**EXPLANATORY NOTE AND OVERVIEW**

The London Borough of Lambeth has prepared this note to explain how to complete and use the School Business Continuity Management Template.

**Completing the document**

Please note that most of the document is already completed as much of the planning required for schools applies to all institutions. Indeed, there may be some parts that are not relevant to your school and therefore should be deleted. Where there is a need for information to be added to, or amended within the plan these sections have been highlighted in turquoise. Where decisions are required (e.g. determining the member of staff responsible for a specific task) they are also similarly highlighted.

The main areas that will need your input are the **Appendices.** Note that if the information is already held in another document, then there is no need to repeat it within this plan – enter a cross-reference instead. A likely example of this is the staff contact details.

**Using the document**

It is important that staff and stakeholders are aware of this document and their responsibilities within it. This will ensure that they know what is expected of them in an emergency. If the plan is invoked, it is highly unlikely that the whole document will be used.

The ***response*** to an incident will normally include:

* Sections **4** to **7** (Command & Control to Business Continuity Management)
* The relevant page from sections **8** and **9** (as appropriate to the incident)
* Relevant appendices (dependent on the incident)

The ***recovery or post-incident*** phase will normally include:

* Sections **4** and **7** (Command and Control, plus Action Checklist)
* Relevant appendices (dependent on the incident)

If you have any questions, please contact:

**Emergency Planning Team**

London Borough of Lambeth

**Tel:** 020 7926 6161

**Email:** rakanbi@lambeth.gov.uk

**Business Continuity Process**

**Incident occurs**

Assess the nature and the impact the incident will have on your school

Incident will have a major impact on your school

Incident has little or no impact on your school

Continue to monitor the situation

* Activate your Business Continuity Management Plan
* Contact relevant people
* Identify key tasks

Take action to manage your school during the incident

Inform people on your contact lists of new/temporary arrangements.

Identify your IT needs and make arrangements for activation

Contact your ‘buddy’ school and relocate.

Continue to run your school

**Review and update your School Business Continuity Management Plan.**

|  |  |
| --- | --- |
| **Author** | School Business Manager/Designated member of staff |
| **Plan Owner** | (Executive) Head Teacher |
| **Approved By** | Chair of Governors |
| **Distribution** | School Staff and Governors |

|  |  |  |
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| **Version** | **Date** | **Comments on changes** |
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**1. Aim and Objectives**

The aim of this plan is to provide the school with a framework to mitigate and cope with the effects of an unexpected emergency or crisis, either directly or indirectly adversely affecting the school.

The objectives of this plan are to allow the school staff and governors to:

* Analyse and respond to emergencies and major incidents
* Provide a detailed, risk prioritised and timetabled response to an emergency
* Understand and activate the key roles, responsibilities and partners in the response to an emergency
* Continue critical functions and activities during an emergency
* Protect the staff, pupils, stakeholders and reputation of the school
* Ensure the continuation of education in adverse circumstances

**2. Scope of the Plan**

This plan is designed to allow schools to cope in a wide range of disruptions, including those occurring:

* within the school during the school day
* to the school outside of school hours
* on school trips and journeys
* to pupils on the way to or from school
* from events that adversely affect an area wider than the school itself

**3. Characteristics**

The school has the following characteristics:

|  |  |
| --- | --- |
| **Type of school** | College / Secondary / Primary / Nursery (as applicable) |
| **Status of school** | Foundation / Academy / State / etc (as applicable) |
| **Age range of pupils** |  |
| **Number of pupils** |  |
| **Number of staff:*** Management
* Teaching
* Office
* Catering
* Support
* As applicable
 |  |

**4. Command and Control**

***4.1 School Business Continuity Management Team (SBCMT)***

The lead responsibility for the school’s response to an emergency will fall to the School Business Continuity Management Team (SBCMT). This group will also have the responsibility for invoking and activating this plan, and for making decisions.

This will be chaired by the most senior member of staff available (usually the Head Teacher), and will comprise the staff named in ***Appendix A – Command and Control Contact Details***.

These are the staff considered most appropriate by the Plan Owner, along with a list of potential deputies. In some circumstances it may be appropriate to include local authority and emergency services representatives.

