM

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# 1. About this Plan

This plan has been put into place in the event of a serious incident which adversely impacts on the school's critical activities. Beatrice Tate School provides education for secondary aged students with severe, and profound and multiple learning difficulties. In implementing this plan, it is paramount that the school provides at all times for the well-being and welfare of students. It is acknowledged that providing a suitable and safe alternative environment for the school in emergency will be challenging given that students require specialist equipment and resources to meet their special educational needs.

## 1.1 Plan Purpose

To provide a flexible response so that Beatrice Tate School can:

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

## 1.2 Plan Remit

The following activities are covered by this Plan:

- Teaching and learning, administration, catering and any out of school hours activities.

The following premises are covered by this Plan:

- Beatrice Tate School, 41 Southern Grove, Mile End, London E3 4PX

## 1.3 Plan Owner

The Governing Body of Beatrice Tate School own this Business Continuity Plan. However, in practice, responsibility for ensuring that the Plan is maintained accurately, reviewed and updated regularly, and tested, is delegated to the Headteacher, supported by the school administration and premises team.

## 1.4 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE
Wayne Hazzard	Headteacher
Amanda Lambert	Deputy Headteacher
Diana Roig	Assistant Headteacher
Jack WalkerWoo	Assistant Headteacher
Ania Dubinska	Assistant Headteacher
Kerri Ovel	Assistant Headteacher
Samantha Kempley	Business Continuity Coordinator
Isobel Cattermole	Chair of Governors
Michaela Alexander	Administration Officer
Jilu Rahman	Home School Liaison Officer
Paul Cox	Premises Manager
Kieran Cenac	Site Officer

## 1.5 Plan Storage

All those on the distribution list above are required to store a copy of this plan safely and confidentially at their regular place of work **and** off-site.

## 1.6 Plan Review Schedule

This Plan is a working document which will be updated as required and formally reviewed in line with the School's review timetable. The next review of the Plan is scheduled for October 2026.

## 1.7 Testing this Plan

This Plan will be tested in theory at least once per academic year. The date will be determined and communicated by the Headteacher.

# 2. Plan Activation

## 2.1 Circumstances

This Plan will be activated in response to any incident causing significant disruption to the School, particularly to the delivery of key/critical activities.

Examples of circumstances triggering activation of this Plan include:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School, Emergency Services' cordon preventing access, school facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity, such as catering provider or any providers of transport or lack of access to students' medicines.

