



1Excellence
Business Continuity Planning

CEO: Mrs Valerie Hall

Chair of Directors : David Bowes

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Business Continuity Plan

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BUSINESS CONTINUITY PLAN

1. Purpose

The purpose of this Business Continuity Plan is to ensure that the essential activities undertaken by 1Excellence Multi Academy Trust so that it is maintained or recovered to an acceptable level to provide the delivery of services. This would include threats to delivery/ school closure due to: adverse weather conditions, staff absence due to illness or industrial action, pandemics, and the period following critical incidents and unexpected emergency situations.

This plan should be read in conjunction with the Emergency Plan.

At 1Excellence Multi Academy Trust we have sought to minimise the risks by implementing a Risk Register. This outlines procedures in place to back up the school systems and should also be referred to when planning for business continuity.

All paper based records are identified within the Information Management Toolkit for our school: this includes details of their exact location and the nature of the documents, therefore such details have not been included in this plan.

2. BUSINESS CONTINUITY PLANNING TEAM

| Role | Name | Home Tel | Mobile |
|----------------------|------------------|--------------|--------------|
| Head Teacher | Valerie Hall | 01740 644558 | 07954129761 |
| Head Teacher | Hazel Ducker | 01325 339133 | 07837678298 |
| Deputy Head Teacher | Charlotte Fryett | 01642 489269 | 07557514450 |
| Deputy head teacher | Deborah Hindson | 01740 629900 | 07740 359761 |
| Senior Administrator | Natasha White | 01642 958327 | 07952 992885 |
| Senior Administrator | Karen Craigie | | 07717757758 |
| Pentland caretaker | Shaun Bellew | | 07955568133 |
| St Marks caretaker | Craig Stockton | | |

This team will be convened by the headteacher whenever there is a potential threat to school services.

Each school in the trust will have details of emergency planning procedures in the Emergency Planning document.

Factors to be taken into account when planning to resume/ continue delivering school services:

- **Accommodation**
- **Staffing**
- **Communications**
- **Utilities**
- **Furniture**
- **Security and Security Hardware**

Accommodation

In the event of loss of premises, or a part thereof, there will clearly be an immediate need for space in which to house core activities. We will provide for such an occurrence by a number of means:

- Rescheduling the use of existing accommodation

- Working with schools within the trust and Local Authority Officers to locate suitable alternative accommodation.
- Hire of portable accommodation
- Short term rentals/leasing/hire of local accommodation through other schools in the immediate vicinity.

Staffing

In the event of significant staff absence for example Industrial Action, the school will consider maintaining services for selected classes.

To cover long term absence the school will consider a range of options such as redeployment of current staff, secondments from other schools, specific task contracts and use of supply agencies. All recruitment will adhere to safer recruitment guidance.

Communications

In the event of a crisis / disaster which takes out of commission the existing telecommunications system, our school has several mobile phone for use in emergencies.

The school will also communicate in other ways which can be done remotely:

- School website and social media platforms
- Updating the school website and the Stockton Council website through the Tell Us Once system
- Issuing press releases in liaison with local news media and SBC press office.

In such an event the wording of any communication would have to be carefully considered: the headteacher and the Business Continuity Planning team will liaise and approve all correspondence. Staff must ensure that they fully understand the information given to other parties and that they fully endorse such messages.

Chair of Directors will be kept informed of events and progress in a timely manner.

The implementation of the telecommunications recovery plan would be the responsibility, of the school administrator.

Utilities

Should a Major Incident occur affecting the utility supply to school premises, repairs to those utility supplies would be carried out by the relevant supply authority or contractors.

If a heating source to a building is destroyed, arrangements will be made to expedite the repair/replacement as soon as possible, and if possible temporary heat sources will be hired.

Furniture

If the school furnishings are damaged beyond repair or use in an emergency incident such as flooding we would need to source temporary replacements from local school surplus until stocks can be ordered and replenished.

Security and Security Hardware

Our school would need to ensure that the affected areas from any critical incident do not present a security loop hole; e.g. any damaged windows would need to be boarded and damaged roofing weather proofed. If security fencing is required we would need to ensure the school maintenance officer is proactive in sourcing the required measures.

Expenditure

The Headteacher will be responsible for authorising any expenditure incurred in connection with any incident and in doing so will ensure that Financial Regulations and Procurement procedures are complied with.

The appendices contain useful information such as checklists to aid decision making and lists of essential equipment/ facilities required to maintain the business of the school.