***4.2 Local Authority Support***

The London Borough of Lambeth will provide support, if appropriate, from a number of sources:

* **Schools Traded Services Team** has primary responsibility for liaising with the school in an emergency. They will deal with smaller events without the need to call upon wider resources from the Council or partners. They will also pass on emergency alerts (e.g. severe weather, disruption to transport, etc) to schools.
* The **Emergency Planning Team** will coordinate the Council’s response to an emergency in accordance with the Council’s Business Continuity Management Policy.
* The **Campaigns and Communications Team** will assist the school in handling any media interest. The primary (and potential deputy) spokespersons for the school are named in ***Appendix A – Command and Control Contact Details***.
* Contact numbers for this local authority support may be found in ***Appendix A – Command and Control Contact Details***.

**5. Planning for Emergencies**

This section of the plan provides an overview of the types of emergencies that could be encountered by the school, and some suggestions for the way in which specific events could be managed. This is not an exhaustive list but tries to cover the most likely types of incident, and the possible responses to them.

***5.1 On school site emergencies during school day***

These could include:

* An incident that requires evacuation of part of the school, e.g. a fire, gas leak, etc.
* An incident that requires evacuation of staff and pupils, e.g. a chemical fire creating a cloud containing toxins, incident outside the school buildings, etc

Important items to note are:

* If pupils are brought inside the school due to an external incident or hazard they will be taken to their classrooms / the school hall / gymnasium
* Roll calls will be conducted in either case
* Use the school tannoy, megaphone in the Emergency Grab Bag, PA or internal communications systems (radios, phones as appropriate to advise staff and pupils
* In the event of an evacuation, the school’s designated Business Continuity Officer will collect the Emergency Grab Bag (see ***Appendix E – Emergency Grab Bag Contents***)
* If, on evacuation, the weather is likely to create ill-health (heavy rain, snow, high winds), pupils and accompanying staff will walk to the nearest school (enter name and address here) and wait in the school hall or gymnasium (this “buddy” arrangement has been agreed with … - contact details are given in ***Appendix D – Emergency Cascade***.) Pupils and staff with mobility issues will be transported using school minibuses, staff cars or by requesting local authority assistance.
* If pupils are taken to the “buddy” school, parents must be informed; also any pupils and staff on off-site trips must be contacted and advised; similarly any school transport must be advised of the location of pupils for collection.

***5.2 On school site emergencies outside of school hours***

These could include a number of issues that could impact on activities within the school, potentially requiring closure for a period:

* Fire or vandalism at the school
* Heating, electric or water supply failure
* Severe weather

Important items to note are:

* Parents have been advised to listen to XXX local radio station for school closure information in severe weather or industrial action situations – this message is activated by …
* Staff and other stakeholders should be contacted using ***Appendix D – Emergency Cascades***
* A message for staff may be left on the Staff Emergency Information Helpline (see ***Appendix D – Emergency Cascades***) via the local authority Emergency Planning Team
* Parents’ contact numbers are held off site by … (as part of the offsite school Emergency Grab Bag – see ***Appendix E***).
* Staff will ensure a presence at the school gate to advise and guide pupils and / or parents of closure if they have not been contacted due to lack of time between the incident and the start of the school day

***5.3 Trips and journeys***

This covers all types of trips and journeys made by pupils. Incidents can include:

* Transport problems (especially if caused by external events)
* Accidents or sudden illness involving a school party
* Severe weather

Important items to note are:

* Both school office and school party leader will maintain communications via school-owned mobile phones, numbers of which are contained in **Appendix D – Emergency Cascades**
* Each trip will have an agreed mobile phone contact number for use in emergencies – this will be held by the school office and off-site for any contact required outside of school hours
* The school party has contact numbers for the school which are held by all members of staff on the trip or journey. These encompass the school mobile, school office landline and numbers for use outside of school hours – these are all listed in **Appendix D – Emergency Cascades**
* If mobile phones become inoperative, staff will use whatever landline they are able to access, either at the venue they are visiting or from business premises
* Should the school become aware of an impending problem for the school party (e.g. transport disruption), they will contact them to provide advance warning
* Part of the planning for school trips will include determining an alternative route home from the venue being visited, so this may be used in the event of transport disruption
* In the event that a school party has severe problems returning home, it will seek shelter from the venue being visited, transport hubs where possible, public buildings, restaurants/cafes or business premises. In extreme events, the school or local authority can send alternative transport (coaches or minibuses)
* School party leaders will have the means to purchase basic emergency refreshments for the group if required
* Parents are advised who to contact (and how) for any emergency communications to students on school trips and journeys. This is especially important for events outside of school term time

