



QUANTOCK

EDUCATION TRUST

Emergency & Business Continuity Plan

**(Part 2 – to be read in conjunction with the Trust Emergency and Business
Continuity Policy)**

LINKS: [Emergency and Business Continuity Policy](#), [Data Protection Policy](#)

DATE: May 2023

POSTHOLDER RESPONSIBLE: Director of Finance & Operations

TRUSTEES/GOVERNORS COMMITTEE: Finance, Operations & Audit

AUDIENCE: All members of the Trust Community

STATUS: Ratified

DATE RATIFIED: June 2023

DATE OF NEXT REVIEW: Every 2 years

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1. About this Plan

This Quantock Education Trust (QET) Emergency and Business Continuity (EBC) Plan should be read in conjunction with individual school's evacuation plans and emergency procedures that deal with the immediate response to an emergency. This plan deals with no-notice disruptions most likely to occur: loss of premises (through fire, flood etc); loss of utilities (electricity, gas, water, fuel); failure of IT and telephony; failure of supply; staff shortage; issues such as pandemic 'flu. It also deals with the list (not exhaustive) at Appendix I – The Risk Identification, Evaluation and Management Matrix.

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; a serious incident on a school trip; reputation damage; environmental consequences.

1.1 Scope

The scope of this plan is across all functional areas of the Trust:

The following **Trust functions**:

- Teaching & Learning – Subject lead activities, Pastoral Lead activities, Special needs activities
- Extended school activities
- School trips
- Out of hours clubs/third party suppliers
- Staff, students, parents/carers, governors, the local community
- School business operations – Students, staff and administration related activities, Information technology structure (systems, hardware, software, back up), Financial functions (systems, administration), Estates functions
- Third party suppliers/contractors – Internal (catering), Regular third-party suppliers, service providers

1.2 Aims & Objectives

The aim of this plan is to provide guidance and support to enable each school to tackle the impact of severe disruption due to a variety of one-off, but credible, causes.

The EBC Plan is designed to achieve the following strategic objectives:

- To safeguard the welfare of students, staff and visitors;
- To resume provision of educational services at the earliest opportunity and, where possible, secure a continuation of learning;
- To maintain the community and identity of the school;
- To return the school to normality.

This will take place through a flexible response so that the Quantock Education Trust 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 Distribution

This EBC Plan has been circulated to all trustees/governors, senior leadership teams and administrators as indicated at Appendix K. All parties 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.

1.4 Plan Approval

The Director of Finance & Operations (DFO) and Trust Estates Manager are responsible for ensuring that the plan is maintained, exercised and updated in accordance with Trust policy for reviewing the EBC plan.

QET Trust Board review and approve the Trust template for EBC planning.

1.5 Local School Arrangements

Headteacher/Senior Leadership Team will manage the local arrangements of this plan and recognise the need for such arrangements. Staff generally, and particularly those who have specific roles in the arrangements, will be consulted.

The Local Governance Committee will discuss and review the local arrangements of the EBC Plan each year.

1.6 Plan Review

The Board of Trustees has adopted the plan as follows:

The Emergency and Business Continuity Plan was reviewed and adopted at the QET Trust Board meeting on 17th May 2023. It will be reviewed every two (2) years by the Trust Board.

Signed: _____ Chair of Trustees

Date: _____

2. Plan Activation

2.1 Types of Emergency

The word 'emergency' may often be used interchangeably with that of "incident" or "disaster". It is important to consider the type of emergencies or incidents that may arise. Examples include:

In School

- Deliberate acts of violence, such as the use of a knife or firearm;
- Fires or a laboratory explosion;
- Students or teachers being taken hostage; ☒ Public health threats (e.g. meningitis).

Outside School

- The death of a student or member of staff through natural causes or accidents;
- A transport-related accident involving students and/or members of staff;
- A more widespread emergency in the community, for example, the release of hazardous substances, severe weather, etc.;
- Death or injuries on school trips or excursions;
- Civil disturbances and terrorism.

2.2 Responsibility for Plan Activation

The responsibility for implementing this plan lies with the Headteacher who would normally activate this plan and stop its process at the appropriate time. If not available, it would be a member of the Senior Leadership Team, in the first instance a Deputy Headteacher.

2.3 Notification

2.3.1 During working hours, a site disruption is likely to become apparent to all staff and students very quickly through alarm activation or word-of-mouth etc.

2.3.2 Outside working hours, a site disruption may be notified by the emergency services to the Headteacher, the Director of Finance & Operations, the Site Manager or a member of staff carrying out extra-curricular activities.

