

MOSAIC SCHOOLS LEARNING TRUST



MOSAIC
SCHOOLS LEARNING TRUST

CRITICAL INCIDENT MANAGEMENT AND BUSINESS CONTINUITY PLAN

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:	CEO/COO/HoE
Approved by:	Audit & Risk Committee
Date of Review:	June 2026
Date of Next Review:	June 2028

VERSION CONTROL

Date	Change
September 2024	New policy based on CSAT policy.
March 2025	Minor revisions to reflect organisation changes
June 2026	Bi-annual Review New Section – Protective Security and Site Security New Section – Preparedness, training and exercise New Section - Cyber Incident New Section - Adverse Weather – Appendix C

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About this Plan

This is the Mosaic Schools Learning Trust Critical Incident and Business Continuity (CIBC) Plan which feeds into, and should be read in conjunction with, the individual evacuation plans and emergency procedures at each of the schools within the Trust which deal with the immediate response to an emergency. This plan deals with the “no-notice” disruptions which are considered the most likely to occur:

- loss of premises (through fire, flood etc);
- loss of utilities (electricity, gas, water, fuel);
- failure of IT and telephony;
- Cyberattack/Ransomware - All cyber incidents will be managed in line with the Trust’s Cyber Response Plan, an RPA requirements
- failure of supply;
- staff shortage;
- world-wide issues such as pandemic ‘flu.
- Unwanted Visitors on site

Any serious disruption could have an impact on :

- delivery of education
- safety/welfare
- financial consequences
- a serious incident on a school trip
- reputational damage
- environmental consequences

Scope

The scope of this plan is across all functional areas of the Trust, including:

Teaching and Learning	Trust Business Operations
Extended school activities	<ul style="list-style-type: none">• Student, staff and admin activities• IT structure• Financial activities
Educational visits	Third party suppliers and contractors
Out of hours clubs	<ul style="list-style-type: none">• Catering• Cleaning• Other regular suppliers
Third party suppliers	
Staff, pupils, parents and carers, governors, the local community	

Aims & Objectives

The aim of this plan is to provide guidance and support to enable each school within the Trust to be able to deal with the impact of severe disruption due to a variety of one-off, unusual, but possible, causes.

The CIBC Plan is designed to achieve the following strategic objectives:

- To safeguard the welfare of students, staff and visitors;
- To resume provision of educational services at the earliest opportunity and, where possible, secure a continuation of learning;
- To return the school to its normal day to day function.

This will take place through a flexible response so that MOSAIC can manage any incident as it is happening, maintain business continuity during an incident and ensure that the school can return to “business as usual” as quickly, and safely, as possible.:

The plan is in two parts; the first section details the aims, scope and objectives of the plan, whilst the second section is a document in its own right to be used as a working document in the event of an incident.

Legislation and guidance

This document is based on guidance from the Department for Education (DfE) on [emergency planning and response for schools](#) and [school security](#). It also complies with the following statutory guidance and legislation:

- [Keeping Children Safe in Education](#)
- [Health and Safety at Work Act 1974](#)
- [Management of Health and Safety at Work Regulations 1999](#)

Plan Distribution

It is vital that all those involved in the plan have a copy of this document which they should keep both at their usual place of work and off site. There is a responsibility on all plan holders to store this document safely and confidentially.

The full list of plan holders together with their contact details is included in appendix J.

Plan Updates

The CEO is responsible for ensuring that the plan is maintained, exercised and updated, but delegates this responsibility on a day-to-day basis to the COO and Head of Estates

The Policy will be reviewed and approved by Audit and Risk, a sub committee of the Trust Board.

Protective Security

The Trust will implement appropriate protective security measures in line with DfE school security guidance to reduce the risk and impact of deliberate or malicious incidents.

Key controls include:

- **Access control**
 - Secure perimeters, controlled entry points and visitor sign-in procedures
 - ID badges for staff and visitors
- **Lockdown procedures**
 - Each school maintains a tested lockdown plan for intruder or external threat scenarios
 - Staff receive training on lockdown and shelter procedures
- **Monitoring and surveillance**
 - Use of CCTV and site supervision where appropriate
 - Prompt reporting and investigation of suspicious activity
- **Staff awareness**
 - Staff trained to identify and report safeguarding or security concerns
 - Clear escalation routes to SLT and emergency services
- **Partnership working**
 - Engagement with police, local authority and other agencies
 - Alignment with local risk assessments and threat levels
- **Emergency response principles**
 - Staff follow nationally recognised principles such as:
 - Run (escape where safe)
 - Hide (secure and lock down)
 - Tell (contact emergency services)

