

# **BUSINESS CONTINUITY MANAGEMENT PLAN FOR**

**Tow Law Millennium Primary School**

**Wear Street  
Attlee Estate  
Tow Law  
Bishop Auckland  
Co Durham  
DL13 4LF**

**Date**

**23/6/2025**

**Detailing arrangements for:**

**Incident Management  
Business Continuity**

**Recovery and Resumption of Normal School Activity**

This document and associated guidance has been designed to complement and enhance existing Local Authority procedures and guidance, such as those covering Educational Visits and Health and Safety in Education Premises. It does not supersede those procedures or any existing arrangements for contacting key partners and the Emergency Services during a critical incident.

**As a user of the Business Continuity Plan you must familiarise yourself with the whole document upon receipt of it, and raise any queries immediately with the Plan Owner who is named in Part 1.4.**

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# 1.0 About this Plan

## 1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
22/03/2016	First Issue – BCP Issue 1 22/03/2016	S. P
17/4/18	Second issue – BCP Issue 2 17/4/18	H.D.
13/3/2020	Third issue – BCP issue 3 13/3/2020	HD
18/8/2021	Fourth issue – BCP issue 4 18/8/2021	HD
23/6/2022	Fifth issue – BCP issue 5 23/6/2022	HD
9/6/2023	Sixth issue – BCP issue 6 9/6/2023	HD
9/5/2024	Seventh issue – BCP issue 7 9/5/2024	HM
23/6/2025	Eighth issue – BCP issue 8 23/6/2025	HM

## 1.2 Plan Purpose

To provide a flexible response so that Tow Law Millennium Primary 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)

## 1.3 Plan Remit

The following School functions are covered by this Plan:

- Teaching, school administration, catering, out of hours clubs, school trips, evening events held at the school, activities held at other locations

The following School premises are covered by this Plan:

- classrooms, kitchen, office, sports hall, outside areas, public areas within the school, community room

## 1.4 Plan Owner

Nicola Mawson, Headteacher, is this Plan's Owner and responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans.

## 1.5 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE	PLAN REF NO
Miss N. Mawson	Head Teacher		A
Helen McNally	BCP Coordinator		B
Main Office	Reference Copy		C
Stephen Hall	H & S Governor		D

## **1.6 Plan Storage**

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home/ in vehicles (if appropriate) / in grab bags. Other than the office copy the BCP plans will be held on USB memory sticks. The office copy will be a hard copy. The person responsible for the office copy is Helen McNally (BCP Coordinator).

## **1.7 Plan Review Schedule**

This Plan will be updated as required and formally reviewed in line with the School's review timetable. As a minimum the plan will be formally reviewed at least annually, additional reviews will take place where there is a change in circumstances, examples of changes in circumstance will include (but not limited to):

- Changes in the use of the school
- Changes in legislation
- Significant changes in pupil numbers
- Significant changes to staff numbers
- Any change to persons identified in sect 1.5
- Change of Headteacher / senior staff
- If the BCP / Incident Management Plan is implemented

## 2.0 Plan Activation

### 2.1 Circumstances

This Plan will be activated in response to an incident causing significant disruption to the School, particularly 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. IT 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 in the Emergency Service's 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 your catering provider or any providers of transport e.g. for SEN pupils

### 2.2 Responsibility for Plan Activation

A member of the nominated **School Incident Management Team**<sup>1</sup> will normally activate and stand down this Plan.

