

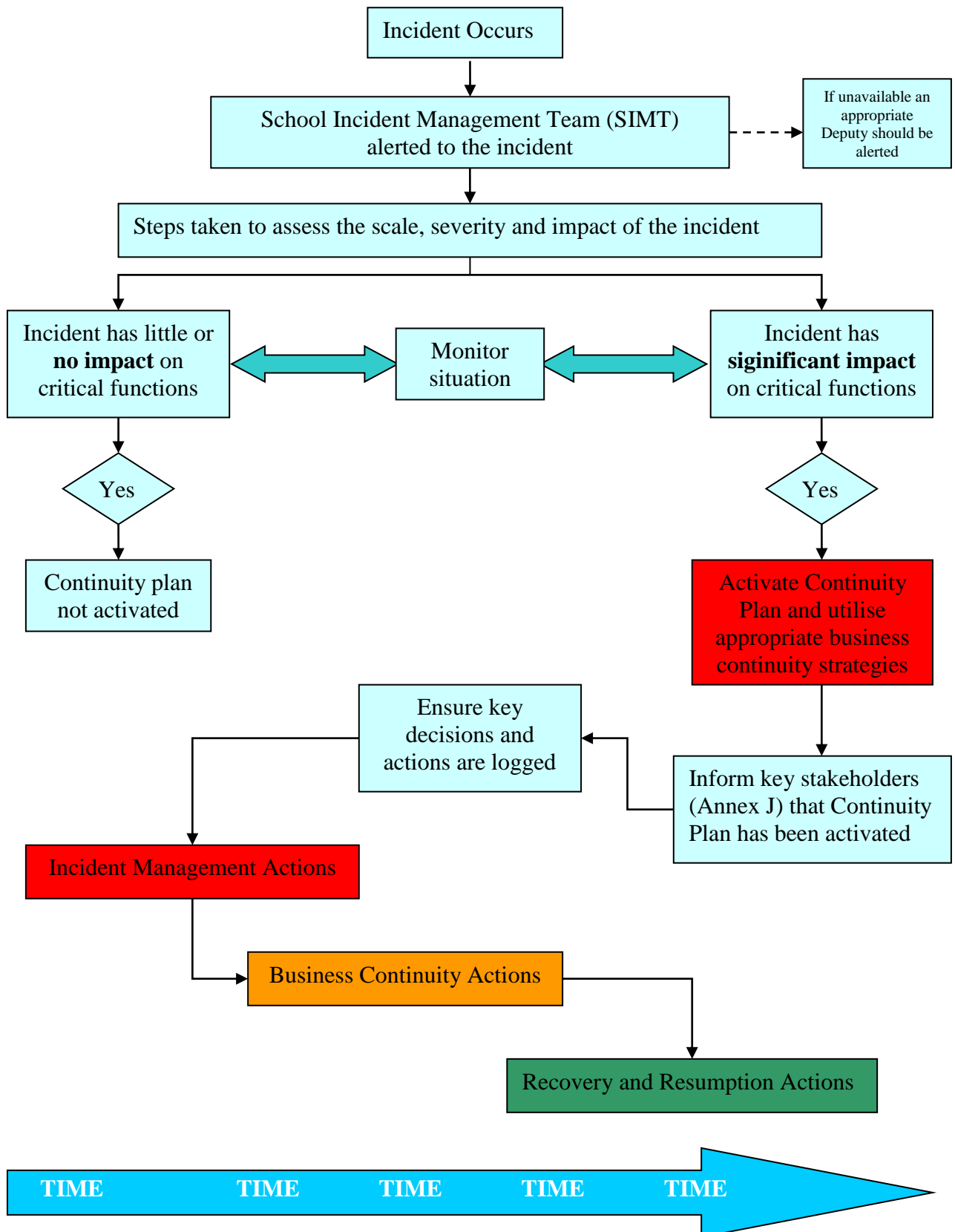
BUSINESS CONTINUITY MANAGEMENT PLAN

**Mount Pleasant Primary School
October 2020**

Next Review – October 2021



ACTIVATION PROCESS



Roles and Responsibilities

School Incident Management Team

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the School ▪ Ensuring the School has capacity within its structure to respond to incidents ▪ Determining the School's overall response and recovery strategy 	<p>The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.</p>
School Incident Management Team	<ul style="list-style-type: none"> ▪ Business Continuity Plan development ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc ▪ Involving the School community in the planning process as appropriate ▪ Plan testing and exercise ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved ▪ Training staff within the School on Business Continuity ▪ Embedding a culture of resilience within the School, involving stakeholders as required ▪ 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 	<p>SIMT reports directly to the Headteacher.</p> <p>The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.</p>

The following Staff have been identified as the School's Incident Management Team:

Role	Contact Details
Headteacher	9413073191 / 00500 73191
DCYP ROW Business Manager EJSU, SHAPE, BFPO 309	0032 477831
School Business Manager	9413073191 / 00500 73191

Incident Management

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

Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> ▪ Survey the scene ▪ Assess (i.e. scale/severity, duration & impact) ▪ Disseminate information (to others) 	Gather and share information to facilitate decision-making and enhance the response <i>A full impact assessment form can be found in Appendix A</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	TEL: 2222 Provide as much information about the incident as possible	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> ▪ Evacuate the school building, if necessary. ▪ Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors. ▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical school activities ▪ Notify relevant stakeholders of site evacuation 	<ul style="list-style-type: none"> ▪ Use normal fire evacuation procedures for the School ▪ Consider arrangements for staff/pupils with special needs ▪ If the decision is to stay within the school, ensure the assembly point is safe and take advice from Emergency Services as appropriate 	<input type="checkbox"/>
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.		<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and Visitors as a priority		<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		<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific emergency response roles		<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident		<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		<input type="checkbox"/>
11.	<ul style="list-style-type: none"> ▪ Take further steps to assess the impact of the incident ▪ Agree response / next steps 		<input type="checkbox"/>
