



SAINT JOHN'S

EMERGENCY RESPONSE & BUSINESS CONTINUITY PLAN

Designated Member of Staff	Head Teacher
Date of Issue	Spring 2024
Frequency of Review	Every two years

Issue	Issue Date	Summary of Changes
1	March 2024	Introduction of policy with approval at FGB T5
2	March 2025	Review and changes to the plan to make it more accessible in an emergency, also to combine two policies – approval at FGB T4
3	March 2026	Reviewed in the light of new arrangements

This plan has been based on guidance from Gloucestershire County Council, who indicate using information from Nottinghamshire County Council, 2011. Further information can be found in on GOV.UK:: [Government = Emergency Planning](#)

Introduction

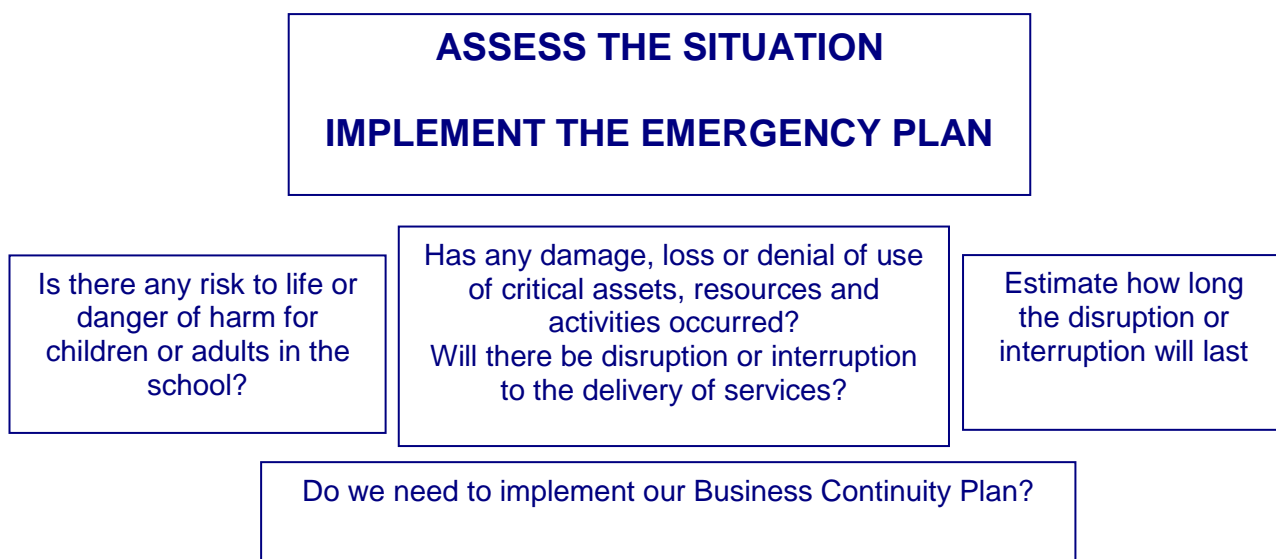
This policy is written to underpin our school ethos to ensure that we all flourish at Saint John’s Church of England Primary School. The following pages set out the School Emergency and Business Continuity Plan for Saint John’s in the event of any emergency.

This plan provides guides to actions that should be considered by the headteacher, deputy and the school in case of any significant disruption or interruption to school activities. The Local Authority retains responsibility for ensuring the provision of education for all Gloucestershire children and will therefore be consulted and involved in contingency and emergency planning where appropriate.

A copy of the Emergency Response & Business Continuity Plan will be kept in the school office with:

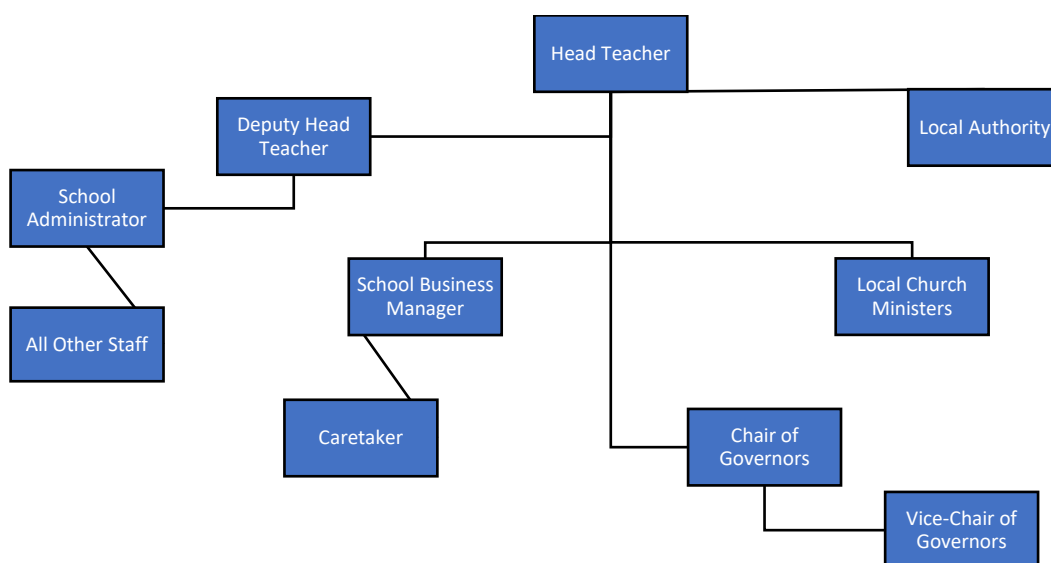
- Other documentation required if evacuating the premises
- School Emergency Pack (Grab Bag)

Copies are also available online via the school website for all to access.



Communications Tree:

Mobile numbers will be written on the paper copy for immediate access.



SUMMARY OF ACTIONS for EVACUATION

1. Assess the Dangers / Risks

Immediate danger or risk to children/adults

- Move all children and adults to the playground immediately.
 - Headteacher (or relevant school leader) establish level of danger/risk
 - Once the situation has been assessed and confirmed safe, children/adults may return to classrooms.
 - If not safe, then Deputy Head (or relevant school leader) oversees children/adults moving to St Luke's and Head, School Business Manager and Caretaker remain on site to manage the situation at school.
-

2. Inform Others

Emergency Services & Key Contacts

- **Call 999**
- **Inform St Luke's** if moving to the church is required.
- **Inform GCC staff** as relevant to the concern.
- **Inform Governors**, especially the **Chair of Governors**.

Parents/Carers

- If the situation is resolved with no further concerns:
 - Inform parents that the issue has been dealt with.
- If children have moved to St Luke's Church:
 - Send a message via Dojo that children can be collected from the church.
 - Contact parents who do not respond.

On-site Communication

- Consider placing physical signs on:
 - St James' car park gates
 - Albion Street entrance
-

3. Assess the Immediate Impact

Once the children and adults are safe, assess next steps by contacting relevant people:

- Speak with **GCC staff** and **governors** about restrictions if/when using the school
- Speak with other contacts who may be affected, such as:
 - Catering teams
 - After-school clubs
 - Visitors scheduled for the day/week
- Consider any concerns around physical/emotional impact of the emergency and how to respond

(Page 2 & 3 is printed, laminated and placed in the top of the Emergency Grab Bag. In addition, the Emergency Response to a Lockdown (Section 5) is also laminated and in the Grab Bag.)

SECTION 1 - CONTACT DETAILS

School information

School details	
Name of school	Saint John's C of E Primary School
Type of school	Primary
School address	Albion Street, Cheltenham, GL52 2SN
School operating hours	8am – 6pm (including extended services)
Approximate number of staff	40
Approximate number of pupils	200
Age range of pupils	4 - 11

Office contact details	
Office telephone number	01242 523786
Office email address	admin@st-johns-pri.gloucs.sch.uk

Useful contacts and websites	
Schools' Emergency Response Team Duty Officer	01452 328678
Catering - Caterlink	01452 881708
Gas and Electricity - West Mercia Energy	0333 101 4424 Gas emergency: 0800 111999 Electricity emergency: 105
Water Plus/Severn Trent	0800 783 4444
School website / extranet	www.st-johns-pri.gloucs.sch.uk
Local authority	01452 425000 www.gloucestershire.gov.uk
Department for Education	0370 000 2288 www.education.gov.uk
Foreign, Commonwealth and Development Office	020 7008 5000 Opt 1 (24 hour) www.fco.gov.uk
Environment Agency	0800 807060 www.environment-agency.gov.uk
Met Office	0370 900 0100 www.metoffice.gov.uk

Health and Safety Executive	0300 0031647 Incident contact centre: 0345 300 9923 Duty Officer: 0151 922 9235 (24 hour) www.hse.gov.uk
Teacher Support Network	08000 562 561 (24 hour) www.educationsupport.org.uk
Any other contacts used/needed during the emergency:	

Additional contacts, such as external clubs, are kept online in an appropriate place, to be accessed by school leadership.

