

Christ Church (Brondesbury) CE Primary School

Business Continuity Policy



Date Approved	November 2025
Date of next review	November 2026
Signature	

Christ Church (Brondesbury) CE Primary School

School Vision

Christ Church (Brondesbury) CE Primary School is a vibrant, welcoming and inclusive school at the centre of our diverse local community. We are perceived as a “family” by all who know us.

As a Christian school, we encourage everyone to be their best and to grow in God's creation. We provide a supportive, safe, respectful and reflective environment in which all flourish irrespective of their culture and belief.

We provide the highest standard of learning for all of our community and encourage them to pursue aspirational goals.

The school's vision is deeply rooted within the scripture passage:

2 Corinthians 8:7

“But as you excel in everything—in faith, in speech, in knowledge, and in all eagerness and in the love from us that is in you—make sure that you excel in this act of kindness too.”

Our vision is embedded within the Christian values of:

Compassion, Respect, Friendship, Forgiveness, Perseverance, Wisdom.

Our vision is expressed by all as “**Going for GOLD with faith**”.

This is explained and explored below:

Vision	Demonstrated as
G ive learning your best	<ul style="list-style-type: none">• Try your best at everything• Follow the “give me five” rules
O wn your choices	<ul style="list-style-type: none">• Be respectful and polite• Be honest and take responsibility for your words and actions
L ove yourself, as God loves you	<ul style="list-style-type: none">• Love yourself, for you are special• Love your neighbours with all your heart
D ream big, work hard and pray	<ul style="list-style-type: none">• Aim high• Always be ready to learn• With prayer, everything is possible

This policy reflects and supports our school vision in that through our business continuity plan we strive to “...provide a supportive, safe and respectful environment in which all flourish...” This is also reflected in every strand of our Going for GOLD with faith statement.

1. Plan Purpose

Business Continuity

Christ Church (Brondesbury) CE Primary is committed to ensuring that, in the event of an emergency incident affecting the school, the school will provide an effective response, working with the Emergency Services, Local Authority and London Diocesan Board for Schools (LDBS) Management teams to minimise the impact of the emergency on the school and the community as a whole.

Aim

To provide effective emergency response arrangements that will ensure the well-being and safety of all children and adults in the care of the School.

Objectives

- Establish an effective framework of Emergency Response
- Ensure that Local authority, LDBS and the Emergency Services are provided with up-to-date contact details for key school staff
- Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated
- Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers
- Ensure that actions and decision making during the Emergency incident is properly recorded
- To minimise educational and administrative disruption within School
- To facilitate the return to normal working arrangements at the earliest time

