



NEW WOODLANDS SCHOOL

EMERGENCY AND BUSINESS CONTINUITY PLAN

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Plan administration	
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Hard copies of this plan are available from	New Woodlands School - Main Office
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Person responsible for review	Carlie Warner / Governing Body

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PART 1 INTRODUCTION	5
A. About this Plan.....	6
1.1 Plan Purpose	6
1.2 Plan Owner	6
1.3 Plan Distribution	6
1.4 Plan Storage	7
1.5 Plan Review Schedule	7
1.6 Plan Activation - Circumstances	7
1.7 Responsibility for Plan Activation	7
1.8 Escalating a Serious Incident	7
B. Roles and Responsibilities.....	8
1.9 School Incident Management Team	8
1.10 The Role of Governors	10
PART 2 INFORMATION	Error! Bookmark not defined.
2.1 School information	12
2.2 Contact details - school staff and governors	13
2.3 Contact details - extended services	14
2.4 Contact details - Local Authority	15
2.5 Contact details - other organisations.....	18
2.6 Critical Data	20
2.7 Site Information.....	22
2.8 Evacuation.....	23
2.9 Communications	24
SECTION 3 RISK ASSESSMENT	25
3.2 Sample Risk Assessment For Heavy Snow Fall.....	27
3.3 Business Continuity Strategies	31

SECTION 4 INITIAL ACTIVATION	34
4.1 Initial action	35
4.2 Notification of incident	36
4.3 Bomb Threats	39
4.4 Suspicious Packages	41
4.5 Shelter	42
4.6 Lockdown	43
4.7 School Closure	44
4.8 Log sheet	45
SECTION 5 ACTION SHEETS	47
1 Co-ordination.....	48
2 Logistics	50
3 Communications	51
4 Log-keeping.....	52
5 Media management.....	53
6 Resources	54
7 Welfare	55
8 Educational visit leader	56
9 Post Incident Support.....	58
10 Contact details - for completion during an emergency	61
SECTION 6 PLANNING AND REVIEWING.....	62
6.1 Planning Schedule	63
6.2 Action Plan	64
6.3 Further Information.....	65

PART 1 INTRODUCTION

This part of the plan includes sections which must be completed and updated,

	Section	Information/Action required	Page
1.1	Plan Purpose	Action to be taken in case of any major emergency	6
1.2	Plan Owner	Headteacher	6
1.3	Plan Distribution	Headteacher	6
1.4	Plan Storage	Cloud and Servers	7
1.5	Plan Review Schedule	Complete Keep under review	7
1.6	Plan Activation - Circumstances	Amend as appropriate	7
1.7	Responsibility for Plan Activation	Headteacher and Deputy	7
1.8	Escalating a Serious Incident	SLT	7
1.9	School Incident Management Team	Amend as appropriate	8
1.10	The role of governors	Amend as appropriate	8

A. About this Plan

1.1 Plan Purpose

To provide a flexible response so that New Woodlands School 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)

1.2 Plan Owner

The Headteacher & Governing Body are the plan Owners and responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans.

1.3 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE	UPDATED /REVISED	PLAN REF NO
Jack Harper	SBM		Nov 25	9
Jack Harper	SBM	Jan 24	Nov 24	8
Carlie Warner	Head			
Kathy TC	Deputy			
Sara Birru	Assistant			
Danny Treacy	Premises			

1.4 Plan Storage

All parties on the distribution list, see above, are required to store safely and confidentially 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.

1.5 Plan Review Schedule

This Plan will be updated as required and formally reviewed in line with the School's review timetable. **Plan to be reviewed annually and kept under review.** Please see [6.2 Action Plan](#)

1.6 Plan Activation - Circumstances

This Plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this Plan include:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School in the Emergency Service's cordon preventing access, School facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport e.g. for SEN pupils

1.7 Responsibility for Plan Activation

A member of the nominated [School Incident Management Team](#) (section 1.9) will normally activate and stand down this Plan: Premises Manager

1.8 Escalating a Serious Incident

All serious incidents should be reported to the Local Authority. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated, the Chair of Governors notified and other Council Services notified to respond as appropriate.