All serious incidents should be reported to:

- the ESFA acting on behalf of the Secretary of State;
- the Health and Safety Executive;
- the Information Commissioner's Office;
- the Disclosure and Barring Service;
- RPA – Risk Protection Arrangement.

All incidents affecting the physical infrastructure of the school should be reported to:

- Somerset County Council
-

2.4 Initial Actions and Emergency Folder

2.4.1 Evacuation is dealt with in each school's Emergency Evacuation Plan.

Upon activation of this plan, the Headteacher or their nominated deputy will form the School Incident Management Team (SIMT) with responsibilities as outlined at paragraph 3.2. The primary objective of the SIMT is to manage the developing situation and minimise harm and danger to:

- Students;
- Staff;
- Visitors to the school;
- Building, contents and other assets and the school's ability to provide education.

2.4.2 Emergency Folders

These will be stored in the Headteacher's office, Deputy Headteachers' offices, Assistant Headteachers' offices, Finance and Operations Director's office, and the SLT Administration Assistants' office/Reception and will contain:

- A copy of this plan;
- A copy of the school's evacuation plan;
- Site plans;
- Any other critical items.

The emergency file will be checked yearly for accuracy of information by the Director of Finance & Operations. Care should be taken to ensure the personal details stored within these files is kept in accordance with the Data Protection Policy.