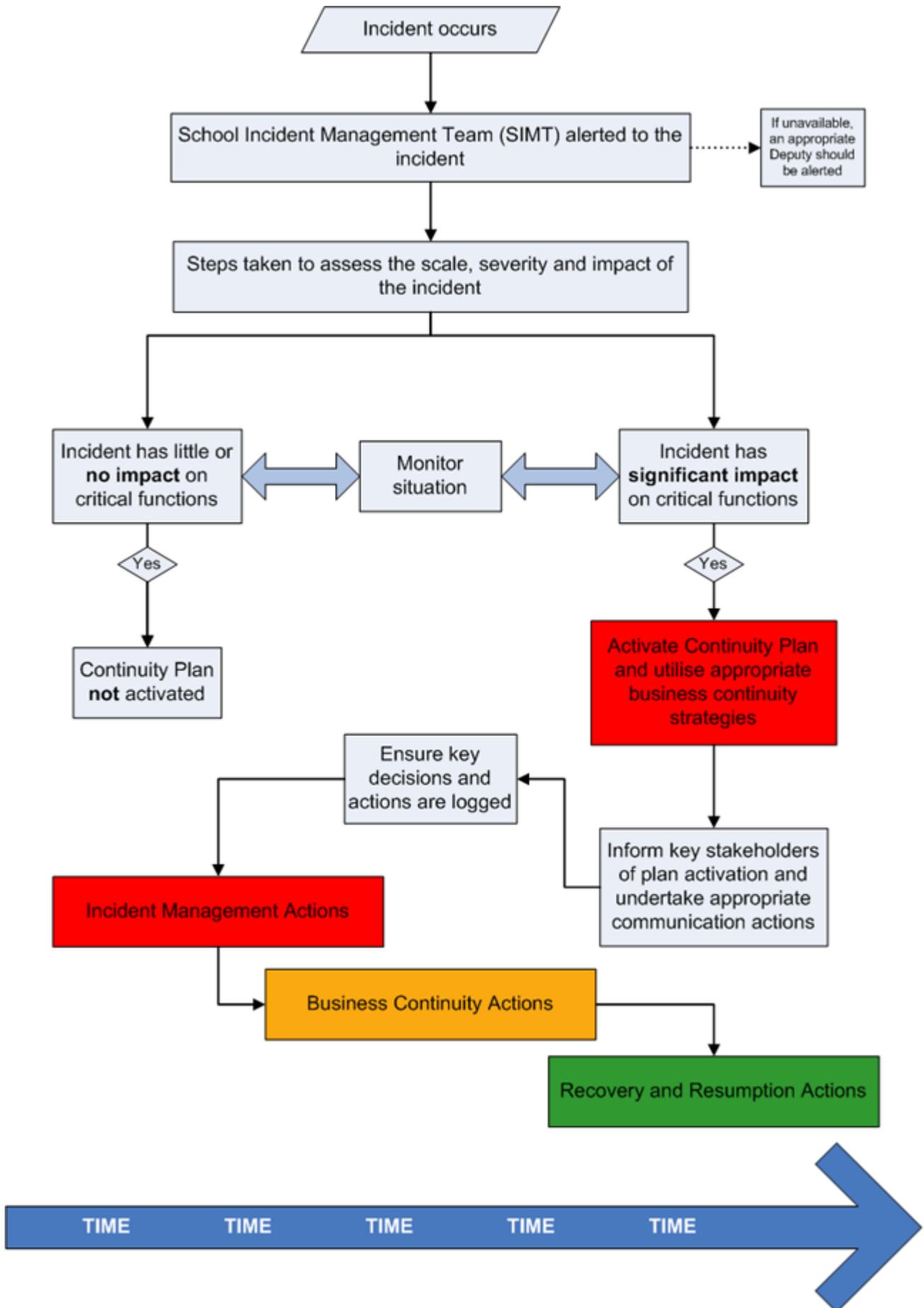
2. Plan Activation

Types of Emergency

An emergency incident can be clarified as an unexpected event which affects the school community, and which causes disruption on a scale which is beyond the normal coping capability of the school. The emergency incident may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on pupils, staff, governors and parents.

The following are examples of emergency incidents which may impact on the school and necessitate activation of the emergency plan.

- A fire within the school or nearby premises
- A serious accident involving children and/or school personnel, on/ off site
- Death of a pupil or member of staff
- Kidnap or disappearance of a pupil
- A terrorist attack, or violent intruder on or nearby school premises
- Chemical or toxic substance release on or off site
- An epidemic such as meningitis
- Severe weather events such as flood, high winds, extreme storms etc
- Pandemic flu



3.Roles and Responsibilities

School Emergency Response Team (SERT)

School Emergency Response Team (SERT)

The School Emergency Response Team (SERT) has responsibility for activating and implementing the School Emergency Plan. The SERT team should record all decisions and actions in their own [log book](#) and be available for briefings sessions, handovers and emergency de-briefs.

The SERT Membership:

- Head-teacher
- Assistant Head-teacher
- School Business Manager
- Premises Manager
- Chair of Governors

All members of the SERT must:

- have a copy of the School Emergency Plan at home and at School
- be aware of their role and responsibilities, and that of others
- have an on call rota for SERT members

Current list of SERT Members

Contact numbers for SERT members are kept in the locked Admin folder. SLT have access to this folder.

Name	Role	Contact Number(s)
James Kelly Headteacher	Incident Manager (IM)	SERT member contact details can be found in the appendix to this policy, stored in the locked Admin folder.
Jasmine Jude Assistant Headteacher	Deputy Incident Manager (IM in the absence of HT)	
Parita Shah Assistant Headteacher	Deputy Incident Manager (IM in the absence of HT)	
Jacqueline Carrington School Business Manager	Business Continuity Coordinator	
Shabir Chaudhry Premises Manager (temp.)	Business Continuity Support	
Alison Schulte Chair of Governors	Assisting the Headteacher/IM	
Ian Woolgar Vice-Chair of Governors	Assisting the Headteacher/IM	

