



# Lanesend Primary School

## Business Continuity Plan School Health and Safety Policy

**Signed:** ..... **Date:**  
(Headteacher)

**Signed:** ..... **Date:**  
(Chair of Governors)

**Review Date:** February 2019 (Yearly)

**Reviewed By:** Headteacher, School Development Manager  
and Money Group

# Lanesend Primary Business Continuity Plan

## INTRODUCTION

The following pages set out the Business Continuity Plan for Lanesend Primary School in the event of a disaster, e.g. fire.

This Plan provides guides to actions that should be considered by the Headteacher, his/her nominated Deputy, and the school in case of any significant disruption or interruption to school activities. Whilst the school is independent as an academy, the Local Authority retains responsibility for ensuring the provision of education for all Isle of Wight children and will therefore be consulted and involved in contingency and planning where appropriate.

**The accompanying guidance is an integral part of the Business Continuity Plan and should be referred to when developing and utilising the Plan. The School Emergency Plan should be read in conjunction with this plan and utilised in dealing with the initial phase of any emergency.**

Date of issue: January 2018	Date of next review: January 2020
The Business Continuity Plan can be accessed via our remote access and our website. A paper copy of this plan will be held with the School Development Manager and Site Manager.	
Person(s) responsible for reviewing Plan: Headteacher: Caroline Sice / School Development Manager: Carrie Almond Governors: Money Group	

## Business Continuity Plan

The Governing Body of Lanesend Primary School recognises the need to have a Business Continuity Plan in place to ensure the 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)

## Plan Remit

The following are covered by this plan:

- Primary School Teaching

- School Administration
- Catering
- Out of School Clubs

The following premises are covered by this plan:

- Main School Building, including classroom, school hall, offices and additional teaching or activity areas
- School kitchen

### **Plan Owners**

The Headteacher and School governors are this Plan's Owners and are responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans.

All Plan Owners and members of the Major Incident Recovery Team have access to this plan at their regular place of work **and** off-site i.e. at home, via remote access. An email of this plan has been sent to staff members named on the Major Incident Recovery Team.

### **Plan Review Schedule**

This Plan will be updated as required and formally reviewed annually.

### **Plan Activation**

### **Circumstances**

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

Examples of circumstances triggering activation of this Plan include:

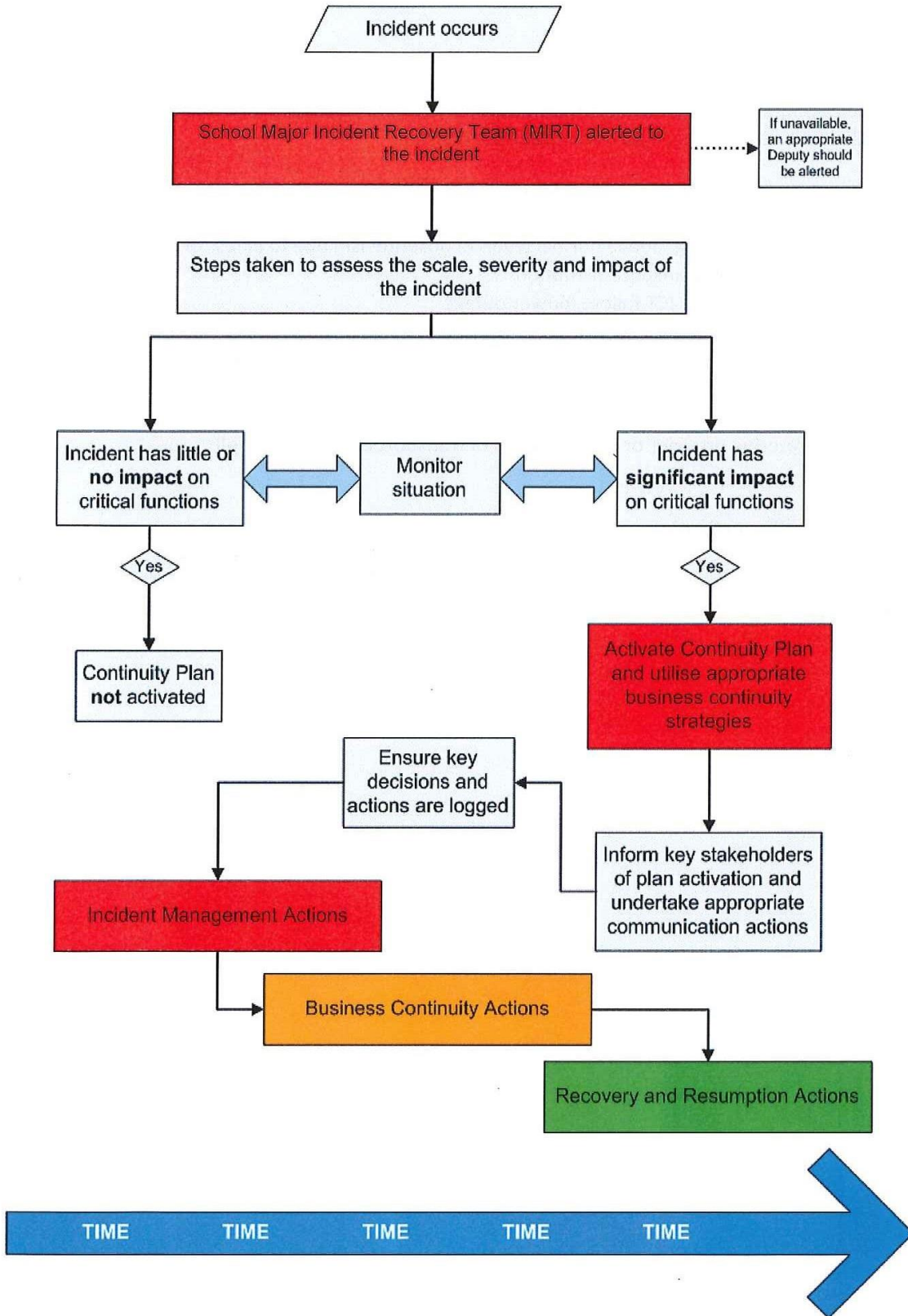
- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an 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 AEN pupils

