



# **BUSINESS CONTINUITY MANAGEMENT PLAN**

**For Talavera Junior School**

**Gun Hill**

**Aldershot**

**Hampshire**

**January 2024**

**Detailing arrangements for:**

**Incident Management**

**Business Continuity**

**Recovery and Resumption of Normal  
School Activity**



This template 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.

Although the template has been produced with Schools and other Educational settings in mind, it serves as a generic template for Business Continuity Planning and should be adapted to meet your individual School's needs.

Note that Q 23 of the Schools Financial Value Standard concerns the requirement for a Business Continuity Plan.

[\(More information here\)](#)

**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
12.1.2016	First Plan in place with head teacher	Amanda Webb
9.6.2017	Emergency planning and resilience from Hampshire	Amanda Webb
28.02.18	Dates and contact details amended	Amanda Webb
05.01.2024	Contact details amended	Amanda Webb

## 1.2 Plan Purpose

To provide a flexible response so that Talavera 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)

## 1.3 Plan Remit

- The following teaching, school administration, catering, out of hours clubs, and school trips are covered by this Plan:

The following classrooms, kitchen, office, sports hall and community room are covered by this Plan:

## 1.4 Plan Owner

Amanda Webb 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
Amanda Webb	Head teacher	January 2021	
Leanne Wilson	Administrative	January 2021	
SLT	SLT	January 2021	
Teaching staff	Teaching staff	January 2021	
Office staff	Office staff	January 2021	
Support staff	Support staff	January 2021	

## **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 (Head teacher/ chair of governors) also a copy is kept under SLT and office on the server.

## **1.7 Plan Review Schedule**

This Plan will be updated as required and formally reviewed in line with the School's review timetable (January 2025).

## 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. 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 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

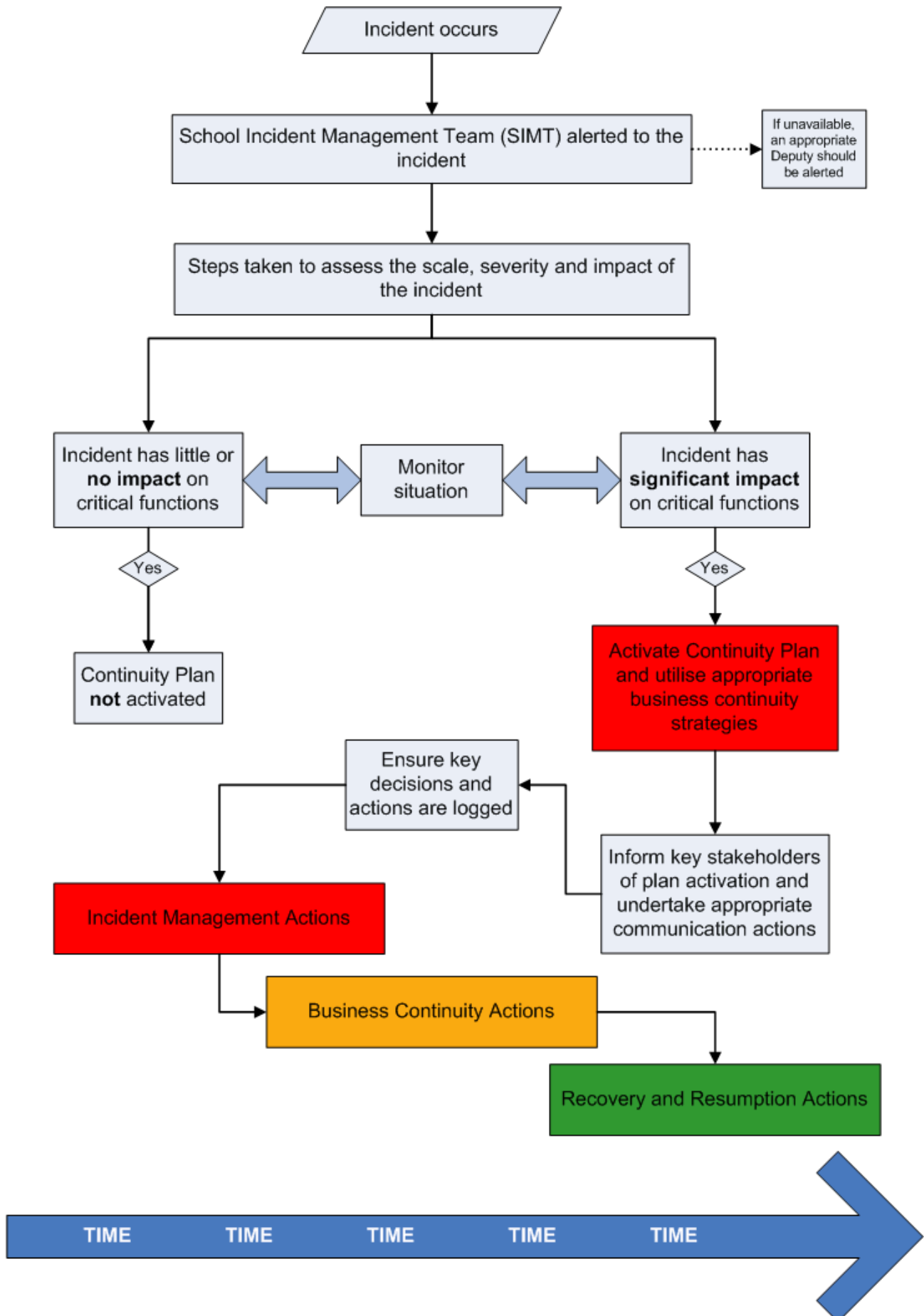
All serious incidents should be reported to Hampshire County Council. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other Council Services notified to respond as appropriate.