***5.4 Outside of school***

This section covers incidents which affect pupils outside of school, and which could necessitate providing warnings to parents, or complete or partial closure of the school, including:

* Attempts to abduct a child
* Other criminal activity
* Accident outside the school gates
* Infectious disease outbreak (e.g. measles)

Important items to note are:

* Staff and other stakeholders will be contacted using ***Appendix D – Emergency Cascades***
* A message for staff may be left on the Staff Emergency Information Helpline (see ***Appendix D – Emergency Cascades***) via the local authority Emergency Planning and Resilience Unit
* Parents’ contact numbers are held off site by … (as part of the offsite school Emergency Grab Bag – see ***Appendix E***). Parents would be contacted if the school was going to be closed or there was a known potential threat to pupils
* Staff would ensure a presence at the school gate to advise and guide pupils and / or parents of closure if they have not been contacted due to lack of time between the incident and the start of the school day
* Unaccompanied pupils that could not be sent home would be taken to the nearest school (enter name and address here) and wait in the school hall or gymnasium (this “buddy” arrangement has been agreed with … - contact details are given in ***Appendix D – Emergency Cascade***). Parents or alternative responsible adults would then be contacted to arrange collection.

***5.5 Wider Area Emergencies***

Schools may be impacted by events outside of their own area, including pan-London events and incidents, e.g. widespread transport problems, terrorist incidents, severe weather, etc. Quite often the impact, on primary schools especially, will be a requirement to keep children safe until parents or other relatives can collect the children from school.

Important items to note are:

* Staff will be alerted and all outside activity will cease immediately, pupils and staff will return to the building and external doors and windows will be locked. Movement within the building may be permitted, dependent upon circumstances, but must be supervised by a member of staff
* All situations are different. Once all staff and pupils are safely inside, senior staff will conduct an on-going and dynamic risk assessment based on advice from the Emergency Services. This can then be communicated to staff and pupils.
* Roll calls should be conducted count and the office will contact each class in turn for an attendance report via two way radio. The school will use staff members who live locally to the school to fulfil this role.
* In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable. Parents should be given enough information about what will happen so that they are reassured that the school understands their concern for their child’s welfare, and that it is doing everything possible to ensure his/her safety
* Staff and pupils remain in lockdown until it has been lifted by a senior member of staff / Emergency Services. It is therefore important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds.
* Emergency Services will support the decision of the Head Teacher with regard to the timing of communication to parents. In the event of a prolonged lockdown or more severe scenario, the local authority will provide humanitarian assistance by establishing a Reception Centre for friends and family outside the incident area.

**6. General Principles – Initial Actions**

This page should be used as a checklist by the School Business Continuity Management Team (SBCMT) to cover their initial minimum activities in the event of invoking and using this plan, and can be used as an agenda for the first meeting if required.

| **Task** | **Completed****(date, time, by)** |
| --- | --- |
| **Actions within 24 hours:** |  |
| Ensure the safety of pupils, staff and visitors (expect to see identification) |  |
| Convene the SBCMT at (head teacher’s office?). Should this site be unavailable potential alternative locations are (“buddy” school, meeting room, another building on site?) |  |
| Confirm decision to invoke use of this plan, and then communicate that decision to staff, Chair of Governors and Education Support Team |  |
| Start a log of actions, decisions and expenses undertaken (see ***Appendix C – Emergency Log***) |  |
| Identify and quantify any damage or harm to the school. This includes pupils, staff, premises, equipment, data, records, supplies, reputation, etc.  |  |
| Identify if any critical school functions have been disrupted (put into action Business Continuity Management Plan if appropriate – **see Section 8**  |  |
| Decide upon the actions to be taken, and in what timeframes (put into action Business Continuity Management Plan if appropriate – **see Section 8**  |  |
| Be prepared to receive large volumes of queries from staff, parents, media, etc (see item directly below – ‘immediate message’)  |  |
| Decide upon the immediate message to be provided to stakeholders and other agencies below. If possible, place message on school website or answerphone to reduce the number of calls being handled.  |  |
| Provide briefing for parents – either verbally (in school hall?) or as a written sheet (seek advice from local authority Campaigns and Communications first). Ensure that all staff and governors are aware of the message to be given. |  |

