



OWLS Academy Trust



BUSINESS CONTINUITY PLAN

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Introduction and purpose of plan

OWLS Academy Trust is exposed to a large number of events which have the potential to cause major disruption to our services. Although such events are rare, it is important that we have in place plans to help us manage and recover from these situations as they arise. Not only is this good practice, it is also considered essential for an organisation responsible for delivering high quality education to the community.

One of the problems in planning for a disaster is that it is impossible to predict what that disaster might be or when it might happen. Past experience has identified some potential threats that have caused disruption to education services, including flooding and storm damage, fire, civil unrest, and outbreaks of animal disease in rural areas.

In developing these plans we need to be mindful of any particular vulnerabilities or risks to which our school are exposed.

Rather than developing many plans to deal with every foreseeable eventuality, our plan is structured around the concept of failure or loss of access to the key resources we need to provide our services.

This means, irrespective of the cause, our plan focuses upon the loss of data, IT and communication systems, teaching spaces and equipment, office workspaces and facilities, and our human resources. In this way, regardless of whether the adverse event is a major fire, a bomb, or a flu epidemic, we have plans in place to effectively manage the loss of the affected resource.

The objectives of the plan are to ensure that, should an adverse event occur:

We continue to protect the health, safety and wellbeing of our staff, students and users of our facilities.

We continue to provide critical services to our students

We achieve full, effective and efficient restoration of all services

We communicate in a clear and timely manner to all our stakeholders

We protect and enhance the reputation of our school

The plan does not provided a definitive list of all actions needed to be taken during an adverse event affecting our continuity, however, by producing, maintaining, and testing the plan, we will be more prepared, and will enhance our own capabilities in order to protect the school, our students and stakeholders, and recover in a more efficient and effective manner.

The Business Continuity Plan is maintained through the full support and endorsement of the Governors.

When & how to initiate the BCP

What constitutes a serious adverse event?

A serious adverse event is;

Any event that results in the failure or loss of a key resource and which maintains the potential to cause total loss or severe disruption to the work activity of a section or whole of the school for more than (e.g. 2) working days.

Note 1: It may not be apparent at first, how long the serious adverse event or loss of resource will endure. If in doubt, the Crisis Management Team will decide, based on the information available, on the extent to which the BCP needs to be activated.

Note 2: Although the full BCP may not be activated, the plan may still help to reduce the disruption to work activities that may be caused by any number of more minor events.

Recovery objectives and priorities

The recovery objectives and priorities of this plan are based upon the nature of our business, and have been developed in direct accordance with the results of a service impact analysis. The service impact analysis was conducted to provide a specific insight into the criticality of the different components of the school, and to ensure that our response to an adverse event which may affect continuity is efficient, effective and is focused entirely in accordance with the needs of the school, its students and our stakeholders.

In the event of the need to invoke the Business Continuity Plan, our recovery strategy will generally be based upon the following priorities:

Primary

- Information Technology and Communications
- Teaching activities and classroom accommodation
- School transport

Tertiary

- Trips and visits, access to shared facilities e.g. sports.
- Venue hire to community users

(The priority of some areas may be variable depending upon which part of a curriculum cycle an event occurs in e.g. accommodation is most critical during term time).

Recovery is based upon a;

(48 Hour) Short term; Recover, Relocate or Close Plan designed to recover the most critical processes, to temporarily close the school, or to provide alternative temporary accommodation.

(10 Day) Disaster Recovery or Temporary Accommodation Plan which will be invoked on completion of the 48 Hour Plan to recover all other processes.

Plan Initiation – serious adverse events occurring during normal working hours

The first consideration should be to the welfare of our staff, students and visitors. Existing emergency response and evacuation procedures should be followed for any event requiring building evacuation signalled by an alarm or on instruction by the emergency services.

For other types of adverse event, the person becoming aware of the situation should report their concerns immediately to the head teacher or their nominated deputy.

If the information available indicates that the incident might constitute a serious event resulting in severe disruption of service, then the head teacher or deputy should immediately contact a member of the Crisis Management Team (see below).

A critical service analysis will be prepared by the head teacher to indicate which resources, assets etc. must be maintained or recovered (by when) to allow the Business Continuity Plan to function. This will be maintained and regularly updated by the Governors

Plan Initiation – Serious adverse events arising outside of normal working hours

If the serious adverse event arises outside of normal working hours then it may be discovered by the first employee arriving on site. In these situations, the employee should immediately notify the head teacher or their nominated deputy. If neither is available, then their own line manager should be notified.

