

Roxbourne Primary School



Business Continuity Plan

Author	Headteacher
Link Governor (if applicable)	Chair of Governors
Review Cycle	Annual
Approved By	Finance and Resources committee
Date of Review	February 2025
Date of Next Review	February 2026
Requirement	Non Statutory

Overview

If a school interrupting event necessitates the invocation of Business continuity arrangements, this Business Continuity Plan (BCP) will outline the actions to be taken to recover Roxbourne Primary School, and its critical activities such that the continuity of operation is assured followed by a return to normal operations.

1.1 Scope

This BCP is to be used to ensure that Roxbourne Primary School is able to recover its critical activities following an incident that has impacted the Schools operations. The BCP addresses the following Business Continuity Management (BCM) risks:

- Loss of building, or part of building or access to the building
- Loss of IT
- Loss/shortage of staff/pupils (Loss of life or serious injury to school staff and pupils)
- Loss of critical supplier or partner

1.2 Plan Objectives

- Roxbourne Primary School products and services can be resumed within the maximum tolerable period of disruption.
- Staff are aware of what is expected of them in an emergency situation;
- Vital records are available at the time of recovery and resumption.
- Reciprocal agreements are in place

1.3 Plan Assumption

- The availability of key staff, (including deputies) who have been suitability trained;
- The Business Continuity Plan (BCP) is maintained and reviewed in line with the Governing Body.
- Recovery solutions outlined within the Business Continuity Plan have been exercised regularly and proven to work to Roxbourne Primary School management's satisfaction.
- The Recovery time objectives are achievable
- Roxbourne Primary School team members are aware of the Business Continuity Plan content and are aware of their role
- Roxbourne Primary School fully endorse the underlying principles of the Business Continuity Plan and its contents.

1.4 Plan ownership

The BCP is owned and maintained by the Headteacher and School Business Manager. Any plan amendment should be addressed to the School Business Manager who will make any necessary changes. The BCP will be reviewed on an annual basis to ensure its viability and correctness.

1.5 Plan Exercise and review

In line with the Governing body, the BCP will be exercised and reviewed as per the following criteria:

- Annually
- Following an incident as part of the review, or following a simulation exercise
- As and when organisation and personnel changes occur

1.6 Invocation

This BCP may be invoked by the Headteacher of Roxbourne Primary School, or a member of the Senior Leadership Team.

1.7 Stand Down

The Headteacher will determine the time and return to normal operations.

2 Recovery strategies

2.1 Arrangements to manage a loss or shortage of staff or skills

- a) Use of temporary staff e.g. Supply Teachers, Support staff (Curriculum support and Operations)
- b) Multi-skill and cross-training to ensure staff are capable of understanding different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planning (already known) staff absence e.g maternity leave.
- c) Using different ways of working to allow 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
- d) Suspend 'non-critical' activities and focusing on priorities
- e) Using mutual support agreements with other schools
- f) Ensure staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.

2.2 Arrangements to manage denial of access to the premises or loss of utilities

- a) Using mutual support agreements with other schools
- b) Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, etc.
- c) Virtual Learning Environment opportunities.

- d) Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.
- e) Off-site activities e.g. swimming, physical activities, school trips.

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

- Back-ups of Key School data e.g Cloud based, mirrored servers etc.
- Reverting to paper-based systems e.g whiteboards, paper registers.
- Emergency generators e.g. uninterruptible power Supply
- Emergency lighting
- Use of school mobile phones

2.4 Arrangements to mitigate the loss of key suppliers, third parties or partners

- Pre-identified alternative suppliers
- Ensuring all external providers have a Business Continuity Plan
- Insurance Cover
- Using mutual support agreements with other schools
- Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and work around it.

3 Incident response

3.1 Incident response Checklist

Business impact

- Assess how operations have been impacted
- Is the situation likely to get any worse?
- Is the building damaged
- IT systems damaged
- What is the invocation status?

