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# CRITICAL INCIDENT & BUSINESS CONTINUITY PLAN

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<b>Approved by:</b>	Board of Trustees
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<b>Date Approved:</b>	7 <sup>th</sup> November 2023
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<b>Next review due:</b>	September 2026
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<b>Designated Postholders:</b>	CEO/CFO
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## About this PlanChi

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

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

### 1.1 Scope

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

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

### 1.2 Aims & Objectives

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

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

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

This will take place through a flexible response so that The Epsilon Star Trust can:

- Respond to a disruptive incident (incident management);
- Maintain delivery of critical activities during an incident (business continuity);
- Return to 'business as usual' (resumption and recovery).

### 1.3 Plan Distribution

This CIBC Plan has been circulated to all trustees, senior leadership teams and administrators as indicated at Appendix M. All parties are required to safely and confidentially store a copy of this plan at their regular place of work **AND** off-site i.e. at home / in vehicles (if appropriate) / in grab bags.

### 1.4 Plan Approval

**The CEO, CFO, Heads Of Academy and Site Managers** are responsible for ensuring that the plan is maintained, exercised and updated in accordance with Trust policy for reviewing the CIBC plan.

**EST Trust Board** review and approve the Trust template for CIBC planning.

### 1.5 Local Academy Arrangements

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

### 1.6 Plan Review

**The Board of Trustees** has adopted the plan as follows:

The Critical Incident and Business Continuity Plan was reviewed and adopted at Board of Trustees meeting on 7<sup>th</sup> November 2023.

It will be reviewed every three years by the Board of Trustees or sooner if required.

## **2. Plan Activation**

### **2.1 Types of Emergency**

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

#### **In School**

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

#### **Outside School**

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

### **2.2 Responsibility for Plan Activation**

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

### **2.3 Notification**

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

2.3.2 Outside working hours, a site disruption may be notified by the emergency services to the CEO, Head of Academy, Director of Finance and Operations, Sites Managers or other member of staff carrying out extracurricular activities.

All serious incidents should be reported to:

- the ESFA acting on behalf of the Secretary of State;
- the Health and Safety Executive;
- the Information Commissioner's Office;
- the Disclosure and Barring Service;
- EVOLVE - Serious Incidents on a School Trip;
- Insurance Company – property and/or public liability;

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

- Essex County Council;
- Castlepoint District Council;
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## **2.4 Initial Actions and Emergency Folder**

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

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

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

2.4.2 Emergency Folders

These will be stored in the Head of Academy's office, Deputy Head of Academy's offices, Assistant Head of Academy's offices, Director of Finance and Operations office, and the Administration Assistants' office/Reception and will contain:

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

The emergency file will be checked annually for accuracy of information by the Director of Finance and Operations.