All incidents affecting the physical infrastructure of the School should be reported to the Planning and Accommodation Support Service (PASS) on the General Enquiries Number: 0161 234 7465 or directly to the Property Development Advisor for your area. PASS will then take appropriate action 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-day management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator- Leanne Wilson	<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> - Clare Litwin	<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)
Amanda Webb	Head teacher	Email Address: amanda.webb@talaverajunior.co.uk
Laura Harman-Box	Deputy Head teacher	Email Address Laura.harman-box@talaverajunior.co.uk
Clare Litwin	Assistant Head teacher	Email Address: Clare.litwin@talaverajunior.co.uk
Leanne Wilson	Administration Manager	Email Address: Leanne.wilson@talaverajunior.co.uk

### 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 Coordinator	<ul style="list-style-type: none"> <li>▪ Collating information about the incident for dissemination in Press Statements</li> <li>▪ Liaison Hampshire 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 Hampshire County 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	<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	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the School's ICT infrastructure</li> <li>▪ Liaison with Agile ICT support and Hampshire County Council It provider</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> </ul>	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Recovery Coordinator	<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
Chelsea Kirkham-Wingate	Administration Officer	Email Address: Chelsea.kirkham@talaverajunior.co.uk
		Mobile Number: Email Address: office@talaverajunior.co.uk Out of Hours Contact Details:

### 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	FUTHER 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"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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"/>
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	<p>The normal <b>Assembly point</b> for the School is: school playground at assembly point sign, community room – community sign</p> <p>The <b>alternative Assembly Point</b> for the School is: Maida Gym</p>	<input type="checkbox"/>
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, contactors and Visitors as a priority	Staff Register List, Teacher registers and using signing in/out sheets for School visitors	<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"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED?</b> <i>(tick/cross as appropriate)</i>
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"/>
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>▪ Hampshire Services Support for Schools</li> <li>▪ Education Psychology Service</li> <li>▪ Talavera Infant School</li> </ul>	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Schools.	Establish a media area if necessary.	
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, even in the event of emergency school closure.	<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"/>

	<b>ACTION</b>	<b>FUTHER 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. Use parent mail/ website and letters	<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, answer machine message, website update	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Chair of Governors – phone and email – consistent update as the circumstances unveil or change. Communication directly with the head teacher	<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. This will be done by email and telephone. Who needs to know the interim arrangements e.g. key stakeholders, customers, suppliers , any services who are scheduled in	<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 original document in Admin office plus a photocopies is held.as an Appendix to the plan off-site/on site	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED?</b> <i>(tick/cross as appropriate)</i>
<b>24.</b>	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 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