All incidents affecting the physical infrastructure of the School should be reported to the Local Authority who will take appropriate action to support the School's response to an incident in terms of activating other Council Services and partner agencies as required.

B. Roles and Responsibilities

1.9 School Incident Management Team

The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident. For some of the roles you may want to consider having a substitute should the incident extend over a significant period of time and a rota become necessary.

Please add/delete/amend as appropriate to your School's needs and specify who is responsible for each role

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 it's structure to respond to incidents ▪ Determining the School's overall response and recovery strategy 	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis. They will also keep the Chair of Governors informed.
Co-ordination HT DHT	<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 ▪ 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 	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the School Incident Management Team.
Logistics HT DHT	<ul style="list-style-type: none"> ▪ 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 	

Role	Responsibilities	Accountability / Authority
Communications OM PM	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ○ Lewisham Council ○ Governors ○ Parents/Carers/ ○ School Crossing Patrol ○ School Transport Providers ○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc 	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable). The Chair of Governors will be kept informed.
Media Management DHT	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison with Lewisham Council Press Office to inform media strategy 	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Log Keeping OM	<ul style="list-style-type: none"> ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately 	Reporting directly to the Headteacher or School Incident Management Team.
Resources PM	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure ▪ Lead point of contact for any Contractors who may be involved in incident response 	Reporting directly to the Headteacher or School Incident Management Team.
Welfare DHT	<ul style="list-style-type: none"> ▪ Arranging to meet the welfare needs of pupils, staff and visitors ▪ Identifying any additional support needed 	Reporting directly to the Headteacher or School Incident Management Team.
Educational Visit Leader EVC	<ul style="list-style-type: none"> ▪ Establishing an overview of the incident ▪ Meeting the immediate welfare needs of the pupils ▪ Liaising with the Headteacher 	Reporting directly to the Headteacher or School Incident Management Team.

1.10 The Role of Governors

Role	Responsibilities	Accountability / Authority
Governing Body COG	<ul style="list-style-type: none"> ▪ Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents ▪ Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery ▪ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable ▪ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers 	Liaison with the Headteacher or School Incident Management Team in response to a crisis. Reporting progress in developing Business Continuity Plans to Parents/Carers

Check List for Review

	Section	Information/Action required	Page
2.1	School information	Complete this page	12
2.2	Contact details - school staff and governors	Complete this page or insert existing record of this information	13
2.3	Contact details - extended services	Complete this page	14
2.4	Contact details - Local Authority	This has been completed but should be updated	15
2.5	Contact details - other organisations	Complete this page	18
2.6	Critical Data	Complete this page	20
2.7	Site Information	Complete this page	22
2.8	Evacuation	Complete this page	23
2.9	Communications	Complete this page	24
2.10	Contents Of 'Grab Bag' /Emergency Box	Review and amend as necessary	

Other Key information which should be stored with your plan

Contact information for Parents/carers
 Contact information for staff next of kin

This information must be kept up to date.

2.1 School information

School details	
Name of school	New Woodlands School
Type of school	Special - SEMH
School address	Shroffold Road, Bromley, Kent. BR1 5PD
School operating hours (including extended services)	07:00-18:30
Approximate number of staff	60
Approximate number of pupils	102
Age range of pupils	5-16 years

Office contact details	
Office telephone number	0208 695 2380
Office fax number	N/A
Office email address	admin@newwoodlands.lewisham.sch.uk

Useful websites	
School website / extranet	www.newwoodlands.lewisham.sch.uk
Local authority	www.lewisham.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info
Transport for London	http://www.tfl.gov.uk/