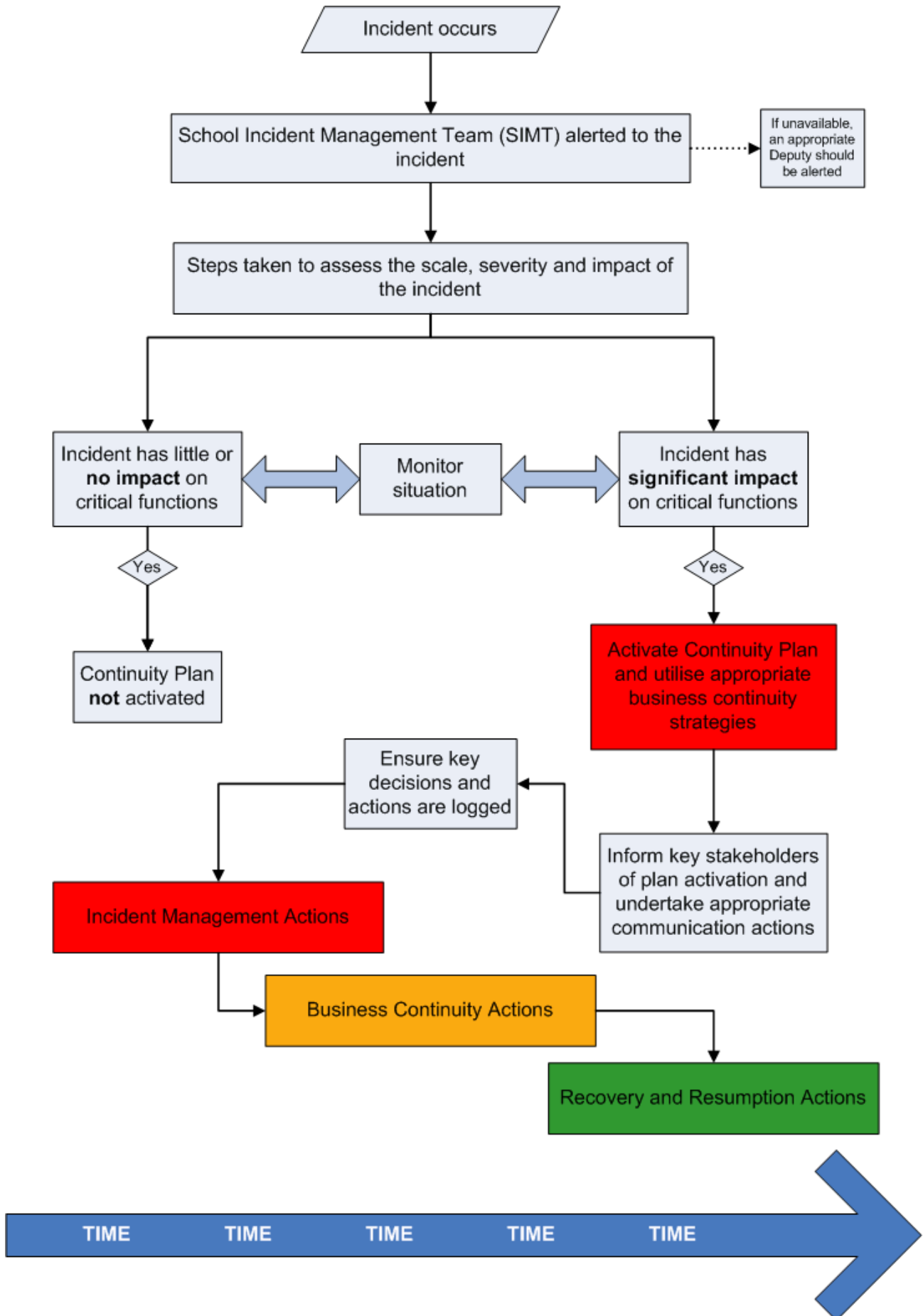
## 2.2 Responsibility for Plan Activation

A member of the nominated **School Incident Management Team** will normally activate and stand down this Plan. The School Incident Management Team will be responsible for ensuring effective communication to all stakeholders e.g. of possible evacuation, school closure etc. Communication to parents will normally be done in the form of text messages using remote login to the school's IT network. If text messages cannot be sent then the School Incident Management Team will arrange for parents and staff to be telephoned or otherwise contacted. In all instances, the school website will be updated to provide information for parents and staff. Bills and receipts must be retained to support any expenses incurred by individuals or the school.

## 2.3 Escalating a Serious Incident

Incidents that are judged to be serious and/or beyond the management of the School Incident Management Team must be communicated to London Borough of Tower Hamlets for advice. This will be the responsibility of the Headteacher or delegated to a member of the leadership team, in the Headteacher's absence.