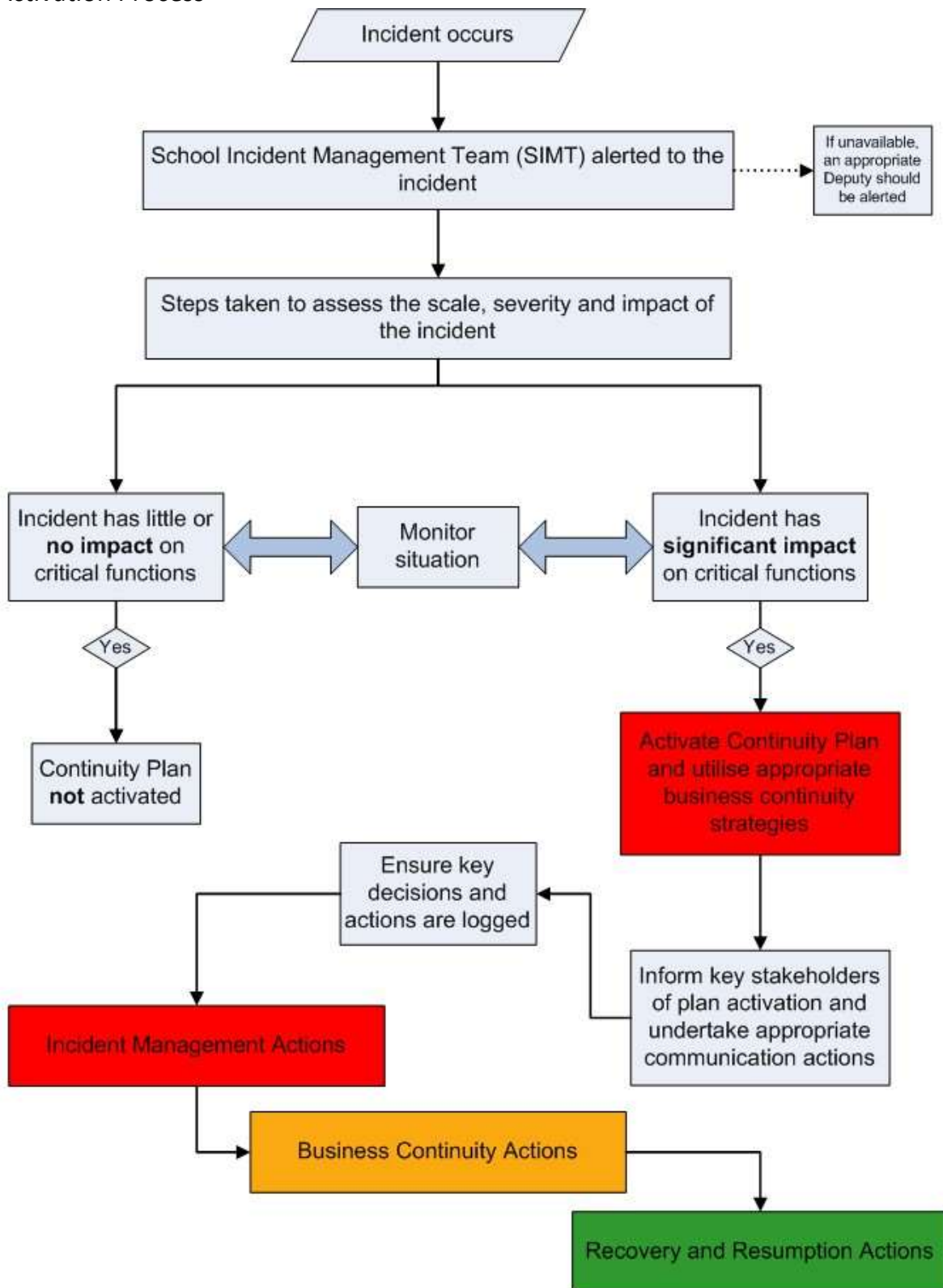
2.5 Assessment and Containment

As soon as practicable, the SIMT will meet to consider what resources are available to continue normal business as far as possible. Potential resources are:

- Staff, vehicles, equipment still at the scene
- Staff, vehicles, equipment located elsewhere
- Current IT and telephony capability.

If the disruption has resulted in the loss of the school site, the SIMT meeting should be held at the school's designated offsite incident facility.

2.6 Activation Process



3. Roles and Responsibilities

3.1 Strategic Responsibilities

Role	Responsibilities	Accountability / Authority
3.1.1 QET Trust Board/Executive Head of School/Headteacher	<ul style="list-style-type: none"> ▪ To adopt a Trust wide Critical Incident and Business Continuity Plan; ▪ Monitoring and evaluating overall performance in developing school resilience. 	
3.1.2 QET DFO/Head of Facilities Management	<ul style="list-style-type: none"> ▪ Ensure that the school’s Emergency Incident and Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable; ▪ Emergency and Business Continuity Plan development. 	Liaison with the Headteacher or School Incident Management Team in response to a crisis.
3.1.3 Local Governance Committee	<ul style="list-style-type: none"> ▪ Monitoring and evaluating overall performance in developing school resilience; ▪ Working in partnership with school Headteacher to provide strategic direction in planning for and responding to disruptive incidents; ▪ Undertaking actions as required to support the school’s response to a disruptive incident and subsequent recovery. 	Liaison with the Headteacher or School Incident Management Team in response to a crisis.
3.1.4 Headteacher Incident Manager	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the school; ▪ Ensuring the school has capacity within its structure to respond to incidents; ▪ Determining the school’s overall response and recovery strategy; ▪ Embedding a culture of resilience within the school, involving stakeholders as required. 	The Headteacher has overall responsibility for day-to-management of the school, including lead decision-maker in times of crisis.
3.1.5 Operations Manager Business Continuity Coordinator	<ul style="list-style-type: none"> ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc.; ▪ Involving the school community in the planning process as appropriate; ▪ Plan testing and exercise; ▪ Conducting ‘debriefs’ following an incident, test or exercise to identify lessons and ways in which the plan can be improved; ▪ Training staff within the school on business continuity. 	Business Continuity Coordinator reports directly into the Headteacher and is a member of the School Incident Management Team

3.2 General Responsibilities - School Incident Management Team (SIMT)

Role	General Responsibilities	Accountability / Authority
<p>School Incident Management Team (SIMT): Senior Leadership Team supported by the SLT Administration Team.</p>	<ul style="list-style-type: none"> ▪ Leading the school’s initial and ongoing response to an incident; ▪ Declaring that an ‘incident’ is taking place; ▪ Activating the Emergency Business and Continuity plan ▪ Notifying the Trust (CEO & DFO) of the incident, plan activation and ongoing response actions; ▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions; ▪ Providing direction and leadership for the whole school community; ▪ Undertaking response and communication actions as agreed in the plan; ▪ Prioritising the recovery of key activities disrupted by the incident; ▪ Managing resource deployment; ▪ Welfare of students; ▪ Staff welfare and employment issues; ▪ Coordination of all communication. 	<p>Delegated authority to authorise all decisions and actions required to respond and recover from the incident.</p> <p>Reporting progress throughout the incident management, business continuity and recovery process to all stakeholders.</p>

Contact details of SIMT and all those with functional responsibilities are at Appendix L. This document should be stored in accordance with the QET Data Protection Policy.

3.3 Functional Responsibilities of the SIMT

Functional roles include, but are not limited to, the following (dependant on resources available, individuals may be called upon to fulfil more than one role):

Role	Functional Responsibilities
<p>3.3.1 Incident Manager: Headteacher</p>	<p>Consider the need to alert school community, other colleagues and external agencies;</p> <ul style="list-style-type: none"> ▪ Establish a Schools Incident Management Team (SIMT) and allocate roles; ▪ Collate all relevant information relating to the emergency; ▪ Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g. the emergency services, ESFA, Somerset CC, Local Governors as appropriate; ▪ Monitor the emergency response; ▪ Provide regular staff / team briefings; ▪ Authorise any additional expenditure/resources; ▪ Liaise with communications officer to inform media; ▪ Decide if staff/students should be sent home/premises closed; ▪ Ensure the written log of all key actions is maintained.

