



Children's



Endeavour



Trust

Business Continuity Plan

The Children's Endeavour Trust comprises of:

Broke Hall Community Primary School

Springfield Junior School

Member of staff responsible:	CEO
Issue status:	Created by Daniel Jones, January 2019 Approved by Board 13 th January 2019
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Signed:	Chair of Trust Board

Business Continuity Plan

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Business Continuity Plan

1.0 About this Plan

1.1 Plan Purpose

To provide a flexible response so that Broke Hall Community Primary and Springfield Junior 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)

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 staffroom

The Plan does not cover the on-site bungalow.

1.3 Plan Co-ordinator

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 confidentially 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, and their location, can be found in Appendix H.

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1.5 Plan Review

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

2.0 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
- Telephony failure
- Transport disruption, e.g. local area cordoned off by emergency services
- Bad weather
- Other local hazards

Their impact (A):

- 1 - Insignificant
- 2 - Minor
- 3 - Moderate
- 4 - Major
- 5 - Catastrophic

and likelihood (B):

- 1 - Rare
- 2 - Unlikely
- 3 - Possible
- 4 - Likely
- 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

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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

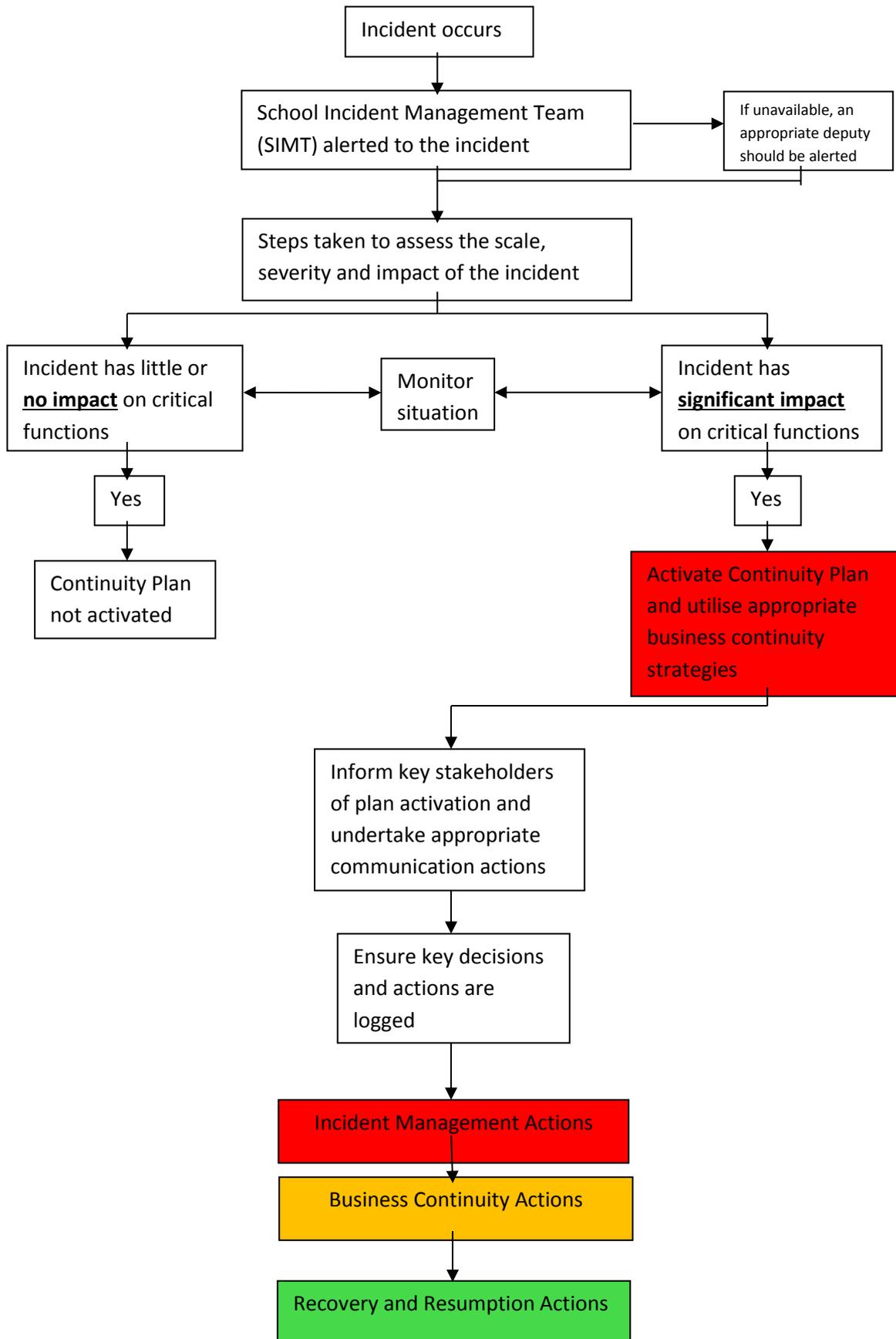
The most appropriate location (off-site) for the Broke Hall Incident Management Team to meet is Copleston High School, and the Springfield Incident Management Team is Springfield Infants.