## 2.4 Activation Process



## 3. Roles and Responsibilities

### 3.1 School Incident Management Team

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

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

Name	Role	Contact Details
Wayne Hazzard	Headteacher	Email: <a href="mailto:head@beatricetate.towerhamlets.sch.uk">head@beatricetate.towerhamlets.sch.uk</a>
Amanda Lambert	Deputy Headteacher	Email: <a href="mailto:deputy@beatricetate.towerhamlets.sch.uk">deputy@beatricetate.towerhamlets.sch.uk</a>
Samantha Kempley	Business Continuity Co-ordinator, Recovery Co-ordinator, Expense Claims	Email: <a href="mailto:admin@beatricetate.towerhamlets.sch.uk">admin@beatricetate.towerhamlets.sch.uk</a>
Wayne Hazzard	Media Co-ordinator	Email: <a href="mailto:head@beatricetate.towerhamlets.sch.uk">head@beatricetate.towerhamlets.sch.uk</a>
Paul Cox	Persons on site, Stakeholder Liaison, Recovery Co-ordinator, First Aid Co-ordinator	Email: <a href="mailto:schoolpremisesmanager@beatricetate.towerhamlets.sch.uk">schoolpremisesmanager@beatricetate.towerhamlets.sch.uk</a>
Kieren Cenac	Persons on site, Stakeholder Liaison, Recovery Co-ordinator, First Aid Co-ordinator	Email: <a href="mailto:kcenac@beatricetate.towerhamlets.sch.uk">kcenac@beatricetate.towerhamlets.sch.uk</a>

### 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.

The following staff have been assigned roles to support the School's Incident Management Team:

Name	Role	Contact Details
Assistant Headteachers	Stakeholder Liaison	<p><b>Diana Roig</b> Email: <a href="mailto:Droig@beatricetate.towerhamlets.sch.uk">Droig@beatricetate.towerhamlets.sch.uk</a></p> <p><b>Jack WalkerWoo</b> Email: <a href="mailto:jack.walkerwoo@beatricetate.towerhamlets.sch.uk">jack.walkerwoo@beatricetate.towerhamlets.sch.uk</a></p> <p><b>Ania Dubinska</b> Email: <a href="mailto:Adubinska@beatricetate.towerhamlets.sch.uk">Adubinska@beatricetate.towerhamlets.sch.uk</a></p> <p><b>Kerri Ovel</b> Email: <a href="mailto:KOvel@beatricetate.towerhamlets.sch.uk">KOvel@beatricetate.towerhamlets.sch.uk</a></p>
Michaela Alexander	Incident Loggist	Email: <a href="mailto:admin3@beatricetate.towerhamlets.sch.uk">admin3@beatricetate.towerhamlets.sch.uk</a>
Jenahan Nagaratnam	Website (update from offsite when necessary)	Email: <a href="mailto:IT@beatricetate.towerhamlets.sch.uk">IT@beatricetate.towerhamlets.sch.uk</a>
Paul Cox Kieran Cenac	Facilities Manager, Security Management System, Recovery Co-ordinator	<p><b>Paul Cox</b> Email: <a href="mailto:schoolpremisesmanager@beatricetate.towerhamlets.sch.uk">schoolpremisesmanager@beatricetate.towerhamlets.sch.uk</a></p> <p><b>Kieren Cenac</b> Email: <a href="mailto:kcenac@beatricetate.towerhamlets.sch.uk">kcenac@beatricetate.towerhamlets.sch.uk</a></p>
Isobel Cattermole	Chair of Governors	Email: <a href="mailto:isobel.cattermole@beatricetate.towerhamlets.sch.uk">isobel.cattermole@beatricetate.towerhamlets.sch.uk</a>
Nursing team	Medical needs	Email: <a href="mailto:nurse@beatricetate.towerhamlets.sch.uk">nurse@beatricetate.towerhamlets.sch.uk</a>

<b>Role</b>	<b>Responsibilities</b>	<b>Accountability / Authority</b>
Incident Loggist (record keeper)	<ul style="list-style-type: none"> <li>▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately</li> </ul>	Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator	<ul style="list-style-type: none"> <li>▪ Collating information about the incident for dissemination in Press Statements</li> <li>▪ Liaison with LBTH Press Office to inform media strategy</li> </ul>	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Stakeholder Liaison	<ul style="list-style-type: none"> <li>▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> <li>○ Governors</li> <li>○ Parents/Carers</li> <li>○ Key LBTH Services</li> <li>○ School Transport Providers</li> <li>○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc</li> </ul> </li> </ul>	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).
Facilities Manager/Key holder	<ul style="list-style-type: none"> <li>▪ Undertaking duties as necessary to ensure site security and safety in an incident</li> <li>▪ Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> </ul>	Reporting directly to the Headteacher or School Incident Management Team.
ICT Coordinator: IES Solutions	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the School's ICT infrastructure</li> <li>▪ Liaison with LBTH Services</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> <li>▪ Ensure access to school data during a period of premises evacuation</li> </ul>	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.
Nursing team	<ul style="list-style-type: none"> <li>▪ Coordination of students' medical needs and medicine delivery</li> </ul>	