Third party impact

- Are dependent third parties impacted by the same incident?
- Assess immediate Legal obligations and communicate with Crisis Management Team
- Assess immediate regulatory obligations and communicate with the School Emergency Management Team (SEMT)

Plan to protect the Business Unit in respect of:

- People
- Performance and service delivery – can we continue to meet our pupils/parents expectations
- Reputation
- Information

Resources

- What Internal resources are required to plan an effective response?
- What external resources are required to plan an effective response?
- How will these resources be coordinated?

Coordinating the response

- Who is coordinating the response?
- Are all staff/pupils safety measures working correctly?
- Is there sufficient information flowing from the School Emergency Management Team (SEMT)?

3.2 Damage or Denial of Access to Premises

Triggers	Action	Responsibility	Procedure/Resources
<ul style="list-style-type: none"> • Closure by Authority, • Civil Unrest • Police cordons • Bomb threats • Structural problems • Utility Failure, etc (during School hours) 	<p>Initial Response When notified of an incident, or a confirmed threat, the school shall prepare for an immediate evacuation, Lockdown or sheltering procedure.</p>		<ul style="list-style-type: none"> • Appendix 3- Evacuation & Relocation • Appendix 4 - Shelter • Appendix 5 - Lockdown • Appendix 10- Bomb threat • Appendix 11 – Suspect package
	<p>Building Evacuation</p> <ul style="list-style-type: none"> • Follow directions and advice given by fire marshals. • If evacuated, await further instructions at the assembly point. • If evacuation is not a viable option due to external risks, staff should listen for announcements on a Public address system or a notification (from internal communication system, e.g call cascade) 		<ul style="list-style-type: none"> • Use internal communication process.
	<p>Accounting for staff /pupils/ visitors All staff and pupils should be accounted for following an incident and subsequent evacuation; unaccounted staff should be noted and reported to SEMT to communicate to the emergency services.</p>		<ul style="list-style-type: none"> • Pupil clerical registers • Inventory for staff and visitors log
	<p>Escalation When a situation becomes known and a real threat has been confirmed, notification must be made to the SEMT (school emergency management team)</p>	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher • Assistant Head Teachers 	Ensure all staff/pupils are aware of the escalation process.

		<ul style="list-style-type: none"> Business Manager 	
	<p>School Closures The school building is inaccessible, what steps need to be taken to oversee the closure.</p>		<p>Appendix 6 -School Closure Appendix 7- Communication</p>
	<p>Relocate to an alternate school Understand at which point will this option be used, ensure reciprocal agreements are in place</p>		<p>Liaise with the local authority team regarding provision for educating pupils.</p>
	<p>Communication:</p> <ul style="list-style-type: none"> Notify all stakeholders of the relocation/evacuation (if required) e.g parents, Local Authority, Dept for education etc. Prepare regulatory report (staff, pupil status, recovery status, services not yet resumed etc) Consider how staff and parents will be alerted of an incident. Details of the incident and the intended recovery plan should be communicated to staff/parents. 		<p>Appendix 7 – Communication Appendix 9 – Sample Staff & Parent Briefing</p>
	<p>Staff working remotely/Educational Visits</p> <ul style="list-style-type: none"> Staff off site should contact the SEMT regularly for update Ensure staff and pupils that are off-site are aware of the situation, and are provided guidance. 		<p>Whole school communication to staff via email and text to ensure all are aware and updated.</p>

3.3 Unavailability of Staff

Triggers	Action	Responsibility	Procedure/Resources
When staffing levels have dropped significantly below normal operational levels, due to transport disruptions, inclement weather, strikes, virus or disease	Staff shortage When an unavailability of staff situation becomes such that it may have an adverse impact on the continuity of critical activities, notification must be made to SEMT	Deputy Headteacher	Analyse staffing ratios Consider all alternative options Implement cover using external agencies as required.
	Staff Communication Communicate with staff regarding the organisational approach to staff shortage as a result of any of the listed triggers will be done via email or call cascade.	Deputy Headteacher	Appendix 7 – Communication
	Transportation Disruption In the event that a major transportation shuts down, or if there is transportation strike impacting the ability of staff to come into the School.	SBM Deputy Headteacher	Ensure the school is aware of the percentage of staff using public transport. Use alternative transport methods to arrange cover as required.
	Inclement Weather In the event that a major weather event has impacted the area and the public being advised to stay off the roads and at home	Headteacher Deputy Headteacher	Appendix - 6 school closure procedure
	Pandemic/ Virus or disease In the event of a significant epidemic or a pandemic, the SEMT will convene and follow the guidance set in place for such incidents.	Headteacher Deputy Headteacher AHT SBM	Pandemic/ viral/ diseases plans are in place and stored on the G drive