Serious adverse events which occur outside of normal working hours may also be notified to e.g. nominated key-holders, who should be instructed to contact the Site Manager.

Once notified, if the information available indicates that the serious adverse event might result in the failure or loss of a key resource and which will cause total loss or severe disruption to the work activity of a section or division of the school, then the section head teacher or deputy should contact a member of the Crisis Management Team

Incident log.

A log recording the sequence of events, with times and records of actions taken must be maintained throughout the management process.

Testing and Maintenance of the Plan

Key components of the plan will be tested on an annual basis, or sooner if significant changes to the school, or its services are made. These tests will range from undertaking simple desk top scenario-based exercises through to more complex simulations involving non-notice activation of the plan.

Records of all tests will be maintained, and the results of the tests routinely analysed and used to make improvements to the plan.

Recording of Adverse Events

All adverse events which result in, or at least created the potential for, **significant** disruption to service for a period of more than 2 to 3 days will be recorded and reported using the Disruption to Service Record Form. All events will be investigated and analysed, and used to improve the robustness of the organisation and its response to such incidents where possible.

1.0 About this Plan

1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
06.09.24	Development for ratification by GB	Jenny Cooling

1.2 Plan Purpose

To provide a flexible response so that OWLS 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)

1.3 Plan Remit

Teaching, school administration, catering, lettings and trips are covered by this Plan.
All rooms are covered by this Plan.

1.4 Plan Owner

The CEO of the Owls Trust 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.

1.5 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE
Peter Merry	CEO	September 2026
Nigel Scarborough	Chair of Governors	September 2026
Jenny Cooling	Headteacher	September 2026
Kirsty Plaza	Business Manager	September 2026
Chris Woodhouse	Site Manager	September 2026
Dion Hackett	Premises Officer	September 2026

1.6 Plan Storage

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home. Emergency box kept at front of each school.

1.7 Plan Review Schedule

This Plan will be updated as required and formally reviewed annually in the autumn term.

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 key staff due to Covid 19 or illness
- 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. catering provider, school transport provider

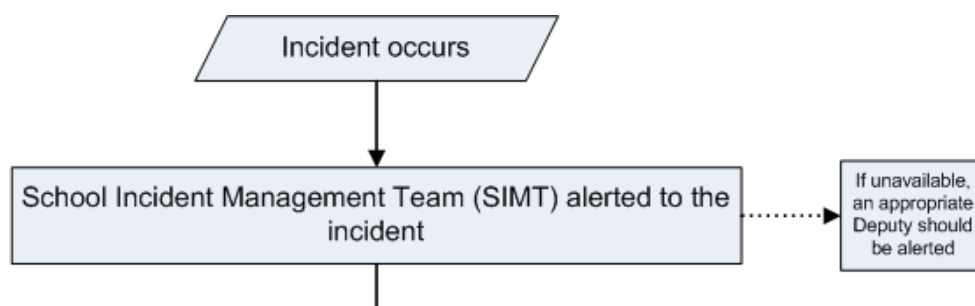
2.2 Responsibility for Plan Activation

A member of the nominated **School Incident Management Team¹** will normally activate and stand down this Plan.

2.3 Escalating a Serious Incident

If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and emergency services notified to respond as appropriate.

2.4 Activation Process



3.0 Roles and Responsibilities

3.1 School Incident Management Team

Role	Responsibilities	Accountability / Authority
CEO/Headteacher / Business Continuity Coordinator	▪ Senior responsible owner of Business Continuity Management in the School ▪ Ensuring the School has capacity within it's structure to respond to incidents ▪ Determining the School's overall response and recovery strategy ▪ 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 <i>(including Business Continuity Coordinator and Headteacher)</i>	▪ 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.