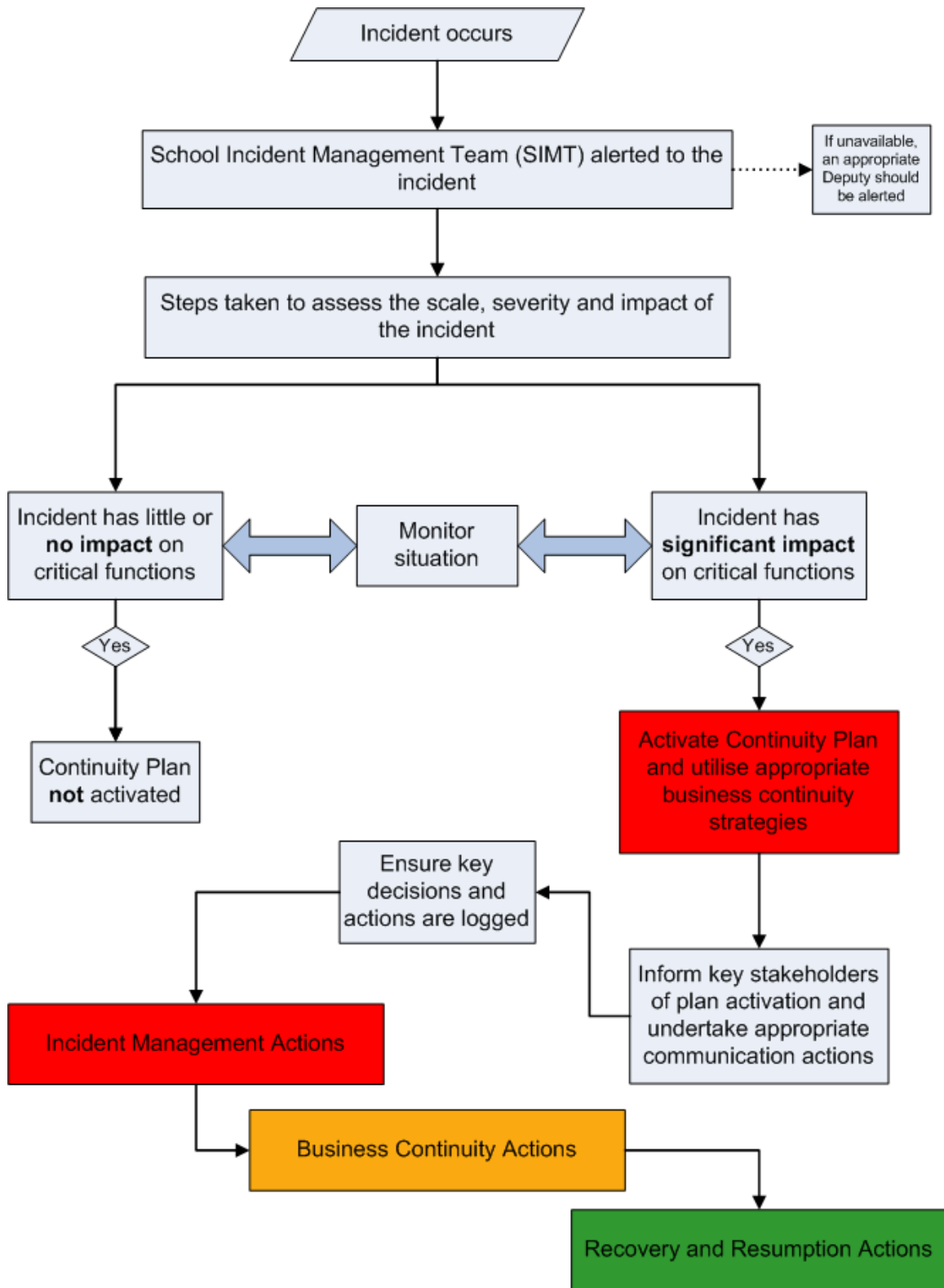
## **2.5 Assessment and Containment**

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

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

If the disruption has resulted in the loss of the school sites, the SIMT meeting should be held at the academy's designated offsite incident facility – The Epsilon Star Trust Head Office. If the Trust head office is not available, then the SIMT will agree an appropriate location.

## 2.6 Activation Process



### 3. Roles and Responsibilities

#### 3.1 Strategic Responsibilities

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

### 3.2 General Responsibilities - School Incident Management Team (SIMT)

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

Contact details of SIMT and all those with functional responsibilities are at Appendix N.

### 3.3 Functional Responsibilities of the SIMT

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

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

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

Role	Functional Responsibilities
3.3.7 <b>Admin Manager:</b> Administration Team	<ul style="list-style-type: none"> <li>▪ Handle telephone calls;</li> <li>▪ Log all incoming and outgoing calls;</li> <li>▪ Help to collate information;</li> <li>▪ Provide blank log sheets as required to team;</li> <li>▪ Relay incoming and outgoing messages by telephone, fax, email etc.in a prompt manner;</li> <li>▪ Provide admin support to the incident manager and Deputy Head of Academy;</li> <li>▪ Maintain log of visitors;</li> <li>▪ Liaise with deputy incident manager regarding key issues;</li> <li>▪ Keep a written log of all key actions.</li> </ul>
3.3.8 <b>Parents Liaison Officer:</b> Designated Deputy/Assistant Head of Academy	<ul style="list-style-type: none"> <li>▪ Agree communications with communication officer/incident manager;</li> <li>▪ Obtain and secure contact information for staff/pupils;</li> <li>▪ Advise parents and provide information;</li> <li>▪ Provide point of contact;</li> <li>▪ Arrange on site co-ordination of visiting parents/carers;</li> <li>▪ Maintain regular contact with parents where appropriate;</li> <li>▪ Keep a written log of all key actions.</li> </ul>
3.3.9 <b>Welfare Manager (Staff):</b> Nominated Assistant Head of Academy/Middle Leader	<ul style="list-style-type: none"> <li>▪ Ensure all staff and visitors are safe and accounted for;</li> <li>▪ Marshall staff and visitors as appropriate;</li> <li>▪ Manage transfer of staff and visitors to alternative location as required including shelter;</li> <li>▪ Deal with immediate welfare needs including distress, injury etc.;</li> <li>▪ Co-ordinate sending home of staff, pupils and visitors as required in liaison with parent liaison manager;</li> <li>▪ Keep a written log of all key actions.</li> </ul>