	<p>Loss of Staff In the event of loss of staff due to illness, injury or other exceptional circumstances, the SEMT should be notified ASAP.</p> <ul style="list-style-type: none"> • Skill sets and attributes must be detailed for any staff with the specific or unique skills to perform a critical activity • All requests for temporary staff should be handled as per normal procedure 	<p>Headteacher Deputy Headteacher</p>	<ul style="list-style-type: none"> • SEMT will convene to address the situation as required
	<p>Succession Planning</p> <ul style="list-style-type: none"> • The team shall have in place a clear succession plan, to three levels, in the event of any critical head becoming unavailable. 	<p>Headteacher Deputy Headteacher</p>	<p>HT > HoS > AHT > TLR 2B post holder</p>
	<p>Return to normal</p> <ul style="list-style-type: none"> • Return to Business as usual once staffing levels have returned to normal • Determine how the disruption was managed within the school • Identify any lessons learned and changes to be made to the plans. 	<p>Headteacher Deputy Headteacher AHT SBM</p>	<p>Review appendix 13 log-Keeping</p>

3.4 Damage to or Loss of Technical Infrastructure

Triggers	Action	Responsibility	Procedure/Resources
Loss of server/platform, hardware, software application, utility failure	Problem identified <ul style="list-style-type: none"> Identify the nature of the problem. Determine if it's local or if it is a wider area infrastructure. Determine if the resolution could happen locally or requires external intervention 	IT Provider	Use guidance in Appendix 12
	Communication <ul style="list-style-type: none"> Notify staff/ Notify parent via call cascade Notify IT/utility providers and raise problem/issues 		Appendix 7 - communication
	Workarounds <ul style="list-style-type: none"> Determine the impact of the failure Identify options and workarounds, and discuss with SEMT Inform Staff/pupils/parents about the decisions and workarounds (If applicable) 		Reference to the strategies identified in section 5. Recovery
	System recovery <ul style="list-style-type: none"> Follow establish procedures Inform staff and pupils about the expected time for restoration of services 		
	Service resumed <ul style="list-style-type: none"> Upon restoration of the IT services, return to 'Business as Usual' processes, and remove any workarounds. Communicate the exact status and next steps to staff and pupils. 		

3.5 Failure or non-performer of the Third Party

Triggers	Action	Responsibility	Procedure/Resources
Third party providers fail to deliver services due to being impacted by an incident	Assess the impact <ul style="list-style-type: none"> Determine what has been affected by the service provider failing to deliver on SLA. 	SLT	Determine key suppliers & the impact of no supply
	Alternate procedures <ul style="list-style-type: none"> Are there alternate procedures to continue the service/activity until 3rd party provider is operating as normal? Could the service/activity be run by in-house staff (using the minimum number as estimated by the service provider) Could the supplier provide the resources to continue the service/activity in-house 		Appendix 1 – Supplier contact information.
	Alternative Supplier <ul style="list-style-type: none"> If an alternative provider has been identified, they should be contracted and the service restarted as soon as possible. 		

4 Communications

4.1 Information line/ Answer phone/school website

Provide regular updates using the school website. Backup information line for parents to contact staff for the latest update of the school's situation during an incident.

Staff communication

Information lines/ call cascade or SMS

4.1.1 Office hours

During office hour's contact will be made via word of mouth, text messaging system, or an internal announcement system.