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

Name	Role	Contact Details (delete/amend as necessary)
Peter Merry	CEO	Mobile Number: 07746779749 Email Address: pmerry@owlsmat.uk Out of Hours Contact Details: 01455 550161
Jenny Cooling	Headteacher	Mobile Number: 07990 831132 Email: jcooling@newlands-owlsmat.uk
Kirsty Plaza	Business Manager	Mobile Number: 07939 462158
Chris Woodhouse	Site Manager	Mobile Number: 07837 561771
ICTIC	ICT Technician	Mobile Number: 07852129078

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 (record keeper)	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	Collating information about the incident for dissemination in Press Statements	The Media Co-ordinator should be a member of the School Incident Management Team. Press release to be approved by the School Incident Management Team.
Stakeholder Liaison	- Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): - Governors - Parents/Carers/carers - Catering provider - 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.
Facilities Manager/Premises Officer	- 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	Report directly to Headteacher or School Incident Management Team.

	▪ Lead point of contact for any Contractors who may be involved in incident response	
ICT Coordinator	▪ Ensuring the resilience of the School's ICT infrastructure ▪ Liaison with ICT support / external providers ▪ Work with the Headteacher to develop proportionate risk responses	Already a member of the School Incident Management Team, however will remain focussed on ensuring resilience of infrastructure.
Recovery Coordinator	▪ Leading and reporting on the School's recovery process ▪ Identifying lessons as a result of the incident ▪ Ensures lessons are incorporated into the plan development	Already a member of the School Incident Management Team, however will remain focussed on leading the recovery and resumption phase.

The following School staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
Jenny Cooling	Headteacher	Mobile Number: 07990 831132 Email: jcooling@newlands-owlsmat.uk

3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Governing Body	▪ 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 monitor, evaluate and ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable	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	FUTHER 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)	TEL: (9 for outside line)999 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 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	☐
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	The normal assembly point for the school is: Rear playground	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and Visitors as a priority	Using staff list, class registers and signing in/out /POD/books for School visitors and pupils Signing-in system / Internet	☐
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	☐
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	☐
8.	Identify School Incident Management Team to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	☐
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix A</i>	☐
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	☐
11.	- 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 <i>The impact assessment form can be found in Appendix B.</i>	☐
12.	Log details of all items lost by Pupils, Staff, Visitors etc. as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix C</i>	☐
13.	If appropriate, arrange contact with Press.	Establish a media area if necessary.	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
14.	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. <i>Business Continuity Strategies are documented in Section 5.3</i> 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.	☐
15.	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	☐
16.	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.	☐
17.	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. phone lines, answer machine message, Class Dojo, website update.	☐
18.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Chair of Governors to communicate with other Governors and update as required.	☐
19.	Consider the wider notification process and the key messages to communicate	Local Radios and social media may be useful in broadcasting key messages	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
20.	Communicate the interim arrangements for delivery of critical school activities	Ensure all key stakeholders are kept informed of contingency arrangements as appropriate. Inform using website, Class Dojo and telephone as appropriate to stakeholder list in 3.2 (include contractors and suppliers).	☐
21.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	☐
22.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found in the SBM's school office.	☐
23.	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

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 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.

5.2 Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, 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: ○ Manageable? ☐ ○ Disruptive? ☐ ○ Critical? ☐ ○ Disastrous? ☐ ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? ▪ What resources are required to recover critical activities?	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (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.	☐
4.	Log all decisions and actions, including what you decide not to do and include your decision making rationale	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	☐
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, ICT, 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 key stakeholders.	☐

5.3 Business Continuity Strategies

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

	• Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of pupils at once	
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	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.	Pre-agreed arrangements with other premises in the community i.e. Heath Lane Academy	
2.	Virtual Learning Environment opportunities	
3.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises	
4.	Off-site activities e.g. swimming, physical activities, school trips	

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data – daily, held off-site	
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
3.	Flexible lesson plans	
4.	Emergency lighting	

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Ensuring all external providers have business continuity plans in place as part of contract terms	
2.	Insurance cover	
3.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	

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	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐
2.	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services	☐
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff and key stakeholders 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 de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Headteacher to ensure key actions resulting from the incident are implemented within designated timescales. 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 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 School Incident Management Team.	☐

[illegible]

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Impact Assessment Form

Completed By		Incident	
Date		Time	

Question	Logged Response
How were you made aware of the incident?	
What is the nature of the incident? (e.g. type, location & severity)	
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)	
Have the Emergency Services been called?	
Is the incident currently affecting School activities? If so, which areas?	
What is the estimated duration of the incident?	
What is the actual or threatened loss of workforce?	Over 50% ☐
	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?	