Preparedness and Resilience

The Trust will ensure that all schools are appropriately prepared for disruption through:

- **Training**
 - All relevant staff trained in incident management roles
 - Safeguarding, first aid and emergency awareness maintained
- **Scenario testing**
 - Annual testing of key scenarios including:
 - Lockdown/invacuations
 - Loss of IT
 - Site closure
 - Severe weather
- **Tabletop exercises**
 - SIMT completes at least one strategic exercise per year
- **Audit and assurance**
 - Annual review of critical incident and business continuity arrangements
 - Findings reported to Audit & Risk Committee
- **Continuous improvement**
 - Post-incident debriefs inform plan updates
 - Lessons learned tracked and actioned

Local Arrangements at Each School

The Head Teacher at each school will manage the local arrangements (highlighted in yellow) of this plan and recognise the need for such arrangements. Staff generally, and particularly those who have specific roles in the arrangements, will be consulted.

This plan will be approved by the Trust's Audit and Risk Committee , but the Local Governing Body of each school will discuss and review the local arrangements of the CIBC Plan each year.

Plan Review

The Critical Incident and Business Continuity Plan will be reviewed every two years by the Trust' Audit and Risk Committee.

Plan Activation

Types of Incident

Many different types of incident might activate the critical incident plan, but there might also be incidents which can be dealt with entirely locally at school level. Nonetheless, all incidents should be reported to the CEO and by email to admin@mslt.org.uk

It is important to consider the type of emergencies or incidents that may arise. Examples include, but are not restricted to:

In School

- Fires
- Unwanted visitors on site
- A child going missing
- A serious accident or illness involving pupils and or staff

Outside School

- The death of a student or member of staff through natural causes or accidents;
- A transport-related accident involving students and/or members of staff;

A more widespread emergency in the community, for example, the release of hazardous substances, severe weather, etc.;

- Death or injuries on school trips or excursions;
- Community illness, for example a flu pandemic

Responsibility for Plan Activation

The responsibility for implementing this plan lies with the Head Teacher at the affected school. Some incidents will be easily resolved at school level, and it will be for the Head Teacher to determine that it is necessary to activate the Trust plan. It is important that, should the Head Teacher be unavailable, there is a designated deputy to assume this responsibility.

Notification of an Incident

During working hours, a site disruption is likely to become apparent to all staff and students very quickly through alarm activation or word-of-mouth. Outside working hours, it is possible that a site disruption may be notified by the emergency services.

Initial Actions and Emergency Folder

The Evacuation/Invacuation Process is dealt with in each school's Emergency Evacuation/Invacuation Plan.

Upon activation of this plan, the Head Teacher or their nominated deputy will form the School Incident Management Team (SIMT) with responsibilities as outlined in the table at page 11. The primary objective of the SIMT is to manage the developing situation and minimise harm and danger to:

- Students;
- Staff;
- Visitors to the school;
- Building, contents and other assets and the school's ability to provide education.

Emergency Folders

These will be stored in the Deputy Heads offices, and the main school office, and will contain:

- A copy of this plan;
- A copy of the school's individual emergency plan;
- Site plans;
- Any other critical items.

The emergency file will be checked yearly for accuracy of information by the Senior Administrator at each school.