4.1.2 Call cascade (outside office hours)

BCC coordinator to communicate with the designated representative of the SEMT requesting the following information:

- Full situation briefing
- Where to go
- Reporting time for designated teams

BCC coordinator to notify all key personnel, via email and text, issuing the following details;

- Full situation briefing
- Reporting times
- Where to go

4.2 Regulators

When do the below bodies need to be contacted, contact information can be found in Appendix 1

- Local Authority
- Department for Education
- Health and safety

4.3 Suppliers & Third Party

The preferred method of communication is detailed in Appendix 7 - Communication

4.4 Media Management

The Role allocated to Media management in the SEMT will determine the response to the media.

Predefined templates/ nominated persons PR representative are defined in section 6.1. Appendix-8 provides notes on media considerations.

5 Recovery

5.1 Strategy Assessment

Activity	RTO (Recovery Time Objectives)	Do critical roles have deputies to provide cover during absences?	Is the activity depended on any critical equipment that cannot be repaired or replaced with the RTO	Are there any vital records related to this activity showing a single point of failure?	If all IT systems were unavailable can any workarounds be used to support the activity?	Have you identified any other single points of Failure or potential internal risk?	If yes provide details
EYFS Teaching	4 Hrs	Yes	No	No	Yes	No	
KS1& 2 Teaching	4 Hrs	Yes	No	No	Yes	No	
Safeguarding Children	1 Hr	Yes	No	No	Yes	No	
Catering	1Hr	Yes. Provided by the caterers (external company)	Yes	No	N/A	No	
End of KS assessments, Yr. 1 Phonics Screening	24 Hrs	Yes	No	No	Yes, at reciprocal school	No	
Access to IT	24 Hrs	Yes	No	No	No	No	
Extended Schools	1 week	Yes	No	No	No	No	
Premises/Facilities Management	24 Hrs	Yes	No	No	No	No	
Administration	24 Hrs	Yes	No	No	No	No	

5.2 Vital Records

Activity	Document Name	Reason Required	Type	Current location	Backup (e.g nightly or multiple copies held in different locations (if known))	Location of Copies	Frequency of update	How often should this record be backed up? (Hours/Days)	Can this record be recreated?	Possible Single point of Failure
Pupil attendance	Attendance registers	Statutory - Record of attendance at school	Electronic registers	Arbor	Backed up instantly once entered on software.	Cloud based	Instant	Daily	Yes - Can be downloaded to PDF and saved on the school server.	N/A Additional servers can be contacted for information. (Through school IT contract)
Finance	Financial Information	Conduct School Finances Payroll	Electronic or Paper	Access Education Finance and Budget Dataplan (Payroll)	Backed up nightly Cloud based	Backup software	Daily Instant	Daily	Yes. (Access Education Team for the Finance/Budget software and Dataplan for Payroll) Budget Planning Software can be downloaded to PDF and	Server Failure N/A

									saved on the school server.	
Examination Papers for KS1, KS2, Phonics	Statutory DFE assessment tests	Statutory KS1, KS2 & Phonics tests	Paper	Locked cupboards situated on site.	N/A	N/A	N/A	N/A	Yes.	N/A
Asset Registers/ Inventory	Asset Register	Insurance requirement	Electronic	Google Drive Cloud based system	Backed up instantly once entered on software.	Cloud based	As required	N/A	Yes	N/A
Medical Information	Medical needs of individual pupils	Welfare of individual pupils with specific medical needs and treatment plans	Electronic & Paper based	Arbor G Suite School Office	Backed up instantly once entered on software.	Cloud based	As required	Daily	Yes	N/A
School guidance documents Policies, manuals, improvement plans, GB minutes	SIP Financial Regulations All School Policies	School Improvement & priorities. Regulatory Compliance Financial Management Business Recovery in the event of disaster/failure	Electronic & Paper based	Arbor G Suite School Office	Backed up instantly once entered on software.	Cloud based	As required	Daily	Yes	N/A

5.3 Long term outage School transfer

Interim Remote learning for pupils. Liaise with the LA to identify a temporary site to accommodate the school.