USEFUL CONTACTS

| Organisation | Contact details | Alternative contact details * | Notes |
|--|---|-----------------------------------|---|
| Water & Sewerage | Northumbrian Water PLC | 0845 717 11000 | |
| British Gas / Transco/Northern Electric | Emergencies 0800 111 999 | | |
| Northern Electric & Gas/ Powergen/Yorkshire Electricity | 0800 66 88 77 Emergency loss of supplies | 03301 230877 | |
| Cleveland Emergency Planning Unit | 01642 221121 | 01642 821007 | |
| First Contact Emergency Duty Team | | 01642 527764 08702 402994 | |
| Diane McConnell Head of Schools & SEN | 01642 527041 | 07585 966260 | |
| Deborah Merrett Chief Advisor | 01642 526402 | 07771 371118 | |
| Jane Harvey Head of Complex & Additional Needs | 01642 527191 | 07826 859177 | |
| Jane Wright Planning and Partnership Manager | 01642 527210 | 07917 087349 | |
| Department for Education | Enquiry line: 0370 000 2288 | | |
| Steve Anderson Maintenance Officer | | 07909 686143 | |
| Surveillance/Alarms | Fire and Security alarms | 01642 528989 | |
| 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 hr) | www.environment- agency.gov.uk | |
| Met Office | Customer centre:0870 900 0100 (24 hr) | | |
| Derek MacDonald Stockton H&S Lead | 01642 528197 | 07824 529665 | |
| Insurance Company | | 01642 526787 | |
| Energy Management | | 01642 526904 | |
| School Transport | | 01642 527117 | |
| Alison Cartwright Principal Educational Psychologist | | 01642 527144 | |
| Kay Wilson | Communication Manager | 01642 527309 | |
| Richard Bradley | Care for your area | 01642 527739 | |
| Maurice Stephenson | Fleet Manager | 01642 528325 | |
| Anita Brown | Catering and Cleaning Manager | 01642 527274 | |
| Darren Robinson | Highways Technical Manager | 01642 524910 | |
| Ian Hodgson | Maintenance Services Manager | 01642 526889 | |
| Mike Bellow | Technical Services Manager | 01642 526279 | |
| ICT Support One IT | | 01642 635570 | |
| Financial IT Support | Agresso Support | 01642 528157 | |

Appendix 1 - Business Continuity Checklist

| Business continuity - initial response | Tick / sign / time |
|---|--------------------|
| Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. | |
| Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last. | |
| Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary. | |
| Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). | |
| If appropriate, contact organisations which can assist in document restoration. | |

| Business continuity - ongoing response | Tick / sign / time |
|---|--------------------|
| Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible. | |
| Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required. | |
| Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine. | |
| In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime. | |

| Business continuity - recovery | Tick / sign / time |
|--|--------------------|
| Work with school staff and other organisations to restore the usual school routine as a matter of urgency. | |
| Put in place arrangements for remote learning, if necessary. | |
| Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced. | |

Appendix 2 – Communications Checklist

| Communications - initial response | Tick / sign / time |
|--|--------------------|
| Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary. | |
| Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode. | |
| Support staff with any communication needs they may have. | |
| Arrange updates to school website remotely and consider text alerts | |

| Communications - ongoing response | Tick / sign / time |
|--|--------------------|
| Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Directors and Local Advisory Boards ▪ Extended services. | |
| Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained. | |
| Liaise with the 'media management' role about contacting local radio stations. | |
| Update the school answer phone on a regular basis. | |
| Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. | |
| In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public. | |

| Communications - recovery | Tick / sign / time |
|--|--------------------|
| Provide regular briefings to pupils and parents / carers. | |
| Assist the 'business continuity' role in providing remote / virtual learning. | |
| Check that any information in the public domain (e.g. website content) is accurate and up-to-date. | |

Appendix 3 - Log-keeping

| Log-keeping - initial response | Tick / sign / time |
|--|---------------------------|
| Keep a log of important information in line with guidance in the Emergency Plan. | |
| Ensure that each member of staff keeps an incident log. | |

| Log-keeping - ongoing response | Tick / sign / time |
|--|---------------------------|
| Provide administrative / secretarial support to the planning team. | |
| Keep accurate records of anyone admitted to hospital or treated by the emergency services. | |
| Record details of any expenditure incurred by the school. | |

| Log-keeping - recovery | Tick / sign / time |
|---|---------------------------|
| Collate all incident logs, making copies if necessary. | |
| Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry). | |

Appendix 4 - Media Management

| Media management - initial response | Tick / sign / time |
|---|--------------------|
| Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests. | |
| Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary. | |
| Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site. | |
| Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified. | |
| Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role. | |
| Be prepared to be interviewed by the media. | |

| Media management - ongoing response | Tick / sign / time |
|---|--------------------|
| Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are. | |
| Gather information from the planning team, emergency services and other organisations as appropriate. | |
| Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate) depending on the situation. | |
| Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media. | |
| Try to prevent the spread of misinformation | |

| Media management - recovery | Tick / sign / time |
|---|--------------------|
| Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public. | |
| Be aware of media interest in memorials or anniversaries of any events. | |