2.2 Contact details - school staff and governors

Last updated On: 15th January 2024

By NAME: Jack Harper

Name	Job title	Contact details To include mobile telephone and email address	Alternative contact details *	Notes (e.g. SEMT Role, first aid trained)
Michelle Fenniche	Chair of Governors	Mobile: 07977 711021 Email: mfenniche@forsterpark.lewisham.sch.uk		
Carlie Warner	Headteacher	Mobile: 07720 091664 Email: c.warner@newwoodlands.lewisham.sch.uk		
Kathy Tomlinson- Cole	Deputy Headteacher	Mobile: 07941 386099 Email: k.tomlinson-cole@newwoodlands.lewisham.sch.uk		
Sara Birru	Assistant Headteacher	Mobile: 07720 091652 s.birru@newwoodlands.lewisham.sch.uk		
Jack Harper	SBM	Mobile: 07525 000977 Email: j.harper@newwoodlands.lewisham.sch.uk		
Mandy Smith	Office Manager	Mobile: 07734 602725 Email: m.smith@newwoodlands.lewisham.sch.uk		First Aid trained Medication course
Kevin Fawcett	Premises Manager	Mobile: 07799 226422 Email: k.fawcett@newwoodlands.lewisham.sch.uk Home phone: 0208 695 1796		

2.3 Contact details - extended services

- Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Key Patrol Ltd	Key holding / alarm response service	24 hours / 365	0344 693 2990	control@key-patrol.co.uk	Key Holder

2.4 Contact details - Local Authority

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Duty Local Authority Control Officer	020 8314 6000		
Children's services	Margaret Anderson	020 8314 8678		
Media / communications	Lorrayne Johnson Communications Advisor During office hours	020 8314 9854 07834 145106		
	Out of hours On Call Officer	077753 776695		
Property	Vic Campbell Macdonald Manager of Estate Management and School Catering Services	0208 314 6302		

Transport	<p>Office Hours (7.00am – 6.00pm) Ade Shonubi- Senior Admin Officer Linda Tracy-Senior Admin Officer</p> <p>Out of Hours Steve Marsh -SGM</p>	<p>020 8314 2084 020 8314 2081</p> <p>Mob: 07831 465961 0208 699 1382(home)</p>		
Catering	Vic Campbell Macdonald Manager of Estate Management and School Catering Services	0208 314 6302		
Educational visits	Mike Penny	020 8850 1581		
Emergency planning	John Brown Emergency Planning Manager	020 8314 8579		
Health and safety	Judy Sutherland Health & Safety Advisor	0208 314 8351 Mobile : 07525671221		
Risk / insurance	Lisa Dalton (office hours) Karen Eaton (out of hours)	0208 314 6130 020 8314 6849 or 07725 142987		

Legal	Troy Robinson	020 8314 9365		
Human resources	Personnel Advisory	020 8314 6291		
Educational psychology	Hilary Thorne Educational Psychologist	020 7138 1436		
Occupational health	Health & Safety Advisor	0208 314 8351		

2.5 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Insurance company		Lewisham LA (RHG)		

Trade union		Staff to contact as and when require		
Supplier (transport)		PCT Peoples Choice Transport		
Supplier (catering)		Chartwells 0208 291 9283		
Supplier (cleaning)		Aqua Blue 0208 781 1800		
Supplier (temporary staff)		Protocol Education 0208 971 1284		
Utility supplier (gas)	LA	Corona Energy 0844 225 2833		
Utility supplier (water)	LA	Castle Water 01250 718700		
Utility supplier (electricity)	LA	EDF 0845 366 3664		
Utility supplier (heating)		n/a		
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

2.6 Critical Data

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Exam cupboard		As Entry level follows coursework protocols the attached is completed for all subjects as paper based with this from the JCQ
Examination papers	Exam cupboard		All examination papers sent from the examination boards are securely stored under current ICE and GR
Asset registers / equipment inventories	Server		Electronically backed up by LGfL
Insurance documentation	Local Authority		LA hold issue electronic copies