School Incident Management Team

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the School ▪ Ensuring the School has capacity within its structure to respond to incidents ▪ Determining the School's overall response and recovery strategy 	The Headteacher has overall responsibility for day-to-day management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator	<ul style="list-style-type: none"> ▪ Business Continuity Plan development ▪ 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 ▪ Embedding a culture of resilience within the School, involving stakeholders as required 	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the School Incident Management Team.
School Incident Management Team <i>(including Business Continuity Coordinator and Headteacher)</i>	<ul style="list-style-type: none"> ▪ Leading the School's initial and ongoing response to an incident ▪ Declaring that an 'incident' is taking place ▪ Activating the Business Continuity Plan ▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions ▪ Providing direction and leadership for the whole School community ▪ Undertaking response and communication actions as agreed in the plan ▪ Prioritising the recovery of key activities disrupted by the incident ▪ Managing resource deployment ▪ Welfare of Pupils ▪ Staff welfare and employment issues 	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Incident Log (record keeper) AHT1	<ul style="list-style-type: none"> ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately 	Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator HT	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison Council's Press Office to inform media strategy 	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Stakeholder Liaison HT / AHT2	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers/carers ○ Key LA Services ○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc 	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).
Premises Manager	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure ▪ Lead point of contact for any Contractors who may be involved in incident response 	Reporting directly to the Headteacher or School Incident Management Team.
ICT Administrator	<ul style="list-style-type: none"> ▪ Ensuring the resilience of the School's ICT infrastructure ▪ Work with the Business Continuity Coordinator to develop proportionate risk responses 	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"> ▪ Leading and reporting on the School's recovery process 	Is likely to already be a member of the School Incident

	<ul style="list-style-type: none"> ▪ Identifying lessons as a result of the incident ▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development 	Management Team, however will remain focused on leading the recovery and resumption phase. Reports directly to Headteacher.
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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
Wendy Baverstock	Inclusion Leader	Support contact details can be found in the appendix to this policy, stored in the locked Admin folder.
Harkiran Dhaliwal	Admin Assistant	
Vishal Ladha	ICT Administrator	

3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Chair of Governors – (or in their absence – Vice Chair of Governors)	<ul style="list-style-type: none"> ▪ Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents ▪ Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery ▪ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable ▪ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers 	<p>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>

3.4 Support from other groups/organisations

Role	Responsibilities
Teaching staff:	<ul style="list-style-type: none"> ▪ Follow procedures for evacuation, shelter or lockdown when necessary to secure the safety of pupils ▪ Provide pupils with information and reassurance ▪ Assist SEMT in carrying out tasks relating to emergency response as far as they are able. ▪ Reporting directly to the Headteacher or School Incident Management Team.
London Diocesan Board for Schools (LDBS)	<ul style="list-style-type: none"> ▪ Additional accommodation ▪ Health and safety advice. ▪ Communications staff (press office): ▪ Press statements ▪ Advice and assistance with media management.
London Borough of Brent	<ul style="list-style-type: none"> ▪ Coordination of assistance throughout the local authority ▪ Administrative support ▪ Welfare services / emotional support ▪ Additional accommodation ▪ Health and safety advice. ▪ Communications staff (press office): ▪ Press statements ▪ Advice and assistance with media management.
Legal staff:	<ul style="list-style-type: none"> ▪ Legal advice.
Occupational health staff:	<ul style="list-style-type: none"> ▪ Advice and support on health issues ▪ Counselling service for staff.
Police	<ul style="list-style-type: none"> ▪ Overall control of the emergency response (depending on emergency) ▪ Media relations ▪ Contact with bereaved families ▪ Criminal investigation.
Fire and rescue service	<ul style="list-style-type: none"> ▪ Fire fighting ▪ Life saving and rescue ▪ Chemical spillage clean-up.
Ambulance service	<ul style="list-style-type: none"> ▪ Emergency medical response ▪ Transportation of casualties to hospitals ▪ Access to other health services.
Trade unions	<ul style="list-style-type: none"> ▪ Information resource & support services for members ▪ Health & safety responsibilities (consultation, investigation and joint inspection) ▪ Will be informed by health & safety staff of incidents causing / threatening injury.