### 2.3 Escalating a Serious Incident

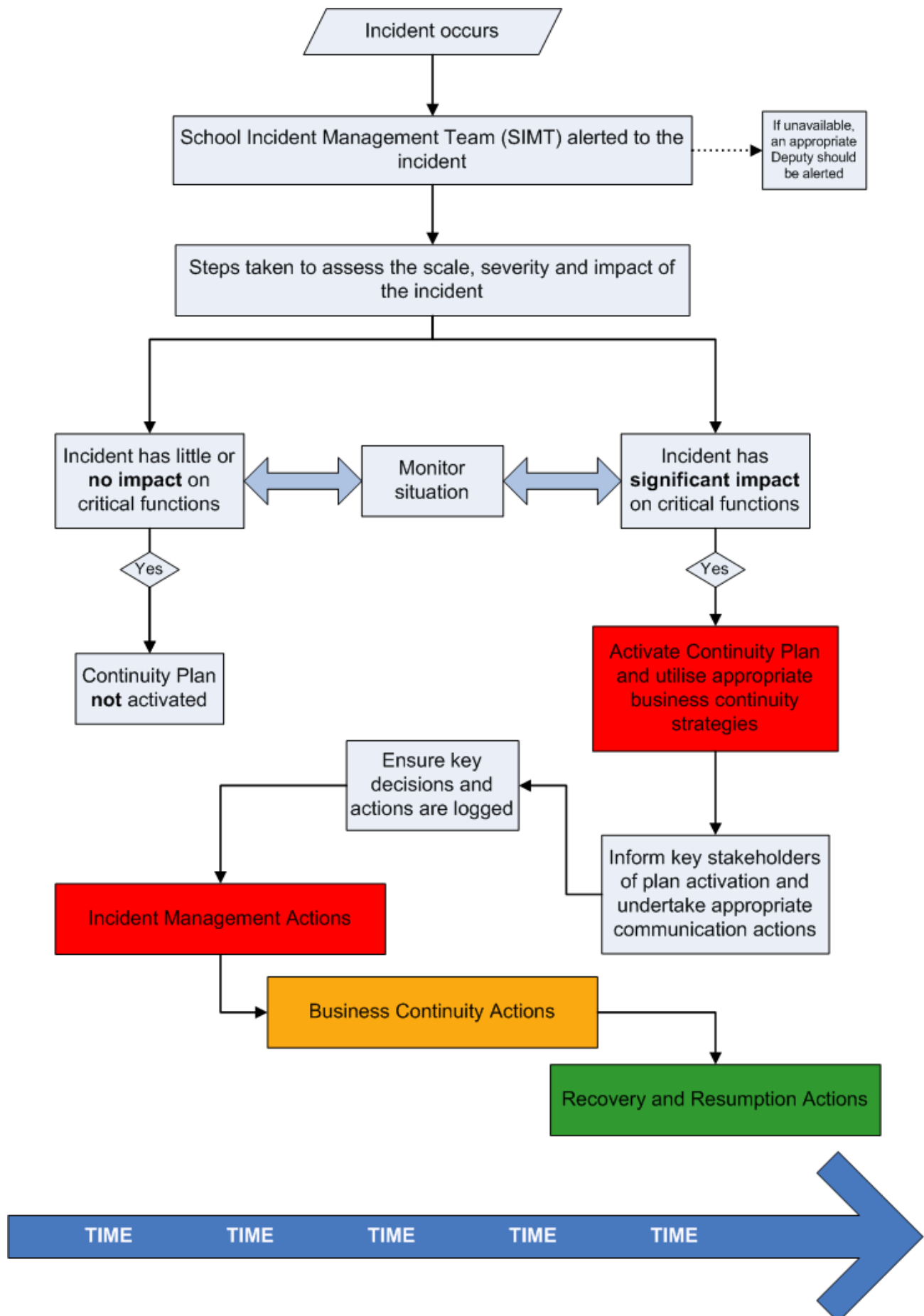
All serious incidents should be reported to David Gray, Health and Safety Team, Durham County Council, phone number 03000 265787. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other Council Services notified to respond as appropriate.

All incidents affecting the physical infrastructure of the School should also be reported to David Gray, Health and Safety Team, Durham County Council, phone number 03000 265787 and advice followed ensuring appropriate action is taken to support the School's response to an incident in terms of activating other Council Services and partner agencies as required.