## **Responsibility for Plan Activation**

A member of the nominated **Major incident Recovery Team** will normally activate and stand down this Plan.

### Activation Process



The following staff have been identified as the school's Major Incident Recovery Team:

Name	Role	Contact Details
Mrs Caroline Sice	Headteacher	Mobile number: 07967 812405 Email address: <a href="mailto:caroline.sice@lanesendpri.iow.sch.uk">caroline.sice@lanesendpri.iow.sch.uk</a> Out of Hours Contact Details: 07967 812405
Mr Darren Attrill	Site Manager	Mobile number: 07903 507033 Email address: <a href="mailto:sitemanager@lanesendpri.iow.sch.uk">sitemanager@lanesendpri.iow.sch.uk</a> Out of Hours Contact Details: 07903 507033
Miss Carrie Almond	School Development Manager	Mobile Number: 07568 133014 Email address: <a href="mailto:dml@lanesendpri.iow.sch.uk">dml@lanesendpri.iow.sch.uk</a> Out of Hours Contact Details: 07568 133014
Mr Dave Cooper	Deputy Headteacher	Mobile Number: 07766 023523 Email address: <a href="mailto:dave.cooper@lanesendpri.iow.sch.uk">dave.cooper@lanesendpri.iow.sch.uk</a> Out of Hours Contact Details: 07766 023523
Mrs Karen Herbert-Duff	Chair of Governors	Mobile number: 07526839996 Email address: <a href="mailto:chair@lanesendpri.iow.sch.uk">chair@lanesendpri.iow.sch.uk</a>
Mark Overy	IT Support	Email address: <a href="mailto:mark.overy@iif.org.uk">mark.overy@iif.org.uk</a> <a href="mailto:tickets@iif.org.uk">tickets@iif.org.uk</a>
Josie Clark School closure i.e. snow	Local Authority	Mobile Number: 07966 569033 Email address: <a href="mailto:josie.clark@iow.gov.uk">josie.clark@iow.gov.uk</a>
Jade Kennett School closure i.e. snow	Local Authority	Mobile number: 07891 386989 Email address: <a href="mailto:jade.kennett@iow.gov.uk">jade.kennett@iow.gov.uk</a>
School closure during school opening hours	Local Authority - Schools & Learning Team	Phone Number: 01983 821000 ex. 6442 or 6260
School Transport Team	Local Authority	Phone Number: 01983 823710 Mobile number: 07976 009052
Media	Local Authority	Phone number: 01983 821000 ex. 6254 or 6253