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
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"/>

	ACTION	FUTHER 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, 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

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff etc	Local supply agencies- Class Cover and Reed
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	SLT strategic meetings – succession plan organised

	(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 Teaching Assistants, Student Teachers, Learning Mentors etc</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	HT and DH
5.	Using mutual support agreements with other Schools	HT/ local cluster schools
6.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	All administration Team CPD and peer observation

	<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- Talavera Infants	Talavera Infants Head – Mrs Cook
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises	Maida Gym – Army building in closet proximity
3.	Virtual Learning Environment opportunities	HT and SLT to organise
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	HT/ DH
5.	Off-site activities e.g. swimming, physical activities, school trips	HT /DH

	<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	HT and IT manager -Lucy Coombs
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	LW to organise – Administration officer
3.	Flexible lesson plans	SLT
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	Kier- County contractors
5.	Emergency lighting	Kier- County contractors

	<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	Yes –recommended by Hampshire
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	Only County recommended supplier's used / with insurance
3.	Insurance cover	All supplies have insurance cover
4.	Using mutual support agreements with other Schools	Talavera Infants – informal
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	Yes – SLT strategic meeting

## 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

	<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 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. How this will be done e.g. website/telephone etc. Consider who needs to know :Parents/Carers, Local Authority etc	<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 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	





## 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 and Insurance Policy
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Laptop with wireless connection
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	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 removed from register with monitoring activity to assess changes in risk rating

**School Risk Assessment (to be complete with SLT term Jan 21)**

	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	5	20	<ul style="list-style-type: none"> <li>Follow school Healthy and safety Policy</li> <li>Follow national NHS guidelines</li> <li>Preventative hygiene measures embedded (soap in toilets etc)</li> </ul>	See separate COVID-19 risk assessment	AW
2.	Severe weather events e.g. high winds, snow, heat wave, drought	4	3	12	<ul style="list-style-type: none"> <li>Follow school Healthy and safety Policy</li> <li>Premises Officer to follow procedures (gritting/ daily walk around etc)</li> <li>Heatwave-</li> </ul>	<ul style="list-style-type: none"> <li>Close school if risk control considered too high or staffing is severely disrupted.</li> <li>Follow Hampshire procedure for closing</li> </ul>	AW

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
					communicate with parents appropriate clothing and water available throughout the day		
3.	Power outage	3	2	6	<ul style="list-style-type: none"> <li>Regular and correct tests completed in line with Hampshire's H and S</li> </ul>	Follow Hampshire procedure for closing	Premises Officer
4.	Utilities disruption e.g. gas, electricity or water supply	3	3	9	<ul style="list-style-type: none"> <li>Regular and correct tests completed in line with Hampshire's H and S</li> </ul>	Follow Hampshire procedure for closing	Premises Officer
5.	Telephone failure	2	2	4	<ul style="list-style-type: none"> <li>Regular and correct tests completed</li> </ul>		LW
6.	Fire affecting the School premises	5	2	10	<ul style="list-style-type: none"> <li>Weekly Fire Check</li> <li>Annual Fire safety check</li> <li>Premises Officers monthly check for hazards</li> </ul>	<ul style="list-style-type: none"> <li>Children's Fire alarm practice</li> <li>Close school if risk control considered too high or staffing is severely disrupted.</li> <li>Follow Hampshire procedure for closing</li> </ul>	LW
7.	Widespread or localised flooding	2	2	6	<ul style="list-style-type: none"> <li>Regular drainage check</li> <li>No previous flooding</li> </ul>		Premises Officer
8.	Mass staff absence	4	2	8	<ul style="list-style-type: none"> <li>Regularly reading</li> </ul>	May need to close the school dependent on ratio of adults	AW