5.4 Displacement Reciprocal arrangements

Resources	School 1	School 2	Comments
Key School activity being relocated	Activities run at school 1	Activities run at school 2	
Invocation details	No. of staff/pupils being relocated	No of staff pupils being relocated	
Transport arrangements	Coaches/parents	Coaches/parents	

Refer to Appendix 3 for Evacuation and relocation arrangements

5.5 Dependencies and Interdependencies (including partners, internal teams, suppliers etc)

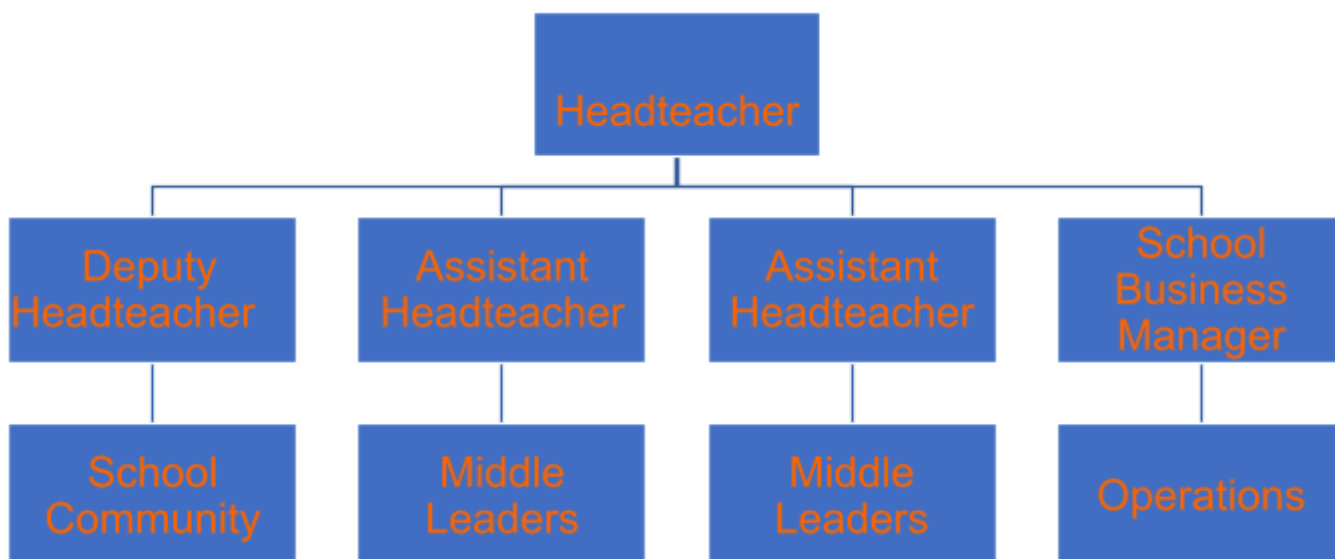
People we are Dependent or Reliant Upon	Key Activity	For	Impact if Lost
Catering Supplier - Edwards and Ward	Catering - Particularly Free school meals	Pupils lunches	<ul style="list-style-type: none"> • Statutory requirement to provide food for pupils on free school meals • Reputation of school
BeActive	Extended Schools - Breakfast and After school care	Pupils	<ul style="list-style-type: none"> • Disruption for students & parents making alternative arrangements
Cleaning Services	Cleaning	Facilities management, cleaning	<ul style="list-style-type: none"> • Impact on cleanliness of the school. Could cope for a couple of days but the general state of the school would soon deteriorate without cleaning. Potential health & safety risk • General maintenance & upkeep of the school could breach H&S and a good standard of hygiene
Security Services	Security of school site	Facilities management, CCTV, security	<ul style="list-style-type: none"> • School would be less secure – potential for damage to school property or facilities • Interruption to learning
Support Services <ul style="list-style-type: none"> • Access Education (Finance) • Arbor 	Support the Operational function of the school	Support services such as finance, payroll, HR and IT	<ul style="list-style-type: none"> • Disruption to staff, pupils and parents

<ul style="list-style-type: none"> ● Conzero – IT ● Dataplan HR & Payroll ● FMS – Finance 			
Public Transport	Transportation	<ul style="list-style-type: none"> ● Home to school transport ● Educational Visits 	<ul style="list-style-type: none"> ● Some students delayed / unable to attend school ● Disruption for students & parents making alternative arrangements ● Educational Visits might have to be cancelled.