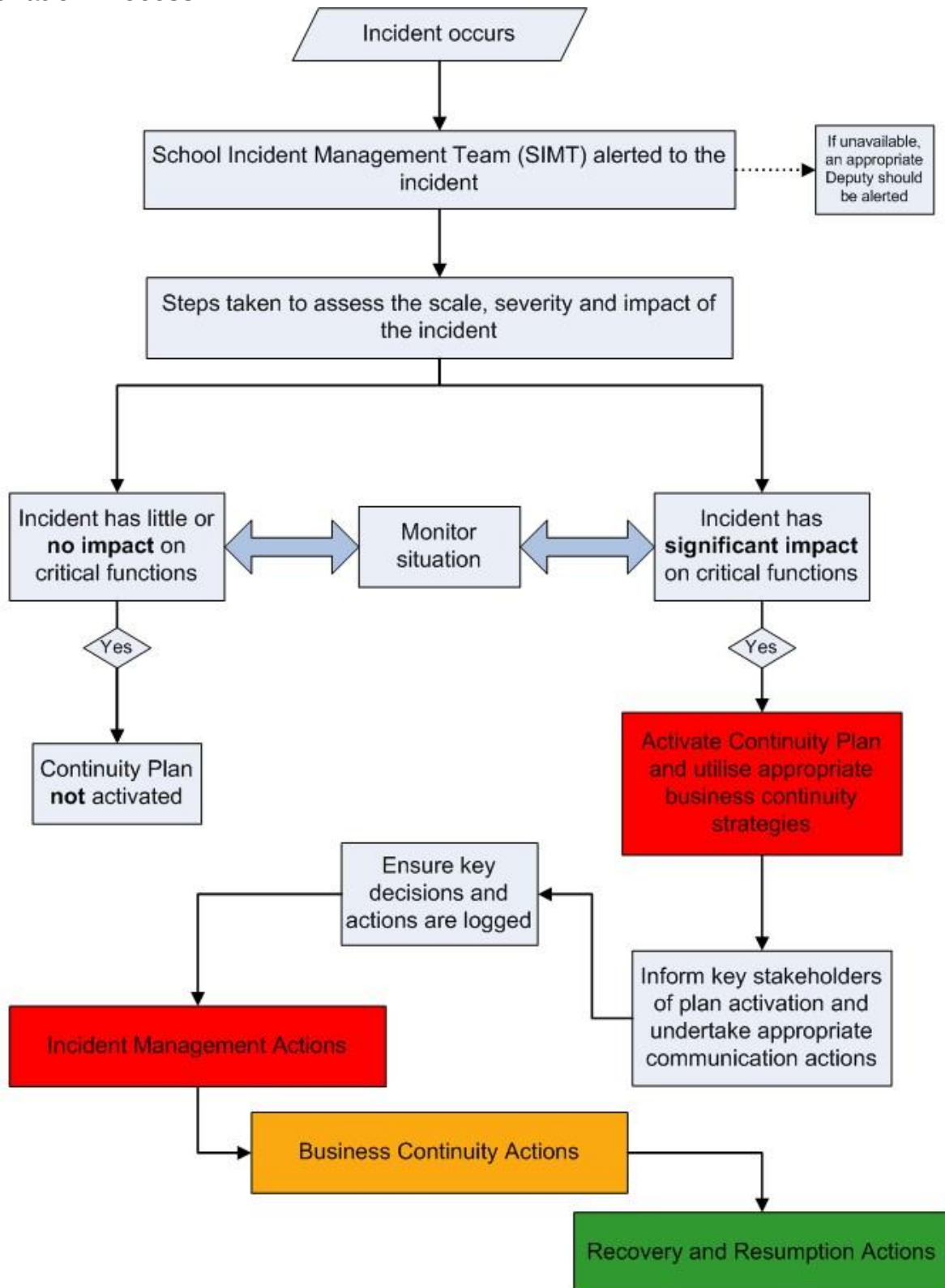
Assessment and Containment

As soon as practicable, the SIMT will meet to consider what resources are available to continue normal business as far as possible. Potential resources are:

- Staff, vehicles, equipment still at the scene;
- Staff, vehicles, equipment located elsewhere;
- Current IT and telephony capability.

If the disruption has resulted in the loss of the school site, the SIMT meeting will have to be held off site at another school in the Trust.

Activation Process



Roles and Responsibilities

During and following an incident, there will be a number of different areas of responsibility where designated people or bodies will need to lead. These areas are:

- Strategic (Trust Level)
- General (School Level)
- Functional (School Level)

Strategic Responsibilities

Role	Responsibilities	Accountability / Authority
Mosaic Trust Board	<ul style="list-style-type: none"> • To adopt a Trust wide Critical Incident and Business Continuity Plan; • To evaluate overall performance in developing policy and resilience within schools 	
MSLT Central Team inc CEO/CFO/ COO/HoE & DPO	<ul style="list-style-type: none"> • To develop and implement Trust wide Critical Incident and Business Continuity Plan; • To monitor overall performance in developing policy and resilience within schools 	
Local Governing Body	<ul style="list-style-type: none"> • Ensure that each school's Critical Incident and Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable; • Critical Incident and Business Continuity Plan development. • To monitor and evaluate overall performance in developing school policy and resilience; • To work in partnership with the Head Teacher to provide strategic direction in planning for and responding to disruptive incidents; • To undertake actions as required to support the school's response to a disruptive incident and subsequent recovery. 	Liaison with the Head Teacher or School Incident Management Team in response to a crisis.
Head Teacher Incident Manager	<ul style="list-style-type: none"> • To act as Senior responsible owner of Business Continuity Management in the school; • To ensuring the school has capacity within its structure to respond to incidents; • To determine the school's overall response and recovery strategy; • To embed a culture of resilience within the school, involving stakeholders as required. 	The Head Teacher has overall responsibility for day-to-management of the school, including lead decision-maker in times of crisis.