**7. General Principles – On-Going Actions**

This page will be used as a daily checklist to ensure progress is maintained, and may be expanded to include specific recovery objectives as they are identified.

| **Task** | **Completed****(date, time, by)** |
| --- | --- |
| **Daily actions during the recovery process** |  |
| Convene SBCMT to:* Understand progress made
* Analyse obstacles or difficulties encountered
* Decide continuing recovery process
 |  |
| Continue to log actions, decisions and expenses undertaken (see ***Appendix C – Emergency Log***) |  |
| Be prepared to receive large volumes of queries from staff, parents, media, etc (see item directly below “Current message”) |  |
| Decide upon the current message to be provided to stakeholders and other agencies below. If possible, place message on school’s website and answerphone to reduce the number of calls being handled.  |  |
| Provide briefing for parents – either verbally (in school hall?) or as a written sheet (seek advice from local authority Campaigns and Communications first).  |  |
| Ensure that an independent telephone line is available for outgoing calls – perhaps using a school mobile phone |  |
| Continue to liaise with and advise:* Stakeholders in the school – parents, governors, pupils, suppliers, other users of the school premises, supporting organisations (e.g. faith leaders, busineD ***C – Emergency Cascades***)
* Schools Traded Services
* Emergency Planning Team if applicable
 |  |
| Ensure that the SBCMT and staff do not work excessive hours during incidents, and that relief shifts have appropriate hand-over arrangements |  |

**8. Business Continuity Management**

This section of the plan provides an overview of the types of potentially harmful interruptions that could be encountered by the school, and some suggestions for the way in which specific situations could be managed. This is not an exhaustive list but tries to cover the most likely circumstances, and the possible responses to them.

These circumstances could occur due to an emergency incident as described above, or by some other internal or external factor, e.g. vandalism, data failure, staff or fuel shortage, etc. Whatever the cause, it is important to have a framework in place to cope with the potential denial of key or critical elements of school procedures and business.

The primary aim is to ensure that, unless there is an overwhelming pressure or necessity, the school remains open during term times and that normal routines and timetables are maintained as far as possible.

Any decision on school closure or a reduction in education provision will be jointly determined by the Head Teacher and Lambeth Council’s Children Services Directorate.

Different sets of circumstance are considered below:

***8.1 Premises***

This section presents a number of options that would be considered in the denial of part or the entirety of school premises. The response will be dependent upon the extent and type of the denied premises.

*8.1.1 Classroom(s)*

The SBCMT will consider a number of options within the school if available:

* Use of other classrooms within the school
* Adding to class numbers in rooms still available
* Using other rooms within the school premises, e.g. halls, gymnasia, resources and training rooms, laboratories, design and technology rooms, school library, staff room, ICT suite, etc (Amend as appropriate)
* Prioritise available space for pupils preparing for exams and for English, Maths and Science lessons
* Stagger lessons across break times and lunch to maximise use of available space, and extending the school day, to expand the time available for using classrooms (this will also require teaching staff hours to be staggered in the same way)
* Deployment of temporary classrooms / buildings in the longer term (using advice from Traded Schools Services Team)
* Outside of the school if available (any transport requirements will be directed to the Traded Schools Services Team)
* Using similar facilities in “buddy school” if available (enter name and contact details)
* Local authority controlled training and community rooms (nearest is…)
* City Learning Centres (nearest is …)
* Libraries (nearest is…)
* Church or other faith community halls (nearest is…)
* Provision of education “at home” using worksheets, email, distance learning websites, etc. Parents and pupils will be advised of how to interact with the school regarding submission and feedback on work.