## Role and Responsibilities

### School Major Incident Recovery Team and Business Continuity Team

Role	Responsibilities	Accountability/Authority
Headteacher	<p>Responsible owner of Business Continuity Management in the school</p> <p>Ensuring the school has capacity within its structure to respond to incidents</p> <p>Determining the school's overall response and recovery strategy</p> <p>Business Continuity Plan development</p> <p>Developing continuity arrangements and strategies e.g. alternative location of site, use of temporary staff etc.</p> <p>Involving the school community in the planning process as appropriate</p> <p>Plan testing and exercise</p> <p>Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the Plan can be improved</p> <p>Training staff within the school on Business Continuity</p> <p>Embedding a culture of resilience within the school, involving stakeholders as required</p>	<p>The Headteacher has overall responsibility for day-to-day management of the school, including lead decision-maker in times of crisis.</p>
Major Incident Recovery Team	<p>Supporting the Headteacher in leading the school's initial and ongoing response to an incident</p> <p>Declaring that an 'incident' is taking place</p> <p>Activating the Business Continuity Plan</p> <p>Notifying relevant stakeholders on the incident, plan activation and ongoing response actions</p> <p>Providing direction and leadership for the whole school community</p>	<p>The Major Incident Recovery Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.</p>

	<p>Undertaking response and communication actions as agreed in the Plan</p> <p>Prioritising the recovery of key activities disrupted by the incident</p> <p>Managing resource deployment</p> <p>Welfare of pupils</p> <p>Staff welfare and employment issues</p>	
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## Additional Response and Recovery Roles

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

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper) Carrie Almond	Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Headteacher or Major Incident Recovery Team
Media Coordinator Carrie Almond	Collating information about the incident for dissemination in press statements  Liaison with IW Council's press office to inform media strategy	The Media Coordinator should assist with providing information to the press office but should not undertake direct contact with media.
Stakeholder Liaison Caroline Sice Dave Cooper	Coordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> <li>• Governors</li> <li>• Parents/carers</li> <li>• Key LA services</li> <li>• External agencies e.g. emergency services, Health &amp; Safety Executive (HSE) etc</li> </ul>	All communications activities should be agreed by the Major Incident Recovery Team.  Information sharing should be approved by the Headteacher (or Major Incident Recovery Team if the Headteacher is unavailable).
Facilities Manager Darren Attrill	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	Reporting directly to the Headteacher or Major Incident Recovery Team.



	Lead point of contact for any contractors who may be involved in incident response	
IIF Mark Overy	Ensuring the resilience of the school's IT infrastructure  Work with the Business Continuity Team to develop proportionate risk responses	IT coordinator reports directly to the Headteacher for Plan development issues.  In response to an incident, reporting to the Major Incident Team.
Recovery Coordinator Caroline Sice Dave Cooper Carrie Almond Governors Darren Attrill	Leading and reporting on the school's recovery process  Identifying lessons as a result of the incident  Liaison with the Headteacher to ensure lessons are incorporated into the Plan development	Is likely to already be a member of the Major Incident Recovery Team, however will remain focused on leading the recovery and resumption phase. Reports directly to the Headteacher.

### The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Governors Money Group	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 Major Incident Recovery Team in response to a crisis.  Reporting progress in developing Business Continuity Plans to parents/carers.

## 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

The following is a list of the main critical functions (assets, resources and activities) that support the delivery of education and other school-based services:

<b>Critical Function</b>	<b>Description</b>
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services including Breakfast Club
Safe and secure premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements as per 'in loco parentis', Health & Safety legislation etc
Catering facilities and staff	The provision of suitable catering facilities to enable the preparation of school meals, including free school meals. The provision of suitably trained staff to prepare school meals to national standards
Utilities – gas	The supply of gas to enable heating of premises and preparation of school meals etc
Utilities – water	The supply of water for drinking and general usage including flushing of toilets, preparation of meals, washing etc
Utilities – electric	The supply of electricity to enable IT systems to run, lighting of premises etc
Provision of IT education	The provision of IT to deliver education
Provision of IT Administrative	The provision of IT to enable the establishment to run effectively
Keeping of suitable records	The keeping of suitable record in relation to staff/pupils and general administrative functions within an establishment
Cleaning staff	The provision of suitable numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal

The 'Maximum Tolerable Period of Disruption' has been formulated by the Governing Body and is determined by when an impact is deemed to be 'significant' or 'very significant'. The following summarises the MTPD acceptable for each critical function:

CRITICAL FUNCTION	MTPD	NOTES
Teaching staff	1 week	Withdrawal of labour through industrial action, pandemic.
Support staff	2 weeks	Loss of staff for two weeks would begin to have significant impact.
Premises	1 week	Damage to premises and utilities or denial of access to premises will have a significant impact if lasting for more than a week.
Catering	1 month	Loss of normal catering arrangements would mean delivery of alternative meals.
Utilities	1 week	Loss of utilities, depending on circumstances may result in immediate closure, depending on circumstances and seasonal factors (e.g. summer or winter). Such closure will have a significant impact after 1 week similar to loss of use/denial of access to premises.
IT Education and Administrative	2 weeks	Manual systems of registration could be implemented but much external reporting is now solely online, necessitating the early restoration of systems.
Records and Information	1 month	Rather than being the MPTD the figure of 1 month is based upon the amount of data lost.
Cleaning	1 week	The accumulation of rubbish and the hygiene of toilets and catering facilities would rapidly generate unhealthy conditions.

Below is a summary of the typical impacts that a loss or disruption may have:

Impact	Example Descriptor
Education	Impacts on education may include loss of large number of days teaching, disruption to education, loss of coursework etc.
Child welfare/well-being	Impacts on a child may include physical impacts (e.g. hunger, cold etc), psychological impacts (e.g. loss of school work, having to move school), future prospects and educational abilities.
Parents/Carers	Impacts on parents/carers may include loss of earnings (taking time off work), disruption to work, perception of establishment, school reputation and future recruitment.
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide

	free school meals etc.
Reputation	Reputation may be the reputation to the establishment.
Extended Services	Extended services may include Breakfast Clubs, After School Clubs, hiring of rooms/halls etc.
Staff	Impacts on staff can be financial, physical, psychological.

Below are some guidelines as to the impact levels:

Category	Descriptor
Insignificant	There is not thought to be any detrimental impacts that would warrant the implementation of a BCP.
Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of a BCP.
Moderate	There is thought to be some impact on some areas. This may require the implementation of a BCP if the impact is considered to affect critical areas such as education or child well-being.
Significant	A significant impact in a number of areas that warrants the implementation of the BCP.
Very Significant	The impact is severe with major detrimental impact on education, stakeholders and educational services. There are also major compliance issues and damage to the reputation of the establishment. Immediate implementation of the BCP.

## Incident Management Actions

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (Tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: 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>	
2.	Call the Emergency Services (as appropriate)	<b>TEL: 999</b> Provide as much information about the incident as possible.	
3.	Evacuate the school building, if necessary  Consider whether it may be safer or better for the welfare of the pupils to stay within the school premises and congregate at a	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	

	<p>place of relative safety indoors</p> <p>If there is time and if it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical school activities</p> <p>Notify relevant stakeholders of site evacuation</p> <p>Immobilise the utilities</p>	<p>services as appropriate.</p>	
4.	<p>Ensure all pupils, staff and any school visitors report to the identified assembly point</p>	<p>The normal assembly point for the school is on the main playground.</p> <p>The alternative assembly point is on the school field?</p>	
5.	<p>Check that all pupils, staff, contractors and any visitors have been evacuated from the building and are present</p> <p>Consider the safety of all pupils, staff, contractors and visitors as a priority</p>	<p>Use school registers and visitors books.</p>	
6.	<p>Ensure appropriate access to site for emergency service vehicles</p>	<p>Ensure any required actions are safe by undertaking a dynamic risk assessment.</p>	
7.	<p>Establish a contact point for all supporting personnel</p>	<p>Consider the availability of staff and who may be best placed to communicate information.</p>	
8.	<p>Identify Major Incident Recovery Team to undertake specific emergency response roles</p>	<p><i>Information on roles and responsibilities can be found in the Major Incident Crisis kit.</i></p>	
9.	<p>Ensure a log of key decisions and actions is started and maintained throughout the incident</p>	<p><i>The log template can be found in Appendix A.</i></p>	
10.	<p>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 and record keeping</p>	<p>This information should be held securely and it may be required by the emergency services or other agencies either during or following the incident.</p>	
11.	<p>Take further steps to assess the impact of the incident</p> <p>Agree response / next steps</p>	<p>Continue to record key decisions and actions in the incident log.</p> <p><i>The impact assessment form can be found in Appendix B.</i></p>	
12.	<p>Log details of all items lost by pupils, staff, visitors etc as a result of the incident, if appropriate</p>	<p><i>A form for recording this information is in Appendix C.</i></p>	
13.	<p>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</p>	<p>Depending in the incident, the following teams in Children's Services may be approached to assist with incident management:</p> <p>Management Support for Schools.</p> <p>Planning and Accommodation support Service.</p> <p>Education Psychology Service.</p>	