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Server		Electronically backed up by LGfL
Contact details	Capita SIMs		Electronically backed up by CAPITA
Financial information	Access UK		Electronically backed up by Access UK daily
Medical information	Capita SIMs		Electronically backed up by CAPITA

Remote learning	Notes / instructions
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Website / extranet	Electronically backed up by LGfL daily
Email	Microsoft 365 - portal.office.com
Post	Royal Mail – Bromley North sorting office

2.7 Site Information

Utility supplies	Location	Notes / instructions
Gas	Intake Cupboard	
Water	Intake Cupboard	
Electricity	Intake Cupboard	
Heating	KS1/2 - Classroom electric heaters KS3 – Boiler in outhouse by gym	

Internal hazards	Location	Notes / instructions
Asbestos	NIL	
Chemical store(s)	COSHH KS1/2	Cleaners Cupboard KS1/2

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Car Park or Bonus Pastor Churchdown Site	
Media briefing area	Car Park or Bonus Pastor Churchdown Site	

2.8 Evacuation

Signals	
Signal for fire evacuation	Electronic Alarm – independent system
Signal for bomb evacuation	Trigger Fire Alarm with voice to evacuate school
Signal for all-clear	Speaker – Automated Vocie

Assembly points - fire evacuation	
Fire evacuation assembly point A	KS1/2 – Primary Playground
Fire evacuation assembly point B	KS3 – Secondary Astro Turf

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	KS1/2 – Primary Playground
Bomb evacuation assembly point B	KS3 – Secondary Astro Turf; Bonus Pastor School

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Bonus Pastor School – Churchdown Site
Type of premise	School
Contact name and details of key holder(s)	
Address	Churchdown, London, BR1 5PZ
Directions / map	Turn right out of the school gates then right again for 150 yards along Church Down Road
Estimated travel time (walking, with pupils)	Walking – 5 minutes
Estimated travel time (by coach, with pupils)	N/A
Capacity	350+
Capacity (sleeping)	300
Facilities / resources	Toilets, kitchen, showers
Notes	We hold a reciprocal agreement with Bonus Pastor

2.9 Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls	0208 695 2380	Main Office
Outgoing calls	0208 695 2380	Main Office

NOTE: HT, AHT and DDSL have school mobile phones.

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> Example of pre-recorded message Instructions on setting to 'message only' mode Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> Log-in details Who is authorised / trained to edit the website? Website Technician / SBM Can it be updated remotely or only from the school site? Remotely
Text messaging system	<ul style="list-style-type: none"> Log-in details Who is authorised / trained to use the text messaging system? Main Office Staff, SLT Can it be used remotely or only from the school site? Remotely
Local radio stations	<ul style="list-style-type: none"> If the school is closed it is put on our website and parents are sent a text. This can all be done remotely.
Telephone tree	Kevin Fawcett - Carlie Warner – Kathy Tomlinson-Cole
Sign at school entrance	SCHOOL CLOSED UNTIL FURTHER NOTICE – Kevin Fawcett is responsible for this.
Newsletter	Emailed to parents and staff; this can be done remotely
Email	School email
Letter	Send via SIMs
School notice board	In staff room

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils	Via parents and email	CAPITA SIMS MIS
Parents / carers	Phone Call	CAPITA SIMS MIS
Governors	Email	Natasha Dunbar – Clerk to Governors
Extended services	N/A	

SECTION 3 RISK ASSESSMENT

This section includes suggestions for assessing risks, devising strategies to meet contingencies

	Section	Information/Action required	Page
3.1	Risk Assessment,	Information	26
3.2	Sample Risk Assessment for Heavy Snow Fall,	For guidance in drawing up your risk assessments	27
3.3	Business Continuity Strategies	For guidance in drawing up your risk assessment	31

3.1 Risk Assessment

Risk assessment is a critical part of business continuity planning and the risk assessments you have already carried out for this purpose should be reviewed and form part of your BCP. It is important to consider if there are further risks which should be assessed in this way. It is recommended that you use the corporate risk assessment form and guidelines for this.