Site information

Records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Registers	Office on SIMS	Short term	Details on SIMS Tracking systems online
Financial information	Office	Short term	Information backed up electronically.
Insurance documentation	Office	Short term	Gloucestershire County Council
Contact details	Admin server	Short term	Backed up regularly
Financial information	Admin server	Short term	Backed up regularly
Medical information	Admin server	Short term	Backed up regularly

Utility supplies	Location	Notes / instructions
Gas	Boiler room in playground	Padlock 3776
Water	In staff toilets	
Electricity	2 x locations: Boiler room in playground and in Y4	Padlock 3776 Key in office
Heating	2 x locations: -Boiler room in playground -Boiler room under school	Key in office

Internal hazards	Location	Notes / instructions
Asbestos	In the corner of hall ceiling In walls of basement boiler room	Both areas are sealed
Chemical store(s)	Kept in locked cleaning cupboard	Key in office

Signals	
Signal for fire/bomb evacuation	Fire alarm
Signal for all-clear	Senior Leaders will verbally give "All clear"

Assembly points – fire/bomb evacuation	
Fire evacuation assembly point A	Playground
Fire evacuation assembly point B	St James' Car Park

Pre-identified buddy school / place of safety / rest centre	
Name of premise	St Luke's Church
Type of premise	Church
Contact name and details of key holder(s)	Rev Patrick Wheaton
Address	St Luke's Road, Cheltenham, GL53 7JJ
Estimated travel time (walking, with pupils)	10 minutes
Estimated travel time (by coach, with pupils)	5 minutes (though not relevant)
Capacity	250
Capacity (sleeping)	50
Facilities / resources	Kitchen, toilets
Notes	Patrick Wheaton and other church staff will be available to support with children and adults. Head Teacher is a key holder for the church should it not be open at the time of need.

SECTION 2 - ACTIVATION

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 a log book. You may wish to record any new contact details in section 1.**
- + **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.**

Name of informant:	Exact location of incident:
Contact details of informant:	Details of incident:
Where is the informant now/where are they going?	
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?	What advice have the emergency services given?

Who has been informed?

- | | |
|--|--|
| <input type="checkbox"/> Head Teacher | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> School staff | <input type="checkbox"/> Local authority |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Health and Safety Executive |
| <input type="checkbox"/> Pupils | <input type="checkbox"/> Foreign & Commonwealth Office |
| <input type="checkbox"/> Parents / carers | <input type="checkbox"/> Media |
| <input type="checkbox"/> Extended services | <input type="checkbox"/> Insurance company |
| <input type="checkbox"/> Police | <input type="checkbox"/> Trade union |
| <input type="checkbox"/> Fire & Rescue Service | |

Does anyone else need to be informed?

Are any other actions required?

Initial action

- + Inform the Head Teacher or nominated emergency contact.
- + Consider assembling a School Emergency Management Team (SEMT) to assist with the response.
- + 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.
- + Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).
- + Log all communications and actions.
- + Where possible, avoid closing the school and try to maintain normal routines.

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.

Dealing with an Emergency - When to call 101 or 999

You should call 101 to report crime and other concerns that do not require an emergency response or report online:

<https://www.gloucestershire.police.uk/ro/report/ocr/af/how-to-report-a-crime/>

Advice for calling 999:

- call when it's an emergency;
- a crime is in progress;
- someone suspected of a crime is nearby;
- when there is danger to life;
- when violence is being used or threatened;

For safeguarding issues outside office hours, you should contact

the Emergency Duty Team 01452 614194 or email edt@gloucestershire.gov.uk

The Emergency Duty Team Hours are 16:45 - 08:45 Monday to Thursday and 16:45 Friday - Monday 08:45 (inc Bank Holidays and Christmas/New Year).

During normal working hours please contact the following directly for further advice:

- For Safeguarding for schools contact: 01452 426221.
- For Health and Safety advice contact the SHE team: 01452 425350 she@gloucestershire.gov.uk
- For Premises issues contact: 01452 328383 (08:30-17:00hrs).
- For Press Office/Communications issues contact: 01452 427965 or 07747 898064
- For notifiable diseases: HPT (Public Health England South West) 0300 303 8162 (opt 1, opt 2)

For other emergencies:

- Gas: dial 0800 111 999 for gas leaks.
- Electric powercut: dial 105 from a landline or 0800 6783 105 on a mobile
- Water: Severn Trent 0800 783 4444

Schools Team can be reached during office hours: 01452 328681/328678/427547.