Question Appendix B	Logged Response
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other relevant information	

Lost Property Form			
Completed By		Incident	
Date		Time	

[illegible]

Appendix D

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

[illegible]

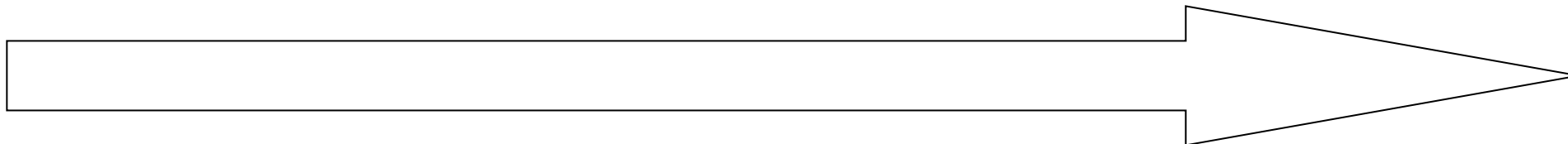
CONTENTS OF EMERGENCY BOX

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Staff, School Transport, Catering, Accountants, Suppliers etc.
	Other key documents
Financial Information	Bank, insurance details, Payroll etc.
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register
IT / Equipment Information	Software licence agreement and key codes
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Portable radio (plus spare batteries)
	Wind up LED torch
	Laptop with wireless connection
	Pay-as-you-go mobile phone and battery powered mobile phone charger
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Emergency cash, a cheque book or spare credit card
	Contact details for Oakfield / kitchen staff / taxi / transport providers
	School Floor Plans
	Spare keys
	Whistle / megaphones
	High visibility jacket

End of document

Critical Incident Decision-Making Tool

[illegible]



USEFUL CONTACT NUMBERS GLENMERE

	Telephone No:		Company / Contact	Comments / Notes
Major Incident Line	07786 198283		Leicestershire County Council	
Landlords	0116 2323232		Leicestershire County Council	
Insurers	0800 096 6233		Zurich	Policy - KSC-242116-3763
Electricity Suppliers	0870 901 1039		Total Power	Account Number: 3008880930
Gas Suppliers	0800 111 999		ESPO	Site Reference: 1012236
Water Companies	01250 718700		Castle Water	Account Number: 3189208
	08457 500500		Severn Trent	
Plumbing Blockages	0116 3056999	Out of Hours 3055000	LCC Help Desk	LCC Buy Back
IT, Telecom and Network Suppliers	01785 472200		Wave 9	
Office Furniture Suppliers	0116-2657901		ESPO	
Stationery Suppliers	0116-2657901		ESPO	
Staff Resource & Welfare	0116 2323232		Leicestershire County Council	

Resource / Areas to look at	What is required to provide Minimum Service	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable

IDENTIFYING, EVALUATING AND MANAGING RISKS

Newlands Primary School - GUIDANCE FOR COMPLETING THE RISK MATRIX: completed in finance

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

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

Appendix F

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

	• Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
	Strategic				•		
1.	Management and administration costs are disproportionate and/or unsustainable	4	2	8	- Effective performance management systems - Competitive recruitment processes - Effective communications to stakeholders	Performance Management and Policy Renewal	Headteacher Chair of Governors
2.	Lack of clarity regarding governance and decision making authorities of LGB and committees	4	2	8	- Governing Body committee structure and handbook - Policies determine delegated authority - Terms of reference of committees and full governing body updated annually prior to the first meeting of the academic year	Subscription to Governor Development Services	Headteacher Chair of Governors Trust
3.	Governors delegate too little / too much to the Principal and/or Finance Director and do not ensure rigorous monitoring Governors without required expertise, knowledge	4	3	12	- Governing Body handbook - Governing Body structure / committees / visits and annual schedule of meetings - Policies determine delegated authority - Terms of reference - Vacancies advertised appropriately - Access and attendance at training opportunities via subscriptions	Subscription to Governor Development Services Website Initial governor induction training completion and on-going training of key importance and relevance	Headteacher Chair of Governors

	• Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
					Skills audit across the LGB to be completed and revisited annually		
4.	Lack of availability / poor attendance at meetings	3	2	6	- Clerk records attendance at meetings - Chair of governors speaks to individual governors if no meetings attended during an academic year - Governing Body have right to remove governor for repeated non attendance after above - Procedures - Guide to the law for governors of academies		Chair of Governors Clerk to Governors
5.	Passive Governors	3	4	12	- Governing Body handbook - Code of conduct for governors - Guide to the law for governors of academies - Induction procedures	Chair of governors to discuss with relevant trustee	Chair of Governors
6.	Senior management capability / experience of management.	4	2	8	- Induction and on-going CPD - Subscription to relevant bodies to ensure knowledge up to date	Subscription School Bus/The Key for Policy and information for Senior Leaders	Chair of Governors
7.	Key person loss/succession risks	4	3	12	- Succession planning - Subscription to ATSA - Subscription to GDS		Chair of Governors

	• Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
	• Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
	Financial Risks						
8.	Risk that budget will be in deficit	4	4	16	- Actual performance measured against budget (including budget headings) on a regular basis – Business Management Committee - Keys costs e.g. staffing forecasted over longer term to enable SDP to be developed from projected income - Bank and other key reconciliations are completed and reviewed regularly - Invoices are raised for all transactions - All expenditure is authorised	Monitoring and review by Business Management Committee	Headteacher Bursar/Business Manager Accountants Business Management Committee
9.	Risk that financial system will not be maintained by provider in long term Risk that discounts are not secured or price reductions obtained on purchases or services	4	2	8	If possible, buy into longer term contract with provider	Reviewed	Headteacher Bursar/Business Manager
10.	Risk that debts are not recovered Fraud and error: False invoice/payment risk Risk that debtors are accounted for in the wrong accounting period	3	4	12	- Accounting policies - Financial regulations policy - EFA Account requirements - Audit	Monitoring and review by Business Management Committee	Headteacher Bursar/Business Manager Accountants

	• Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
11.	Risk that pension scheme is in significant deficit / contribution rate increases Review (check with Trustees rating)	3	4	12	- Annual updates and newsletters from LGPS - Incorporate annual update in budget forecast	Monitoring and review by Business Management Committee	Headteacher Business Manager Accountants

IDENTIFYING, EVALUATING AND MANAGING RISKS

Operational Risks and Compliance Risks Reviewed in H and S Governors

Newlands Primary School - GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

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

	Operational Risks						
12.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	- Staff absenteeism policy - Use of Cover Supervisors / Supply Teachers	Pre-prepared Teaching packs	Headteacher Chair of Governors
13.	Severe weather and consequences of such events	3	3	9	- Staff absenteeism - Use of Cover Supervisors / Supply Teachers	Contact with parent / carers / school transport / school meal services / local radio if	Headteacher Site Manager

					• Use of thermometers to check room temperatures • Provision of fans / heaters • Relocate to unaffected rooms • School evacuation procedures • Use of critical incident policy if required	closure of the school required Use of weather forecast for longer term decisions Contact with parent / carers / school transport / school meal services / local radio if closure of the school required	
14.	Utilities disruption e.g. gas, electricity or water supply	4	4	16	• Contact relevant utility service for immediate and longer term picture • Contact with parent / carers / school transport / school meals services if closure of the school required	Consider relocation as per critical incident policy if required.	Headteacher
15.	Compliance Risks Telephone failure IT Systems out of date/no longer supported.	3	2	6	• Use of mobile phones / Class Dojo / email to make contacts required including to service provider • Long term strategic ICT Plan in place and updated annually • ICT equipment maintained and replaced according to need. • Monitored by Business Manager and ICT Technician	To be reviewed upon demand of Pupil Numbers	Business Manager
16.	Critical Incidences Fire affecting the School premises Invacuation and Evacuation	5	3	15	• Premises management checks • School evacuation / invacuation and evacuation procedures • Use of critical incident policy if required	Contact with parent / carers / school transport / school meal services / local radio /	Headteacher Site Manager
17.	Mass staff absence e.g. industrial strike	4	3	12	• Staff absenteeism policy • Use of Cover Supervisors	Contact with parent / carers / school transport / school meal services / local radio /	Headteacher Chair of Governors