Appendix 5 – Resources Checklist

As per emergency plan

| Resources - initial response | Tick / sign / time |
|---|--------------------|
| Take action to protect property. Consider turning off utility supplies. | |
| Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places. | |
| Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map. | |
| <p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. | |

| Resources - ongoing response | Tick / sign / time |
|--|--------------------|
| Liaise with utility suppliers as required. | |
| <p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> ▪ Planning team briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. | |
| Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school. | |
| Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded). | |
| Work with the 'business continuity' role to arrange temporary accommodation, if required. | |

| Resources - recovery | Tick / sign / time |
|--|--------------------|
| Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. | |
| Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase. | |
| Procure temporary accommodation if appropriate. | |

Appendix 6 - Welfare & Post Incident Support

As per emergency plan

| Ref' | Post incident support - assistance for pupils and parents / carers | Tick / sign / time |
|------|--|--------------------|
| | Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy. | |
| | Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary. | |
| | Consider which pupils need to be briefed, how, and by whom. | |
| | Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences. | |
| | Consider providing relevant books in the school library. | |
| | Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. | |
| | Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected. | |
| | Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams). | |
| | Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. | |
| | Maintain regular contact with parents / carers. | |
| | Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers. | |
| | Consider organising an event for parents / carers to discuss any issues or concerns they might have. | |
| | If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school. | |

| Post incident support - general actions | Tick / sign / time |
|--|--------------------|
| Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate. | |
| Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. | |
| Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. | |
| Cancel or rearrange any events which are inappropriate. | |
| Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident. | |
| Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them. | |
| Ensure that new staff are aware of the incident, which pupils were involved and how they were affected. | |
| Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising). | |

| Post incident support - returning after a period of absence | Tick / sign / time |
|---|--------------------|
| Negotiate with parents / carers a suitable date for returning to school after a period of absence. | |
| Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. | |
| Brief pupils who may be able to help in the process of resettling (e.g. close friends). | |
| Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. | |

| Post incident support - funeral arrangements | Tick / sign / time |
|---|--------------------|
| Contact bereaved families to express sympathy on behalf of the school. | |
| Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support. | |
| <p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. | |

| Post incident support - remembrance | Tick / sign / time |
|---|--------------------|
| <p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). | |
| <p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. | |
| <p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. | |
| Be aware of renewed media interest near anniversaries of the event. | |

Appendix 7 Essential IT Systems Checklist

| Essential Systems/Application. | Required by (Hours/Days) | Min. Number Of Users Requiring Access. | Who Takes Backups | Function(S) |
|--|--------------------------|--|-------------------|---|
| Telephone Systems | Immediately | 2 | | To communicate |
| SIMs | Immediately | 3 | One IT | To monitor attendance, children's contact details & correspondence. |
| Agresso | 5 days | 2 | One IT | To carry out financial o |
| Outlook/ Internet / Extranet | Immediately | 20 | One IT | To communicate |
| Single Central Record | Immediately | 3 | One IT | To ensure safeguarding of |
| Head Teachers/ Administrator's Documents | 2 days | 2 | One IT | To retrieve document |
| Staff Shared on internal system | 2 days | 1 | One IT | To retrieve document |
| Alarms Systems | Immediately | | | To secure site |

Back up Details

| | | |
|---------------------------------|---|---|
| Back-ups taken on a daily basis | One IT, Blackburn House, Falcon Court, Preston Farm, Stockton on Tees, TS18 3TX | No of school laptops/ iPads in business continuity team (stored offsite overnight?) |
|---------------------------------|---|---|

Appendix 8 Temporary Accommodation Checklist... to be arranged depending on circumstances

Use this form to consider where the class/ group may relocate to if their area is unavailable.

| Class/Departments | Primary Needs | Temporary Location Please Give Details |
|--------------------------|--|---|
| Breakfast club and 30hrs | | |
| YN | Early Years environment with outdoor access. Toilet facilities. | Option 1: Option 2: |

| | | |
|------|--|------------------------|
| YR | Early Years environment with outdoor access. Toilet facilities. | Option 1: Option 2: |
| Y1 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y1/2 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y2 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y3 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y3/4 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y4 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y5 | Space for 30 children, with practical work areas | Option 1: Option 2: |
| Y6 | Space for 30 children, with practical work areas | Option 1: Option 2: |

See Fixed Asset Register – AVEC - for details of replaceable items.