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<sup>1</sup> See Section 3.1 for the responsibilities your School Incident Management Team

## 2.4 Activation Process





## 3.0 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 Pupils</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 (delete/amend as necessary)
Nicola Mawson	Headteacher	
Stephen Hall	Health & Safety Governor	
Helen McNally	BCP Co-ordinator	

### 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 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 Co-ordinator	<ul style="list-style-type: none"> <li>Collating information about the incident for dissemination in Press Statements</li> <li>Liaison with Durham Council's 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/carers</li> <li>Key Tow Law Millennium Primary School Council 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 / Caretaker	<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.
IT Co-ordinator	<ul style="list-style-type: none"> <li>Ensuring the resilience of the School's IT infrastructure</li> </ul>	IT Coordinator reports directly to the Business

Role	Responsibilities	Accountability / Authority
	<ul style="list-style-type: none"> <li>▪ Liaison with Tow Law Millennium Primary School Council IT support or external providers (if applicable)</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> </ul>	Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Recovery Co-ordinator	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the School's recovery process</li> <li>▪ Identifying lessons as a result of the incident</li> <li>▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development</li> </ul>	Is likely to already be a member of the School Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.

The following School staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
Lisa Croft	Chair of Governors	
Jessica Gibson	Apprentice Business Administrator	

### 3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Governors	<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>

## 4.0 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 pupils, 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	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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)	<b>TEL: 999</b> Provide as much information about the incident as possible	<input type="checkbox"/>
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 pupils 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</li> <li>▪ Consider arrangements for staff/pupils 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</li> </ul>	<input type="checkbox"/>

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	The normal <b>Assembly point</b> for the School is: in KS2 yard (see sign) opposite main building  The <b>alternative Assembly Point</b> for the School is: Wear Street, opposite main gates	
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and Visitors as a priority	HT sweeps the school, Office staff take out registers for both pupils and staff and the Visitors' Book. Visitors using the Community Room are responsible for their own registers but the HT is responsible for ensuring the area is clear	<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"/>
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 Pupils, 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"/>



	<b>ACTION</b>	<b>FURTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
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. Consider the notification of pupils not currently in School. Main form of communication via text, email and school website	<input type="checkbox"/>
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 pupils at an appropriate time Consider how emergency communication needs will be established e.g. phone lines, website update, Facebook Page, text and email	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	The school will communicate with governors via email	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate	Local Radios may be useful in broadcasting key messages	<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical School activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate e.g. website, telephone, Facebook. Consider who needs to know the interim arrangements e.g. key stakeholders, customers, kitchen suppliers, Music Service etc, utilise local radio station	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
23.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found at County Hall	<input type="checkbox"/>
24.	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	<input type="checkbox"/>



## 5.0 Business Continuity

### 5.1 Purpose of the Business Continuity Phase

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

### 5.2 Business Continuity Actions

	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, we 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 our recovery time objectives?</li><li>▪ What resources are required to recover critical activities?</li></ul>	<input type="checkbox"/>

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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.	<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 in 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, IT, 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	
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	
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 Higher-Level Teaching Assistants and Teaching Assistants</li> <li>• Virtual Learning Environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of pupils 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	
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises	Tow Law Community Centre 01388 731444
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	
5.	Off-site activities e.g. swimming, physical activities, school trips	

	<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. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc	Info stored for planning on Office 365 SharePoint
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	
3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	
5.	Emergency lighting	

	<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	
4.	Using mutual support agreements with other Schools	
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	

## 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 practises 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

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	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 Pupils	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 all staff are aware that the business continuity plan is no longer in effect. Also inform the LA, Music Service, suppliers, parents/carers via DLG, text, email, website, local radio	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils). 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"/>

## 7.0 Appendices

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### Impact Assessment Form

<b>Completed By</b>		<b>Incident</b>	
<b>Date</b>		<b>Time</b>	

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 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, 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?	
Is there evidence of structural damage?	