### 3.4 Additional Response and Recovery Roles

In general terms, the additional responsibilities below fall naturally to support staff middle management and the administration team. There also may be a need to involve EVOLVE in a direct relationship with the occurrence of a serious incident on an academy trip. The Head of Academy will decide who to allocate the roles to and, depending on the circumstances of the incident, it may be necessary to activate one or all of the roles below. These additional response and recovery roles are:

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

Role	Additional Functional Responsibilities
3.4.2 <b>Teachers, Learning Mentors and Learning Support Assistants</b>	<ul style="list-style-type: none"> <li>▪ Maintain supervision;</li> <li>▪ Ensure the safety and security of pupils;</li> <li>▪ Provide information and offer reassurance;</li> <li>▪ Monitor pupils' physical and psychological welfare;</li> <li>▪ Keep a written log of all key actions.</li> </ul>
3.4.3 <b>EVOLVE:</b> Essex County Council	If an incident has taken place on a school trip, EVOLVE (details at Appendix L) will: <ul style="list-style-type: none"> <li>▪ Advise SIMT directly on issues as they arrive.</li> </ul>
3.4.4 <b>Continuity and Recovery:</b> Site Manager	<ul style="list-style-type: none"> <li>▪ Arrange for opening of alternative premises;</li> <li>▪ Co-ordinate fitting out with furniture and equipment;</li> <li>▪ Liaise with school insurance companies;</li> </ul>
3.4.5 <b>Site Manager</b>	<ul style="list-style-type: none"> <li>▪ Undertake duties as necessary to ensure site security and safety in an incident;</li> <li>▪ Liaison with the Chief Financial Officer to advise on any issues relating to the school physical infrastructure;</li> <li>▪ Lead point of contact for any contractors who may be involved in incident response</li> </ul>
3.4.6 <b>Recovery Coordinator:</b> Head of Academy	<ul style="list-style-type: none"> <li>▪ Lead and reporting on the school's recovery process;</li> <li>▪ Identify lessons as a result of the incident;</li> <li>▪ Liaison with Business Continuity Co-ordinator to ensure lessons learnt are incorporated into the plan development.</li> </ul>

## **4. Incident Management**

### **4.1 Purpose of the Incident Management Phase**

The purpose and priorities for this phase are to:

- Protect the safety and welfare of 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.

*See Appendix A*

## **Business Continuity**

### **5. Purpose of the Business Continuity Phase**

The purpose of the business continuity phase of our response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activating one or more of our business continuity strategies to enable alternative ways of working. During an incident, it is unlikely that we will have all our resources available. It is therefore likely that some 'non-critical' activities may need to be suspended at this time.