People Who Depend or Rely Upon Us	Key Activity	For	Impact if Lost
Parents	Child care	<ul style="list-style-type: none"> ● Providing education 	<ul style="list-style-type: none"> ● Loss of confidence ● Wider impact if children were not able to attend school.
BeActive	Extended Schools - Breakfast and After school care	<ul style="list-style-type: none"> ● Use of school premises to deliver their provision 	<ul style="list-style-type: none"> ● Financial loss ● Loss of confidence ● Wider impact if children were not able to attend school. ● Users may go elsewhere permanently
Local Council	Use of premises for statutory - Community use	<ul style="list-style-type: none"> ● Use of school as a Polling Station, Emergency Rest Centre. 	<ul style="list-style-type: none"> ● Would be unable to fulfil our obligation. Another site would need to be found
Other schools	FSM - Fulfil Statutory requirement	<ul style="list-style-type: none"> ● Provision of school meals 	<ul style="list-style-type: none"> ● Breach of contract. ● Continuity situation for the other schools

Lettings – External	Facilities Hire – Hall/classrooms	<ul style="list-style-type: none">• Private community use	<ul style="list-style-type: none">• Financial loss• Reputation
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6 School Emergency Planning Team (SEMT)



6.1 Roles and Responsibility (SEMT)

Role Primary + secondary	Responsibilities	Accountability/ authority
Head Teacher	<ul style="list-style-type: none"> ● 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 	The Head Teachers has an overall responsibility
BC Coordinator	<ul style="list-style-type: none"> ● Business Continuity plan development ● Developing continuity arrangements and strategies e. g alternative relocation sites, use of temporary staff .etc ● Involving the school community in the planning process as appropriate ● Plan testing and exercising ● Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved. 	Business Continuity coordinator reports directly into the Head Teacher

	<ul style="list-style-type: none"> ● Training staff within the school on Business Continuity ● Embedding a culture of resilience within the school, involving stakeholders as required 	
Media Management	<ul style="list-style-type: none"> ● HT to lead all communication with media with support from LA media team. 	The Head Teachers and LA have an overall responsibility.
IT Support	<ul style="list-style-type: none"> ● Ensuring the resilience of the school's IT infrastructure ● Liaison with IT support or external providers ● Work with the BC team to develop proportionate risk responses 	<p>IT coordinator reports directly to the BC coordinator for plan development and issues.</p> <p>During an incident would form part of the SEMT</p>
Log keeping	Log keeping and admin management during an incident	SBM
Communication	Head teacher/Deputy Headteacher/Administrator	Assistant head/SBM

Please note: Responsibilities fall to Deputies when Primary members are unavailable

Appendix 1 – Information & Contacts

1. School information

School details	
Name of school	Please refer to Arbor Dashboard. https://roxbourne.uk.arbor.sc/?/home-ui/index
Type of school	
School address	
School operating hours (including extended services)	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

Office contact details	
Office telephone number	https://www.roxbourneprimaryschool.co.uk/contact-details/
Office email address	

Useful websites	
School website	https://www.roxbourneprimaryschool.co.uk/
Local authority	https://www.harrow.gov.uk/
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk

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enquiries@vhg.co.uk

www.vitahealthgroup.co.uk

2. Contact Details - School Staff and Governors

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

Name	Job title	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
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<https://roxbourne.uk.arbor.sc/?/home-ui/index>

3. Contact Details - Extended Services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
James O'Donovan Be Active Sports and Clubs Director	Wraparound Care	07:40 – 18:00	07715 847132	info@beactivesports.co.uk	N/A
Lewis Cole Be Active Sports and Clubs Director	Wraparound Care	07:40 – 18:00	07540984154	info@beactivesports.co.uk	N/A