Role	Functional Responsibilities
3.3.2 Deputy Incident Manager: Deputy Headteacher	<ul style="list-style-type: none"> ▪ Assists incident manager; ▪ Ensure written logs are established and maintained; ▪ Co-ordinates and manages staff as designated within the SIMT; ▪ Ensures communication between SIMT and staff; ▪ Monitors staff welfare and organises staff rotas; ▪ Drives “business as usual” – provision of normal schooling where possible; ▪ Monitor logs for key issues; ▪ Keep a written log of all key actions.
3.3.3 Communications Officer: Marketing Manager	<ul style="list-style-type: none"> ▪ Acts as point of contact for media enquiries (with the EFA/Essex CC as necessary); ▪ Prepares media statements/interviews with incident manager; ▪ Keeps a written log of all key actions; ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ▪ QET trustees; ▪ Local governors; ▪ Parents/carers; ▪ Key council services/school bodies ▪ School transport providers ▪ External agencies e.g. emergency services, and the HSE etc. ▪ Liaise with ESFA/DfE as necessary.
3.3.4 Welfare Manager - Students: Nominated Assistant Headteacher/ Middle Leader	<ul style="list-style-type: none"> ▪ Ensure all students are safe and accounted for; ▪ Marshall students as appropriate; ▪ Manage transfer of students to alternative location as required including shelter; ▪ Deal with immediate welfare needs including distress, injury etc.; ▪ Co-ordinate sending home of staff, students and visitors as required in liaison with parent’s liaison officer; ▪ Keep a written log of all key actions.
3.3.5 Premises Manager: Site Manager/ Trust Estates Manager (Secondary)	<ul style="list-style-type: none"> ▪ Ensures site security at all times; ▪ Provides information about site facilities/layout as necessary; ▪ Assists with access to and exiting from the school; ▪ Stop electrical / gas supplies if required and safe to do so; ▪ Secure key documents / equipment if safe to do so; ▪ Provide and place appropriate signage for the incident; ▪ Identify alternative accommodation if required; ▪ Ensure all staff and visitors are wearing correct identification during incident; ▪ Arrange area for visitors/media upon request only; ☑ Keep a written log of all key actions.
3.3.6 Trip-Nominated Contacts: 2 x Members of SLT	Provide details of the trip: <ul style="list-style-type: none"> ▪ All students’ contact / parent / carer / Next of Kin (NOK) details etc.

Role	Functional Responsibilities
3.3.7 Administration Team	<ul style="list-style-type: none"> ▪ Handles telephone calls; ▪ Helps to collate information; ▪ Provides blank log sheets as required to team; ▪ Relays incoming and outgoing messages by telephone, fax, email etc. in a prompt manner; ▪ Provides admin support to the incident manager and deputy Head of School/Headteacher; ▪ Logs all incoming and outgoing calls; ▪ Maintains log of visitors; ▪ Liaises with deputy incident manager regarding key issues; ☑ Keeps a written log of all key actions.
3.3.8 Parents Liaison Officer: Designated Deputy/Assistant Headteacher	<ul style="list-style-type: none"> ▪ Agrees communications with communication officer/incident manager; ▪ Obtains and secures contact information for staff/students; ▪ Advises parents and provides information; ▪ Provides point of contact; ▪ Arranges on site co-ordination of visiting parents/carers; ☑ Maintains regular contact with parents where appropriate; ☑ Keeps a written log of all key actions.
3.3.9 Welfare Manager (Staff): Nominated Assistant Headteacher/ Middle Leader	<ul style="list-style-type: none"> ▪ Ensures all staff and visitors are safe and accounted for; ▪ Marshalls staff and visitors as appropriate; ▪ Manages transfer of staff and visitors to alternative location as required including shelter; ▪ Deals with immediate welfare needs including distress, injury etc.; ▪ Co-ordinates sending home of staff, students and visitors as required in liaison with parent liaison manager; ☑ Keeps a written log of all key actions.