Head Teacher Business Continuity Coordinator	<ul style="list-style-type: none"> • To develop continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc.; • To involve the school community in the planning process as appropriate; • To plan testing and exercise; • To 'debrief' following an incident, test or exercise to identify lessons and ways in which the plan can be improved; • To train school staff on business continuity. 	Business Continuity Coordinator is a member of the School Incident Management Team
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General Responsibilities - School Incident Management Team (SIMT)

Role	General Responsibilities	Accountability / Authority
School Incident Management Team (SIMT): Senior Leadership Team	<ul style="list-style-type: none"> • To lead the school's initial and ongoing response to an incident; • To declare that an 'incident' is taking place; • To activate the Critical Incident and Business Continuity Plan; • To notify the Trust (CEO) of the incident, plan activation and ongoing response actions; • To notifying relevant stakeholders of the incident, plan activation and ongoing response actions; • To provide direction and leadership for the whole school community; • To undertake response and communication actions as agreed in the plan; • To prioritise the recovery of key activities disrupted by the incident; • To ensure the welfare of students; • To identify staff welfare and employment issues; • To coordinate all communication. 	Delegated authority to authorise all decisions and actions required to respond to and recover from the incident. Reporting progress throughout the incident management, business continuity and recovery process to all stakeholders.

Functional Responsibilities – School Incident Management Team (SIMT)

Functional roles include, but are not limited to, the following (dependant on resources available, individuals may be called upon to fulfil more than one role):

Role	Functional Responsibilities
Incident Manager: Head Teacher	<ul style="list-style-type: none">• Consider the need to alert school community, other colleagues and external agencies;• Establish a Schools Incident Management Team (SIMT) and allocate roles;• Collate all relevant information relating to the emergency;• Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g. the emergency services, Local Governors as appropriate;• Monitor the emergency response;• Provide regular staff / team briefings;• Authorise any additional expenditure/resources;• Liaise with communications officer to inform media;• Decide if staff/students should be sent home/premises closed;• Ensure the written log of all key actions is maintained.
Deputy Incident Manager: Deputy/Assistant Head Teacher	<ul style="list-style-type: none">• Assist incident manager;• Ensure written logs are established and maintained;• Co-ordinate and manage staff as designated within the SIMT;• Ensure communication between SIMT and staff;• Monitor staff welfare and organises staff rotas;• Drive “business as usual” – provision of normal schooling where possible;• Monitor logs for key issues;• Keep a written log of all key actions.

Role	Functional Responsibilities
Communications Officer: As nominated	<ul style="list-style-type: none"> • Act as point of contact for media enquiries; • Prepare holding statements, parent messaging templates, media escalation • Keep a written log of all key actions; • Co-ordinate communication with key stakeholders as necessary. This includes: <ul style="list-style-type: none"> ○ MOSAIC trustees; ○ Local governors; ○ Parents/carers; ○ School transport providers ○ External agencies e.g. emergency services, and the HSE etc.
Welfare Manager – Pupils, Staff and Visitors Nominated Deputy/Assistant Head Teacher	<ul style="list-style-type: none"> • Ensure all pupils, staff and visitors are safe and accounted for; • Marshall as appropriate; • Manage transfer of pupils, staff and visitors to alternative location as required including shelter; • Deal with immediate welfare needs including distress, injury etc.; • Co-ordinate sending home of staff, pupils and visitors as required; • Keep a written log of all key actions. • Vulnerable pupil tracking during disruption • Work with SIMT to support recovery phase
Premises Manager: Site Manager/Caretaker	<ul style="list-style-type: none"> • Ensures site security at all times; • Provide information about site facilities/layout as necessary; • Assist with access to and exiting from the school; • Stop electrical / gas supplies if required and safe to do so; • Secure key documents / equipment if safe to do so; • Provide and place appropriate signage for the incident; • Identify alternative accommodation if required; • Ensure all staff and visitors are wearing correct identification during incident; • Arrange area for visitors/media upon request only; • Keep a written log of all key actions.