*See Appendix B*

## **Recovery and Resumption**

### **6. Purpose of the Recovery and Resumption Phase**

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

*See Appendix C*

**A Incident Management Actions**

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

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

	<b>ACTION</b>	<b>FURTHER INFORMATION / DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
5.	Check that all pupils, staff and any visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff and any visitors as a priority.	The evacuation procedure is that of the fire evacuation procedure and is to be precisely followed.	<input type="checkbox"/>
6.	Ensure appropriate access to site for emergency service vehicles.		<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel.	Consider the availability of staff and who may be best placed to communicate information.	<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific Emergency response roles.	Information on roles and responsibilities can be found in <b>Section 3.2</b> .	<input type="checkbox"/>
9.	Ensure a central log of key decisions and actions is started and maintained throughout the incident.	The log template can be found in <b>Appendix E</b> .	<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"> <li>▪ Take further steps to assess the impact of the incident;</li> <li>▪ Agree response / next steps.</li> </ul>	Continue to record key decisions and actions in the incident log. The impact assessment form can be found in <b>Appendix D</b> .	<input type="checkbox"/>
12.	Log details of all items lost by pupils, staff, visitors etc. as a result of the incident, if appropriate.	A form for recording this information is in <b>Appendix F</b> .	<input type="checkbox"/>
13.	Consider the involvement of other teams, services or organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance.	Depending on the incident, the following teams in Children's Services may be approached to assist with incident management: <ul style="list-style-type: none"> <li>▪ EVOLVE;</li> <li>▪ Social care.</li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FURTHER INFORMATION / DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
14.	If appropriate, arrange contact with the Essex County Press Office.	Establish a media area if necessary.	<input type="checkbox"/>
15.	Assess the key priorities for the remainder of the working day and take relevant action.	<ul style="list-style-type: none"> <li>▪ Consider actions to ensure the health, safety and well-being of the academy community at all times;</li> <li>▪ Consider business continuity strategies i.e. alternative ways of working, re-location to therecovery site etc. to ensure the impact of thedisruption is minimised;</li> <li>▪ Business continuity strategies are documented in the table at <b>Appendix B</b>;</li> <li>▪ Consider the school’s legal duty to provide free school meals and how this will be facilitated, even in the event of emergencyschool closure.</li> </ul>	<input type="checkbox"/>
16.	<b>Communication:</b> Ensure staff are kept informed about what isrequired of them.	Consider: <ul style="list-style-type: none"> <li>▪ what actions are required;</li> <li>▪ where staff will be located;</li> <li>▪ Notifying staff who are not currently inwork with details of the incident and actions undertaken in response.</li> </ul>	<input type="checkbox"/>
17.	<b>Communication:</b> Ensure pupils are kept informed as appropriate tothe circumstances of the incident.	Consider 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"> <li>▪ Parent mail;</li> <li>▪ Website.</li> </ul>	<input type="checkbox"/>
18.	<b>Communication:</b> Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by theincident will require additional considerations toensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update <ul style="list-style-type: none"> <li>▪ Telephone;</li> <li>▪ Parent mail;</li> <li>▪ Website.</li> </ul>	<input type="checkbox"/>
19.	<b>Communication:</b> Ensure Trustees are kept informed as appropriate tothe circumstances of the incident	Agree frequency of communicating situationreports with Trustees.	<input type="checkbox"/>

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

	<b>ACTION</b>	<b>FURTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
1.	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, additional / specific input may be needed in order to drive the recovery of critical activities, this may require the involvement of external partners.	<input type="checkbox"/>
2.	Evaluate the impact of the incident.	<p>Time should be taken to understand the impact of the incident on ‘business as usual’ School activities by communicating with key stakeholders to gather information.</p> <p>The following questions should be considered:</p> <ul style="list-style-type: none"> <li>▪ Which academy activities are disrupted?</li> <li>▪ What is the impact over time if these activities do not continue?</li> <li>▪ Would the impact be: <input type="checkbox"/> <ul style="list-style-type: none"> <li>○ Manageable? <input type="checkbox"/></li> <li>○ Disruptive? <input type="checkbox"/></li> <li>○ Critical? <input type="checkbox"/></li> <li>○ Disastrous?</li> </ul> </li> <li>▪ What are current staffing levels?</li> <li>▪ Are there any key milestones or critical activity deadlines approaching?</li> <li>▪ What are your recovery time objectives?</li> <li>▪ What resources are required to recover critical activities?</li> </ul>	<input type="checkbox"/>
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies ( <i>See Appendix B2 below</i> ).	<p>Consider:</p> <ul style="list-style-type: none"> <li>▪ Immediate priorities;</li> <li>▪ Communication strategies;</li> <li>▪ Deployment of resources;</li> <li>▪ Finance;</li> <li>▪ Monitoring the situation;</li> <li>▪ Reporting;</li> <li>▪ Stakeholder engagement. Produce an action plan for this phase of response.</li> </ul>	<input type="checkbox"/>
4.	Log <b>all</b> decisions and actions, including what is to be done and not to be done; include the decision-making rationale.	Use the Decision and Action Log to do this. <b><i>The log template can be found in Appendix E.</i></b>	<input type="checkbox"/>
5.	Log all financial expenditure incurred.	<b><i>The Financial Expenditure Log can be found in Appendix G.</i></b>	<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, Trustees, suppliers, Local Authority, central government agencies etc.	<input type="checkbox"/>