18.	Information security risk (GDPR)	4	4	16	- All staff aware of need for confidentiality (contractual / policy) - School ICT systems including laptops, netbooks, ipads and memory sticks password protected - Electronic data transfer to LA is encrypted - Locked offices and staffroom		Headteacher Business Manager
19.	Virus risk/corruption of data risk	4	4	16	- All hardware password protected and contain up to date anti virus software - Daily remote back –up completed	Use of password protected hardware and insistence on anti virus protection included induction procedures	Headteacher Business Manager
20.	Failure to comply with Health and Safety legislation results in an employee / volunteer / beneficiary of the Charity being injured at work, attracting bad publicity	5	3	15	- Adherence to Premises Management policy - Risk assessments - Annual health and safety audit - Effective communications to stakeholders	Subscription to LA health, safety and well-being service	Headteacher Business Manager
21.	Failure to comply with employment law- e.g. unfair dismissal of an employee - attracts adverse publicity	4	3	12	- All HR policies - Subscription to LA HR service for up to date knowledge - Effective communications to stakeholders	All HR policies renewed annually	CFO
22.	Risk that information produced (financial and non-financial) for trustees and senior management is not available quickly, accurate or not in a format suitable for monitoring the performance of the school and that information produced is not reviewed / acted upon	4	3	12	- Governing Body handbook - Advice and policies from key services – LA, accountants, EFA - Strategic school development plan	Subscription to Governor Development Services	Headteacher Chair of Governors Business Manager

23.	No member with responsibility for financial oversight is appointed	4	3	12	• Election / recruitment procedures • Articles of association • Funding agreement		Trustees
24.	Staff matters not referred to HR professionals, may lead to tribunals	4	3	12	• Subscription to HR services • Adherence to HR policies		Headteacher Business Manager
25.	Risk that volunteers are not of appropriate quality / vetted / subject to police checks	4	2	8	• Safeguarding policies • Adult volunteer policy • Office staff commence DBS checks and update Single Central Record once checks complete – all prior to volunteers commencing placement in school		Business Manager
26.	Fatality / injury to pupil / member of staff / third party	4	3	12	• Premises Management / Health & Safety policy • Health and safety / risk management audits • First aid and medication policy • Critical incident policy		Headteacher
27.	Risk that legislative requirements are not known or complied with (employment, pension, health & safety, environmental, financial, charity, tax, data protection, child protection, disability, National Curriculum, licensing, GDPR)	5	4	20	• Up to date – DfE, EFA etc. • Subscription to HR and Personnel services • Subscription to GDS • Subscription to health, safety and well-being service • Subscription to LEAMIS • All relevant HR and premises management policies and risk assessments • Governing Body committee structure		Headteacher Business Manager

					• All monitoring and evaluation procedures and reports • DPO appointed – structure available to comply with GDPR		
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Appendix G – Critical Service Analysis

Resource / Areas to look at	What is required to provide Minimum Service (short term)	If not available • How would we get it • What would we do instead	Who would manage it	Actions needed to enable
Building	• Teaching space for 11 x 30 children • Toilet facilities (adults/children) • Office space (2 desks) • Arrangements for providing free school meals	• Portakabin – temporary school after 6 weeks. • Seek space in surrounding schools • Arrange for nearby school to ship hot or packed meals in for free meals children.	HT / SBM	Portakabin to visit site and draw up emergency plans
Staff	• 4 adults for Foundation Stage • 6 adults for all other year groups • 1 office	• Supply / agency staff • Seek assistance from other schools • If necessary close to some/all year groups	HT	
ICT	• 1 PC/laptop running Access and Bromcom and Internet • PC/laptop for other essential office staff, with Office and Internet • Telephone for incoming calls • Telephone for outgoing calls	• Access Bromcom backup • Call in laptops (or borrow from another school) • Use manual/paper processes • Purchase a cheap mobile phone with pay as you go sim card	HT/SBM ICT Tech Admin	Use of FLO and ASC / Trip mobile telephones

		and publish this number for incoming calls. • Use personal mobile phones for outgoing calls (or purchase 2nd PAYG mobile)		
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KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
Other School Contacts	
Chair of Governors	07955 553885
CEO	07746779749
School catering	07467999047
Other Local Contacts	
Police	0116 2222222 – (9) 999
Fire & Rescue Services	0116 2872241 – (9) 999
Ambulance Services	0115 8845000 – (9) 999
Hospital – nearest A&E (Leicester Royal)	0845 045 0411
BBC Radio Leicester	0116 2016672
Primary Care Trust	0116 295 7500
Health Protection Agency	0844 225 4524