Role	Functional Responsibilities
Trip-Nominated Contacts: 2 x Members of SLT	Provide details of the trip: All students' contact / parent / carer / NOK details etc.
Admin Manager: Administration Team	<ul style="list-style-type: none"> • Handle telephone calls; • Help to collate information; • Provide blank log sheets as required to team; • Relay incoming and outgoing messages by telephone, fax, email etc. in a prompt manner; • Provide admin support to the incident manager and deputy/assistant Head Teacher; • Log all incoming and outgoing calls; • Maintain log of visitors; • Liaise with deputy incident manager regarding key issues; • Keep a written log of all key actions.
Parents Liaison Officer: Designated Deputy/Assistant Head Teacher	<ul style="list-style-type: none"> • Agree communications with communication officer/incident manager; • Obtain and secure contact information for staff/students; • Advise parents and provide information; • Provide point of contact; • Arrange on site co-ordination of visiting parents/carers; • Maintains regular contact with parents where appropriate; • Keeps a written log of all key actions.

Additional Response and Recovery Roles

The Head Teacher will decide who to allocate the roles to and, depending on the circumstances of the incident, it may be necessary to activate one or all of the roles below. These additional response and recovery roles are:

Role	Additional Functional Responsibilities
Data Recovery: IT Managed Service Provider	<ul style="list-style-type: none"> • Organise the retrieval and restore of data from backup systems; • Ensuring the resilience of the school's IT infrastructure; • Liaison with all IT external support agencies / providers; • Work with the Business Continuity Co-ordinator to develop proportionate risk responses.
Teachers, Learning Mentors and Teaching Assistants	<ul style="list-style-type: none"> • Maintains supervision; • Ensures the safety and security of students; • Provides information and offer reassurance; • Monitors students' physical and psychological welfare; • Keep a written log of all key actions.
Continuity and Recovery: SIMT	<ul style="list-style-type: none"> • Arrange for opening of alternative premises; • Co-ordinate fitting out with furniture and equipment; • Liaise with school insurance companies;
Site Manager/ Caretaker	<ul style="list-style-type: none"> • Undertaking duties as necessary to ensure site security and safety in an incident; • Liaison with the Head Teacher to advise on any issues relating to the school physical infrastructure; • Lead point of contact for any contractors who may be involved in incident response in liaison with the Head of Facilities Management.
Recovery Coordinator Nominated Deputy or Assistant Headteacher	<ul style="list-style-type: none"> • Leading and reporting on the school's recovery process; • Identifying lessons as a result of the incident; • Liaison with Business Continuity Co-ordinator to ensure lessons are incorporated into the plan development. • Liaise with Welfare Manager to support staff wellbeing – employee assistance programme, debrief etc

Incident Management

Any incident can be broken down into phases, and any specific incident might move through some or all of these phases. A minor incident will be managed at school level without a need to invoke a full Critical Incident Plan (although all incidents must be reported to the Trust), more serious incidents might need the full plan to be invoked, but can be contained within this management phase, and the most serious incidents might move into business continuity and recovery.

Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of students, staff, visitors and the wider community;
- Protect assets e.g. equipment, data, reputation;
- Ensure urgent and necessary communication takes place;
- Support the business continuity phase;
- Support the recovery and resumption phase.

See Appendix B

Business Continuity Phase

The purpose of the business continuity phase is to ensure that critical activities are resumed as quickly as possible and/or can continue to be delivered during any disruption following an incident. This may involve activating one or more of our business continuity strategies to enable alternative ways of working. During an incident, it is unlikely that we will have all our resources available. It is therefore likely that some 'non-critical' activities may need to be suspended at this time.

See Appendix C

Recovery and Resumption Phase

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

See Appendix D

Initial Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

Maintain a written record of your actions using this form and a logbook.

Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.

Find out what has happened. Obtain as clear a picture as you can.

Discuss with the informant what action needs to be taken and by whom.

Appendix A - Initial Notification of incident

Name of informant:

.....

Contact details of informant:

.....

Date and time of call:

.....

Date and time of incident:

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

People affected (including names, injuries, where they are, where they are being taken to):

.....

.....

.....

What arrangements are in place for people not directly involved in the incident?

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- ☐ Headteacher
- ☐ School staff
- ☐ Trust
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services

- ☐ Police
- ☐ Fire & Rescue Service
- ☐ Ambulance Service
- ☐ Local authority
- ☐ Health and Safety Executive
- ☐ Foreign, Commonwealth & Development Office
- ☐ Media
- ☐ Insurance company
- ☐ Trade unions

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....

.....

.....

+ If the incident happened on an educational visit, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

.....

If the incident happened abroad, do the Foreign, Commonwealth & Development Office need to be notified?

.....

.....

.....

