Christ Church (Brondesbury) CE Primary School

Business Continuity Policy

Date Approved	**October 2026**
Date of next review	**Autumn 2027**
Signature	

Going for GOLD with faith

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
Give learning your best	• Try your best at everything • Follow the "give me five" rules
Own your choices	• Be respectful and polite • Be honest and take responsibility for your words and actions
Love yourself, as God loves you	• Love yourself, for you are special • Love your neighbours with all your heart
Dream big, work hard and pray	• 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 - Aims

This plan aims to:

• Outline potential risks and issues that could cause disruption to the delivery of critical activities
• Mitigate the impact of disruptions to critical activities by providing actions or procedures to follow, to make sure all pupils continue to get the quality of education to which they're entitled
• 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 the Local Authority, London Diocesan Board for Schools (LDBS) and the Emergency Services are provided with up-to-date contact details for key school staff
• Ensure that emergency incidents are 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 emergency incidents are properly recorded
• Minimise educational and administrative disruption within school
• Facilitate the return to normal working arrangements at the earliest time

2 - Legislation & Guidance

This document is based on guidance from the Department for Education (DfE) on emergency planning and response for schools and school security. It also complies with the following statutory guidance and legislation:

• Keeping Children Safe in Education (2026)
• Health and Safety at Work Act 1974
• Management of Health and Safety at Work Regulations 1999
• Working Together to Safeguard Children
• The Education (Pupil Registration) (England) Regulations 2006 as amended

3 - Plan Activation

Types of Emergency:

An emergency incident can be classified 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
• Pandemic flu
• Loss of utilities (power, water, gas)
• Widespread staff absence
• IT system failure or cyber attack
• Transport disruption

• Structural damage to school buildings

4 - Roles and Responsibilities

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher is responsible for:
• Activating and standing down this plan
• Leading the School Emergency Response Team (SERT)
• Acting as senior responsible owner of Business Continuity Management in the school
• Determining the school's overall response and recovery strategy
• Being the lead decision-maker in times of crisis

School Emergency Response Team (SERT)

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

SERT Membership

Name	Role	Responsibility
James Kelly	Headteacher	Incident Manager (IM)
Parita Shah	Assistant Headteacher	Deputy Incident Manager (DIM)
Jasmine Jude	Assistant Headteacher	Deputy Incident Manager (DIM)
Jacqueline Carrington	School Business Manager	Business Continuity Coordinator
vacant	Premises Manager / Caretaker	Business Continuity Support
Alison Schulte	Chair of Governors	Assisting the Headteacher / IM
Ian Woolgar	Vice Chair of Governors	Assisting the Headteacher / IM
Tara Stroud	Vice Chair of Governors	Assisting the Headteacher / IM

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

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
• Operate an on-call rota for SERT members

4.1 - School Incident Management Team - Detailed Roles

Role: Headteacher
Responsibilities:
• 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
Accountability/Authority: The Headteacher has overall responsibility for day-to-day management of the school, including lead decision-maker in times of crisis.

Role: Business Continuity Coordinator
Responsibilities:
• 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
Accountability/Authority: Business Continuity Coordinator reports directly into the Headteacher and will usually be a member of the School Incident Management Team.

Role: School Incident Management Team (including Business Continuity Coordinator and Headteacher)
Responsibilities**:**
• 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
Accountability/Authority: The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

4.2 - 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
Incident Log (record keeper) - Assistant Headteacher 1	• Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately • Accountability/Authority: Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator - Headteacher	• Collating information about the incident for dissemination in press statements • Liaison with Council's Press Office to inform media strategy • Accountability/Authority: The Media Coordinator should assist with providing information to the Press Office but should not undertake direct contact with media.
Stakeholder Liaison - Headteacher/Assistant Headteacher 2	• Coordinating communication with key stakeholders as necessary. This includes (but does not cover all): o Governors o Parents/carers o Key LA Services o External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc • Accountability/Authority: 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/Caretaker	• Undertaking duties as necessary to ensure site security and safety in an incident • Liaison with the School Incident Management Team 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 • Accountability/Authority: Reporting directly to the Headteacher or School Incident Management Team.
ICT Administrator	• Ensuring the resilience of the school's ICT infrastructure • Work with the Business Continuity Coordinator to develop proportionate risk responses • Accountability/Authority: 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	• Leading and reporting on the school's recovery process • Identifying lessons as a result of the incident • Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development • Accountability/Authority: Is likely to already be a member of the School Incident Management Team, however will remain focused on leading the recovery and resumption phase. Reports directly to Headteacher.