3.4 Additional Response and Recovery Roles

In general terms, the additional responsibilities below fall naturally to support staff middle management and the administration team. The Headteacher will decide who to allocate the roles to and, depending on the circumstances of the incident, it may be necessary to activate one or all of the roles below. These additional response and recovery roles are:

Role	Additional Functional Responsibilities
3.4.1 Data Recovery: Trust IT Manager/IT Manager (Haygrove)	<ul style="list-style-type: none"> ▪ Organise the retrieval and restore of data from backup systems; ▪ Ensuring the resilience of the school's IT infrastructure; ▪ Liaison with all IT external support agencies / providers; ▪ Work with the Business Continuity Co-ordinator to develop proportionate risk responses.

Role	Additional Functional Responsibilities
3.4.2 Teachers, Learning Mentors and Teaching Assistants	<ul style="list-style-type: none"> ▪ Maintains supervision; ▪ Ensures the safety and security of students; ▪ Provides information and offer reassurance; ▪ Monitors students' physical and psychological welfare; ▪ Keep a written log of all key actions.
3.4.3 Somerset County Council	If an incident has taken place on a school trip, Somerset County Council will: <ul style="list-style-type: none"> ▪ Advise SIMT directly on issues as they arrive.
3.4.4 Continuity and Recovery: Trust Estates Manager	<ul style="list-style-type: none"> ▪ Arrange for opening of alternative premises; ▪ Co-ordinate fitting out with furniture and equipment; ▪ Liaise with school insurance companies;
3.4.5 Premises Manager/Trust Estates Manager	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident; ▪ Liaison with the Head of Facilities Management to advise on any issues relating to the school physical infrastructure; ▪ Lead point of contact for any contractors who may be involved in incident response in liaison with the Head of Facilities Management.
3.4.6 Recovery Coordinator Nominated Deputy or Assistant Headteacher	<ul style="list-style-type: none"> ▪ Leading and reporting on the school's recovery process; ▪ Identifying lessons as a result of the incident; ▪ Liaison with Business Continuity Co-ordinator to ensure lessons are incorporated into the plan development.

4. Incident Management

4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of students, staff, visitors and the wider community;
- Protect vital assets e.g. equipment, data, reputation;
- Ensure urgent and necessary communication takes place;
- Support the business continuity phase;
- Support the recovery and resumption phase.

See Appendix A

5. Business Continuity

5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of our 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 activating 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 our resources available. It is therefore likely that some 'non-critical' activities may need to be suspended at this time.

See Appendix B

6 Recovery and Resumption

6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practices for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

See Appendix C

Appendix A - Incident Management Actions

This table is also available as a separate document in the Plan Pack (Appendix H – Section A), held by the SIMT and Chair of Governors.

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
1.	<p>Make a <i>quick</i> initial assessment:</p> <ul style="list-style-type: none"> ▪ Survey the scene; <ul style="list-style-type: none"> ▪ Assess (i.e. scale/severity, duration & impact); ▪ Disseminate information (to others). 	<p>Gather and share information to facilitate decision-making and enhance the response</p> <p><i>A full impact assessment form can be found in Appendix D.</i></p>	<input type="checkbox"/>
2.	<p>Call the emergency services (as appropriate).</p>	<p>TEL: 999</p> <p>Provide as much information about the incident as possible.</p>	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> ▪ Evacuate the school building, if necessary; ▪ Consider whether it may be safer or better for the welfare of students, staff and visitors to stay within school premises and congregate at a relative place of safety indoors; ▪ If there is time and it is safe to do so, consider the recovery of vital assets / equipment to enable delivery of critical school activities; ▪ Notify relevant stakeholders of site evacuation. 	<ul style="list-style-type: none"> ▪ Use normal fire evacuation procedures for the school; ▪ Consider arrangements for students, staff and visitors with special needs; ▪ If the decision is to stay within the school, ensure the assembly point is safe and take advice from emergency services as appropriate. 	<input type="checkbox"/>
4.	<p>Ensure all students, staff and any school visitors report to the identified assembly point.</p>	<p>Assembly Point: Fire</p> <p>_____</p> <p>_____</p> <p>Alternative Assembly Point:</p> <p>_____</p> <p>_____</p>	<input type="checkbox"/>
5.	<p>Check that all students, staff and any visitors have been evacuated from the building and are present.</p> <p>Consider the safety of all students, staff and any visitors as a priority.</p>	<p>The evacuation procedure is that of the fire evacuation procedure and is to be precisely followed.</p>	<input type="checkbox"/>

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
6.	Ensure appropriate access to site for emergency service vehicles.		<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.	Information on roles and responsibilities can be found in Section 3.2 .	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	The log template can be found in Appendix E .	<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"> ▪ Take further steps to assess the impact of the incident; ▪ Agree response / next steps. 	Continue to record key decisions and actions in the incident log. The impact assessment form can be found in Appendix D .	<input type="checkbox"/>
12.	Log details of all items lost by students, staff, visitors etc. as a result of the incident, if appropriate.	A form for recording this information is in Appendix F .	<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"> ▪ Social care. 	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Somerset County Council Press Office.	Establish a media area if necessary.	