## B2 Business Continuity Strategies

	Arrangements to MANAGE A LOSS OR SHORTAGE OF STAFF OR SKILLS	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. supply teachers, office staff etc.	Protocol Education - <a href="tel:02073401152">020 7340 1152</a> A1 Personnel - 01268 532333
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.	Consult Staff Structure for Trust.
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>▪ Larger class sizes (subject to adult and child ratios);</li> <li>▪ Use of teaching assistants, LSAs, cover supervisors;</li> <li>▪ Virtual Learning Environment opportunities;</li> <li>▪ Pre-prepared educational materials that allow for independent learning;</li> <li>▪ Team activities and sports to accommodate larger numbers of pupils at once.</li> </ul>	
4.	Suspending 'non-critical' activities and focusing on your priorities.	
5.	Using mutual support agreements with other schools.	The Appleton School - 01268 794215 The King John School - 01702 558284
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	Trust HR - 01268 750 555

<b>Arrangements to manage: DENIAL OF ACCESS to our premises or LOSS OF UTILITIES</b>		<b>Further Information (e.g. Key contacts, details of arrangements, checklists)</b>
1.	Using mutual support agreements throughout the local area i.e. other schools or facilities.	Agreements made to use The Appleton School and The King John School spare classrooms, Hall and Gym
2.	Virtual Learning Environment opportunities.	Replacement Chromebooks would need to be purchased from the Trust IT supplier Every teacher should have their laptop with them to be able to teach from home using google classroom
3.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	The year/class group area can be localised.
4.	Off-site activities e.g. swimming, physical activities, school trips.	See individual risk assessments
<b>Arrangements to manage: LOSS OF TECHNOLOGY / TELEPHONY / DATA / POWER</b>		<b>Further Information (e.g. Key contacts, details of arrangements, checklists)</b>
1.	Back-ups of key school data e.g. CD or memory stick back-ups, photocopies stored on and off site, mirrored servers etc.	All data is maintained in a cloud-based system other than paper-based pupil's records that can be easily reinstated.
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	Documents will need to be ordered from stationery suppliers to fulfil paper-based functions.
3.	Flexible lesson plans.	Teachers have a 1-week store of paper-based activities.
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	Not in place.
5.	Emergency lighting.	This has been fitted in all areas of the school
<b>Arrangements to mitigate: THE LOSS OF KEY SUPPLIERS, THIRD PARTIES OR PARTNERS</b>		<b>Further Information (e.g. Key contacts, details of arrangements, checklists)</b>
1.	Pre-identified alternative suppliers.	Trust Finance Team will refer to the DfE Buying Framework if information not available.
2.	Ensuring all external providers have business continuity plans in place as part of contract terms.	This is in place.
3.	Insurance cover.	This is in place
4.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it.	Most activities can be adapted to take into account any loss of contractor.

## C Recovery and Resumption Actions

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of staff and 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 and relevant stakeholders are aware that the business continuity plans are no longer in effect. <ul style="list-style-type: none"> <li>▪ Website;</li> <li>▪ Email;</li> <li>▪ Telephone/text.</li> </ul>	<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. Trustees may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the academy.	<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 are read by all members of the SIMT	<input type="checkbox"/>

## D Impact Assessment Form

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

Question	Logged Response
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the school's reputation?	
Other relevant information	







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

**GUIDANCE FOR COMPLETING THE RISK MATRIX:**

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

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

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

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

### Example School Risk Assessment

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