4. Incident Management

Purpose of the Incident Management Plan

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

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"> ▪ Survey the scene ▪ Assess (i.e. scale/severity, duration & impact) ▪ Disseminate information (to others) 	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)	TEL: 999 Provide as much information about the incident as possible	<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 pupils to stay within the School premises and congregate at a relative place of safety indoors. ▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities ▪ Notify relevant stakeholders of site evacuation 	<ul style="list-style-type: none"> ▪ Use normal fire evacuation procedures for the School ▪ Consider arrangements for staff/pupils with special needs ▪ If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate 	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	The normal Assembly point for the School is: The school playground The alternative Assembly Point for the School is: Public Playground on Willesden Lane	<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 Lists, registers and lists of visitors from InVentry system.	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix A</i>	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> ▪ Take further steps to assess the impact of the incident ▪ Agree response / next steps 	Continue to record key decisions and actions in the incident log <i>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"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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"> ▪ Management Support for Schools ▪ Planning and Accommodation Support Service ▪ Education Psychology Service 	<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. 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.	
16.	Ensure Staff are kept informed about what is required of them	Consider: <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.	Ensure Pupils are kept informed as appropriate to the circumstances of the incident	Communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in School. <ul style="list-style-type: none"> • App Messaging service • School Website 	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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, app messaging.	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	HT will keep in contact with the Chair of Governors.	<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 <ul style="list-style-type: none"> • Website • Phone tree 	<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>In the The Financial Expenditure Log</i>	<input type="checkbox"/>
23.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details are located in the SBM office. The LDBS can also be contacted for details.	<input type="checkbox"/>
24.	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	<input type="checkbox"/>

5. Business Continuity

Purpose of the Business Continuity Phase

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

Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, 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"> ▪ 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"> ○ Manageable? <input type="checkbox"/> ○ Disruptive? <input type="checkbox"/> ○ Critical? <input type="checkbox"/> ○ Disastrous? <input type="checkbox"/> ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? ▪ What resources are required to recover critical activities? 	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
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"> ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	<input type="checkbox"/>
4.	Log all decisions and actions, including what you decide not to do and include your decision making rationale	Use the Decision and Action Log to do this. <i>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"/>

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, Student Teachers, Learning Mentors etc. • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of pupils 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 your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Schools	
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges etc.	
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	
5.	Off-site activities e.g. swimming, physical activities, school trips	

	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 e.g. CD or Memory Stick back-ups, 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	

6.Recovery and Resumption

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.

Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. <i>How this will be done? e.g. Website/telephone etc.</i> <i>Consider who needs to know that normal working practises have been resumed e.g. Parents/Carers, Local Authority etc]</i>	<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"/>

Action list for SIMT – welfare	Tick
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering).	
Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.	
Consider any welfare needs for pupils with special needs.	

Action list for SIMT – communications	Tick
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.	
Line to be used for incoming calls only:	
Line to be used for outgoing calls only:	
In the event of a major emergency, seek support from your local authority – they may be able to establish a helpline for enquiries from the public.	

Action list for SIMT – media management	Tick
If possible, avoid responding to media enquiries and direct them to local authority communications staff.	
Ensure that any media access to the site, staff and pupils is controlled. In a major emergency, the police may deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through pupil / staff use of mobile phones.	

Action list for SIMT – resources	Tick
Ensure access to the site for emergency services.	
Turn off water, gas and electricity supplies if necessary.	
Open / close parts of the school as required.	
Ensure the security of the school premises.	

Stage 2 – ongoing response

Action list for Headteacher or nominee coordinating SIMT	Tick
Provide regular briefings for staff, and continue to liaise with the emergency services and local authority.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to prepare a written log of their involvement, noting events and times. Inform the local authority's health and safety staff who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	
Allocate tasks amongst the SIMT as appropriate.	

Action list for SIMT – welfare	Tick
Establish a staff rota and ensure that staff take regular rest periods.	
Identify pupils and staff who are badly affected by the incident and may require extra support.	
Make arrangements for reuniting pupils with their parents.	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.	

Action list for SIMT – communications	Tick
Inform pupils, in groups as small as practicable, considering the best way to impart tragic news.	
Inform parents of children not directly involved in the incident, as decided by the head teacher or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently.	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	

Action list for SIMT – media management	Tick
Liaise with local authority communications staff to prepare a press statement, to be agreed by the head teacher and director of the Children’s Services department. Decide an ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	

Action list for SIMT – resources	Tick
Establish a safe and secure base for the SIMT.	
Arrange an appropriate place to receive parents and guardians of children involved.	

