Site Security and Business Continuity Management Plan

Date agreed: 27th April 2022   **Review Date:** Summer 2023

We are a UNICEF Rights Respecting School

Contents

Chapter 1: Security Plan

Statement of intent

Stepney Park Primary is dedicated to ensuring the safety and wellbeing of all people within the school community through implementing effective security measures. The school recognises that security risks do not only take a physical form, therefore, e-safety and electronic control measures will also be used to effectively protect members of the school.

The aim of this policy is to inform staff, pupils, parents and visitors of the security arrangements and controls in place, and encourage them to help ensure that these are implemented effectively.

This policy and the associated procedures apply to all individuals entering the school premises.

Roles and responsibilities

The Headteacher is responsible for:
- Ensuring that all staff members are aware of the procedures set out within this policy and are provided with the required training.
- Undertaking and reviewing necessary security risk assessments in conjunction with relevant staff.
- Establishing a system to inform parents, visitors and contractors of the school's security procedures.
- Establishing a system for reporting, recording and managing breaches of this policy.
- Budgeting for security measures effectively.
- Nominating specific staff members with designated security roles.
- Ensuring that security is taken into account when considering any proposed changes to the school premises.
- Reporting any crimes to the police.

All staff members are responsible for:
- Securing windows and doors when rooms are not in use.
- Ensuring that visitors sign in and out at the school office.
- Challenging any unidentified individuals.
- Securing valuable equipment after use.
- Ensuring the security of school equipment if taken off the school premises with the permission of the headteacher
- Acting in accordance with the school's Data Protection Policy, ensuring that data and information is secure.
- Reporting any security concerns to the Headteacher.
- Their own property which they bring to the school site.
- All staff members are made aware of the school's emergency procedures as part of their induction, including that in relation to security alerts, trespassers and unidentified objects.
- All staff members have received training in the school's emergency procedures and are aware of what to do.

The Premises Managers are responsible for:
- Maintaining the safe operation of physical security systems, including:
- School fencing.
- Securing school entrances and exits.
- Ensuring that the school is effectively secured at the end of each day.

- Carrying out security checks as part of the daily, weekly and monthly monitoring and maintaining a record of these checks.
- Raising any security concerns with the Headteacher immediately.

Pupils and parents are responsible for:
- Reporting anyone without an ID badge to a staff member.
- Reporting any activity which they believe to be suspicious or of a concern to a member of staff immediately.

Physical security arrangements

- The Premises Managers will undertake daily visual checks of the school fencing, gates and locks, ensuring that they are maintained to a high standard.
- An intercom system is used to minimise the risk of unauthorised people from entering the school premises.
- Between the times of 09.05am and 3:15pm, the school gates will be closed.
- Mag locks are in place in key areas on doors and gates to restrict access.
- Where access to the school is required, such as for a large delivery, permission is sought from the Headteacher or SLT prior to the event.
- Staff cars are safely secured in the school car park.
- All cars parked in the car park will be registered with the office.
- School security alarms are monitored and maintained bi-annually by the alarm service provider.
- The Premises Managers ensure that the school alarm is set on a nightly basis.
- The Premises Managers test the Fire Alarm system as part of their daily, weekly and monthly checks.
- Bi-annual Fire Drills are practised by the whole school.
- Confidential information is stored in locked filing cabinets.
- The school office will be secured whenever it is unattended.
- CCTV cameras are used in key areas of the school to ensure security and are monitored by the Premises Managers and Admin office.
- All visitors must sign in at the school reception and wear a visitor badge.
- The school premises security lighting will be maintained by the Premises Manager.
- Appropriate arrangements are in place for the storage of money at the school within a safe with access restricted to key personnel only.
- Banking money on a regular basis, ensuring that large amounts are not kept on the school premises in line with the Financial Code of Practice.
- The school has panic alarms fitted in the main school office, Headteacher and Deputy Headteacher's office. If used, a call is connected to the Intruder Alarm company who will notify the police.