### 3.3 The Role of Governors

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

## 4. Incident Management

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

### 4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

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

### 4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> <li>▪ Survey the scene</li> <li>▪ Assess (i.e. scale/severity, duration &amp; impact)</li> <li>▪ Disseminate information (to others)</li> </ul>	Gather and share information to facilitate decision-making and enhance the response  <i>A full impact assessment form can be found in Appendix A</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	Telephone: 999 or 101 as appropriate Provide as much information about the incident as possible	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
3.	<ul style="list-style-type: none"> <li>▪ Evacuate the School building, if necessary.</li> <li>▪ Consider whether it may be safer or better for the welfare of students to stay within the School premises and congregate at a relative place of safety indoors.</li> <li>▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities</li> <li>▪ Notify relevant stakeholders of site evacuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use normal fire evacuation procedures for the School (see fire and safety policy, included as additional appendix)</li> <li>▪ Consider arrangements for staff/students with special needs</li> <li>▪ If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate. See Checklist below:</li> </ul>	<input type="checkbox"/>
4.	Ensure all Students, Staff and any School Visitors report to the identified Assembly Point.	<p>The normal <b>Assembly point</b> for the School is: Front car park</p> <p>The <b>alternative Assembly Point</b> for the School is: Cemetery Park</p>	<input type="checkbox"/>
5.	Check that all Students, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all students, staff, contractors and Visitors as a priority	<ul style="list-style-type: none"> <li>-Paper registers for students</li> <li>-Staff attendance record print out</li> <li>-Visitor log (contractors, supply staff, visitors) print out</li> </ul>	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix A</i>	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> <li>▪ Take further steps to assess the impact of the incident</li> <li>▪ Agree response / next steps</li> </ul>	Continue to record key decisions and actions in the incident log  <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
12.	Log details of all items lost by students, staff, visitors etc as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix C</i>	<input type="checkbox"/>
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the following Teams in Children's Services may be approached to assist with incident management: <ul style="list-style-type: none"> <li>▪ Management Support for Schools</li> <li>▪ Education Psychology Service</li> </ul>	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Schools.	Establish a media area if necessary.  Council Press Office address:  4th Floor, Mulberry Place 5 Clove Crescent London E14 2BG Tel: 020 7364 4960 Fax: 020 7364 4151 Email: <a href="mailto:schoolsfinance@towerhamlets.gov.uk">schoolsfinance@towerhamlets.gov.uk</a>	<input type="checkbox"/>
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 your recovery site etc to ensure the impact of the disruption is minimised.  <i>Business Continuity Strategies are documented in Section 5.3</i>  Consider the School's legal duty to provide free school meals and how this will be facilitated in the event of emergency school closure. Arrange alternative Transport arrangements, if required.	<input type="checkbox"/>
16.	Ensure staff are kept informed about what is required of them	Consider: <ul style="list-style-type: none"> <li>▪ what actions are required</li> <li>▪ where staff will be located</li> <li>▪ Notifying staff who are not currently in work with details of the incident and actions undertaken in response</li> </ul>	<input type="checkbox"/>
17.	Ensure students are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for students with special needs. Consider the notification of students not currently in School.	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
18.	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting students at an appropriate time  Consider how emergency communication needs will be established e.g. phone lines, text messages, answer machine message, website update  Contact Transport to arrange alternative collection times, etc, if necessary.	<input type="checkbox"/>
19.	Consider the wider notification process and the key messages to communicate	Ensure the school is able to update the schools website	<input type="checkbox"/>
20.	Communicate the interim arrangements for delivery of critical School activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate Contact to be made by text messaging services to key stakeholder i.e parents/ carers, email to any other additional key support services. Suppliers to be contacted by e-mail.	<input type="checkbox"/>
21.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident using <i>the Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
22.	Seek specific advice/inform insurance company as appropriate	Insurance Policy details in emergency pack, located in school safe	<input type="checkbox"/>
23.	Ensure recording process in place for staff/students/visitors/contractors leaving the site	Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required – paper records to be maintained to monitor both students and staff.	<input type="checkbox"/>