2.4 Records

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

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2.5 Activation Process



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3.0 Roles and Responsibilities

3.1 School Incident Management Team

Role	Responsibilities	Accountability/Authority
Headteacher	<ul style="list-style-type: none"> • 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 	<p>The Headteacher has overall responsibility for day-to-day management of the School, including lead decision-maker in times of crisis.</p> <p>The Headteacher will keep the CEO informed.</p>
Business Continuity Co-ordinator	<ul style="list-style-type: none"> • 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 	<p>Business Continuity Co-ordinator reports directly to the Headteacher and will usually be a member of the School Incident Management Team.</p>
School Incident Management Team <i>(including Business Continuity Co-ordinator and Headteacher)</i>	<ul style="list-style-type: none"> • 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 • 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 	<p>The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.</p>

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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)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Collating information about the incident for dissemination in Press Statements • Liaison with CEO to inform media strategy 	The Media Co-ordinator should assist with providing information to the CEO but should not undertake direct contact with the Media.
Stakeholder Liaison	<ul style="list-style-type: none"> • Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers ○ Key Suffolk Council Services ○ School Crossing Patrol ○ School Transport Providers ○ External Agencies, eg Emergency Services, Health & Safety Executive (HSE) ○ Extended School Organisation ○ 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).
Facilities Manager	<ul style="list-style-type: none"> • 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 Co-ordinator	<ul style="list-style-type: none"> • 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 Co-ordinator to develop proportionate risk responses 	ICT Co-ordinator reports directly to the Business Continuity Co-ordinator for plan development issues. In response to an incident reports to the School Incident Management Team
Recovery Co-ordinator	<ul style="list-style-type: none"> • Leading and reporting on the School's recovery process • Identifying lessons as a result of the incident • Liaison with Business Continuity Co-ordinator 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.

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3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Governing Body	<ul style="list-style-type: none">• 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	<p>Liaising with the Headteacher or School Incident Management Team and Trust CEO in response to a crisis.</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers.</p>

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, eg equipment, data and reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

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4.2 Incident Management Actions

	ACTION	FURTHER INFORMATION/ DETAILS	ACTIONED? <i>(Tick/cross/initial as appropriate)</i>
1	<p>Make a <i>quick</i> initial assessment:</p> <ul style="list-style-type: none"> • Survey the scene • Assess (ie scale/severity, duration and impact) • Disseminate information to others 	<p>Gather and share information to facilitate decision-making and enhance the response</p> <p><i>A full impact assessment form can be found in Appendix C</i></p>	
2	<p>Call the Emergency Services (as appropriate)</p>	<p>Phone 999</p> <p><i>Other emergency contacts can be found in Appendix A</i></p>	
3	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <p><i>Key contacts list in Appendix A</i></p>	
4	<p>Ensure all School pupils and staff, extended school pupils and staff, and any visitors report to the Muster (Assembly) Point</p>	<p>The normal Muster Point for the School is the playground by the field. Other locations available dependant on circumstances. Should the situation require offsite assembly this will be at Copleston High School for Broke Hall and Springfield Infants for Springfield Juniors.</p>	
5	<p>Complete a roll call. Consider the safety of all pupils, staff, contractors and visitors as a priority</p>	<p>Use pupil class lists, pupil in/out book, pupil absence list, staff signing in sheets, visitor book. Check with kitchen and extended school staff</p>	
6	<p>Ensure appropriate access to site for Emergency Service vehicles</p>	<p>Ensure any required actions are safe by undertaking a dynamic risk assessment</p>	