Access to the premises

- The school premises are private property; however, parents of enrolled pupils have an 'implied licence' to access the school premises at specified times.
- The school has mag locks on gates and main entrance doors, so only Net2 Access cards will enable access or by the admin team allowing access following communication through the intercom system.
- Upon arrival at the school, visitors will be directed to the Reception where they must sign in, giving a reason for their visit, and wait for further direction from a member of the office staff before being able to enter the main part of the school building.

- All visitors are made aware of, and are expected to act in accordance with, the school's health and safety and evacuation procedures.
- All visitors and contractors who are authorised to be on the school premises will be provided with a school visitors badge which will be kept visible at all times.
- The office staff are responsible for ensuring that contractors and visitors sign out when they leave.
- Anyone who does not have an identification badge or is suspected to be an intruder will be challenged.

Protecting Pupils from Inappropriate Materials or People

- The school has a secure firewall on our internet. This prevents access to inappropriate materials being accessed by pupils. However no system is foolproof and pupils need to be prepared for using the internet and know how to use it safely. Teaching safe use of the internet is therefore part of the school curriculum.
- All staff employed have a DBS check. These checks are updated and reviewed every 3 years for existing staff.
- Visitors with regular or unsupervised access to pupils all have a DBS check. Any visitors or contractors on site have to register at the reception and wear a visitor badge. Staff will challenge visitors or contractors not wearing a visitor badge.
- External visitors coming into the school to speak to children for assemblies, workshops, performances etc must sign a visitor declaration stating they will uphold Stepney Park values and not impart their personal opinions on children.

E-security

- The ICT technician is responsible for ensuring that appropriate and effective online security systems are in place, including malware, firewalls and virus control software.
- The school uses a secure network which is password protected.
- Staff members and pupils are aware of the school's Internet Acceptable Use, E-Safety and Social Media Policy and the measures which are in place to effectively manage risks caused by internet use.
- All staff members have a responsibility to identify risks posed to pupils, including those in relation to the use of the internet.

Equipment and belongings

- All portable electronic equipment such as ipads and laptops are locked in designated lockable storage at the end of each day.
- After using school equipment each time, staff members are responsible for ensuring that equipment assigned to them is returned to the appropriate storage location and secured.
- All items above the value of £100 will be recorded as an asset in the Parago Asset Management system. This is reviewed regularly and reported to Governors annually.
- Staff members are responsible for any personal belongings, including teaching equipment, which they bring to the school premises.
- Pupils, parents, visitors and contractors are responsible for their personal belongings and the school is not liable for any damage or loss which may occur.
- Pupils are advised not to bring valuable items to school unless absolutely necessary.
- Where a pupil requires a valuable item to be brought to school, they can arrange with the headteacher in advance for a secure place to store the item.

- Any equipment which someone wishes to take off the school site will be approved by the Headteacher in advance and a record of the loan kept.
- Outside play equipment, as well as sporting equipment, will be tidied away and secured inside the building/PE shed at the end of use.
- Lost property will be stored outside the Extended School's room, where it will be kept for a term before disposal.

Lone Workers

- The school has Lone Working Risk Assessment for staff where there is a security risk due to the need to work alone.

Removing people from the premises

- In the event of abuse or threats to staff, pupils, parents or visitors, the school holds the right to ban an individual from entering the premises.
- The school has panic alarms fitted in the main school office, Headteacher's office.
- Where an individual has accessed the premises in a way that exceeds their 'implied licence', the school has the right to remove them from the premises; this includes any individual causing a nuisance or disturbance.
- Unidentified individuals who refuse to report to the school office, become aggressive or are deemed to be a threat to the safety of pupils will be escorted from the school premises and, where necessary, the police will be called.
- In terms of barring particular individuals from the school premises, a proposal to do so will be made in writing and all parties involved will be given the opportunity to formally express their views.
- Letters and documentation concerning barring an individual will be signed by the Headteacher.
- Following formal representations being made by the parties involved, the bar will either be confirmed or removed.
- In the event that a crime is committed on the school premises, the school has the right to remove the individual in question from the site and report the incident to the police.