4.3 - Additional Support Contacts

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

Wendy Baverstock	Inclusion Leader
Harkiran Dhaliwal	Admin & Finance Assistant
Vishal Ladha	ICT Administrator
Lukeman Adekule	Caretaker (temp.)

***Note:** Contact details can be found in the appendix to this policy, stored in the locked Admin folder

4.4 - The Role of Governors

Role: Chair of Governors (or in their absence – Vice Chair of Governors)
Responsibilities:

- 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
- Accountability/Authority: Liaison with the Headteacher or School Incident Management Team in response to a crisis. Reporting progress in developing Business Continuity Plans to parents/carers.

4.5 – Support from other groups/organisations

Role	Responsibilities
Teaching Staff	• Follow procedures for evacuation, shelter or lockdown when necessary to secure the safety of pupils • Provide pupils with information and reassurance • Assist SERT 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)	• Additional accommodation
	• Health and safety advice
	• Communications staff (press office):
	  ○ Press statements
	  ○ Advice and assistance with media management

London Borough of Brent	• 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 advice
	• Occupational health staff:
	  ○ Advice and support on health issues
	  ○ Counselling service for staff

Police	• Overall control of the emergency response (depending on emergency) • Media relations • Contact with bereaved families • Criminal investigation
Fire and Rescue Service	• Fire fighting • Life-saving and rescue • Chemical spillage clean-up
Ambulance Service	• Emergency medical response • Transportation of casualties to hospitals • Access to other health services
Trade Unions	• 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

5 – Communications

The school will communicate any plans or changes to stakeholders, such as pupils, parents/carers, governors and staff, using a combination of methods to ensure effective reach.

A combination of text message and email is likely to be most effective for immediate communications.

In a worst-case scenario, the school might not have access to contact information held on the school site. The school has considered remote access to contact details and the following communication services:

- School website
- Social media
- School email
- School text messages (app messaging service)
- Incident information line

Communication Strategy by Stakeholder:

Stakeholder	**Communication strategy**
Staff	Text/email via website messaging service
Parents/Carers	Text/email via website messaging service
Governing Board	Text/email via WhatsApp group & GovernorHub

6 – Continuity Strategies

The table below sets out scenarios where a continuity plan may be needed to maintain critical activities. These strategies are specific to Christ Church CofE Primary School.
The people responsible for implementing these strategies are the Headteacher, School Business Manager and Premises Manager/Caretaker.

Strategy	**When to implement**	**Actions**
Shortage of Staff or Skills	In the event of high levels of staff absence due to: • Illness • Severe weather • Transport disruption	• Deputies are identified for all management and incident roles • Multi/cross-skill staff where possible • Consider different ways of working, such as: - Larger class sizes (within safe adult:child ratios) - Use of halls or outside space to accommodate larger numbers of pupils - Rescheduling of timetable - Remote learning • Consider alternative resourcing, such as: - Redeploying staff from other roles - Recruiting temporary staff (supply teachers) - Volunteers (including school governors) - Staff from other schools • Consider if short-term closure is necessary
Partial Closure of School Site	In the event that part of the school premises/facilities are considered unsafe or not fit for purpose. Examples include: • Damage limited to a specific part of premises • Loss of utilities (power or water) to specific part of premises	• Isolate and secure the affected areas to prevent unauthorised access, and display relevant warning signs • Consider different ways of working (as listed in 7.1) • Consider sourcing additional facilities such as modular buildings, portable toilets, generators, lighting, etc

		• Contact pre-agreed partner schools or other premises in the community (leisure centre, community centre, town/village hall) • Liaise with London Borough of Brent and LDBS for support
Full Closure of School Site	In the event that the whole school premises/facilities are considered unsafe or not fit for purpose. Examples include: • Extensive damage caused by fire or flooding • Loss of utilities (power or water) to whole premises	• Secure premises to prevent unauthorised access and display relevant warning signs • Display details of where people can find information about the closure, advice and contact information • Contact pre-agreed partner schools or other premises in the community • Liaise with London Borough of Brent and LDBS for support • Activate remote learning provision • Ensure provision of free school meals for eligible pupils
Loss of IT Services/Data	In the event that IT services or critical data cannot be accessed. Examples include: • Loss of network • Following a cyber attack	• Essential school data is backed up off-site • Essential school data is kept on paper file where appropriate • The school uses secure cloud-based services • Laptops/tablets can work offline • Paper contingencies for record keeping are available, such as registers, accident forms etc • Revert to paper-based activities where necessary • Activate data recovery plan • Forward calls to a school mobile if necessary • Contact ICT support provider: Vishal Ladha (ICT Administrator)
Note: The school has a separate cyber response plan for detailed IT incident management.		