### 4.3 Emergency Evacuation Arrangements

If an emergency evacuation is required e.g. major fire to school or other threat during a school day, all staff, students, visitors and contractors will be evacuated as quickly as possible to the green space opposite the school, Nailsea Square, on the corner of Southern Grove and Derwent House.

## 5. Business Continuity

### 5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of the school's 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 of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

### 5.2 Business Continuity Actions

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

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

### 5.3 Business Continuity Strategies

	<b>Arrangements to manage a loss or shortage of Staff or skills</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. supply teachers, office staff etc	Supply staff teaching/non-teaching staff: Sugarman: 0207 614 4290
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave, deputising in Headteacher absence.	Job packs to be made up by admin to include all vital items that need to be covered based on time of year and required needs to be completed. Passwords, login information to be shared/access gained by all admin staff to ensure that continuity can be

		continued. Cross training for all admin staff to ensure that roles can be completed in the event of absence.
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of teaching assistants</li> <li>• Extended virtual learning environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning (where considered appropriate)</li> <li>• Team activities and sports to accommodate larger numbers of students at once</li> </ul>	
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other schools	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	<b>Arrangements to manage denial of access to your premises or loss of utilities</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other schools	N/A
2.	Pre-agreed arrangements with other premises in the community	To be confirmed with the LA
3.	Virtual learning environment opportunities	To consider students using virtual learning through website
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio	To ensure that site is safe and accessible.
5.	Off-site activities e.g. swimming, physical activities, school trips	Offsite sports
	<b>Arrangements to manage loss of technology / telephony / data / power</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data e.g. online back-ups, photocopies stored on and off site, mirrored servers etc	RM finance backed up weekly.
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	Print out available on web based system ( <i>Integris</i> )
3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	
5.	Emergency lighting	

## 6. Recovery & 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 e.g. from a different location.

### 6.2 Recovery and Resumption Actions

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

## 7. Appendices

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## Appendix A – Risk Register

### IDENTIFYING, EVALUATING AND MANAGING RISKS

#### GUIDANCE FOR COMPLETING THE RISK MATRIX:

To establish your 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). Please see tables below for guidance on risk rating scores.

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating
Impact (or Consequence)	
Description	Indicators
5 (Major)	The risk has a <b>major</b> impact if realised
4 (Significant)	The risk has a <b>significant</b> impact if realised
3 (Moderate)	The risk has a <b>moderate</b> impact if realised
2 (Minor)	The risk has a <b>minor</b> impact if realised
1 (No consequence)	The risk has <b>no consequence</b> impact if realised

Probability (or Likelihood)	
Description	Indicators
5 (Very Likely)	The risk <b>will</b> emerge
4 (Likely)	The risk <b>should</b> emerge
3 (Unlikely)	The risk <b>could</b> emerge
2 (Very Unlikely)	The risk is <b>unlikely</b> to emerge
1 (Impossible)	The risk <b>will not</b> emerge

### Main threats identified

The main threats are perceived to be:

- The loss of buildings/ parts of buildings by fire, storm, damage etc
- The loss of communications
- The failure of major utilities – electricity, gas, water
- The loss of school data/records/expertise by fire, storm, theft,
- The loss of key personnel, etc
- The loss of specialised equipment and services eg Special Needs,
- Staff absences - mainly Teaching and Administration
- Sickness (pandemic)
- Loss of Transport
- Insurance cover for any of the above