Chapter 2: Business Continuity Plan

1.0   Plan Purpose

To provide a flexible response so that Stepney Park Primary 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)

1.1   Plan Remit

The following functions are covered by this Plan:

- Teaching
- School administration
- Catering
- Breakfast/after school clubs
- School trips

The following premises and areas are covered by this Plan:

- Classrooms
- Kitchen
- Offices
- Halls
- Playgrounds and garden

1.2   Plan Owner

Edith Philipsen is this Plan's Owner 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:

ROLE
Headteacher
Deputy Headteachers
Assistant Headteachers
School Business Managers
Chair of Governors

1.4 Plan Storage

This plan will be stored on the school's server

1.5 Plan Review Schedule

This Plan will be updated as required and formally reviewed by the Governing Body in line with the School's review timetable every 3 years and contact details will be updated as required.

2.0 Plan Activation

2.1 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, 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 catering provider.
- Potential harm to health and safety of school, staff, pupils and visitors e.g. bomb threats, suspicious packages

2.2 Responsibility for Plan Activation

A member of the nominated '**School Incident Management Team**[1] will normally activate and stand down this Plan.

2.3 Escalating a Serious Incident

All serious incidents should be reported to the Local Authority immediately 0207 364 4811. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other Council Services notified to respond as appropriate.

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[1] *See Section 3.1 for the responsibilities your School Incident Management Team*

Activation Process

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                    ┌─────────────────────┐
                    │   Incident occurs    /
                    └─────────────────────┘
                               │
                               ▼
   ┌──────────────────────────────────────────┐      ┌──────────────────┐
   │ School Incident Management Team (SIMT)     │⋯⋯⋯▶ │ If unavailable,   │
   │ alerted to the incident                    │      │ an appropriate   │
   └──────────────────────────────────────────┘      │ Deputy should    │
                               │                       │ be alerted       │
                               ▼                       └──────────────────┘
   ┌──────────────────────────────────────────┐
   │ Steps taken to assess the scale, severity │
   │ and impact of the incident                 │
   └──────────────────────────────────────────┘
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Incident has little or **no impact** on critical functions ◀▶ Monitor situation ◀▶ Incident has **significant impact** on critical functions

Yes → Continuity Plan **not** activated

Yes → Activate Continuity Plan and utilise appropriate business continuity strategies

Ensure key decisions and actions are logged

Inform key stakeholders of plan activation and undertake appropriate communication actions

Incident Management Actions

Business Continuity Actions

Recovery and Resumption Actions

TIME   TIME   TIME   TIME   TIME

3.0   Roles and Responsibilities

3.1   School Incident Management Team

Role	Responsibilities	Accountability / Authority
Headteacher	Senior responsible owner of Business Continuity Management in the School Ensuring the School has capacity within its structure to respond to incidents Determining the School's overall response and recovery strategy Business Continuity Plan development Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. Involving the School community in the planning process as appropriate Plan testing and exercise Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved Training staff within the School on Business Continuity Embedding a culture of resilience within the School, involving stakeholders as required	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
School Incident Management Team *(including Business Continuity Coordinator and Headteacher)*	Leading the School's initial and ongoing response to an incident Declaring that an 'incident' is taking place Activating the Business Continuity Plan Notifying relevant stakeholders of the incident, plan activation and ongoing response actions Providing direction and leadership for the whole School community Undertaking response and communication actions as agreed in the plan Prioritising the recovery of key activities disrupted by the incident Managing resource deployment Welfare of Pupils Staff welfare and employment issues	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