Appendix B Incident Management Actions

For the initial response, follow the actions in this table

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> Survey the scene; <ul style="list-style-type: none"> 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 D.</i>	☐
2.	Call the emergency services (as appropriate).	TEL: 999 Provide as much information about the incident as possible.	☐
3.	<ul style="list-style-type: none"> Evacuate the school building, if necessary; Consider whether it may be safer or better for the welfare of students, staff and visitors to stay within 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. 	<ul style="list-style-type: none"> Use normal fire evacuation procedures for the school; Consider arrangements for students, staff and visitors with special needs; If the decision is to stay within the academy, ensure the assembly point is safe and take advice from emergency services as appropriate. 	☐

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
4.	Ensure all students, staff and any school visitors report to the identified assembly point.	Assembly Point: Fire External School Gym KS2 Playground Alternative Assembly Point: The External Studio KS1 Playground	☐
5.	Check that all pupils and any visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff and any visitors as a priority.	The evacuation procedure is that of the fire evacuation procedure and is to be precisely followed.	☐
6.	Ensure appropriate access to site for emergency service vehicles.		☐
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.	Information on roles and responsibilities can be found on Page 9	☐
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	The log template can be found in Appendix E.	☐
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.	☐

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
12.	Consider the involvement of other teams, services or organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance.	Depending on the incident, the following teams in Children's Services may be approached to assist with incident management:  <ul style="list-style-type: none"> • EVOLVE; • Social care. 	☐
13.	If appropriate, arrange contact with the local authority Press Office.	Establish a media area if necessary.	
14.	Assess the key priorities for the remainder of the working day and take relevant action.	<ul style="list-style-type: none"> ▪ Consider actions to ensure the health, safety and well-being of the school community at all times; ▪ Consider business continuity strategies i.e. alternative ways of working, re-location to the recovery site etc. to ensure the impact of the disruption is minimised; ▪ Business continuity strategies are documented in the table at Appendix B; ▪ 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.	Communication: Ensure staff are kept informed about what is required of them.	Consider: <ul style="list-style-type: none"> ▪ 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.	Communication: Ensure students are kept informed as appropriate to the circumstances of the incident.	Consider communication strategies and additional support for students with special needs. Consider the notification of students not currently in school. <ul style="list-style-type: none"> • E-mail system • Website. 	☐

	ACTION	FURTHER INFORMATION / DETAILS	ACTIONED? (tick/cross as appropriate)
17.	Communication: Ensure governors are kept informed as appropriate to the circumstances of the incident	Agree frequency of communicating situation reports with governors.	☐
18.	Communication: Consider the wider notification process and the key messages to communicate to other organisations/stakeholders	Consideration to be given to other parties using the academy facilities such as agencies and lettings.	☐
19.	Communication: Communicate the interim arrangements for delivery of critical school activities.	Ensure all stakeholders are kept informed of contingency arrangements as appropriate – the message must be tightly controlled <i>SIMT discussion and then decision;</i>	☐
20.	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 G.</i>	☐
21.	Communication: Seek specific advice/ inform your insurance company as appropriate.	Insurance policy details can be found in the grab bag.	☐
22.	Ensure recording process in place for staff/students leaving the site.	Ensure the safety of staff and students before they leave site and identify suitable support and risk control measures as required.	☐

Appendix C Business Continuity Actions

B1

	ACTION	FURTHER 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, additional / specific input may be needed in order to drive the recovery of critical activities, this may require the involvement of external partners.	☐
2.	Evaluate the impact of the incident.	<p>Time should be taken to understand the impact of the incident on 'business as usual' School activities by communicating with key stakeholders to gather information. The following questions should be considered:</p> <ul style="list-style-type: none"> ▪ Which school activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> ✦ Manageable? ✦ Disruptive? ✦ Critical? ✦ Disastrous? ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are the recovery time objectives? ▪ What resources are required to recover critical activities? 	☐
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (<i>See Appendix B2 below</i>).	<p>Consider:</p> <ul style="list-style-type: none"> ▪ 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 is to be done and not to be done; include the decision-making rationale.	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix E.</i>	☐
5.	Log all financial expenditure incurred.	<i>The Financial Expenditure Log can be found in Appendix G.</i>	☐

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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 your key stakeholders e.g. staff, parents/carers, governors, suppliers, Local Authority, central government agencies etc.	☐