8.1.2 *Specialist Education Facilities*

This section includes gymnasia, sports pavilions, ICT suites, laboratories, design and technology rooms, music rooms and food technology rooms.

The SBCMT will consider a number of options within the school if available:

* Use of equivalent facilities within the school
* Adding to class numbers in rooms still available
* Prioritise available space for pupils preparing for exams
* Prioritise available rooms for those lessons that require a practical element, moving theoretical work lessons to normal classrooms or other facilities
* Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available for using specialised facilities (this will also require teaching staff hours to be staggered in the same way)
* Using outdoor space (playgrounds and fields) for PE lessons if weather permits
* Outside the school if available (any transport requirements will be directed to the Traded Schools Services Team)
* Using similar facilities in “buddy school” if available (enter name and contact details)
* Leisure centres for sport activities (nearest is…)
* City Learning Centres for ICT rooms (nearest is …)

*8.1.3 Office space*

The School Business Continuity Management Team (SBCMT) will consider a number of options:

* Using other office space within the school (e.g. management offices)
* Using the ICT suite or other education rooms when not in use for classes
* Having school mobile phones will provide an alternative to the normal school landlines
* Ensuring that some ICT equipment can operate independently of the school network will ensure that alternative pre-arranged web-mail accounts (enter information here) may be used for email
* Fax machines are available as an alternative to email
* Relocation / changes to contact details will be immediately advised to the relevant stakeholders

***8.2 Staff***

This section presents a number of options that would be considered in the event of large scale non-availability of staff, or the non-availability of specific-skilled staff.

*8.2.1 Management Team*

Maintaining the leadership of the school is essential and resilience measures to be considered are:

* Deputising by other pre-prepared staff
* Documented procedures
* Emergency secondments from other schools

*8.2.2 Teaching staff*

Insufficient teaching staff resulting in an inadequate teacher / pupil ratio could be overcome by:

* Using agency staff
* Supervised student teachers using pre-arranged lesson plans
* Increased reliance on support staff, e.g. teaching and classroom assistants
* Combining classes (presuming that pupil / adult ratio numbers permit)
* Emergency secondments from other schools
* Using CRB-checked volunteers (e.g. volunteers, governors) to assist available teachers with combined classes where sizes exceed permitted ratios
* As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to lessen impact on local and wider economy)
* Provision of education “at home” using worksheets, email, distance learning websites, etc. Parents and pupils will be advised of how to interact with the school regarding submission and feedback on work.

*8.2.3 Office and Other Support Staff*

This section includes school reception, administration and bursarial staff, as well as premises and caretaking staff.

* Concentration on critical activities, especially those relating to the safety, welfare and security of the pupils and staff, plus reception duties
* Some (non-confidential) tasks may be undertaken by CRB cleared volunteers and governors
* Agency staff
* Bursarial advice from Children and Young People’s Service Support Team
* If the service can continue from the normal site, services and additional resources may be transferred from other establishments to assist
* All critical procedures are clearly documented to enable others to continue and maintain key tasks using the manuals and guidelines provided

Add any other roles that are critical to the running of the school here.

*8.2.4 Pandemic Planning*

A widespread pandemic would potentially result in large-scale staff absence (planning assumptions are that up to 50% of the population would be affected, with absence levels peaking at around 25% to 30% for a period of around three weeks)

The major challenges that this would present to schools would be faced by employing many of the options given above, though there is the likelihood that schools could be closed if infection levels in young people could be reduced by closure. This would be based on central and local government advice. There would then be a need to ensure that an education service could still be provided at home for pupils (see the ***Premises*** section above for potential methods)

***8.3 Examinations and Tests***

SAT, GCSE and A level (add others as appropriate) examinations are usually held in the school hall / gymnasium (amend as appropriate). If this venue was not available, then the following options would be considered by the SBCMT:

* School hall / gymnasium / dining room (as appropriate)
* “Buddy school” (enter name) halls or gymnasia (if capacity available)
* Local authority controlled training and community rooms (nearest is…)
* City Learning Centres (nearest is …)
* Libraries (nearest is…)
* Church or other faith community halls (nearest is…)

***8.4 Catering***

School meals are eaten in the main hall /dining hall (amend as appropriate). Hot meals are provided for around XXXX pupils each day (of which XXXX are classified as free school meals). Meals are cooked on the premises / delivered to the premises daily and kept hot prior to serving (amend as appropriate). The meals are provided by the schools own staff / catering company (enter name) / Council Passenger and Catering Services (amend as appropriate).