Additional Continuity arrangements

Necessary Arrangement	**Strategies / actions**
Arrangements to Manage Loss or Shortage of Staff or Skills	• Use of temporary staff e.g. Supply Teachers, Office Staff etc. • 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 staff absence e.g. maternity leave • Using different ways of working to allow for reduced workforce, including: - 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 • Suspending 'non-critical' activities and focusing on priorities • Using mutual support agreements with other schools • 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 Premises or Loss of Utilities:	• Using mutual support agreements with other schools • Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges etc. • Virtual Learning Environment opportunities • Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises • Off-site activities e.g. swimming, physical activities, school trips
Arrangements to Manage Loss of Technology/Telephony/Data/Power:	• Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc • Reverting to paper-based systems e.g. paper registers, whiteboards etc • Flexible lesson plans • Emergency generator e.g. Uninterruptible Power Supply (UPS) • Emergency lighting

7 – Remote attendance

Where possible, the school will provide remote education when attendance in school is either not possible or contrary to government guidance. The school will implement an appropriate curriculum, teaching and support that will enable pupils to continue learning effectively and in accordance with DfE guidance.

Where pupils with special educational needs and disabilities (SEND) are not able to access remote education without adult support, the school will work with families to put in place reasonable adjustments.

Remote Education Arrangements:

• The school will use a combination of online platforms and paper-based resources to deliver remote education
• Teachers will provide daily learning activities appropriate to the age and stage of pupils
• The school will maintain regular contact with families to support engagement and wellbeing
• Vulnerable pupils and children of critical workers will be prioritised for on-site provision where safe to do so
• The school will monitor engagement with remote learning and follow up with families where there are concerns
• Staff will receive appropriate training and support to deliver effective remote education
• The school will ensure that remote education provision meets safeguarding requirements

Further details of remote education provision can be found in the school's Remote Learning Policy.

8 – Attendance

The school will continue to record absence in the attendance register if it remains open, using the most appropriate code. The codes used will be in line with the Education (Pupil Registration) (England) Regulations 2006 as amended, and Working Together to Improve School Attendance guidance.

Where pupils are unable to attend school:

• In some exceptional circumstances, this will be recorded as code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. The school will also record the nature of the circumstances in which a pupil is unable to attend school

• Because they are ill or have an infectious illness, this will be recorded as code I (illness)

• The school will also continue to record and monitor pupils' engagement where the provision of remote education is made, although we will not formally track this in the attendance register

The school will follow up on any unexplained absences and maintain regular contact with families during periods of disruption to ensure pupil welfare and safety.

9 – Provision of Free School Meals

Where pupils eligible for benefits-related free school meals are receiving remote education, the school will work with the school catering team (Caterlink) to make sure those pupils can have a good-quality lunch. This will ensure that the school continues to support eligible pupils for the short period where they are unable to attend school.

Arrangements for Free School Meals During Disruption:

• The school will liaise with Caterlink (Kitchen Manager: Natalie Green) to determine the best arrangements for providing free school meals
• Options may include:
  - Food parcels for collection
  - Vouchers for local supermarkets
  - Delivery arrangements where appropriate
• The school will identify pupils with any medical conditions, including allergies, to make sure that all pupils are able to eat a school lunch safely
• This is particularly important in circumstances where caterers are not serving meals to pupils directly, for example where pupils are being served food in the classroom

The school will communicate arrangements clearly to eligible families and ensure that provision is maintained throughout any period of disruption.

10 – Safeguarding

Safeguarding and promoting the welfare of children and young people remains of paramount importance. The school will continue to have regard to relevant statutory safeguarding guidance. This includes:

• Keeping Children Safe in Education (2026)
• Working Together to Safeguard Children
• The Early Years Foundation Stage (EYFS) framework (where applicable)

10.1 Vulnerable Pupils

In all circumstances, the school will prioritise vulnerable children and young people for face-to-face education and childcare.

We will try to support any children and young people who we believe may have challenging circumstances at home.