3.2   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 – Person to be named	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.
Media Coordinator - Person to be named	Collating information about the incident for dissemination in Press Statements Liaison with Council's 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.
Stakeholder Liaison – SBMs/Office Manager	Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): Governors Key LBTH Council Services Parents/Carers/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).
Premises Manager	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.
ICT Support ICT Lead/ Technician/SBM	Ensuring the resilience of the School's ICT infrastructure Liaison with London Borough of Tower Hamlets ICT support or external providers (if applicable) Work with the Headteacher/SBM to develop proportionate risk responses	ICT Coordinator reports directly to the Headteacher/SBM for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Senior Management Team (SMT)/ Governing Body (GB)	Leading and reporting on the School's recovery process Identifying lessons as a result of the incident Liaison with Headteacher/SBM to ensure lessons are incorporated into the plan development	Is likely to already be a member of the School Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.

3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Governors	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

4.0   Incident Management

> Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt School activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc

4.1   Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

● Protect the safety and welfare of pupils, staff, visitors and the wider community
● Protect vital assets e.g. equipment, data, reputation
● Ensure urgent and necessary communication takes place
● Support the Business Continuity phase
● Support the Recovery and Resumption phase

4.2 Incident Management Actions

	ACTION	FURTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
	Make a *quick* 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 *Begin log of incidents using Appendix A* *A full impact assessment form can be found in Appendix B*	☐
	Call the Emergency Services (as appropriate)	TEL: 999 Provide as much information about the incident as possible	☐
	Evacuate the School building, if necessary. Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors. If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities Notify relevant stakeholders of site evacuation	Use normal fire evacuation procedures for the School Consider arrangements for staff/pupils with special needs If the decision is to stay within the School, ensure the assembly point is safe and take advice from Emergency Services as appropriate	☐

	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	The normal **Assembly poi**nt for the School is: Main playgrounds and EYFS playground The **alternative Assembly Point** 1. Stepney Green Park Cayley Primary (if weather does not permit) 2. Other building	☐
	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contactors and visitors as a priority	The office admin team have the responsibility of coordinating the removal of the following records from their regular place in the building i.e. school office: Staff register Pupil registers Pupil late register Visitor log i.e. signing in/out sheets	☐
	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a risk assessment	☐
	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	☐
	Identify School Incident Management Team to undertake specific emergency response roles	*Information on roles and responsibilities can be found in Section 3.0*	☐
	Ensure a log of key decisions and actions is started and maintained throughout the incident	*The Log template can be found in Appendix A*	☐
	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	☐
	Take further steps to assess the impact of the incident Agree response / next steps	Continue to record key decisions and actions in the incident log *The impact assessment form can be found in Appendix B.*	☐
	Log details of all items lost by Pupils, Staff, Visitors etc. as a result of the incident, if appropriate	*A form for recording this information is in Appendix C*	☐
	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the following Teams in Children's Services may be approached to assist with incident management: Planning and accommodation support service Education Psychology service School Health team Primary Health Service	☐

		School Improvement service	
	If appropriate, arrange contact with the Council Press Office	Establish a media area if necessary.	☐
	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the School community at all times. Consider your business continuity strategies i.e. alternative ways of working re-location to your recovery site etc. to ensure the impact of the disruption is minimised. *Business Continuity Strategies are documented in Section 5.3* 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.	☐
	Ensure staff are kept informed about what is required of them	Consider: what actions are required where staff will be located notifying Staff who are not currently in work with details of the incident and actions undertaken in response	☐
	Ensure pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in School. School Assembly Class Teacher to Pupils Letter to Parents Website	☐
	Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established e.g. text messages, phone lines, answer machine message, website update	☐
	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Telephone/Text Message COG and email school governors using mailing list	☐
	Consider the wider notification process and the key messages to communicate	Take advice from LBTH Press Office	☐