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
15.	Assess the key priorities for the remainder of the working day and take relevant action.	<ul style="list-style-type: none"> ▪ Consider actions to ensure the health, safety and well-being of the school community at all times; ▪ Consider business continuity strategies i.e. alternative ways of working, re-location to the recovery site etc. to ensure the impact of the disruption is minimised; ▪ Business continuity strategies are documented in the table at Appendix B; ▪ 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.	Communication: Ensure staff are kept informed about what is required of them.	<p>Consider:</p> <ul style="list-style-type: none"> ▪ what actions are required; ▪ where staff will be located; ▪ Notifying staff who are not currently in work with details of the incident and actions undertaken in response. 	<input type="checkbox"/>
17.	Communication: Ensure students are kept informed as appropriate to the circumstances of the incident.	<p>Consider communication strategies and additional support for students with special needs. Consider the notification of students not currently in school.</p> <ul style="list-style-type: none"> ▪ Arbor email; ▪ Website. 	<input type="checkbox"/>
18.	Communication: 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.	<p>Agree arrangements for parents/carers collecting students at an appropriate time Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update</p> <ul style="list-style-type: none"> ▪ Telephone; ▪ Arbor email; ▪ Website. 	<input type="checkbox"/>
19.	Communication: Ensure governors are kept informed as appropriate to the circumstances of the incident	Agree frequency of communicating situation reports with governors.	<input type="checkbox"/>

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
20.	Communication: Consider the wider notification process and the key messages to communicate to other organisations/stakeholders	Consideration to be given to other parties using the school facilities such as agencies and lettings.	<input type="checkbox"/>
21.	Communication: Communicate the interim arrangements for delivery of critical school activities.	Ensure all stakeholders are kept informed of contingency arrangements as appropriate – the message must be tightly controlled <i>SIMT discussion and then decision;</i>	<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 G.</i>	<input type="checkbox"/>
23.	Communication: Seek specific advice/ inform your insurance company as appropriate.	Insurance policy details can be found in the grab bag.	<input type="checkbox"/>
24.	Ensure recording process in place for staff/students leaving the site.	Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required.	<input type="checkbox"/>

Appendix B1 - 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, additional / specific input may be needed 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>Time should be taken to understand the impact of the incident on 'business as usual' School activities by communicating with key stakeholders to gather information.</p> <p>The following questions should be considered:</p> <ul style="list-style-type: none"> ▪ Which school activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be <ul style="list-style-type: none"> <input type="checkbox"/> Manageable? <input type="checkbox"/> Disruptive? <input type="checkbox"/> Critical? <input type="checkbox"/> Disastrous? ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? <p>What resources are required to recover critical activities?</p>	<input type="checkbox"/>
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Appendix B2 below).	<p>Consider:</p> <ul style="list-style-type: none"> ▪ Immediate priorities; ▪ Communication strategies; ▪ Deployment of resources; ▪ Finance; ▪ Monitoring the situation; ▪ Reporting; ▪ Stakeholder engagement. <p>Produce an action plan for this phase of response.</p>	<input type="checkbox"/>

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
4.	Log all decisions and actions, including what is to be done and not to be done; include the decision-making rationale.	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix E.</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred.	<i>The Financial Expenditure Log can be found in Appendix G.</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"/>

Appendix B2 - 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.	
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"> ▪ Larger class sizes (subject to adult and child ratios); ▪ Use of teaching assistants, LSAs, cover supervisors; ▪ Virtual Learning Environment opportunities; ▪ Pre-prepared educational materials that allow for independent learning; ▪ Team activities and sports to accommodate larger numbers of students at once. 	
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.	

	Arrangements to manage: DENIAL OF ACCESS to our premises or LOSS OF UTILITIES	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements throughout the local area i.e. other schools or facilities.	
2.	Virtual Learning Environment opportunities.	
3.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
4.	Off-site activities e.g. swimming, physical activities, school trips.	

Arrangements to manage: LOSS OF TECHNOLOGY / TELEPHONY / DATA / POWER		Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data, photocopies stored on and off site, mirrored servers etc.	
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.	

Arrangements to mitigate: THE LOSS OF KEY SUPPLIERS, THIRD PARTIES OR PARTNERS		Further Information (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.	RPA
4.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it.	