The purpose of risk assessment is to obtain an idea of the size or scale of the risk and to plan in advance what action can be taken to reduce or alleviate it to ensure the safety of pupils and staff and to enable the school to continue to provide education for its pupils.

The layout of your school and its location will influence the range of risks that should be assessed and the action plan you form. This process must be kept under review as new risks may emerge and risks which were previously seen as unlikely (eg rioting) need to be considered more seriously.

3.2 Sample Risk Assessment For Heavy Snow Fall

This is an example of a risk assessment for heavy snow fall.

Area / Aspect Assessed	Hazard(s) Identified	Existing Control Measures	Risk = Severity of Harm X Likelihood of exposure	Additional Control Measures Required	Residual Risk	Review Date	Action Plan
	Site entrance/exit	Visual inspection - maintain main pathways into school		Grit/salt key paths			PO/FM provider to grit/salt key paths
	Pathways around school	Maintain pathways to remote parts of the school		Restrict use of pathways and use alternative routes/grit or salt paths			As above
	Playgrounds	Visual inspection – maintain play areas		Grit/salt play areas in use or restrict access if required.			As above
	Security	Main gates locked/unlocked at specified times; Main entrances to buildings locked/unlocked		Back-up emergency key holder			

Area / Aspect Assessed	Hazard(s) Identified	Existing Control Measures	Risk = Severity of Harm X Likelihood of exposure	Additional Control Measures Required	Residual Risk	Review Date	Action Plan
	Side Streets	Visual inspection - maintain main pathways into school		Additional Grit/salt kept onsite for entrances around school			HT to consider access/side street conditions to school site during severe weather
	Site Emergencies	Routes onto site maintained for emergency appliances (ambulances, fire appliances etc) PEEP's for persons requiring assistance during site evacuation		Grit/salt routes for emergency appliances Adequate trained staff cover for PEEP's			
	Staff delegated with H&S responsibilities not on site	Trained pediatric/first aider on site Trained evacuation marshals Trained staff for aspects of H&S such as risk assessments, manual		Train staff to cover			

Area / Aspect Assessed	Hazard(s) Identified	Existing Control Measures	Risk = Severity of Harm X Likelihood of exposure	Additional Control Measures Required	Residual Risk	Review Date	Action Plan
		handling, working at height, COSHH, statutory maintenance, educational visits					
	Pupil supervision	Number of staff per pupil ratio identified 1:1 SEN support		Possibility of consolidating classes if not enough staff. Trained SEN support			
	Statutory maintenance (water supply, heating, fire safety systems, electricity, etc)	Scheduled checks & maintenance Daily checks by PO/FM provider		Trained cover available Contact details for qualified repair services.			
	Communication details for pupil guardians and Lewisham Council if school to close	Emergency contact details for pupils guardians Contact details for School Improvement Officer in the event of closure		Keep back-up contact details in an alternative place if school inaccessible			

Signed:

Name:

Job Title:

Department:

Directorate:

Date:

3.3 Business Continuity Strategies **TO DO**

These are suggestions for some of the actions which could be considered for inclusion in your action plans for different risks.

	Arrangements to manage a loss or shortage of Staff or skills <i>Please add/amend/delete as appropriate</i>	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff etc	Inspiring Teaching 0203 773 6005 Qualiteach 0207 724 1100 Sugarman Education 0203 793 1309 Tradewind Recruitment 0207 845 5450 (Opt.3) Uniform Education 0203 794 8988 New Formation Agency 0207 278 0171 Rikama Education 0203 800 1111 Masterclass Education 0203 735 5075 Zen Education 0203 870 4413
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	Linked up with COG schools for emergencies. HT absent = DHT to step up and cover SBM absent = LA finance/budget OM = purchasing/ordering PT/HT have list of contractors OH referrals = OM ICT = HT/Eduthing OM absent = SBM & Admin Assistants to cover PM absent = SBM & Premises Assistant to cover To note: small SLT – jobs overlap so all are aware of others roles/responsibilities
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 	Teacher absent = Use of HLTA, collapsed classes Sharing staff across KS1-4 Remote learning policy