	Communicate the interim arrangements for delivery of critical School activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate Website School Open Check Inform stakeholders Teachers- by visiting classes, around the building/ message on Powerpoint Part-time teachers Volunteers/Readers-by phone call to not come in Parents- by posters, SMS, letter, email Absent staff - phone call, emails Tower Hamlets- phone call Midday meal supervisors- phone call, emails Premises Manager PE coaches Governors Cleaners Catering School governor telephone/text message and mailing list	☐
	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident *The Financial Expenditure Log can be found in Appendix D*	☐
	Seek specific advice/ inform Insurance Company (Zurich)as appropriate	insurance@towerhamlets.gov.uk Insurance Policy details can be found Original displayed in school office Copy in BCM Plan Emergency Folder 'Grab Bag' Copy Headteacher's home Copy Deputy Headteacher's home Copy SBM home	☐
	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	☐

5.0   Business Continuity

5.1 Purpose of the Business Continuity Phase

For the purpose of this plan, the strategic critical function of the school is stated as:

'The provision of educational services to its registered pupils, including a safe and secure environment in which to learn.'

In a business continuity context, the following functions are intended to achieve the strategic aim. Each activity has an associated 'Maximum Tolerable Period of Disruption' (MTPD) by which it should be resumed, some being more urgent than others. This period will determine the order in which activities are resumed.

There are certain critical times where the functions listed below would have greater impact

Critical Function	Description	MTPD
Examinations	Providing staff and facilities to enable pupils to sit examinations.	1 Day
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum.	1 Week
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.	2 Weeks
Safe and Secure Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc.	1 Week
Catering Facilities and Staff	The provision of suitable catering facilities and staff to enable preparation of school meals.	1 Week
Utilities – Gas	The supply of gas to enable the heating of premises and preparation of school meals etc.	1 Week
Utilities – Water	The supply of water for drinking and general usage including flushing of toilets, preparations of meals etc.	1 Week
Utilities – electric	The supply of electricity to enable ICT systems to run, lighting of premises etc.	1 Week
Provision of IT	The provision of IT to deliver education and to enable the establishment to run smoothly.	2 Weeks
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.	1 Month
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces.	1 Month
Provision of cleaning contractors	The provision of suitable numbers of cleaners to carry out general cleaners to carry out general cleaning such as toilets, waste collection and removal.	1 Week

The purpose of the business continuity phase of the school's 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 our business continuity strategies to enable alternative ways of working. During an incident it is unlikely that we will have all of our resources available to us, it is therefore likely that some 'non critical' activities may need to be suspended at this time.

5.2 Business Continuity Actions

	ACTION	FURTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, we may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	☐
	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: Manageable? ☐ Disruptive? ☐ Critical? ☐ Disastrous? ☐ What are current staffing levels? Are there any key milestones or critical activity deadlines approaching? What are our recovery time objectives? What resources are required to recover critical activities?	☐
	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: Immediate priorities Communication strategies Deployment of resources Finance Monitoring the situation Reporting Stakeholder engagement Produce an action plan for this phase of response.	☐
	Log **all** decisions and actions, including what you decide **not** to do and include your decision making rationale	Use the Decision and Action Log to do this.	☐
	Log all financial expenditure incurred	*The Financial Expenditure Log can be found in*	☐
	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	☐
	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc.	☐

	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.	☐

5.3 Business Continuity Strategies

Arrangements to manage a loss or shortage of Staff or skills

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	Protocol Reed Sugarman AXCIS Ranstad ANZUK
	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	
	Using different ways of working to allow for reduced workforce, this may include: 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	
	Suspending 'non critical' activities and focusing on your priorities	
	Using mutual support agreements with other Schools	Stepney partnership schools
	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

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)