4. Contact Details - Local Authority

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

Organisation	Contact details (Tel)	Contact details (Email)	Notes
Emergency number			
Children's services			
Media / communications			
Catering			
Cleaning			
Emergency planning			
Health and safety			
Risk / insurance			
Legal			

Human resources			
Educational psychology			
Occupational health			

5. Contact Details - Other Organisations

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

Organisation	Contact details	Notes
Police	999	
Fire & Rescue Service	999	
Ambulance Service	999	
Department for Education	Enquiry line: 0370 000 2288	
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)	If abroad, please ring: +44 20 7008 1500
Environment Agency	Floodline: 0845 988 1188 (24 hour)	
Met Office	Customer centre: 0870 900 0100 (24 hour)	
Health and Safety Executive	Infoline:	

	<p>0845 345 0055</p> <p>Incident contact centre: 0845 300 9923</p> <p>Duty officer: 0151 922 9235 (24 hour)</p> <p>Duty press officer: 0151 922 1221 (24 hour)</p>	
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6. Contact Details - For Completion during an Emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes
Utility supplier (gas)	Kent County Council (Laser customer service)	01622942302
Utility supplier (water)	Wave	0345 0704158
Utility supplier (electricity)	Kent County Council (Laser customer service)	01622942302
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)

Appendix - 2 Site Information

Utility supplies	Location	Notes / instructions
Gas	Boilers <ul style="list-style-type: none">● Basement● First floor Y6 Corridor	
Water	<ul style="list-style-type: none">● Front Car Park	
Electricity	<ul style="list-style-type: none">● Main entrance - electric cupboard● Basement Boiler room	

Internal hazards	Location	Notes / instructions
Asbestos	Asbestos register School office	
Chemical store(s)	Second floor admin corridor	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Conference room	
Media briefing area	Lower Hall	

Appendix 3 - Evacuation & Relocation Arrangements

Signals	
Signal for fire evacuation	Ringing bell
Signal for bomb evacuation	Radio messaging
Signal for all-clear	All clear, All clear, All clear. (via radio) We have the all clear. Please initiate post-fire /bomb evacuation procedures.

Assembly points - fire evacuation	
Fire evacuation assembly point A	KS2 Main Playground
Fire evacuation assembly point B	Off site: Field End Recreation Park

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Off site: Field End Recreation Park
Bomb evacuation assembly point B	Off site: Roxbourne Park

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	The LA will coordinate a place of safety. As a backup the following school has been identified: Newton Farm Nursery, Infant and Junior School Ravenswood Cres, Harrow HA2 9JU https://www.newtonfarm-harrow.co.uk/

Appendix 4 - Shelter

Signals	
Signal for shelter	Shelter, shelter, shelter via radio
Signal for all-clear	Shelter is over, Shelter is over, Shelter is over. We have the all clear. Please initiate post-shelter procedures.

Upon hearing the shelter signal, take the action below.

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

Appendix 5- Lockdown

Signals	
Signal for lockdown	Lockdown, Lockdown, Lockdown via radio
Signal for all-clear	Lockdown is over, Lockdown is over, lockdown is over. We have the all clear. Please initiate post-lockdown procedures.

Lockdown	
Communication arrangements	<ul style="list-style-type: none"> ▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other.

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

Ref'	Initial response – lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: Block access points (e.g. move furniture to obstruct doorways) Sit on the floor, under tables or against a wall Keep out of sight Draw curtains / blinds Turn off lights Stay away from windows and doors.	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 6- School Closure

Ref'	Generic actions – initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: Partially opening the school to some pupils Asking a buddy school for assistance Purchasing infection control supplies (in the event of a public health incident).	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: Pupils Parents / carers Staff Governors Local radio stations The local authority.	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

Ref'	Generic actions – ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with additional Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	

SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning	

Appendix 7 – Communications

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

Methods of communication	Notes / instructions
Answer phone	Set up pre-recorded message Set phone to 'message only' mode
School website / extranet	Cloud based SLT and Office team to update
<ul style="list-style-type: none"> ● Text messaging system ● Newsletter ● Letter 	Cloud based MIS – Arbor https://roxbourne.uk.arbor.sc/?/home-ui/index
Local radio stations	Instructions for reporting school closures.
Sign at school entrance	