		LA property services.	
14.	If appropriate, arrange contact with the LA press office	Establish a media area if necessary.	

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
15.	Access the key priorities for the remainder of the working day and take relevant action	<p>Consider actions to ensure the health, safety and well-being of the school community at all times.</p> <p>Consider your business strategies i.e. alternative ways of working, relocation to your recovery site etc to ensure the impact of disruption is minimised.</p> <p><i>Business Continuity Strategies are documented below.</i></p> <p>Consider the school's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.</p>	
16.	Ensure staff are kept informed about what is required of them	<p>Consider:</p> <p>What actions are required.</p> <p>Where staff will be located.</p> <p>Notifying staff who are not currently in work with details of the incident and actions undertaken in response.</p>	
17.	Ensure pupils are kept informed as appropriate to the circumstances of the incident.	<p>Consider communication strategies and additional support for pupils with special needs.</p> <p>Consider the notification of pupils not currently in school.</p>	
18.	<p>Ensure parents/carers are kept informed as appropriate to the circumstances of the incident.</p> <p>Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date</p>	<p>Agree arrangements for parents/carers collecting pupils at an appropriate time.</p> <p>Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update.</p>	
19.	Arrange recovery of IT network	<p>Business Manager</p> <p>Back up offsite and liaise with IIF and Wightfibre – set up remote access.</p>	
20.	Ensure governors are kept informed as appropriate to the circumstances of the incident		
21.	Consider the wider notification process and the key messages to communicate	Local radios may be useful in broadcasting key messages.	
22.	Communicate the interim arrangements for delivery of critical school activities	<p>Ensure all stakeholders are kept informed of contingency arrangements as appropriate.</p> <p>This could be done using:</p>	

		Email/telephone/website/local radio etc.	
23.	Log all expenditure incurred as a result of the incident	Log all costs incurred as a result of responding to the incident.  <i>The financial expenditure log can be found in Appendix D.</i>	
24.	Seek specific advice/inform your insurance company as appropriate	Insurance policy details can be found in the Major Incident Crisis Kit red folder.	
25.	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required.	

## Business Continuity

### Purpose of the Business Continuity Phase

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

	ACTION	FURTHER 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, you may need additional/specific input in order to drive the recovery of critical activities. This may require the involvement of external partners.	
2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information.  Consider the following questions:  Which school activities are disrupted?  What is the impact over time if these activities do not continue?  Would the impact be: <ul style="list-style-type: none"> <li>• Manageable?</li> <li>• Disruptive?</li> <li>• Critical?</li> <li>• Disastrous?</li> </ul> What are the current staffing levels?	

		Are there any key milestones or critical activity deadlines approaching?  What resources are required to recover critical activities?	
3.	Plan how critical activities will be maintained, utilizing pre-identified or new business strategies (see below)	Consider:  Immediate priorities  Communication strategies  Deployment of resources  Finance  Monitoring the situation  Reporting  Stakeholder engagement	
4.	Log <b>all</b> decisions and actions, including what you decide <b>not</b> 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>	
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D.</i>	
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff.	
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, IT, catering, welfare issues etc.	
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. staff, parents/carers, governors, suppliers, Local Authority, central government agencies etc.	