B2 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. 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: <ul style="list-style-type: none"> ▪ Larger class sizes (subject to adult and child ratios); ▪ Use of teaching assistants, LSAs, cover supervisors; ▪ Online learning opportunities; ▪ Pre-prepared educational materials that allow for independent learning; ▪ Team activities and sports to accommodate larger numbers of students at once. 	
4.	Suspending 'non-critical' activities and focusing on your priorities.	
5.	Using mutual support agreements with other schools.	
6.	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 our premises or LOSS OF UTILITIES	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements throughout the local area i.e. other schools or facilities.	
2.	Online Learning 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 following 3-2-1 principle. Staff training Immediate reporting to RPA for cyber incidents	Cyber Response Plan Eduthing 020 3 750 9796
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
3.	Flexible lesson plans.	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	
5.	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.	Pre-identified alternative suppliers.	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
3.	Insurance cover.	
4.	Using alternative ways of working to mitigate the loss	

Arrangements to Manage Adverse Weather Events			Responsibility
Snow / Ice / Severe Cold	Unsafe site access, staff shortages, transport disruption	<p>Grit key access areas and walkway</p> <p>Conduct site safety risk assessment before opening</p> <p>Adjust staffing arrangements (flexible deployment)</p> <p>Consider partial/full closure if safety cannot be assured</p> <p>Communicate early with parents and staff</p>	Head Teacher / Site Manager / Estates Team
Heatwave / Extreme Temperatures	Health risks (dehydration, heat stress), reduced concentration, unsafe indoor temperatures	<p>Monitor classroom temperatures</p> <p>Ensure access to drinking water</p> <p>Adapt timetable (reduced activity, avoid PE during peak heat)</p> <p>Use shaded/outdoor</p> <p>Use Oscillating fan where safe to do so</p> <p>Make adaptations to uniform and communicate with parents.</p>	Head Teacher Site Manager
High Winds / Storms	Falling debris, unsafe outdoor areas, building damage	<p>Secure outdoor equipment</p> <p>Restrict access to high-risk areas</p> <p>Conduct site inspection before and during school day</p> <p>Escalate to closure if structural risks identified</p>	Site Manager / Headteacher
Flooding (Localised or Widespread)	Loss of site access, damage to infrastructure, relocation needed	<p>Monitor environmental warnings</p> <p>Protect critical infrastructure (IT, records)</p> <p>Implement relocation/remote learning plans</p> <p>Liaise with local authority/emergency services</p>	Headteacher / Trust Operations

Poor Air Quality / Pollution	Respiratory risks, reduced outdoor activity	Monitor air quality alerts Restrict outdoor activities Keep windows/doors closed where appropriate Support pupils with medical needs (asthma etc.)	Headteacher / Welfare Lead
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Appendix D Recovery and Resumption Actions

	ACTION	FURTHER 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 students.	Use of counselling services offered by Trust EAP.	☐
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff and relevant stakeholders are aware that the business continuity plan is no longer in effect. <ul style="list-style-type: none"> ▪ Website; ▪ Email; ▪ Telephone/text. 	☐
4.	Carry out a 'debrief' of the incident with staff (and possibly with students). 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 Business Continuity Coordinator 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 academy.	☐
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 SIMT	☐

Appendix E Impact Assessment Form

D 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 student 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?			

Question	Logged Response		
What is the actual or threatened loss of workforce?	Over 50%	☐	
	20 – 50%	☐	
	1 – 20%	☐	
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			
Which work areas have been destroyed, damaged or made unusable?			
Is there evidence of structural damage?			
Which work areas are inaccessible but intact?			
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)			
If so, which staff are affected by the ICT disruption and how?			
Have any utilities (gas, electricity or water) been affected?			

Question	Logged Response
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the school's reputation?	
Other relevant information	

Appendix F Log of Events

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

Appendix G Financial Expenditure Log

G Financial Expenditure Log			
Completed By		Incident	
Date		Time	

	Expenditure Details (what, for whom etc)	Cost	Payment Method	Transaction made by

Appendix H Contents Of Emergency ‘Grab Bag’

All schools in the Trust should have an emergency Grab Bag appropriate to their site. The contents of the Grab Bag for the CIBC Plan are generally of a more strategic nature, and should contain the individual plans for all schools.

Area	Details
Business Continuity	Trust CIMT
	Schools’ Emergency Plans
	Key Contact details
Financial Information	Insurance Details
	Policy document
Emergency equipment	School floor plans
	High Vis Jackets
	PPE – gloves, masks
	Loud hailer
	Basic First Aid including blankets
	Stationery
	Log Book

Appendix I Risk Identification, Evaluation and Management Matrix

MATRIX: tables below for guidance on risk rating scores.