4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other Schools	HT meets regularly with other Special HT
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 <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Schools	Bonus Pastor, Forster Park, Rangefield
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises	Due to SEMH designation, not possible to relocate pupils to another school, would need to revert to online learning
3.	Virtual Learning Environment opportunities	All staff trained on MS suite, Teams, Purple Mash
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	Food lab, Science lab, Astro turf

Arrangements to manage loss of technology / telephony / data / power <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc	Back up stored in cloud offsite
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	Possible if able to print
3.	Flexible lesson plans	Online learning
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	UPS for server located in Main Server cupboard
5.	Emergency lighting	Fitted across full site

Arrangements to mitigate the loss of key suppliers, third parties or partners <i>Please add/amend/delete as appropriate</i>		Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	Contact details stored on HCSS Access system (online/cloud)
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	Lewisham LA Insurance Services
4.	Using mutual support agreements with other Schools	

5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	Remote learning
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SECTION 4 INITIAL ACTIVATION

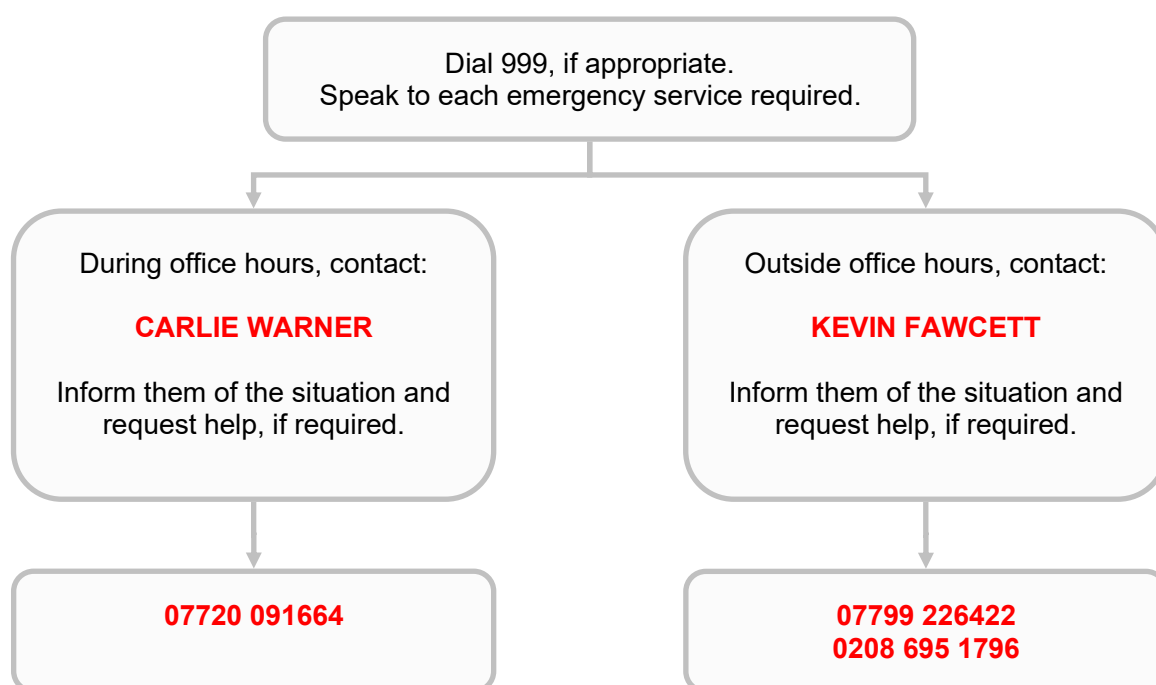
	Section	Information/Action required	Page
4.1	Initial action	Complete this section	35
4.2	Notification of incident	For use during an incident. This sheet needs to be readily available to admin staff and the Senior Leadership Team	36
4.3	Bomb Threats	For use in the event of a bomb threat. This sheet needs to be readily available to staff who answer the telephone	39
4.4	Suspicious Packages	For use on receipt of a suspicious package. This sheet needs to be readily available to staff who receive and open post.	41
4.5	Shelter	Signal for shelter must be agreed and noted on this sheet. It also serves as an action sheet and should be used during a shelter situation.	42
4.6	Lockdown	Signal for lockdown must be agreed and noted on this sheet. It also serves as an action sheet and should be used during a lockdown.	43
4.7	School Closure	For use if it necessary to close the school	44
4.8	Log sheet	For use in the initial stages and throughout an emergency. A number of copies (together with guidelines for completion) should be kept with each copy of this plan and particularly in the “grab bags”	45