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
	e.g. industrial strikes,				correspondence • Surveying staff	to children	
9.	Transport disruption	2	2	4	• Recorded how staff travel to school		LW
10.	Violent extremist activity on School premises	5	2	10	• Procedures put in place- see appendix evacuation plan	<ul style="list-style-type: none"> <li>• Always update with new advise and share with all staff</li> <li>• Close school if risk control considered too high</li> <li>• Follow Hampshire procedure for closing</li> </ul>	AW
11.	Terrorist Threat surrounding area	5	2	10	• Procedures put in place- see appendix evacuation plan	<ul style="list-style-type: none"> <li>• Always update with new advise and share with all staff</li> <li>• Close school if risk control considered too high</li> <li>• Follow Hampshire procedure for closing</li> </ul>	AW
12.	Terrorist Threat at the school	5	2	10	• Procedures put in place- see appendix evacuation plan	<ul style="list-style-type: none"> <li>• Always update with new advise and share with all staff</li> <li>• Close school if risk control considered too high</li> <li>• Follow Hampshire procedure for closing</li> </ul>	AW



	<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>
<b>13.</b>	Bomb threat at school	<b>5</b>	<b>2</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Procedures put in place- see appendix evacuation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Always update with new advise and share with all staff</li> <li>• Close school if risk control considered too high</li> <li>• Follow Hampshire procedure for closing</li> </ul>	AW
<b>14.</b>	Bomb threat surrounding area	<b>5</b>	<b>2</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Procedures put in place- see appendix evacuation plan</li> </ul>	<ul style="list-style-type: none"> <li>• Always update with new advise and share with all staff</li> <li>• Close school if risk control considered too high</li> <li>• Follow Hampshire procedure for closing</li> </ul>	AW

# Appendix G

## Evacuation Plan

Any member of staff receiving a threat by any means, or receiving notice of evacuation from the emergency services is to inform the Head teacher or most senior person immediately. They will then take charge. The Head teacher will attempt to verify the information and when satisfied, make the decision on whether to evacuate and if so where to.

The Head teacher, with the help of other senior staff, to sweep the building from top to bottom advising staff where to take the children as quickly and safely as possible.

A second sweep of the building to be carried out to ensure total evacuation. The building then to be secured (where appropriate).

At the assembly point, more information may or may not be available and action will depend on circumstances and the likely time to re-occupation. If the normal assembly point is not appropriate we will go to Maida Gym.

Much will depend on the location, time, weather, and police or local council instructions.

**The core principles of the Fire Safety Policy will be followed with the below adjustments:**

**Emergency Evacuation (Terrorist Threat surrounding area/ Bomb threat at school/ Bomb threat surrounding area)**

- A member of the Evacuation team will bring around you class RED evacuation card
- The card will state the point of muster

**Emergency Lock Down (Terrorist Threat surrounding area/ Bomb threat surrounding area/ Terrorist Threat at the school/ Violent extremist activity on School premises)**

- A member of the Evacuation team will bring around you class ORANGE evacuation card
- A member of the Evacuation team will tell you the where you will be located within the school / if an emergency evacuation will take place or The RUN HIDE TELL procedure will be followed.

**In the instance of a critical threat on the school premises with extremist violent activity member of staff must instantly adopt the RUN HIDE TELL procedure.**

## KEY CONTACTS LIST

Please add/amend/delete and complete numbers as appropriate

CONTACT	TELEPHONE NUMBER
<b>School Contacts</b>	
Headteacher – A Webb	
Leanne Wilson	
Clare Litwin	
Laura Harman-Box	
<b>Key Local Authority Contacts</b>	
<b>Other Local Authority Contacts</b>	
<b>Other Local Contacts</b>	
Police	999 or 101
Police – your local station/community officer	0845 0454545
Fire & Rescue Services	999
Hospital – your nearest A&E	01276 604604
Your Local Church or Religious Centre	01252 348430
Local BBC Radio (Eagle)	01483 300964
Other Local Radio (BFBS)	01252 355047
NHS – your local clinic	01252 335000
Primary Care Trust –	
Health Protection Agency	
Meningitis freephone number	080 8800 3344
<b>Other Useful Contacts</b>	
Foreign Office	020 7270 1500