12.	Log details of all items lost by Pupils, Staff, Visitors etc as a result of the incident, if appropriate		<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		<input type="checkbox"/>
14.	If appropriate, arrange contact with the CO BSW and DCYP Media Ops.	.	
15.	Assess the key priorities for the remainder of the working day and take relevant action		<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
16.	Ensure staff are kept informed about what is required of them	Consider: <ul style="list-style-type: none"> ▪ what actions are required ▪ safeguarding ▪ where staff will be located ▪ Notifying Staff who are not currently in work with details of the incident and actions undertaken in response 	<input type="checkbox"/>
17.	Ensure pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs and young children attending school – especially 2-3 year olds.	<input type="checkbox"/>
18.	Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time – safeguarding – pupils will only be released to their own parents. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update	<input type="checkbox"/>
19.	Ensure HQ DCYP and SGC by CO BSW are kept informed as appropriate to the circumstances of the incident	Decision taken on methods and frequency of updates at initial SIMT meeting.	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate		<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical school activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
23.	Ensure recording process in place for staff/pupils leaving the site	<p>Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required.</p> <p>Safeguarding and ratio requirements required taken from DCYP outdoor visits policy.</p> <p>1:2 for EYU</p> <p>1:3 for Foundation Stage 1</p> <p>1:6 for Foundation Stage 2</p> <p>1:6 for Years 1-3</p> <p>1:15 for Years 4-6</p> <p>As we would never have sufficient staff to move the whole school within ratio, evacuation of the school site may only be considered once all other options have been dismissed.</p>	<input type="checkbox"/>

Business Continuity

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 activation 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 of our resources available to us, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, we may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ▪ Which school activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> ○ Manageable? <input type="checkbox"/> ○ Disruptive? <input type="checkbox"/> ○ Critical? <input type="checkbox"/> ○ Disastrous? <input type="checkbox"/> ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? ▪ What resources are required to recover critical activities? 	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies	Consider: <ul style="list-style-type: none"> ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement ▪ Safeguarding Produce an action plan for this phase of response.	<input type="checkbox"/>
4.	Log all decisions and actions, including what you decide not to do and include your decision making rationale	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	<input type="checkbox"/>
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of key stakeholders.	<input type="checkbox"/>

Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff etc	
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave	
3.	Using different ways of working to allow for reduced workforce, this may include:	

	<ul style="list-style-type: none"> • Larger class sizes (subject to adult and child ratios) • Use of Teaching Assistants, Student Teachers, Learning Mentors etc • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of pupils at once 	
4.	Suspending 'non-critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other schools	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other schools	
2.	Pre-agreed arrangements with other premises in the community	
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	
5.	Off-site activities e.g. swimming, physical activities, school trips	

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data e.g. CD or Memory Stick back-ups (encrypted), photocopies stored on and off site	
2.	Reverting to paper-based systems e.g. whiteboards, paper registers	
3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	
5.	Emergency lighting e.g. torches, candles	

Recovery and Resumption

Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working 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.

Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of staff and pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect.	<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 Headteacher to ensure key actions resulting from the incident are implemented within designated timescales. The SGC may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure a revised version of the Plan is read by all members of the SIMT.	<input type="checkbox"/>

Appendices

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Impact Assessment Form			
Completed By		Incident	
Date		Time	

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

Appendix B

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	

Lost Property Form			
Completed By		Incident	
Date		Time	

No.	Name	Status (e.g. staff, pupil visitor)	Details of possessions lost/left behind	
			What	Where left/lost

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

	Expenditure Details <i>(what, for whom etc)</i>	Cost	Payment Method	Transaction made by

CONTENTS OF EMERGENCY BOX/ GRAB BAG

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
Organisational Information	Staff Handbook (policies and procedures) – Including floor plan
	School stationery
	Other key documents
Financial Information	Bank details
	Assets Register
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Office telephone list
	Laptop with wireless connection
Equipment and other items	First Aid Kit
	Pay-as-you-go mobile phone
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Contact details for transport providers
	High visibility jacket
	Safeguarding Measures
	Hazard Tape to make a separate section for school should we be evacuated to a site with others who are not known to be DBS checked.

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

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

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

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

Score	Risk Description	Action Required
25	Extreme Risk	▪ Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	▪ Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	▪ Take appropriate action to manage the risk
5 and below	Low Risk	▪ Risk to be removed from register with monitoring activity to assess changes in risk rating

Example School Risk Assessment (partially complete)

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

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
8.	Mass staff absence e.g. industrial strikes, illness						
9.	Transport disruption						
10.	UXB on / near school premises						
11.	Local hazards in the area						
12.							
13.							
14.							
15.							

Critical Incident Decision-Making Tool

Information	Issues	Ideas	Actions
<i>What do you know/what do you not know?</i>	<i>What are the problem/issues arising from that piece of information</i>	<i>What are the ideas for solving the issues/problems?</i>	<i>What are you going to do? What are you not going to do? Who is responsible? What are the timelines?</i>



Mount Pleasant School
STAFF CONTACT LIST - Template

Name	Staff Type	Phone 1	Phone 2	Mobile

KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
School Contacts	
Headteacher	94130 73191 / (+500) 73191 / 3191
School Business Manager	94130 73191 / (+500) 73191 / 3191
Chair of SGC (OC BSW)	94130 6426 / (+500) 76426 / MOB (+500) 54958
Key HQ DCYP Contacts	
DCYP RoW Business Manager (EJSU, SHAPE, BFPO 309)	0032 477831
Garrison Contacts	
CO BSW	94130 6426 / (+500) 76426 / MOB (+500) 54958
Other Local Contacts	
Police	2222
Fire Services	2222
12 FAC	3035
BFBS Radio	3003
Other Useful Contacts	
MT	6676
Medical Centre	6334
Duty SNCO	3035

KEY STAKEHOLDER INFORMATION CASCADE DIAGRAM