Please keep your out of hours emergency contact details updated with the schools' team:

Stephen.bradley@gloucestershire.gov.uk or Deborah.peake@gloucestershire.gov.uk

Please note that in the event of an out of hours critical incident involving a school, Emergency Services will contact the Civil Protection Team who will contact a Senior Education Officer directly. However, if you are experiencing difficulty in speaking to someone, please call 07747 532852 as this number will be monitored by the Senior Education Duty Officer.

SECTION 3 - ROLES AND RESPONSIBILITIES

Ref'	Roles and Responsibilities	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	Consider employing extra staff to support the situation, including governors	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <p>Business continuity</p> <ul style="list-style-type: none"> • Assess the nature of the incident: loss of utility supply, supplier, premises, personnel, telecommunications. • Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last. • Minimise any disruption to the provision of education, putting in arrangements in place to keep the school open. • Put in place arrangements for remote learning, if necessary. • Attempt to recover important documentation, records and equipment if safe to do so • Make an inventory of any equipment which has been damaged. • Arrange for important items / documentation to be salvaged, restored or replaced <p>Communications Ensure regular information is provided to:</p> <ul style="list-style-type: none"> • Staff • Pupils • Parents / carers • Governors • Website and other public information • Extended services, including the County Council <p>Log-keeping</p> <ul style="list-style-type: none"> • Keep a log of important information, actions taken and decisions made. • Keep accurate records of anyone admitted to hospital or treated by the emergency services. • Record details of any expenditure incurred by the school. • Ensure records related to the incident are archived securely but make these available to authorised staff for future reference • Notes should be clear, intelligible and accurate, including factual information and using plain and concise language. • Do not remove any pages and do not use correction fluid. <p>Media management</p> <ul style="list-style-type: none"> • 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 • Seek support from other organisations (e.g. the police and local authority) in responding to media requests. • Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media. 	

	<p>Resources</p> <ul style="list-style-type: none"> • Take action to protect property. Consider turning off utility supplies. • Ensure the emergency services can access / egress the school without hindrance. • Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). • Provide personnel with a site map. • Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded). <p>Welfare.</p> <ul style="list-style-type: none"> • Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders. • Identify pupils who may require additional support: those with medical/SEND/PEEP/vulnerable needs • Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. • Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them. • 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. • Where possible, every child should be spoken to, and asked if they are alright, before they leave school. • Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. • Ensure that staff take regular rest periods. 	
C4	Allocate tasks amongst the SEMT, ensuring that staff are clear about their designated responsibilities and establishing the location and frequency of SEMT / staff briefings	
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.	
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	Ascertain the whereabouts of all pupils, staff and visitors (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.	

C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services 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.	
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 appendix 1 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 Head Teachers of nearby schools to inform them of any important issues relating to the incident.	

SECTION 4 - POST INCIDENT SUPPORT

Ref'	Post incident support - for pupils, staff 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	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P3	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.	
P4	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.	
P5	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P6	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. 	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P9	Consider providing relevant books in the school library.	
	Consult parents / carers sensitively about funeral arrangements, providing the opportunity for staff/pupils to attend. Taking into account the wishes of the family, consider providing a suitable memorial at the school.	
P10	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	

SECTION 5 - SHELTER/LOCKDOWN PROCEDURES

The Head Teacher is responsible for delivering this plan. In their absence, the Deputy Head Teacher will be released from class and replaced by the Teaching Assistant. If both the Head Teacher and Deputy Head Teacher are off site, the most senior member of staff will take control.

Signals	
Signal for lockdown	We have two signals for lockdown. If we are warned for need to lockdown and there is time, Senior Leaders will verbally tell each class to “lockdown”. If no time, the fire bell will ring but as a <u>broken</u> ring rather than continuous. An office member of staff or, if they are on phone to emergency services, someone else, delegated by Head Teacher, will ring this.
Signal for all-clear	Senior Leaders will verbally give “All clear”
Communication arrangements	All classrooms have access to the internal phone network. Staff will log on to email for communication. In addition, the staff What’s App group may be used for communication.
Notes	The key safe in the office holds a master key. All office spaces and classrooms can be locked from inside.