	Using mutual support agreements with other Schools	Other site/Stepney partnership schools
	Virtual Learning Environment opportunities	
	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises	Eg impact of water loss, can premises could still be used by staff by utilising water service from storage tanks? Eg. Hot water loss, impact on catering services Eg. Heating loss, use of portable heaters
	Continue/scale down off-site activities e.g. swimming, physical activities, school trips	
	Paper based records e.g. Ensure that paper copies of pupil and staff records are kept in fire resistant filing cabinets. Copy of pupil and staff records kept in 'grab bag'	Office Managers
	Money e.g. Ensure that all money is stored in a fireproof safe. Ensure that all money is banked at least once a week, paying in books kept in fireproof safe.	Office Managers

Arrangements to manage loss of technology / telephony / data / power

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
	Back–ups of key school data e.g. Cloud, CD or Memory Stick back–ups, photocopies stored on and off site etc.	ICT Technician

Issue	Required Action	Person Responsible
Management Information System (MIS)	Ensure that this is continually backed up, off site, through a 'cloud' system, accessible with password protection from any computer with internet access	IT Department
Pupil and staff records, including medical needs and emergency contact details	Ensure that pupil and staff records are continually kept up to date, on the school's MIS system	Office Managers/ SBMs
Password for MIS and other ICT based systems	Ensure that relevant staff, including Head, ICT technician, SBM and Office Manager have knowledge of the relevant passwords to be used, and that they are updated continually and stored securely and electronically off-site	ICT Department Office Managers and Headteachers/ SBMs
Asset Register	Ensure that the school's asset register is updated and backed-up electronically off –site continually	ICT Team/SBMs

	Insurance	Ensure that the school purchases adequate insurance through the Local Authority's approved provider	Headteacher/SBMs
	ICT systems (including documents saved on the school's server. This includes documents stored on a secure part of the server including the SLT and Admin documents)	Ensure that the school's ICT systems as outlined to the left are maintained, and that they are backed-up electronically off–site, weekly	IT Department
	Governance papers	Ensure that all minutes and all policies are saved so that they backed up electronically off-site	Headteacher/ SBMs and IT Department
	Finance systems	Ensure that finance related documents are backed up electronically off-site weekly	SBM and IT Department
	Reverting to paper-based systems e.g. paper registers, whiteboards etc.		
	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises	Eg. Localised electricity outage, share classrooms/areas with power	
	Teachers modify lesson plans		
	Emergency lighting		
	Telephone loss e.g set up temporary network of mobile phones Contact telephone provider to redirect phone numbers to a mobile or alternative location	Office Managers/SBMs Cortel/Adept	

Arrangements for handling bomb threats

	Arrangements for handling bomb threats	Further Information (e.g. Key contacts, details of arrangements, checklists)
	Most bomb threats will be made over the phone and the majority are hoaxes. Calls may be of two kinds: Hoax threats designed to disrupt, test reactions or divert attention Threats warning of a genuine device. These may be attempts to avoid casualties or enable the terrorist to blame others if there are casualties. However, genuine threats can provide inaccurate information about where and when a device might explode.	
	Ensure all staff who could receive a bomb threat are trained e.g. annual Health and Safety refresher training	Office staff, SLT
	Stay calm and listen. Obtain as much information as possible, try and get them to be precise about location and time. Keep them talking	
	When the caller hangs up, dial 1471	
	Immediately report the incident to the Headteacher/SLT.	
	Notify policy using information recorded. Remain on hand to brief the police.	Anti-terrorist hotline 0800 789 321 Police 999

	Do not leave post unless ordered to evacuate or until police arrive. Follow advice on evacuation (playground, then off-site) or invacuation (in-school, in-class) Evacuate if advised, by setting off fire alarm	See Fire Evacuation Policy
	The member of SLT in charge will decide when to re-occupy the premises, following guidance from police	

Suspicious Packages
Postal bombs or biological / chemical packages might display any of the following signs:
An unusual odour including (but not restricted to) ammonia, almonds or marzipan
Discolouration, crystals or powder-like residue on the envelope / wrapping
Heavy weight for the size of the package/ Uneven weight distribution
An unclaimed holdall/rucksack
Discovery of a suspicious item or vehicle outside the building
The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do find/receive a suspicious package carry out the actions below.