Arrangements for Vulnerable Pupils:

• The school will maintain a list of vulnerable pupils, including those with a social worker, those with an Education, Health and Care Plan (EHCP), and those identified by the school as potentially vulnerable

• For pupils not attending school, the school will:
  - Notify their social worker (if they have one) and, for looked-after children, the local authority virtual school head
  - Agree with the social worker on the best way to maintain contact and offer support to pupils
  - Keep in contact to check their wellbeing and refer on to other services if they need more support
  - Make regular welfare calls and maintain a log of contact
  - Conduct home visits where appropriate and safe to do so

• The Designated Safeguarding Lead (DSL) or a deputy DSL will be available at all times when the school is open

• The school will review safeguarding arrangements regularly during any period of disruption and update risk assessments as necessary

10.2 Wellbeing and Support

To handle the potential emotional impact on pupils due to the disruption of critical activities, the school will:

• Aim to follow normal school routines as far as possible
• Set up support systems for pupils to talk and share their feelings
• Signpost pupils to appropriate support and advice, including:
  - School-based pastoral support
  - Inclusion Leader (Wendy Baverstock)
  - External counselling services
  - Mental health support services
• Where needed, provide access to counselling services or specialist treatment
• Follow the DfE's guidance on promoting and supporting mental health and wellbeing in schools

10.3 Staff Wellbeing:

• The school recognises that staff may also be affected by disruptive incidents
• The school will provide appropriate support for staff, including:
  - Regular check-ins with line managers
  - Access to occupational health services
  - Access to employee assistance programmes
  - Debriefing sessions following incidents
  - Flexible working arrangements where appropriate

The school will ensure that safeguarding remains the top priority throughout any period of disruption and that all staff are aware of their safeguarding responsibilities.

11 – Incident Management

11.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

• Protect the safety and welfare of pupils, staff, visitors and the wider community
• Protect vital assets e.g. equipment, data, reputation
• Ensure urgent and necessary communication takes place

• Support the Business Continuity phase
• Support the Recovery and Resumption phase

11.2 Incident Management Actions

ACTION 1: **Make a quick initial assessment**	• Survey the scene • Assess (i.e. scale/severity, duration & impact) • Disseminate information (to others) *Further Info/Details*: Gather and share information to facilitate decision-making and enhance the response. A full impact assessment form can be found in Appendix F.
ACTION 2: **Call the Emergency Services (as appropriate)**	• TEL: 999 • Provide as much information about the incident as possible
ACTION 3: **Evacuate or shelter**	• 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 *Further Info/Details*: - 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
ACTION 4: **Ensure all pupils, staff and visitors report to the identified Assembly Point**	*Further Info/Details*: The normal Assembly Point for the school is: The school playground The alternative Assembly Point for the school is: Public Playground on Willesden Lane
ACTION 5: **Check attendance**	• Check that all pupils, staff, contractors and any visitors have been evacuated from the building and are present • Consider the safety of all pupils, staff, contractors and visitors as a priority *Further Info/Details*: Staff lists, registers and lists of visitors from InVentry system
ACTION 6: **Ensure appropriate access to site for Emergency Service vehicles**	*Further Info/Details*: Ensure any required actions are safe by undertaking a dynamic risk assessment
ACTION 7: **Establish a contact point for all supporting personnel**	*Further Info/Details*: Consider the availability of staff and who may be best placed to communicate information
ACTION 8: **Identify School Incident Management Team to undertake specific emergency response roles**	*Further Info/Details*: Information on roles and responsibilities can be found in Section 4
ACTION 9: **Ensure a log of key decisions and actions is started and maintained throughout the incident**	*Further Info/Details*: The Log template can be found in Appendix B
ACTION 10: Record casualties and affected persons	• 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

	Further Info/Details: This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident
ACTION 11: **Assess impact and agree response**	• Take further steps to assess the impact of the incident • Agree response/next steps *Further Info/Details*: Continue to record key decisions and actions in the incident log. The impact assessment form can be found in Appendix F.
ACTION 12: **Log lost items**	• Log details of all items lost by pupils, staff, visitors etc as a result of the incident, if appropriate *Further Info/Details*: A form for recording this information is in Appendix G
ACTION 13: **Consider involvement of other teams and organisations**	• 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 *Further Info/Details*: Depending on the incident, the following teams may be approached to assist: - London Borough of Brent Management Support for Schools - Planning and Accommodation Support Service - Education Psychology Service - London Diocesan Board for Schools (LDBS)
ACTION 14: **Arrange contact with Press Office if appropriate**	• If appropriate, arrange contact with the Council Press Office via Management Support for Schools *Further Info/Details*: Establish a media area if necessary
ACTION 15: **Assess key priorities for remainder of working day**	• Assess the key priorities for the remainder of the working day and take relevant action *Further Info/Details*: - 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
ACTION 16: **Keep staff informed**	• Ensure staff are kept informed about what is required of them *Further Info/Details*: Consider: - 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
ACTION 17: **Keep pupils informed**	• Ensure pupils are kept informed as appropriate to the circumstances of the incident *Further Info/Details*: - Communication strategies and additional support for pupils with special needs - Consider the notification of pupils not currently in school - Use app messaging service and school website