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	ACTION	FURTHER INFORMATION/ DETAILS	ACTIONED? <i>(Tick/cross/initial as appropriate)</i>
7	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	
8	Identify School Incident Management Team to undertake specific emergency response roles	<i>See Section 3 for information on roles and responsibilities</i>	
9	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The log template can be found at Appendix B</i>	
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	<i>If appropriate, a separate Casualty / Fatality log can be found in Appendix G</i>	
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 <i>An Impact Assessment form can be found in Appendix C</i>	
12	Log details of any items lost by pupils, staff, visitors etc as a result of the incident	<i>A Lost Property form can be found in Appendix E</i>	
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	<i>See Key Contact List in Appendix A for Local Authority and Other contacts</i>	
14	If appropriate, contact the LA Press Office	<i>See Appendix A</i>	
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, ie 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. <i>Business Continuity Strategies are documented in Section 5</i> Consider the School's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure	

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	ACTION	FURTHER INFORMATION/ DETAILS	ACTIONED? <i>(Tick/cross/initial as appropriate)</i>
16	Ensure staff are kept informed about what is required of them	<p>Consider:</p> <ul style="list-style-type: none"> • 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 	
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	<i>Contact details can be found in Appendix A</i> 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. - <i>see Appendix A</i>	
21	Communicate the interim arrangements for delivery of critical School activities and the cancellation of non-critical activities	<p>Ensure all stakeholders are kept informed of contingency arrangements as appropriate:</p> <ul style="list-style-type: none"> • Heathlands • Springfield Infants • After school and evening lettings • Curriculum services, eg music and ITFC <p><i>See Appendix A</i></p>	
22	Log all expenditure incurred as a result of the incident	<p>Record all costs incurred as a result of responding to the incident</p> <p><i>The Financial Expenditure Log can be found in Appendix F</i></p>	

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	ACTION	FURTHER INFORMATION/ DETAILS	ACTIONED? <i>(Tick/cross/initial as appropriate)</i>
23	Notify Insurers, as appropriate	<i>See Appendix A</i>	
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? <i>(tick/cross as appropriate)</i>
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	<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:</p> <ul style="list-style-type: none"> • 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? 	
	ACTION	FURTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>

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3	Plan how critical activities will be maintained, utilising pre-identified or new Business Continuity Strategies (Section 5.3)	<p>Consider:</p> <ul style="list-style-type: none"> • Immediate priorities • Communication strategies • Deployment of resources • Finance • Monitoring the situation • Reporting • Stakeholder engagement <p>Produce an Action Plan for this phase of response</p>	
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 - <i>Appendix B</i>	
5	Log all financial expenditure incurred	<i>Appendix F</i>	
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 message 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	
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: <ul style="list-style-type: none"> • Larger class sizes (subject to adult and child rates) • Use of HLTAs and Learning Support Assistants • VLE opportunities • Team activities and sports to accommodate 	

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	larger numbers of pupils at once	
4	Suspending 'non critical' activities and focusing on priorities	
5	Using mutual support agreements with other Schools	
6	Ensuring Staff management issues are considered, ie managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage 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	
3	Hire in temporary quick-assemble accommodation, eg Portakabins	
	Arrangements to manage DENIAL OF ACCESS TO PREMISES OR LOSS OF UTILITIES	Further Information
4	Emergency support for utilities failures purchased through Property Division	
5	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	<i>See Appendix A - Key Contact List</i>
8	Finance Systems hosted on online 'cloud.'	

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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 circumstance, eg from a different location.

6.2 Recovery and Resumption Action Card

	ACTION	FURTHER INFORMATION/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
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	

Key Contacts List

CONTACT	TELEPHONE NUMBER
Emergency Service Contacts	
Police	999 - emergencies 101 - non-emergencies
Police - Safer Neighbourhood Team	01473 613500
Fire and Rescue Services	999
National Grid - Gas emergencies	0800 111 999
National Grid - Electricity emergencies	0800 40 40 90
Ambulance	999 - emergencies
NHS Direct	111 - non-emergencies
Heath Road Hospital	01473 712233
Trust Contacts	
Chair of Trustees: Ian Scott	
Vice Chair of Trustees: David White	
CEO: Daniel Jones	
CFO: Emma King	
Broke Hall School Contacts	
Headteacher: Mrs Jenny Barr	
Deputy Headteacher: Mrs Ruth Fairs	
Assistant Headteacher: Mrs Helen Smith	
School Business Manager: Mr Sam Pollard	
Caretaker: Mr Jon Chisnall	
Handyman: Mr Rob Dadswell	
ICT Technician:	
Chair of Governors:	
Vice Chair of Governors:	
SENCo: Debbie Stanford	
2nd Level School Contacts	
EY Phase Leader: Susannah Gibbons	
KS1 Phase Leader:	
LKS2 Phase Leader:	
UKS2 Phase Leader:	
Springfield Juniors Contacts	
Headteacher: Mr Michael Lynch	
Deputy Headteacher: Mrs Louise Everitt	
Assistant Headteachers: Mr Daniel Jones, Mrs Kim Cook	
School Business Manager: Mrs Emma King	