Appendix C - 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 students.	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of counselling services.	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff and relevant stakeholders are aware that the business continuity plan is no longer in effect. <ul style="list-style-type: none"> ▪ Website; ▪ Email; ▪ Telephone/text. 	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with staff (and possibly with students). Complete a report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it.	Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan is read by all members of the SIMT	<input type="checkbox"/>

Appendix D - Impact Assessment Form

D Impact Assessment Form			
Completed By		Incident	
Date		Time	
Question	Logged Response		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location & severity)			
Are there any staff or student casualties or fatalities? (Complete casualty / fatality sheets if needed)			
Have the emergency services been called?			
Is the incident currently affecting School activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%	<input type="checkbox"/>	
	20 – 50%	<input type="checkbox"/>	
	1 – 20%	<input type="checkbox"/>	
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			
Which work areas have been destroyed, damaged or made unusable?			
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	

Appendix F - Lost Property Form

Lost Property Form				
Completed By			Incident	
Date			Time	
No.	Name	Status (e.g. staff, student, visitor)	Details of possessions lost/left behind	
			What	Where left/lost

Appendix G - Financial Expenditure Log

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

	Expenditure Details (what, for whom etc)	Cost	Payment Method	Transaction made by

Appendix H - Contents Of Emergency Box/'Grab Bag'

Section	Details
A. Business Continuity	Business Continuity Plan Including: copies of TABLES in Appendices A, B1, B2 and C and forms in the Appendices D, E, F and G)
	Key contact details, including: trustees, governors, parents/carers, Local Authority, suppliers etc
B. Financial Information	Insurance details
	Insurance policy document
C. Staff Information	Staff contact details
	Staff emergency contact details
D. Equipment and other items	First aid kit
	Wind up LED torch
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Hazard barrier tape
	Contact details for taxi / transport providers
	School floor plans
	High visibility jacket

Appendix I - Risk Identification, Evaluation and Management Matrix

GUIDANCE FOR COMPLETING THE RISK MATRIX:

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

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

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

Score	Risk Description	Action Required
25	Extreme Risk	☒ Immediate escalation to Head of School/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

Example School Risk Assessment

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Fatality of a School Trip	5	2	10	<ul style="list-style-type: none"> Risk Assessments completed for each trip Following all procedures and best practise as per SCC 		Trip Leader, EVC and SLT
2.	Fire affecting the School premises	5	3	15	<ul style="list-style-type: none"> Yearly Fire Safety audit Weekly fire alarm checks Maintenance Plan Disseminated Fire Evacuation Plan Tri-annual Fire Drills 	All staff to be trained in Fire Awareness	Operations Manager and Premises Manager/Secondary Trust Estates Manager/Headteacher (Primary)
3.	Violent extremist activity on School premises	4	2	8	<ul style="list-style-type: none"> Security measures in place across the School site Lockdown procedure in place and drills termly 		SLT
4.	Severe weather events e.g. Widespread or localised flooding	4	3	12	<ul style="list-style-type: none"> Severe Weather Policy Use of appropriate equipment Drain maintenance programme 	Signage for areas of use/non-use	Office Manager/Operations Manager and Premises Manager/ Trust Estates Manager
5.	Pandemic or epidemic e.g. influenza virus, meningitis	4	2	8	<ul style="list-style-type: none"> Staff sickness procedure Use of supply teachers 		SLT liaise with Trust HR Manager
6.	Effects of a disaster in the local community	3	2	6	<ul style="list-style-type: none"> Emergency evacuation procedures in place Communication plan 		SLT

Date of issue: November 19

Appendix J - Key Contacts List

CONTACT	TELEPHONE NUMBER
School Contacts	
HAYGROVE	
Headteacher – Aaron Reid	
Deputy Headteacher – Leanne Mills	
Assistant Headteacher – Jaimie Lall-Sachdev	
Assistant Headteacher – Greg Walters	
Assistant Headteacher – Louise Gregg	
Assistant Headteacher – Matthew Stott	
Chair of LGC – Jenny Ashworth - Interim	
SEXEY's	
Headteacher – Helen Cullen	
Deputy Headteacher – Ross Dalzell	
Assistant Headteacher – Philip Clackson	
Assistant Headteacher – Mr Carpenter	
Chair of LGC – Malcolm Broad	
SPAXTON	
Headteacher – Rachel Rood	Maternity Leave, please contact G Tucker
Deputy Headteacher –	
Chair of LGC – Andrew Watson / Suzanne Traynor	
STOGURSEY	
Headteacher – Gary Tucker	
Deputy Associate Headteacher – Louise Day	
Chair of LGC – Bernard Maskell / Teresa Miller	