Options for the SBCMT to overcome the failure of normal catering services due to school catering staff illness, denial of eating area, denial of cooking area or supplier problems could include:

* + 1. *Catering Staff*

The following responses to a shortfall in catering staff will be considered:

* Reducing the number of options available for meals
* Use of CRB checked and suitably able and qualified volunteers to assist available staff
* Re-allocating available catering staff from other schools to provide minimal service
* Having meals prepared at another school and transported (using local authority vehicles requested via Children and Young People’s Service Support Team)
* Special dietary needs will be observed
	+ 1. *Cooking Facilities / Supplier Failure*

The following responses to the denial of the normal cooking facilities or failure to deliver hot meals by a supplier will be considered:

* Transporting hot meals from one school to another if catering staff are ill or unavailable (using local authority vehicles requested via Traded Schools Services Team)
* The school maintains catering supplies for XX days (if applicable)
* The local authority has the capability to hold frozen food at XXXXX Depot and may be contacted via Traded Schools Services Team Providing sandwiches instead of hot meals (one school has used M&S when unable to provide the usual service in the past). The nearest supermarket that would be used for this purpose is … (contact details are given in ***Appendix D – Emergency Cascade***).
* Church or other faith community halls with cooking facilities (nearest is…)
* Staggering lesson and lunch times to accommodate a longer period over which pupils are fed, if the alternative premises are smaller than those usually operated
* Encouraging parents to send pupils in with packed lunches (if appropriate, bearing in mind free school meals provision)
* Both the local authority Passenger Services and the frozen food suppliers to the local authority for bulk school meals have their own business continuity management plans. These are reviewed and exercised at least annually.

***8.5 Essential Equipment***

This section covers the critical equipment used by the school, and the options available to the SBCMT to avoid and mitigate failures.

*8.5.1 IT*

This section includes data and systems used by:

* School office, especially attendance information, child protection and safety data, financial data and contact details
* Pupils for their work, especially course work for examinations
* Teachers, especially for lesson plans and pupil evaluation data
* Management, especially staff records and performance management and development
* Email for communications

The following are available to the SBCMT to mitigate the effects of the full or partial failure of IT systems:

* The school will request assistance from the IT provider as part of their contract in the event of any hardware or software failure – see ***Appendix F – IT Resilience*** for details
* All systems, applications and data are backed up and held separately away from the school. Details regarding these backups are given in ***Appendix F – IT Resilience***.
* Backups are tested for recovery purposes at least annually
* Failure of email may be mitigated by the use of fax and phones

*8.5.2 Communications*

The primary communications means used by the school are as follows:

* Telephone
* Fax
* Email

Failure of any of these options will be mitigated by use of the remaining options and the school mobile phone(s). Contact telephone and email details are held for all key stakeholders in the school.

*8.5.3 Heating, Power and Water Supply*

Failure of any of the above will immediately be referred (by the Premises Manager, Care-taker – amend as applicable) to the utility company responsible or appropriate repair contractor (contact details are in ***Appendix D – Emergency Cascade***).

Should the response from the utility company be inadequate, the matter will be referred to Children and Young People’s Service Support Team.

In the event of a widespread fuel shortage, schools are considered a priority under the National Emergency Plan for Fuel, to ensure that they remain open.

All equipment is regularly maintained by XXXX.

***9. Basic Principles to Remember***

The SBCMT should consider the following when enacting the above actions:

* Be honest
* Present facts, not speculation
* Be sensitive to different groups, ages, etc
* People need information to make a choice
* Encourage openness
* Assure people that there are no “stupid” questions or “wrong” / “bad” answers or reactions

**10. Training and Exercising**

The plan has been compiled by XXXX involving staff, governors and other stakeholders in the process. It has been signed off by the XXXX and reviewed by the Chair of Governors.