4.1 Initial action

Immediately inform the Headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- **Assess the situation and establish a basic overview of the incident.**
- **Take immediate action to safeguard pupils, staff and visitors.**
- **Attend to any casualties and administer first aid, if appropriate.**
- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**
- **Inform CYP Directorate of situation**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

4.2 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

Maintain a written record of your actions using this form and log sheets. You may wish to record any new contact details in [10 Contact details - for completion during an emergency](#)

- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

How were you made aware of the incident?

.....
.....

Name of informant:

Contact details of informant:

.....
.....

Date and time of call:

.....

Date and time of incident:

.....

Nature and location of incident:

.....
.....

Details of incident (including estimated duration)

.....
.....
.....

Is the incident currently affecting School activities? If so, which areas?
Has access to the site been affected?

.....
.....
.....

People affected (including names, injuries, where they are, where they are being taken to):

.....
.....
.....

What arrangements are in place for people not directly involved in the incident?

.....
.....
.....

Is there evidence of structural damage? Which work areas are inaccessible but intact? Have any utilities (gas, electricity or water) been affected?

.....
.....
.....

What advice have the emergency services given?

.....
.....
.....

Are systems and other resources unavailable? (include computer systems, telecoms, other assets) If so, which staff are affected by the ICT disruption and how?

.....
.....
.....

Who has been informed?

- Headteacher
- School staff
- Governors
- Pupils
- Parents / carers
- Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

.....
.....
.....

Are any other actions required?

.....
.....
.....

+ If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....
.....
.....

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

.....
.....

4.3 Bomb Threats

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

+ Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

+ Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Upset | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Muddled |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Rational | <input type="checkbox"/> Other |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational | |

Were there any distinguishable background noises?

.....
.....

Notes:

.....
.....

4.4 Suspicious Packages

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

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

4.5 Shelter

Signals	
Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

4.6 Lockdown

Signals	
Signal for lockdown	Continuous Whistle
Signal for all-clear	Intermittent Whistle

Lockdown	
Rooms most suitable for lockdown	Sports Halls
Entrance points (e.g. doors, windows) which should be secured	Main entrance, Corridor doors, Fire exit points
Communication arrangements	<ul style="list-style-type: none"> ▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

4.7 School Closure

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ The local authority ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors 	
SC5	If the closure takes place during the school day, arrange transport for pupils where necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure the Local Authority, pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see section 2.6 Business Continuity)).	

LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
	Rang Philip. Number engaged.
7.50pm	Rang Philip. Told him about the situation and asked him to meet me at
7.55pm	the school entrance as soon as possible. He'll be there for 8.15pm.
	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202 .
8.05pm	
	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.20pm	
	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.
8.40pm	

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

- + Notes should be clear, intelligible and accurate.
- + Include factual information.
- + Use plain and concise language.
- + Keeps records of any expenditure.
- + Do not remove any pages.
- + Do not use correction fluid.
- +

SECTION 5 – ACTION SHEETS

The sheets in this section are for use during an incident or emergency and must be easily accessible and ready to use by members of the Incident Management Team. The different roles are set out in