ACTION 18: **Keep parents/carers informed**	• 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 *Further Info/Details*: - 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
ACTION 19: **Keep governors informed**	• Ensure governors are kept informed as appropriate to the circumstances of the incident *Further Info/Details*: Headteacher will keep in contact with the Chair of Governors
ACTION 20: **Consider wider notification process**	• Consider the wider notification process and the key messages to communicate *Further Info/Details*: Local radios may be useful in broadcasting key messages
ACTION 21: **Communicate interim arrangements**	• Communicate the interim arrangements for delivery of critical school activities *Further Info/Details*: Ensure all stakeholders are kept informed of contingency arrangements as appropriate via website and phone tree
ACTION 22: **Log all expenditure**	• Log all expenditure incurred as a result of the incident *Further Info/Details*: Record all costs incurred as a result of responding to the incident in the Financial Expenditure Log (Appendix H)
ACTION 23: **Inform insurance company**	• Seek specific advice/inform your insurance company as appropriate *Further Info/Details*: Insurance policy details are located in the SBM office. The LDBS can also be contacted for details.
ACTION 24: **Ensure safe departure from site**	• Ensure recording process in place for staff/pupils leaving the site *Further Info/Details*: Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required

12 – Business Continuity

12.1 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.

12.2 Business continuity actions

Action		Key info
ACTION 1: **Identify stakeholders required for Business Continuity response**	• 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
ACTION 2: **Evaluate the impact of the incident**	• Evaluate the impact of the incident Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information.	Consider the following questions: - Which school activities are disrupted? - What is the impact over time if these activities do not continue? - Would the impact be: Manageable? Disruptive? Critical? Disastrous? - 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?
ACTION 3: **Plan how critical activities will be maintained**	• Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 7) Further Info/Details: Consider: - Immediate priorities - Communication strategies - Deployment of resources - Finance - Monitoring the situation - Reporting - Stakeholder engagement	Produce an action plan for this phase of response.
ACTION 4: **Log all decisions and actions**	• 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. The log template can be found in Appendix B.
ACTION 5: **Log all financial expenditure incurred**	• Log all financial expenditure incurred	The Financial Expenditure Log can be found in Appendix H
ACTION 6: **Allocate specific roles as necessary**	• Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff
ACTION 7: **Secure resources to enable critical activities to continue/be recovered**	• Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc
ACTION 8: **Deliver appropriate communication actions as required**	• 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.

13 – Recovery and resumption

13.1 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.

13.2 Recovery and resumption actions

Action		Key info
ACTION 1: **Agree and plan recovery actions**	• Agree and plan the actions required to enable recovery and resumption of normal working practices	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.
ACTION 2: **Respond to ongoing support needs**	• 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
ACTION 3: **Communicate return to business as usual**	• 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 - Use website/telephone/app messaging to communicate - Consider who needs to know that normal working practices have been resumed e.g. parents/carers, Local Authority, LDBS etc.
ACTION 4: **Carry out debrief and complete report**	• 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 debrief 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.
ACTION 5: **Review this Continuity Plan**	• 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 are read by all members of the Business Continuity Team

13.3 Stand-down and recovery – detailed actions

As soon as possible after the emergency:

• 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 Headteacher 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:

• 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
• Remember that 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

14 – Monitoring and links

This policy will be reviewed by the Headteacher and School Business Manager every year in the autumn term. At every review, the policy will be shared with the governing board.