All staff are briefed about the plan at least annually during staff meetings. This forms part of the annual review and sign-off process. All staff members and governors have copies of this plan at home, as well as copies being held in school (by the Head Teacher, Premises Manager and School Office in the Emergency Grab Bag).

The plan will be exercised (via a desktop walkthrough of the plan) at least annually. This exercise will involve at least the plan owner, the SEMT and a representative(s) of the Governing Body (ideally a parent governor and/or any stakeholder governors to ensure that their perspective is satisfied and included). Other staff and stakeholders may be included as required.

The results of the exercise will be recorded by the plan owner along with any actions points arising and the agreed timescale for resolution. The identified actions will be incorporated into the annual review of the plan, which will then be reissued to staff, along with a briefing on the changes.

The annual desktop exercise, review and sign-off process, including re-issue of the plan, will be monitored by the Governing Body annually as an agenda item.

Guidance on this process may be sought from the Traded Schools Services Team or the Emergency Planning Team.

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**Appendix A – Command and Control Contact Details**

***School Business Continuity Management Team (SBCMT)***

|  |  |  |  |
| --- | --- | --- | --- |
| **Role** | **Name** | **Home phone** | **Mobile phone** |
| Chair of SBCMT / Head Teacher |  |  |  |
| Premises Manager |  |  |  |
| Office Manager |  |  |  |
| Deputy / Assistant Head Teachers |  |  |  |
| Note taker |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Potential Deputies for above roles** | **Name** | **Home phone** | **Mobile phone** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
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| --- | --- | --- | --- |
| **Media Spokesperson** | **Name** | **Home phone** | **Mobile phone** |
| Primary |  |  |  |
| Potential deputy 1 |  |  |  |
| Potential deputy 2 |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Holders** | **Name** | **Home phone** | **Mobile phone** |
| Primary |  |  |  |
| Potential deputy 1 |  |  |  |
| Potential deputy 2 |  |  |  |

**Local Authority Support**

Office hours: 020 7926 1000

Out of hours (via Emergency Control): 020 7926 1000

Emergency Planning Team (Business Continuity): 020 7926 6161

When making contact with any of the above, ensure that you provide as much information as accurately as possible. If you don’t know the answer, please say so. You may be asked to repeat the information to ensure that the recipient has fully understood the situation, so that they may activate and coordinate the necessary resources.

**Appendix B – Reporting an Incident (*Please have as much of this information ready as you can*):**

* Your name
* The name and address of the school
* Telephone number on which you can be contacted (both landline and mobile if possible)
* Who else may be contacted (and how)
* What has happened
* When it happened
* Where within the premises it happened and how much of the site is affected
* Who has been involved
* Numbers of those affected or injured
* Location of those affected
* Is the danger still on-going?
* What action has been taken so far
* Which emergency services and other responders are already on site

**Appendix B – Emergency Log** (note that these pages may be photocopied to maintain records during the emergency) **Page No:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Event** | **Action or decision** | **By / Time** | **Completed** |
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**Appendix D – Emergency Cascades**

***Staff Emergency Information Helpline***

This recorded message is activated using the Staff Emergency Helpline:

020

**Please make sure you save the Staff Emergency Helpline number**

***School Emergency Telephones***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mobiles** | **Office mobile:** |  | **School Party 1:** |  | **School Party 2:** |  |
| **School office contact number:** |  | **School emergency “out of hours” contact number:** |  |

***Buddy School Contacts (enter school name here)***

|  |  |
| --- | --- |
| **During school hours contact** **and ask for …** | Telephone:Mobile: |
| **Outside of school hours contact****…****Or****…** | Telephone:Mobile:Telephone:Mobile: |

**Appendix D – Emergency Cascades**

***Staff Contact Numbers***

(in larger schools it will be best to break this contact system down into manageable chunks, with no-one being expected to phone more than ten others, e.g. with senior management contacting curriculum heads who then contact those in their own departments)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Role** | **Home telephone** | **Mobile**  | **Home email** |
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**Appendix D – Emergency Cascades**