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'	Response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. If possible, ensure all children are in classrooms – if in toilets and unable to reach classrooms, a member of staff should ensure they are locked in cubicles. All offices spaces and classrooms can be locked from inside. Alternatively, children are outside, ask pupils to hide or disperse with their parents if at the end of the day.	
L2	Lock entrance points, including windows, to prevent the intruder entering the building. The Head’s office, the Inclusion Office and the Library are interlinked and can be locked together from the inside. The Nest, the staff toilets and the office have a combination lock.	
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) ▪ Keep out of sight ▪ Turn off lights and close blinds ▪ Stay away from windows and doors. ▪ Sit on the floor, under tables or against a wall ▪ Ensure everyone remains calm, quiet and out of sight. 	
L5	Ensure that pupils, staff and visitors are aware if there is 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.	

SECTION 6 - 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 kind of bomb is it?

About the caller male or female? Did the caller use a codeword?
age? Were there any background noises?
Did the caller sound familiar? Time the call ended:

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
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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	

Try dialling 1471. Did dialling 1471 work?

Contact the Police (999) and Head Teacher / nominee immediately.

SECTION 7 – 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, keeping people away from the room. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher 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.

SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to avoid touching their eyes, nose or other parts 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.	

SECTION 8 – BUSINESS CONTINUITY PLAN

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:

Critical Function	Description
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver National Curriculum.
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of services.
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
Utilities-gas	The supply of gas to enable the heating of premises
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 lighting of premises and for telephones and IT systems to run
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 records 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' (MTPD) 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 1 week
Utilities	1 week	Loss of utilities, depending on circumstances may result in immediate school 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 on-line necessitating the early restoration of systems
Records and Information	1 month	Rather than being the MTPD 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 would rapidly generate unhealthy conditions.

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

Impact Area	Example Descriptor
Education	Impacts on education may include loss of large number of days of teaching, disruption to education, loss of coursework etc.
Child welfare/well-being	Impacts on a child may include physical impacts (eg hunger, cold etc), psychological impacts (eg loss of school work, having to move school), future prospects and educational abilities

Parents/Guardians	Impacts on parents/guardians 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 Business Continuity Plan
Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of Business Continuity Plan
Moderate	There is thought to be some impact on some areas. This may require the implementation of Business Continuity Plan 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 Business Continuity Plan
Very Significant	The impact is severe with major detrimental impact on education, stakeholders and extended services. There are also major compliance issues and damage to the reputation of the establishment. Immediate implementation of Business Continuity Plan

PHASE II: DECISION TO IMPLEMENT BUSINESS CONTINUITY PLAN

The School Headteacher, in consultation with the Governing Body, will make the executive decision to implement the Business Continuity Plan.

Business Continuity Plan management team:

Chair of Governors
Head Teacher
Deputy Head Teacher
School Business Manager
School Administrator
Caretaker