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Caretaker: Mr Mark Edwards	
Chair of Governors: Mrs Renee Wright	
Vice Chair of Governors: Vacancy	
Key Local Authority Contacts	
Area Office Emergency number	
Area Manager: Mrs Janice Lee	
Zone Emergency Officer: Pete Mumford (South and West Ipswich) John Gray (after 7.30am)	
Other Local Authority Contacts	
LA Press Office	
Corporate Property Advisor: Mrs Julie Reavell	
Locality Property Manager: Mr Paul Booker	
Property Helpdesk	
EFMS Caretaking & Cleaning Service	
LA Transport	
County Music Service	
Other Service Contacts	
Premargon: Mrs Jayne Allard Mr John Scales	
Daisy Communications	
SOS (CCTV)	
Vertas Head of Kitchen Lesley Love	
Other Contacts	
Copleston High School	01473 277240
Springfield Infant School	01473 741305
Radio Suffolk	01473 250000
Heart Radio	01603 630621
Heathlands:	01473 417517 (Annex)

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?	

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Other relevant information	
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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.

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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	
Completed by	Date

Witness statement / notes	
Completed by	Date
Witness statement / notes	

Business Continuity Plan

Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes	
Completed by	Date

Witness statement / notes / summary	
Completed by	Date

Business Continuity Plan

Contents of 'Grab Bag':

APPENDIX H

Location of Documentation, Information and Equipment Required in an Emergency Situation

Section	Details	Location
Business Continuity	Business Continuity Plan	CIB, GDB, FC
	Spare copies of forms in Appendices	GDB, FC
	Class registers and daily absence list	CIB
	Key contact details including <ul style="list-style-type: none"> • Governors • Parents/Carers • Local Authority and other stakeholders 	GDB, FC PM, JB FC
Organisational Information	Policies and Procedures (Staff handbook)	GDB (Action point)
	School logo	GDB
Financial Information	Bank, insurance, payroll	LA
	Invoices, purchase orders	SIMS, LA (Oracle)
	Financial procedures	LA (Purple Handbook)
	Purchasing card and store card details	GDB (Action point)
	Inventory <ul style="list-style-type: none"> • IT equipment • Library stock • Other furniture and equipment 	Check!!!
Staff Information	Staff contracts	SIMS, LA
	Emergency contact details	PM
IT Resources/Equipment	Software licences and key codes	GDB (check)
	Telephone list	GDB (Action point)
	Back up and date restoration routine	GDB
Equipment and Other Items	First Aid Kit	FC (Action point)
	Ordnance Survey map of local area	FC (Action point)
	Wind up Torch	FC
	Disposable camera and film	FC (Action point)
	Hazard barrier tape	FC (Action point)
	School floor plan	FC
	Whistle	FC (Action point)
	Hi-viz jackets	CIB, FC (Action point)
	Key to main gas tap cupboard	FC (Action point)
	Screwdriver	FC
	Stationery supply - pens, pencils, permanent markers, clipboards, note paper, Bluetack, Sellotape, drawing pins etc	FC (Action point)

CIB: Critical Incident Box
FC: Foyer Cupboard
JB: Held at J Barr's Home Address
SIMS: SIMS.net

GDB: Governors' Dropbox
PM: ParentMail website
LA: Local Authority/CSD

Business Continuity Plan

IDENTIFYING, EVALUATING AND MANAGING RISKS

APPENDIX I

GUIDANCE FOR COMPLETING THE RISK MATRIX:

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.

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

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 Very unlikely	The risk is unlikely to emerge
1 Impossible	This risk will not emerge

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

Business Continuity Plan

	Possible Disruption	Impact (A)	Likelihood (B)	Risk Rating (AxB)	Risk Controls	Additional Controls Required (if any) ie 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 <i>What do you know/what do you not know?</i>	Issues <i>What are the problems/issues arising from that piece of information?</i>	Ideas <i>What are the ideas for solving the issues/problems?</i>	Actions <i>What are you going to do? What are you not going to do? Who is responsible? What are the timelines?</i>

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			

Business Continuity Plan

Software			
Email, internet			
SIMS			
Admin software			
Teaching software			
Special Provisions			
Public access requirements			
Accessibility requirements			
Other			