Score	Risk Description	Action Required
25	Extreme Risk	- Immediate escalation to Headteacher for risk control activities
16 - 24	High Risk	- Risk to be actively managed with appropriate risk control activities
6 - 15	Medium Risk	- Take appropriate action to manage the risk
5 and Below	Low Risk	- Risk to be removed from register with monitoring activity to assess changes in risk rating

	Risk Description	Likelihood (1-5)	Impact (1-5)	Risk Score (L x I)	Mitigation Measures	Responsible Person	Review Frequency
1	Safeguarding breach	2	5	10	Regular safeguarding training, DBS checks, safeguarding policy updates	Designated Safeguarding Lead	Termly
2	Medical emergency (student)	3	5	15	Staff trained in first aid, on-site nursing team, emergency medical protocols	Headteacher / Nursing Team	Termly
3	Fire or major incident	2	5	10	Fire drills, evacuation plans, fire safety training, compliance with fire safety regulations	Premises Manager	Annually
4	Severe weather disruption	3	4	12	Alternative learning plans, communication strategy for closures, risk assessments for travel	Headteacher	Annually
5	IT system failure	4	3	12	Regular backups, cloud storage, cybersecurity training, alternative communication systems	IT Coordinator	Quarterly
6	Loss of electricity/water supply	3	4	12	Emergency generator, alternative water sources, contingency plans	Premises Manager	Annually
7	Loss of key staff	2	4	8	Cross-training, succession planning, emergency staffing procedures	Senior Leadership Team	Annually
8	Transport disruption	3	3	9	Alternative transport arrangements, communication plan with parents	Business Manager	Termly

	Risk Description	Likelihood (1-5)	Impact (1-5)	Risk Score (L x I)	Mitigation Measures	Responsible Person	Review Frequency
9	Violent or extremist incident	3	5	15	Security measures, staff training, lockdown procedures, partnership with local authorities	Headteacher	Annually
10	Intruder on school premises	2	5	10	Controlled access system, lockdown drills, staff awareness training	Premises Manager	Annually
11	Lockdown event (internal or external threat)	3	5	15	Lockdown policy, regular lockdown drills, CLOSE procedure implementation	Senior Leadership Team	Annually
12	Data breach (GDPR issue)	3	4	12	Cybersecurity policy, restricted access, regular audits, staff training	IT Coordinator	Annually
13	Major illness outbreak (e.g. flu, COVID-19, norovirus)	3	4	12	Infection control procedures, PPE stock, remote learning capability	Headteacher	Termly
14	Financial mismanagement	2	5	10	Financial audits, budget monitoring, oversight by Governing Body	School Business Manager	Annually
15	Building maintenance failure (e.g. heating, structural issues)	3	4	12	Regular inspections, emergency maintenance contracts	Premises Manager	Annually
16	Bomb threat or evacuation due to external risk	2	5	10	Silent evacuation procedures, emergency response plans, external agency coordination	Headteacher	Annually
17	Serious accident during educational visit	2	4	8	Comprehensive risk assessments, emergency communication plans, staff training	Educational Visits Coordinator	Annually