The Business Continuity Coordinator will be responsible for:
• Ensuring the plan is tested annually through exercises or tabletop scenarios
• Updating contact details and ensuring all appendices remain current
• Incorporating lessons learned from any incidents or exercises
• Ensuring all SERT members have current copies of the plan at home and at school
• Providing training to staff on their roles and responsibilities

14.1 Links with other policies

This policy is linked to our:

• Health and Safety Policy
• Emergency/Critical Incident Plan
• Examinations Contingency Plan
• Child Protection and Safeguarding Policy
• Attendance Policy
• Risk Assessments
• Remote Learning Policy
• Data Protection Policy
• ICT Acceptable Use Policy
• Staff Code of Conduct
• Whistleblowing Policy
• First Aid Policy
• Educational Visits Policy

Appendix A: Business Continuity Actions Checklist

Business Continuity Actions	Completed (Sign & Date)	Comments/Further information
Invoke the relevant emergency action plan, i.e. evacuation and deal with the immediate emergency/incident		
Undertake post-incident support activities and evaluate the impact of the incident		
Consider		
Which school activities are disrupted?		
Are there any critical activities approaching (exams, etc)?		
Planning for how critical activities will be maintained (using your business continuity plans), giving consideration to:		
Immediate priorities		
Communication strategies		
Deployment of resources		
Finance		
Monitoring the situation		
Reporting		
Stakeholder engagement		
Log all decisions and actions, including what you decide not to do and include your decision-making rationale		
Log all financial expenditure incurred		
Complete a lessons-learnt log, what went well? What didn't		
Complete a post-incident review		
Implement any improvements or findings, such as:		
Do policies need amending?		
Are building improvements necessary?		
Are there any training and development needs?		

Appendix B: Log templates

Log of Events, Decisions and Actions			
Completed by		**Sheet No.**	
Incident		**Date**	
Time	**Log Details**		

Action list for Headteacher or nominee coordinating SIMT	
Action	**Tick**
Make a quick initial assessment: Survey the scene, assess (scale/severity, duration & impact), disseminate information	
Call the Emergency Services (as appropriate) - TEL: 999	
Evacuate the school building or shelter in place as appropriate	
Ensure all pupils, staff and visitors report to the identified Assembly Point	
Check that all pupils, staff, contractors and visitors have been evacuated and are present	
Ensure appropriate access to site for Emergency Service vehicles	
Establish a contact point for all supporting personnel	
Identify School Incident Management Team to undertake specific emergency response roles	
Ensure a log of key decisions and actions is started and maintained	
Record names and details of any staff, contractors or visitors who may have been injured	
Take further steps to assess the impact of the incident and agree response/next steps	
Log details of all items lost by pupils, staff, visitors etc.	
Consider the involvement of other teams, services or organisations for support	
If appropriate, arrange contact with the Council Press Office	
Assess the key priorities for the remainder of the working day and take relevant action	
Ensure staff are kept informed about what is required of them	
Ensure pupils are kept informed as appropriate	
Ensure parents/carers are kept informed as appropriate	
Ensure governors are kept informed as appropriate	
Consider the wider notification process and the key messages to communicate	
Communicate the interim arrangements for delivery of critical school activities	
Log all expenditure incurred as a result of the incident	
Seek specific advice/inform your insurance company as appropriate	
Ensure recording process in place for staff/pupils leaving the site	

Appendix C: Business Action List template (SERT)

Stage 1 - Immediate Response

Action list for SIMT - Welfare	
Action	**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	
Action	**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: 0207 624 4967 (divert to school mobile)	
Line to be used for outgoing calls only: 07594 262 247	
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	
Action	**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	
Action	**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	
Action	**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	
Allocate tasks amongst the SIMT as appropriate	

Action list for SIMT - Welfare	
Action	**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	

Action list for SIMT - Communications	
Action	**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 Headteacher or nominee	
Use existing arrangements, such as app messaging or 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	
Action	**Tick**
Liaise with local authority communications staff to prepare a press statement, to be agreed by the Headteacher 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	
Action	**Tick**
Establish a safe and secure base for the SIMT	
Arrange an appropriate place to receive parents and guardians of children involved	

Appendix D: 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 / Where are they going?	
Notes	

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

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

Details of Off-site activity/visit

Location & nature of visit	
Name of person in charge of visit	
Telephone number(s)	
Number of staff involved	
Number of pupils involved	
Number of volunteers	

6. Record the details of the incident:

Date and time of incident	
Location of incident	
What has happened?	
People affected (including names/injuries/where they are taken to)	
Emergency services involved & advice given by them	
Names & locations of any hospitals involved	
Arrangement for pupils not directly involved in theincident	
Name of person in charge from group at the incident (and telephone number)	

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.

Roles and Responsibilities

ACTION LIST FOR HEADTEACHER OR NOMINEE

Action list for Communications	
Action	**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 is	
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	
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	
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	