[1.9 School Incident Management Team](#)⁸

	Section	Information/Action required	Page
1	Co-ordination	This sheet is for use during an incident/emergency	48
2	Logistics	This sheet is for use during an incident/emergency	50
3	Communications	This sheet is for use during an incident/emergency	51
4	Log-keeping	This sheet is for use during an incident/emergency	52
5	Media management	This sheet is for use during an incident/emergency	53
6	Resources	This sheet is for use during an incident/emergency	54
7	Welfare	This sheet is for use during an incident/emergency	55
8	Educational visit leader	This sheet is for use during an incident/emergency	56
9	Post Incident Support	This sheet is for use during an incident/emergency	58
10	Contact details - for completion during an emergency	This sheet is for use during an incident/emergency	61

1 Co-ordination

Details of role can be found in [1.9 School Incident Management Team](#)⁸

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	Call the emergency services if appropriate	
C3	Consider if evacuation of the building is necessary	
C4	Inform the Local Authority	
C5	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C6	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C7	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property, assets and equipment.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ensure all pupils, staff and visitors report to the identified assembly point and check that they are all present. (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services, Local authority and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to Action Sheet 9 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

2 Logistics

Details of role can be found in [1.9 School Incident Management Team](#)⁸

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	
BC10	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.)	

Ref'	Business continuity - recovery	Tick / sign / time
BC11	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC12	Put in place arrangements for remote learning, if necessary.	
BC13	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3 Communications

Please refer to [2.9 Communications](#) for more information on communication arrangements.

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to section 2.9). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

4 Log-keeping

Please refer to guidelines on log keeping (section [4.8](#)) for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

5 Media management

Ref'	Media management - initial response	Tick / sign / time
M1	Contact the Council Press Office and inform them of incident.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and it has been agreed with the Press Office and permission / consents are in place. Ask for support from the Press Office or Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Liaise with the Press Office to develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to liaise with the press office and keep them updated. If necessary act as a spokesperson (only if the Press Office are unable to undertake this function or advise that you should)	
M6	In consultation with the Press Office and if they think it appropriate be prepared to be interviewed by the media	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Refer media requests to the Press Office.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements/updates to the Press Office .	
M10	Advise staff on where to direct media enquiries. Ask staff not to make any comments to the media. Advise pupils and parents / carers to avoid speculation if they talk to the media (but discourage them from doing so..	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the Press Office informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

6 Resources

Details of role can be found in [1.9 School Incident Management Team](#)⁸

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property, assets and equipment. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

7 Welfare

Details of role can be found in [1.9 School Incident Management Team](#)⁸

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to Action Sheet 9 for information on welfare arrangements and post incident support after the emergency response.	

8 Educational visit leader – HELEN BUSHELL

Details of role can be found in [1.9 School Incident Management Team](#)⁸

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to Action Sheet 9 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

9 Post Incident Support

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

SECTION 6. PLANNING AND REVIEWING

It is very important that your Business Continuity Plan is regularly updated and reviewed and these templates are designed to assist you with this process

	Section	Information/Action required	Page
6.1	Planning Schedule	This is to assist with scheduling the planning and reviewing of your BCP	63
6.2	Action Plan	To be completed as necessary	64
6.3	Further Information		65

6.1 Planning Schedule

Activity	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
Develop / review emergency plan	*			*			*		
Prepare / review grab bag	*			*			*		
Review contact details	*			*			*		
General awareness training		*			*			*	
SEMT training		*			*			*	
Discussion-based / tabletop exercise		*			*			*	
Live exercise									*

6.2 Action Plan

Ref'	Action / recommendation / lesson	Responsibility	Status / progress / notes	Completion date

6.3 Further Information

[DFE Advice on Seasonal Flu](#)

[DFE Health and safety advice for schools](#)

[DFE Advice on Emergency Planning](#)

[Olympic Games](#)

[Further information and resources](#)