8.	The Premises Manager will look for suspicious items as part of daily site checks	Premises Manager
9.	Do not touch suspicious items, do not move it to another location, do not put it in anything, or anything on top of it	
10.	Move away to a safe distance and prevent others from approaching. Consider whole school evacuation by setting off fire alarm	See Fire Evacuation Policy
11.	Notify the police if you can't get a message to the office.	Anti-terrorist hotline Police
12.	If anyone is exposed to chemical, biological or radiological (CRB) incidents, do not leave evacuation areas before emergency services have given medical advice, assessments or treatment. Close all doors, windows and switch of all ventilators and AC units if CBR incident occurs outside the school.	
13.	The member of SLT in charge will decide when to re-occupy the premises, following guidance from police	

Communication

14.	Keep teachers informed verbally (no intercom system). Keep the message clear and succinct. Do not give too many actions at once.	
15.	Communicate safely (without creating a sense of panic) to office, staff, visitors and children. Use hand-held radios or mobile phones away from the immediate vicinity of the suspect item.	
16.	Admin staff can access text messaging service/emails off site in order to communicate to either parents/staff out of hours	Admin team – Parentpay/RM Integris
17.	Staff will not give any statements to the media, in order to avoid inaccurate statements.	

	Communication with the media will be done by LBTH Council Staff only.	

6.0   Recovery and Resumption

6.1 Purpose of the Recovery and Resumption Phase

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

6.2 Recovery and Resumption Actions

	ACTION	FURTHER INFO/DETAILS	ACTIONED? *(tick/cross as appropriate)*
	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐
	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider; Counselling Services, consider needs specific to different groups providing books/area/time for discussions about the experience maintain contact with parents/carers if returning after a period of absence with initial phased return/sanctuary area/alternative methods of teaching contact bereaved families to express sympathy, consider religious/cultural factors of funeral arrangement post incident remembrance renewed media interest near anniversaries of the event	☐
	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. Website School Open Check Inform stakeholders listed on contingency/emergency list School switchboard message School governor mailing list Staff Meeting	☐
	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils).	The incident debrief report should be reviewed by all members of the School Incident Management Team to ensure key actions	☐

	Complete a report to document opportunities for improvement and any lessons identified	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.	
	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	☐

7.0   Appendices

Appendix A - Log of Events, Decisions and Actions

Log of Events, Decisions and Actions			
Completed by		**Sheet Number**	
Incident		**Date**	
Time	**Log Details**		
24hr clock			

Appendix B - Impact Assessment Form

Impact Assessment Form			
Completed By		Incident	
Date		Time	

Question	Logged Response		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location & severity)			
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)			
Have the Emergency Services been called?			
Is the incident currently affecting School activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%	☐	
	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?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other Relevant Information	

Appendix C - Lost Property Form

Lost Property Form				
Completed By		Incident		
Date		Time		

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

Appendix D – Financial Expenditure Log

Financial Expenditure Log				
Completed By		Incident		
Date		Time		
	Expenditure Details *(what, for whom etc)*	Cost	Payment Method	Transferred By

Appendix E – Critical Incident Decision-Making Tool

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

Appendix F - 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?

....

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 will cause it to explode?
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 Head Teacher / 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 use a codeword?

....

Did the caller sound familiar?

....

Did the caller have an accent?

What sort of voice did the caller have?

Normal	Well spoken	Impediment
Loud	Poorly spoken	Stutter
Quiet	Deep	Lisp
Whispered	High pitched	Slurred
Clear	Hoarse	Other
Disguised	Nasal	

At what pace did the caller speak?

Normal	Slow
Quick	

What manner did the caller have?

Normal
Calm
Excited
Laughing
Upset
Angry
Rational
Irrational
Irritated
Muddled
Other

Were there any distinguishable
background noises?

....

....