Emergencies outside the classroom – activation

For emergencies on learning activities outside the classroom, the Headteacher (or the pre-agreed nominee) should be immediately informed of any incident by the group leader.

Initial action by Headteacher or nominee

1. Maintain a written record of your actions using this pro forma and a log book.
2. Offer reassurance and support. Be aware that all involved in the incident (those at the school and you) may be suffering from shock or may panic.
3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident?

Initial contact	
Name:	
Telephone number:	
Additional telephone numbers:	
Where are they now and where are they going?	
Notes:	

4. Discuss with the group leader what action needs to be taken and by whom.

6. Record the details of the off-site activity / visit during which the incident occurred:

Details of off-site activity / visit	
Location and nature of visit:	
Name of person in charge of visit:	
Telephone number(s):	
Number of staff on the visit:	
Number of pupils on the visit:	
Number of other people present:	

Record the details of the incident:

Details of incident	
Date and time of incident:	
Location of incident:	
What has happened?	
People affected (including names, injuries, where they are / will be taken to):	
Emergency services involved and advice they have given:	
Names and locations of hospitals involved:	
Arrangements for pupils not directly involved in the incident:	
Name of person in charge of your group at the incident (include telephone numbers):	

7. Depending on the scale of the incident, consider assembling a School Incident Management Team (SIMT) to assist with the response.

8. Having activated this emergency plan, go on to the next stage – implementation.

Emergencies outside the classroom – roles and responsibilities

Action list for head teacher or nominee

Communication	Tick
Inform school staff as appropriate, depending on the time and scale of the incident.	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support if required.	
Line to be used for incoming calls only:	
Line to be used for outgoing calls only:	
Consult with the emergency services / local authority regarding informing parents of injured and non-injured pupils. Ensure parents of any injured pupils are immediately informed of what has happened and where their son / daughter are. Record what their plans are, e.g. to travel to their son / daughter, any assistance they need and any means of communications with them. In event of a major incident, the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Wherever possible, parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents / next-of-kin are informed.	
Inform the chair of governors.	
During office hours, call your local authority emergency contact: 020 8937 3509 Outside office hours, call the local authority switchboard which will direct your call to the correct helpline: 0208 937 3110	
Support from other organisations may be required (please see section 7). Contact details are available in appendix 3. Examples of support include: <ul style="list-style-type: none"> • Assistance at the school or site of the incident • Help with arranging transport between the incident, parents and the school • Help with media management, including press statements and interview briefing. 	
If the visit is abroad, and the incident results in substantial medical or other expense, risk and insurance staff at the local authority should be informed as soon as possible.	

Inform pupils and staff at school and their parents. Remember that information given must be limited until the facts are clear and all involved parents / next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards. Staff and pupils should be asked to avoid talking to the media.	
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Media management	Tick
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries; these could be directed to local authority communications staff.	
Liaise with local authority communications staff as early as possible, and work with them to prepare a press statement, to be agreed by the strategic director of the Children's Services department and the head teacher before release.	

Resources	Tick
Arrange a quiet space to receive parents of the children involved as they arrive at the school and ensure someone is there to meet and greet them.	

Reporting of accidents	Tick
Tell the staff involved to prepare a written log noting events and times. Inform local authority health and safety staff who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	

Activity / visit leader's action card

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of pupils and staff.	
Establish if anyone is injured and how.	
Call the emergency services if necessary.	
Be aware that you and others may be suffering from shock.	

Next steps	Tick
During school hours contact the Headteacher or nominee: 0207 624 4967	
Outside school hours contact the Headteacher or nominee: 07594 262 247	
Give clear details of what has happened and who is involved.	
Discuss with the Headteacher or nominee who should inform parents and next-of-kin of pupils and staff.	
The Headteacher or nominee should contact the local authority if necessary – if they are unavailable you may have to do this. During office hours, call your local authority emergency contact: 0208 937 3509	
Outside office hours, call the local authority emergency helpline: 0208 937 3110	
Avoid speaking to the media – if necessary direct them to your local authority communications staff: 0208 937 3509	
Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
Make notes of what has happened and your actions.	
Keep in contact with the Headteacher or nominee.	

Stand-down and recovery

As soon as possible after the emergency	Tick
Visit injured pupils / staff.	
Liaise with parents regarding plans for attendance at funerals.	
Liaise with parents regarding plans for attendance / representation at memorial services.	
Arrange debriefing meetings for staff and pupils.	
Arrange debriefing meetings for the head teacher and School Incident Management Team (SIMT).	
Identify and support high-risk pupils and staff.	
Promote discussion of the emergency in class.	
Consider the need for individual or group support.	
Help affected pupils and staff to return to school.	
Seek advice on legal issues from local authority legal staff.	