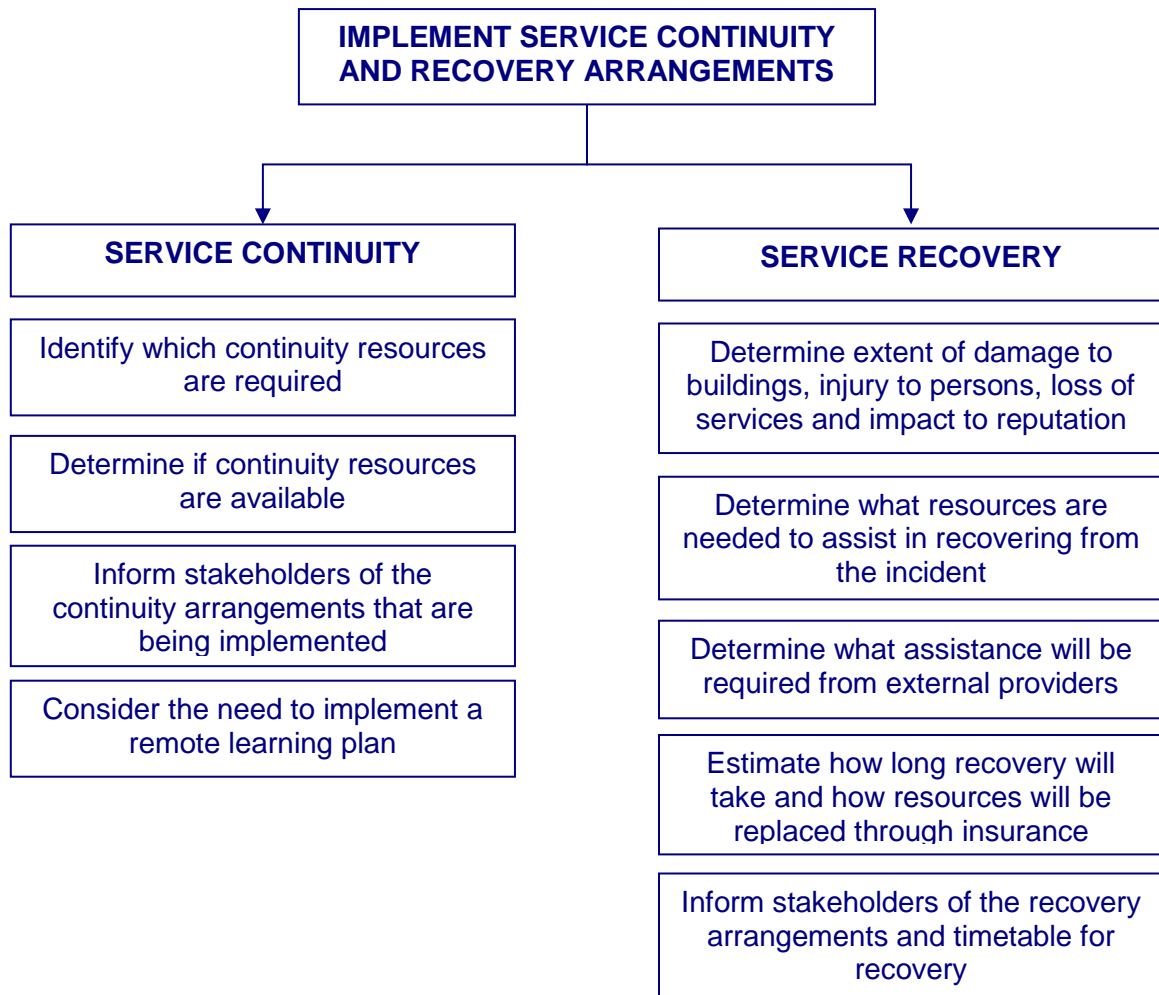
MANAGEMENT TEAM RESPONSIBILITIES

RESPONSIBILITY	RESPONSIBLE MEMBER	DEPUTY
Inform emergency services	Head Teacher	School Business Manager
Arrange for evacuation of buildings	Head Teacher	Deputy Head Teacher
Immobilise utilities	Caretaker	School Business Manager
Liaise with emergency services, ensuring gates are open and site plans available.	Head Teacher	School Business Manager
Take a roll call to confirm evacuation and safety of pupils and staff	Class Teachers	Teaching Assistants
Decide the next step – possible school closure or isolation of an area	Head Teacher	Deputy Head Teacher

Advise the media if school is to be closed	Head Teacher	Deputy Head Teacher
Have a prepared statement for the media	Head Teacher (via GCC)	Deputy Head Teacher
Contact staff (see communication tree)	School Business Manager	School Administrator
Contact parents	School Administrator	School Business Manager
Contact services and suppliers	School Business Manager	School Administrator
Arrange for recovery of IT network	Deputy Head Teacher	School Business Manager

SERVICE CONTINUITY ARRANGEMENTS

ITEM	RESOURCE	CONTINGENCY REQUIREMENT
Staffing Loss	Head Teacher	Deputy Head Teacher to assume responsibility and organise effective restructure
	Teaching staff	SLT to plan an effective restructure
	Teaching assistants	SLT to plan an effective restructure
	Inclusion Manager	SLT to plan an effective restructure
	Administrative staff	Use TAs but longer-term arrangements to be made using supply agency
	Caretaker	SLT and Cleaner to assume Caretaker role and Head Teacher to liaise with suppliers
	Cleaner	Increase Caretaker hours
	Midday supervision	Use TAs
Premises	Damage/denial of use of classroom and/or associated contents	Re-arrange SLT working days and teaching areas
	Damage/denial of use of administrative areas and/or associated contents	Utilise other working areas in school
	Damage/denial of use of hall	Use playground
	Loss of utilities (gas, electric, water)	Situation to be assessed
IT	Loss of telephony system	Transfer to mobiles
	Loss of I.T servers/software	School to continue functioning
	Loss of I.T hardware	Replace and restore. Liaise with Hardware Support and insurance company (arranged through GCC Traded Services)
Cleaning	No cleaning staff available	Manage the situation – caretaker to arrange
Records	Loss or damage to administrative records	Systems are backed up and stored off site, Therefore, records can be retrieved.



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