Question	Logged Response
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 IT 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	

Lost Property Form			
Completed By		Incident	
Date		Time	

No.	Name	Status (e.g. staff, pupil visitor)	Details of possessions lost/left behind	
			What	Where left/lost

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

	Expenditure Details ( <i>what, for whom etc</i> )	Cost	Payment Method	Transaction made by

## CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	School branding material and stationery
	School logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register (Stock Book)
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit (record location of available first aid kit(s))
	Wind up LED torch
	Back-up tapes
	Laptop with wireless connection
	Pay-as-you-go mobile phone and mobile phone charger
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Camera with film (unless the phone includes a camera)
	Hazard barrier tape
	Emergency cash, a cheque book or spare credit card
	Contact details for taxi / transport providers
	School Floor Plans
	Spare keys
	Whistle
	High visibility jacket

# IDENTIFYING, EVALUATING AND MANAGING RISKS

## GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
<b>I</b>	<b>Impact</b>
<b>P</b>	<b>Probability</b>
<b>I x P</b>	<b>Risk Rating</b>

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.

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

Probability (or Likelihood)	
Description	Indicators
<b>5</b> (Very Likely)	The risk <b>will</b> emerge
<b>4</b> (Likely)	The risk <b>should</b> emerge
<b>3</b> (Unlikely)	The risk <b>could</b> emerge
<b>2</b> (Very Unlikely)	The risk is <b>unlikely</b> to emerge
<b>1</b> (Impossible)	The risk <b>will not</b> 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 the risk
5 and below	Low Risk	▪ Risk to be noted on register with monitoring activity to assess changes in risk rating – no further action required

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	<ul style="list-style-type: none"> <li>Staff absenteeism policy</li> <li>Use of Supply Teachers</li> </ul>	Pre-prepared Teaching packs for Virtual Learning Environment	Nicola Mawson
2.	Severe weather events e.g. high winds, snow, heat wave, drought	4	4	16	<ul style="list-style-type: none"> <li>Winter Gritting policy</li> <li>Building Maintenance program</li> <li>Council Contingency plans</li> </ul>	Details of contractors to clear snow & ice – John Kelly, JK Ground Care 07974134212 Property Help Desk tel: 03000267890, quote establishment number 3245	Nicola Mawson/Jenny Linsley
3.	Power outage	4	3	12	<ul style="list-style-type: none"> <li>Maintenance program</li> <li>Contact details for utility companies</li> </ul>	Suppliers of generators, Property Help Desk 03000267890 establishment number 3245	Nicola Mawson/Jenny Linsley

Appendix F	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
4.	Utilities disruption gas	4	3		<ul style="list-style-type: none"> <li>Maintenance program</li> <li>Contact details for utility companies</li> </ul>	Contact Property Help Desk 03000267890 ref 3245 for temp heaters	Nicola Mawson/Lisa Jackson
5.	Utilities disruption water	5	2	10	<ul style="list-style-type: none"> <li>Maintenance program</li> <li>Contact details for utility companies</li> </ul>	Contact Property Help Desk 03000267890 ref 3245 for advice	Jenny Linsley
6.	Telephone failure	2	1	3	<ul style="list-style-type: none"> <li>Use of internet to communicate with parents / County Hall</li> <li>Use of mobile phones</li> </ul>		Jenny Linsley
7.	Fire affecting the School premises	5	2	5	<ul style="list-style-type: none"> <li>Ensure fire procedures are implemented</li> <li>Regular testing of fire procedures</li> <li>Ensure that good housekeeping and electrical maintenance is followed</li> <li>Fire Marshall training reviewed regularly</li> </ul>	Annual review undertaken by G.S. White, Fire Health & Safety Services	Lisa Jackson Nicola Mawson Helen Dobson
8.	Widespread or localised flooding	3	1	3	<ul style="list-style-type: none"> <li>Due to the location and flooding is highly unlikely (other than burst pipes etc which would be disruptive but not catastrophic)</li> </ul>		Lisa Jackson/ Jenny Linsley
9.	Mass staff absence e.g. industrial strikes	5	3	15	<ul style="list-style-type: none"> <li>Follow guidance issued by County Hall</li> </ul>	Keep parents up to date to allow them to	Lisa Jackson