## Business Continuity Strategies

	ACTION	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 a reduced workforce. This may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, student teachers, learning mentors etc.</li> <li>• Virtual learning environment opportunities</li> </ul>	



	<ul style="list-style-type: none"> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of pupils at once</li> <li>•</li> </ul>	
4.	Suspending 'non-critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other schools	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage denial of access to your premises or loss of utilities	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other schools	
2.	Pre-agreed arrangements with other premises in the community i.e. the village hall or nursery building  Provision of temporary Portakabin type classrooms in the school field	
3.	Virtual learning environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises	
5.	Off-site activities e.g. swimming, physical activities, school trips	
6.	Consider security of the school site/boarding up etc	
7.	Insurance cover in place to ensure costs of alternative facilities do not impact detrimentally on the school's financial stability	

	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 i.e. off-site back up	
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	
3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptable Power Supply (UPS)	
5.	Emergency lighting	
6.	Refer to data recovery plan	
7.	Arrange temporary telephone provision or forwarding to school mobile phone	

	Arrangements to mitigate the loss of key suppliers, third parties or partners	FURTHER INFORMATION (e.g. key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have Business Continuity Plans in place as part of contract terms	
3.	Insurance cover	<a href="mailto:Academies.RPA@education.gov.uk">Academies.RPA@education.gov.uk</a>
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	

***Records: Loss or damage to administrative records – list of emergency telephone numbers***

CONTACT	NAME
School staff	Use Teachers2Parents
School governors	Use Teachers2Parents
Parents	We would use Teachers2Parents (texting/phonning service) and we can access SIMS
Fire/Ambulance/Police	N/A
Bank Details	Lloyds Bank, sort code 30-95-99, account no. 42053460, Amanda Harper
IT Support	IIF Helpdesk
Gas	Npower
Electricity	Npower
Water	Business Stream – emergency / water leak
DFE	Schools Chief Press Officer
Local paper	Isle of Wight County Press
Local radio	Isle of Wight Radio
Portable telephones	Caroline, Dave and Carrie have their own mobile phones
Portable classroom supplier	Elliott Group, Southampton
Builder	Steve Evans
Compressors	HSS / ITS Hire
Generators	HSS / ITS Hire
Glaziers	GTI
Portable heaters	HSS / ITS Hire
Pumps	HSS / ITS Hire
Roofing contractors	KD and LK Goodall, Cowes
Catering suppliers	Chartwells
Security	BKS Security
Insurance	Zurich Insurance – policy number KSC 2420513883
Insurance	RPA – membership number 141305
Other school	Cowes Enterprise College /Hunnyhill Primary

## 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	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practices	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	
2.	Respond to any ongoing and long term support needs of staff and pupils	Depending on the nature of the incident, the Major Incident Recovery 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.	
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 debrief report should be reviewed by all members of the Major Incident Recovery Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales.  Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	
5.	Review this Continuity Plan in light of lessons learned from the incident and the response to it	Implement recommendations for improvement and update this Plan.  Ensure any revised version of the Plan is read by all members of the Business Continuity Team.	

## Inventory

Refer to separate inventory

## **Contingency plan for the first 24 hours after disaster**

There is sufficient space in the school grounds for mobile classrooms

Reciprocal arrangements made with Cowes Enterprise College (Tel: 01983 203103) and Hunnyhill Primary School (Tel: 01983 522506)

Possible use of terrapin classrooms (separate to school) as an emergency shelter / office

Contact: Baptist Church (Tel: 01983 247579) or the Apex Church (Tel: 01983 221222) for possible use of church hall if required.



## Appendix B

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?		
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%	
	20-50%	
	1-20%	
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?	
Which work areas are inaccessible but intact?	

<b>Question</b>	<b>Logged Response</b>
Are systems and other resources unavailable?	
If so, which staff are affected by the IT 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	