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

Group	Preferred method of contact	Contact details are available from
Pupils, Parents / carers	email or text	https://roxbourne.uk.arbor.sc/?/home-ui/index
Governors	email	
Supplier services	case management system	Access Education (Finance)

Appendix 8 - Media Considerations

Our Media lead and Spokesperson is: Headteacher

Our Deputy Media lead and Spokesperson is: Deputy Headteacher/Assistant Headteacher

The room designated for media briefings and press personnel is: Lower Hall

Our alternate room is: Upper Hall

The school has agreed the following guidelines in the event of an incident.

General advice:

- No member of staff will talk to journalists alone. Rather, they will be accompanied by a colleague who can note what is said.
- Staff talking to the press will provide nothing more or less than the facts.
- Staff will provide a prepared statement rather than an interview.
- A later time to undertake an interview/issue a further statement will be arranged and this will be honoured.
- Personal information will not be released.
- No blame will be apportioned.

Other than the Media representative the rest of the Senior Incident Management Team will not be directly involved in media communications

The school should agree to a template media holding statement, which can be used in the initial stages of an incident. This will be followed up with a more detailed statement as soon as possible.

Additionally, a template briefing for staff and parents should be agreed with staff. Both of these will be amended to suit the situation.

In the event of a major incident the school will hold media briefings in cooperation with external agencies involved to keep the media updated. These briefings will be organised by the Local Authority Incident Management Team and fronted by the school spokesperson.

Factual news releases may also be issued to support the process of informing members of the public with a direct interest in the incident.

Note: The reason for the rest of the Incident Management team getting less involved with the media is to ensure that they have time and space to take an overall strategic view of the incident as a whole.

In general, it is useful for the spokesperson to already have a good understanding of the incident and experience dealing with the media. The spokesperson role should be his or her top priority for the duration of the incident. The deputy will also need to be briefed in case the lead is unavailable.

Appendix 9 - Sample Staff and Parent Briefing

You will be aware of the recent incident that has affected our school. We are currently working closely with the Local Authority to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from *[INSERT DATE]*.

As from today we will be using *[INSERT LOCATION]* as the school office:

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

[INSERT FAX NUMBER]

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the school or the Local Authority must be treated with considerable caution. We will provide updated information as frequently as possible both via the board at the entrance to the school and a weekly update letter to every family.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

Head Teacher

● Appendix 10 - Bomb Threats

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999) and 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 have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

- Normal
- Calm
- Excited
- Laughing
- Upset
- Angry
- Rational
- Irrational
- Irritated
- Muddled
- Other

Were there any distinguishable background noises?

.....

.....

Appendix 11 - Suspicious Packages

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: Do not touch the package further Do not move it to another location Do not put the package into anything (including water) Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

Appendix 12- IT Back Up

It is essential to maintain suitable IT back up arrangements in order to prepare for, and recover from, any loss of information.

Concero is responsible for regular IT back ups (Cloud based)

Exam Papers

Exam papers are held securely in a locked cupboard located in the Deputy Headteacher's office. The Deputy Head and Assistant Head teacher are responsible for examination/coursework procedures.

Paper Records

The Office administrator is responsible for maintaining paper records.

Appendix 13- Log-Keeping Guidelines

Thursday, 19/05/2012

7.40pm Received call from Jane Smith at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.

Notes should be recorded in chronological order.

Rang Philip. Number engaged.

7.50pm

Rang Philip. Told him about the situation and asked him to meet me

7.55pm at the school entrance as soon as possible. He'll be there for 8.15pm.

Received text message from Jane - someone from her team (Andrew

8.05pm Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~020 8432 3556~~ 0208 420 3121

Arrived at school, Philip and Andrew already there. Spoke to fire officer - one

8.20pm classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).

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

Informed Anna Harvey (deputy Head Teacher) about the incident.

8.40pm Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Only include times, dates or initials within the margins.

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