	<b>Risk Description</b>	<b>Likelihood (1-5)</b>	<b>Impact (1-5)</b>	<b>Risk Score (L x I)</b>	<b>Mitigation Measures</b>	<b>Responsible Person</b>	<b>Review Frequency</b>
<b>18</b>	Pandemic or epidemic (e.g. influenza, meningitis)	4	3	12	Staff absenteeism policy, use of supply teachers and agency support, virtual and home learning contingency	Headteacher	Annually
<b>19</b>	Severe weather events (e.g. high winds, snow, heatwave, drought)	4	3	12	School closure procedures, communication plan via text and website updates	Headteacher	Annually
<b>20</b>	IT and/or communications failure (power outage)	3	4	12	IT policy, virus protection, online backup (cloud-based contingency measure)	IT Consultant	Annually
<b>21</b>	Utilities disruption (gas, electricity, water supply)	4	3	12	Emergency generator, access to bottled water and temporary power supply	Premises Manager	Annually
<b>22</b>	Access for emergency vehicles at peak school times	4	3	12	Accessibility policy and emergency service coordination	Premises Manager	Annually
<b>23</b>	Flooding (localised or water mains issue)	4	3	12	Alternative access routes, waterproof protection of essential school data	Premises Manager	Annually
<b>24</b>	Theft of cash and/or equipment	2	3	6	Security policy, use of safe, asset management system	School Business Manager	Annually
<b>25</b>	Mass staff absence (e.g. industrial action, resignation wave)	4	3	12	Use of supply teachers, agency support, job shadowing and succession planning	Headteacher	Annually

	<b>Risk Description</b>	<b>Likelihood (1-5)</b>	<b>Impact (1-5)</b>	<b>Risk Score (L x I)</b>	<b>Mitigation Measures</b>	<b>Responsible Person</b>	<b>Review Frequency</b>
<b>26</b>	Loss of outside professional services (curriculum support, IT, finance)	4	3	12	Training, alternative providers, service-level agreements	School Business Manager	Annually
<b>27</b>	Use of and loss of third-party suppliers (e.g. catering, transport providers)	3	3	9	Supplier contracts, contingency arrangements, insurance verification	School Business Manager	Annually
<b>28</b>	Catering failure to provide food service	4	3	12	Emergency food supply, alternative catering arrangements	LBTH – Contract Catering	Annually



Question	Logged Response	
How were you made aware of the incident?		
What is the nature of the incident? (e.g. type, location & severity)		
Are there any staff or student casualties or fatalities? (Complete casualty / fatality sheets if needed)		
Have the Emergency Services been called?		
Is the incident currently affecting School activities?  If so, which areas?		
What is the estimated duration of the incident?		
What is the actual or threatened loss of workforce?	Over 50%	<input type="checkbox"/>
	20 – 50%	<input type="checkbox"/>
	1 – 20%	<input type="checkbox"/>
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?		

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





## Appendix F

### Contents of Emergency Pack / Web Based Pack

Section	Details
<b>Business Continuity</b>	<b>Business Continuity Plan (Including key contact details for School, Local Authority, Emergency Services and suppliers contact) - Located in School Safe</b>
	<i>Key contact details, including: governors, parents/carers, local authority – available remotely (T2P / Integris)</i>
<b>Organisational Information</b>	<i>School branding material – available remotely</i>
	<i>School logo – available remotely (MS Office 365)</i>
<b>Financial Information</b>	<b>Bank and insurance details – Located in School Safe</b>
	<i>Payroll Information - available remotely (EPM Portal)</i>
	<b>Cheque book and credit card – Located in School Safe</b>
	<i>Invoices and purchase orders – available remotely (RM Finance)</i>
	<i>Financial procedures – available remotely (MS Office 365)</i>
	<i>Assets register and insurance policy – available remotely (Parago)</i>
<b>Staff Information</b>	<i>Staff contact details – available remotely (T2P / Integris)</i>
	<i>Staff emergency contact details - available remotely (Integris)</i>
<b>Attendance Information</b>	<i>Student/Staff attendance registers - available remotely (Integris)</i>
<b>IT / Equipment Information</b>	<i>Software licence agreement and key codes – available remotely (Parago)</i>
	<b>Office telephone list – Located in School Safe</b>
	<b>Back-up rota and data restoration routine – Disaster Recovery Document with IT Manager</b>
<b>Equipment and other items</b>	<b>First Aider Information – Located in School Safe</b>
	<b>Emergency cash, a cheque book or spare credit card – Located in School Safe</b>
	<b>Contact details for taxi / transport providers – Located in School Safe</b>
	<i>Emergency care plans for students – Available remotely, via CCNT</i>
	<b>School floor plans – Located in School Safe</b>