***Partners and Suppliers Contact Details***

This section contains the contact numbers for partner and supplier organisations who could need to be contacted either in response to, or because of, an emergency affecting the school.

| **Organisation** | **Contact names** | **Role** (what they provide) | **Working hours contact** | **Out of hours contact** | **Email** |
| --- | --- | --- | --- | --- | --- |
| Diocese or Trust |  |  |  |  |  |
|  |  | Insurance |  |  |  |
|  |  | Bankers |  |  |  |
|  |  | Goods suppliers |  |  |  |
|  |  | Services suppliers |  |  |  |
|  |  | Local radio |  |  |  |
|  |  | Transport providers |  |  |  |
|  |  | Catering suppliers |  |  |  |
|  |  | Agency staff |  |  |  |
|  |  | Office supplies |  |  |  |
|  |  | Emergency glaziers  |  |  |  |
|  |  | Building contractors |  |  |  |
|  |  | IT provider |  |  |  |
|  |  | Utilities |  |  |  |
|  |  | Supermarket for catering |  |  |  |
|  |  | Nearest library |  |  |  |
|  |  | Nearest church / faith hall |  |  |  |
|  |  | Nearest community hall |  |  |  |

***Parents and Guardians***

These contact details are kept separately within the Emergency Grab Bag (see ***Appendix E*** below). Contact details contain mobile phone numbers as well as home telephones. Mass text messages may be sent to mobiles. Where available, these contact details also include alternative numbers for when the primary contacts cannot be reached.

***Site Users Contact Details***

This section contains the contact details for any other organisations that use the school site and which are not already listed above. These would need to be contacted if there was an incident which affected or prevented access to the premises or facilities that they use.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Organisation** | **Contact names** | **Role** | **Working hours contact** | **Out of hours contact** |
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**Appendix E – Emergency Grab Bag Contents**

The school has two pre-prepared grab bags:

The ***Primary School Emergency Grab Bag*** is securely kept in XXXXX (school office / head teachers office?), and will be taken outside by XXXXX (or XXXXX in their absence) in the event of an evacuation of the school.

The ***Secondary School Emergency Grab Bag*** is held securely off-site by XXXXX (head teacher?) who would use its contents to aid in the recovery process following an incident affecting the school outside of normal school hours.

***The Emergency Grab Bags contain:***

* A copy of this plan including all appendices
* Contact details for parents / guardians
* School Office Mobile phone and charger
* Site plan of the school including electricity, gas and water supply shut-off points, along with the location of any potentially hazardous materials (this will be given to the emergency services upon arrival to aid their work)
* Message pad and pens
* Disposable camera (useful for recording damage for insurance purposes)
* Torch and batteries (especially for the grab bag held off-site)

***Maintenance:***

These bags are checked monthly and maintained by XXXXX, including ensuring that the mobile phones are charged.

**Appendix F – IT Resilience**

|  |  |  |  |
| --- | --- | --- | --- |
| **IT Provider** | **Responsibility** | **Office hours contact** | **Out of hours contact** |
|  |  |  |  |
|  |  |  |  |

***Data backups:***

| **Type of data / system** | **Back up frequency** | **Back up type** | **Back up location** | **Responsibility of** |
| --- | --- | --- | --- | --- |
| Attendance data | Daily / weekly / monthly (as applicable) | Disk / tape / web (as applicable) | Should be away from the school | Name of staff member |
| Child protection & safety |  |  |  |  |
| Finance |  |  |  |  |
| Pupil course work |  |  |  |  |
| Lesson plans |  |  |  |  |
| Pupil evaluation data |  |  |  |  |
| Staff records |  |  |  |  |
| Emergency and BCM plan |  |  |  |  |
| Others as applicable |  |  |  |  |

***Recovery:***

|  |  |
| --- | --- |
| **Frequency of backup recovery exercise:** | Annual (or more often?) |
| **Responsibility of:** | Name of staff member |
| **Overseen and signed off by:** | Member of management team |
| **Results presented to:** | Chair of Governors |