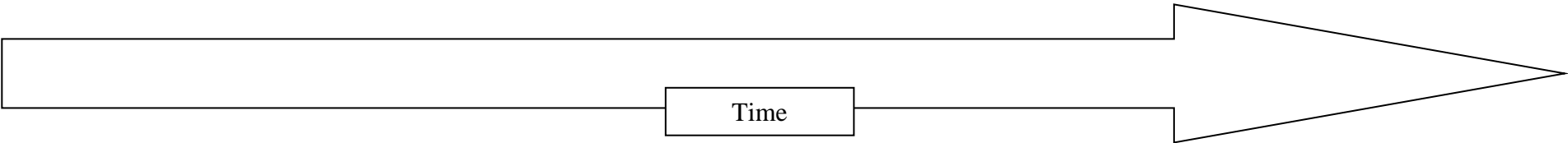
	<b>Risk Description</b>	<b>I</b>	<b>P</b>	<b>Risk Rating</b>	<b>Risk Control(s)</b>	<b>Additional Controls Required (if any)</b>	<b>Lead for Risk Control Activities</b>
						make alternative provision for child care	
<b>10.</b>	Transport disruption	<b>1</b>	<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>Only approx 1% of children travel by taxi, alternative taxi(s) would be available</li> <li>Staff do not travel by public transport</li> </ul>		Jenny Linsley
<b>11.</b>	Violent extremist activity on School premises	<b>5</b>	<b>1</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Implementation of PREVENT strategies</li> </ul>		Nicola Mawson
<b>12.</b>	Local hazards in the area e.g. School proximity to airport, railway line, tram line, motorways, industrial sites etc				Not applicable		
<b>13.</b>	Violent and aggressive action by a disgruntled parent	<b>5</b>	<b>3</b>	<b>15</b>	<ul style="list-style-type: none"> <li>Door entry procedures to ensure visitors are kept in main porch to ascertain intent.</li> <li>Procedures in place to ensure staff support readily available at the earliest opportunity</li> <li>Office staff / all staff vigilant</li> <li>Weekly H&amp;S briefings to allow HT to notify staff of potential problems and brief / debrief incidents</li> </ul>	All staff made aware of procedures, new staff made aware on appointment	Lisa Jackson Nicola Mawson



	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
14.	Violent and aggressive action by others	5	1	5	<ul style="list-style-type: none"> <li>• Door entry procedures to ensure visitors are kept in main porch to ascertain intent.</li> <li>• Procedures in place to ensure staff support readily available at the earliest opportunity</li> <li>• Office staff / all staff vigilant</li> <li>• Weekly H&amp;S briefings to allow HT to notify staff of potential problems and brief / debrief incidents</li> </ul>	All staff made aware of procedures, new staff made aware on appointment	Lisa Jackson Nicola Mawson
15.							
16.							

# Critical Incident Decision-Making Tool

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



## STAFF CONTACT LIST – to be inserted once updated

Name	Role	Contact Details
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:
[Insert]	[Insert]	Mobile Number: Email Address: Out of Hours Contact Number: Home Address:

# KEY CONTACTS LIST

Please add/amend/delete and complete numbers as appropriate

CONTACT	TELEPHONE NUMBER
<b>School Contacts</b>	
Headteacher	
Deputy Head / 2 <sup>nd</sup> in charge	
Premises Manager / Caretaker	
Chair of Governors	
Vice Chair of Governors	
<b>Key Local Authority Contacts</b>	
Estates / Premises	
Media Management	
Insurance / Legal	
<b>Other Local Authority Contacts</b>	
School Nurse	
<b>Other Local Contacts</b>	
Police	999 or 101 (for general enquiries)
Police – your local station/community officer	
Fire & Rescue Services	999
Hospital – your nearest A&E	
NHS – your local clinic	
Primary Care Trust –	
Health Protection Agency	
Meningitis freephone number	080 8800 3344
Gas	
Electric	
Water	
Solar Panels	
<b>Other Useful Contacts</b>	
Foreign Office	020 7270 1500