QET	
Finance & Operations Director – Tracy Lee	
Trust Estates Manager – Paul Wilkinson–	
Head of IT – Haygrove – Stephen Hudd	
Chair of Trustees – Rob Brown	
Trip Contacts	
SCC	
Key Utility Contacts	
Electricity	
Gas	
Water	
Insurance – RPA	
Education Funding Agency (EFA)	0370 000 2288 Academy.QUESTIONS@education.gsi.gov.uk
The Health and Safety Executive	0845 300 9923 (opening hrs Mon-Fri 08.3017.00)
The Information Commissioner’s Office	0303 123 1113
Other Useful Numbers (Contractors etc.):	
Other Local Authority Contacts	
Somerset County Council	
SCC – Customer Number Traded Services Transport	
Other Local Contacts	
Police	999
Police – your local station/community officer	0845 8505505
Fire & Rescue Services	999
Other Useful Contacts	
Radio – BBC Somerset Live	
Foreign Office	020 7008 1500

Appendix K - Plan Distribution List

NAME	ROLE	ISSUE DATE
Haygrove		
Aaron Reid	Headteacher	
Leanne Mills	Deputy Headteacher	
Jaimie Lall-Sachdev	Assistant Headteacher	
Greg Walters	Assistant Headteacher	
Louise Gregg	Assistant Headteacher	
Matthew Stott	Assistant Headteacher	
Jenny Ashworth	Chair of LGC (Interim)	
Sexey's		
Helen Cullen	Headteacher	
Ross Dalzell	Deputy Headteacher	
Philip Clackson	Assistant Headteacher	
Mr Carpenter	Assistant Headteacher	
Malcolm Broad	Chair of LGC	
Spaxton		
Rachel Rood (Maternity)	Headteacher	
	Deputy Headteacher	
Andrew Watson/Suzanne Traynor	Chair of LGC	
Stogursey		
Gary Tucker	Headteacher	
Louise Day	Deputy Headteacher	
Bernard Maskell / Teresa Miller	Chair of LGC	
Trust		
Tracy Lee	Director of Finance & Operations	
Paul Wilkinson	Trust Estates Manager	
Stephen Hudd	Head of IT (Haygrove)	
Rob Brown	Chair of Trustees	

PLAN PACK

A Plan Pack, including the following documents, is to be **held by the personnel above** for expediency.

1. Incident Management Actions Sheets (Appendix A)
2. Business Continuity Actions (Appendix B)

Appendix L - School Incident Management Team

Haygrove

Name	Role	Contact Details: HOME	Contact Details: MOBILE
Aaron Reid	Headteacher		
Leanne Mills	Deputy Headteacher		
Jaimie Lall-Sachdev	Assistant Headteacher		
Greg Walters	Assistant Headteacher		
Louise Gregg	Assistant Headteacher		
Matthew Stott	Assistant Headteacher		
Tracy Lee	Director of Finance & Operations		
Paul Wilkinson	Trust Estates Manager		
Stephen Hudd	Head of IT (Haygrove)		
Rob Brown	Chair of Trustees		
Jenny Ashworth (Interim)	Chair of Local Governance Committee (LGC)		

Sexey's

Name	Role	Contact Details: HOME	Contact Details: MOBILE
Helen Cullen	Headteacher		
Ross Dalzell	Deputy Headteacher		
Philip Clackson	Assistant Headteacher		
Mr Carpenter	Assistant Headteacher		
Tracy Lee	Director of Finance & Operations		
Paul Wilkinson	Trust Estates Manager		
Stephen Hudd	Head of IT (Haygrove)		
Rob Brown	Chair of Trustees		
Malcolm Broad	Chair of Local Governance Committee (LGC)		

Spaxton

Name	Role	Contact Details: HOME	Contact Details: MOBILE
Rachel Rood (Maternity Leave)	Headteacher		
Gary Tucker	Headteacher		
	Deputy Headteacher		
Tracy Lee	Director of Finance & Operations		
Paul Wilkinson	Trust Estates Manager		
Stephen Hudd	Head of IT (Haygrove)		
Rob Brown	Chair of Trustees		
Andrew Watson/Suzanne Traynor	Chair of Local Governance Committee (LGC)		

Stogursey

Name	Role	Contact Details: HOME	Contact Details: MOBILE
Gary Tucker	Headteacher		
Louise Day	Deputy Headteacher		
Tracy Lee	Director of Finance & Operations		
Paul Wilkinson	Trust Estates Manager		
Stephen Hudd	Head of IT (Haygrove)		
Rob Brown	Chair of Trustees		
Bernard Maskell / Teresa Miller	Chair of Local Governance Committee (LGC)		