In the longer term	Tick
Arrange an incident debrief for staff who were involved in the response.	
Initiate a review of the school emergency plan, evaluating the school's response and incorporating any lessons identified.	
Consult staff and decide whether and how to mark anniversaries.	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.	
Remember to make any new staff aware of which pupils were involved and how they were affected.	

Bomb threats and suspicious packages

Bomb threat prompt card for Administrative staff

If you receive a telephone call from someone who claims to have information about a bomb, perform the following actions:

Actions	Tick
1. Stay calm.	
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any code word they might give.	
3. Make a note of: <ul style="list-style-type: none">• The exact time of the call• The caller's sex and approximate age• Any accent the person has, or any distinguishing feature about their voice (e.g. speech impediment, state of drunkenness)• Any distinguishable background noise.	
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none">• Where is the bomb?• What time is it due to go off?• What kind of bomb is it?• What does it look like?• What will cause it to explode?• Why are you doing this?• What is your name?• What is your address?• What is your telephone number?	
5. Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
6. Report the call to the police and the head teacher/nominated deputy immediately. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the head teacher.	

Guidance on suspicious packages

The likelihood of a school receiving a postal bomb or suspected biological / chemical package is very low. However, you should be aware of the immediate steps to be taken if you receive a suspicious package or come into contact with a biological or chemical substance.

Postal bombs or biological / chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including (but not restricted to) almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological / chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package.

If you suspect that a letter or a package may contain a bomb:

Instructions	Tick
Stay calm.	
Put the letter or package down gently and walk away from it.	
Do not put the letter or package into anything (including water) and do not put anything on top of it.	
Ask everyone to leave the area (including classes if necessary).	
Notify the police and the Headteacher / nominated deputy immediately.	
Do not use mobile phones or sound the alarm using the break glass call points.	

If you suspect that a letter or a package may contain a biological or chemical threat:

Instructions	Tick
Stay calm.	
Do not touch the package further or move it to another location.	
Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination.	

Notify the head teacher / nominated deputy immediately.	
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The Headteacher / nominated deputy should then:

Instructions	Tick
Notify the police immediately on 999.	
Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed.	
Evacuate the building, keeping people away from the contaminated room as far as possible.	
Keep all persons exposed to the material separate from others and available for medical attention.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention immediately.	

If anyone believes they have been exposed to biological / chemical material, they should be encouraged to:

- Remain calm
- Avoid touching their eyes, nose or any other part of their body
- Wash their hands in ordinary soap where facilities are provided.

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 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
	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
	Wind up/ LED torch
	Pay-as-you-go mobile phone and battery powered mobile phone charger
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Digital camera
	Hazard barrier tape
	Emergency cash, a cheque book or spare credit card
	Contact details for taxi / transport providers
	School Floor Plans
	Spare keys
	Whistle / Walkie talkie
High visibility jacket	

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

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
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	<ul style="list-style-type: none"> Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	<ul style="list-style-type: none"> Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	<ul style="list-style-type: none"> Take appropriate action to manage the risk
5 and below	Low Risk	<ul style="list-style-type: none"> Risk to be removed from register with monitoring activity to assess changes in risk rating

Example School Risk Assessment (partially complete)

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	<ul style="list-style-type: none"> Staff absence policy Use of Supply Teachers 	Pre-prepared planning	Staff name
2.	Severe weather events e.g. high winds, snow, heat wave, drought						
3.	Power outage						
4.	Utilities disruption e.g. gas, electricity or water supply						
5.	Telephone failure						
6.	Fire affecting the School premises						
7.	Widespread or localised flooding						

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
8.	Mass staff absence e.g. industrial strikes, lottery syndicate						
9.	Transport disruption						
10.	Violent extremist activity on School premises						
11.	Local hazards in the area e.g. School proximity to airport, railway line, tram line, motorways, industrial sites etc						
12.							
13.							
14.							
15.							

STAFF CONTACT LIST

Staff contact list is kept in the locked Admin folder. SLT have access to this list.

KEY CONTACTS LIST

Key contact list is kept in the locked Admin folder. SLT have access to this list.