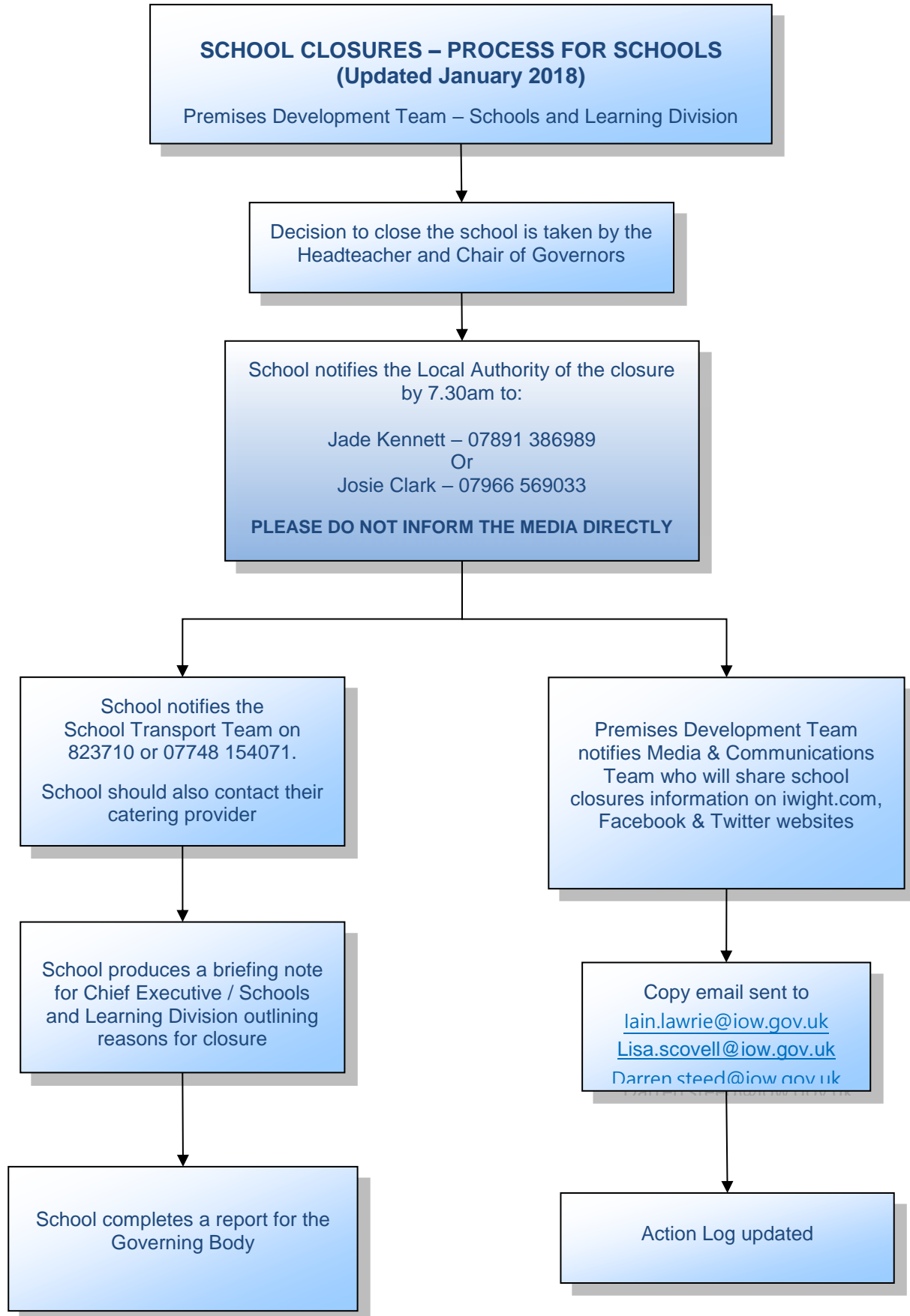




## EQUIPMENT AND INFORMATION NEEDED CHECKLIST

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Major Incident Policy and Plan
	Key contact details, including: Governors, parents/carers, Local Authority, suppliers etc
Financial Information	Bank, insurance details, EPM payroll portal passwords etc
	Assets register and insurance policy documents
Staff information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up rota and data restoration routine
Equipment and other items	First Aid kit
	Keys to all doors, gates, the boiler house and the gas cupboard.
	Pay-as-you-go mobile phone and battery powered mobile phone charger
	Hazard barrier tape
	School floor plans
	Whistle / megaphones
	High visibility jacket
	Plan of building

Appendix F



## Appendix G

### FORM 5 – ESSENTIAL EQUIPMENT

*LT is an abbreviation of Long Term and is the total required should access be denied for over 2 weeks*

Requirement	Period	School
Number of staff:		
Administration	1st week	
	LT	
Teachers	1st week	
	LT	
Other (please state)	1st week	
	LT	
Number of classrooms:		
Basic	1st week	
	LT	
Specialist (please state)	1st week	
	LT	
Number of desks and chairs:		
Office desks	1st week	
	LT	
Classroom desks	1st week	
	LT	
Office chairs	1st week	
	LT	
Classroom chairs	1st week	
	LT	
Specialist desks and chairs (please state)	1st week	
	LT	
Telephone requirements (number of units):		
Normal office phones		
Mobile phones		
Pagers		