LEGEND		
I	Impact	
P	Probability	
Impact or Consequence (		
Description	Indicators	
5 (Major)	The risk has a major impact if realised	
4 (Significant)	The risk has a significant impact if realised	
3 (Moderate)	The risk has a moderate impact if realised	
2 (Minor)	The risk has a minor impact if realised	
1 (No consequence)	The risk has no consequence impact if realised	

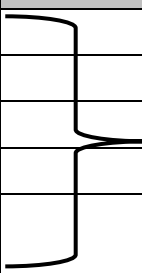
Probability (or Likelihood)	
Description	Indicators
5 (Very Likely)	The risk will emerge
4 (Likely)	The risk should emerge
3 (Unlikely)	The risk could emerge
2 (Very Unlikely)	The risk is unlikely to emerge
1 (Impossible)	The risk will not emerge

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

Potential Considerations for Risk Assessment

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Fatality or serious injury on a School Trip	5	2	10	<ul style="list-style-type: none"> ▪ Risk Assessments completed for each trip ▪ Following all procedures and best practise 	Teachers to complete pre-visits for all trips off site	Trip Leader, EVC and SLT
2.	Fire or flood affecting the School premises	5	3	15	<ul style="list-style-type: none"> ▪ Yearly Fire Safety audit ▪ Weekly fire alarm checks ▪ Alarm Maintenance Plan ▪ Staff at all schools familiar with Evacuation Plan ▪ Termly Fire Drills 	All staff to be trained in Fire Awareness Appointed fire wardens Awareness of water shut off points	Business Manager and Site Manager
3.	Threatening visitor on School premises	4	2	8	<ul style="list-style-type: none"> ▪ Security measures in place across each school site ▪ Lockdown procedure in place and practised 	CCTV	SLT
4.	Severe weather events e.g. national or localised snowfall	4	3	12	<ul style="list-style-type: none"> ▪ Severe Weather Policy ▪ Site maintenance – e.g. gritting ▪ Phone tree for out of hours 	Signage for areas of use/non-use Plans shared with parents prior to bad weather	Business Manager and Site Manager
5.	Pandemic or epidemic e.g. influenza virus, meningitis	5	3	15	<ul style="list-style-type: none"> ▪ Staff sickness procedure ▪ Use of supply teachers 	See Influenza pandemic document 2020 for detailed RA	SLT and HR Manager
6.	Effects of a disaster in the local community	3	2	6	<ul style="list-style-type: none"> ▪ Emergency evacuation procedures in place ▪ Communication plan 		SLT

Appendix J Key Contacts List

CONTACT	TELEPHONE NUMBER
School Contacts	
CEO – Andrea Harris	
CFO _ Rachael Finan	
COO – Karen Wilson	
Chair of Trustees – Scott Pinder	
Executive Head Teacher – Wendy Giles/Sue Robertson	
Trip Contacts	
EVOLVE School Communications Team Out of hours, including weekends and public	0333 013 9880 office hours 03330 132800 office hours 07717 867525
Key Utility Contacts	
Electricity Ecotricity	0345 555 7100
Gas Ecotricity	0345 555 7100
Water	01250 718 700
Insurance - RPA	03300 585566
DFE	0370 000 2288
The Health and Safety Executive	0300 003 1647
The Information Commissioner’s Office	0303 123 1113
Health Assured (Employee Wellbeing and mental health support)	0800 028 0199
Legal	VWV (Via Mosaic Central Team) 020 4639 0100
Accountants	
Structural Engineer	
Lado	
Eduthing (IT Support)	020 3750 9796 (itsupport@eduthing.co.uk)
Other Useful Numbers (Contractors etc.):	

	<p>List the contractors and their numbers you use for things like:</p> <ul style="list-style-type: none"> - Ray Jones roofing – 0208 655 4545 - 1st Ace 0208 290 5050 - Jason Woods 07469 871272 - Luke Lincoln 07545 703120 - J A Whitney 07841 393444 - 1st Ace 0208 290 5050
Other Local Authority Contacts	
London Borough of Bromley	020 8464 3333
Kent County Council	03000 41 21 21
Other Local Contacts	
Police	999
Fire and Rescue Services	999

Appendix K Plan Distribution List

Name	Role
Andrea Harris	CEO
Wendy Giles	EHT
Sue Robertson	EHT
Rachael Finan	CFO
Karen Wilson	COO
Michael Field	Head of Estates
Cage Green	
Joanna Styles	Head Teacher
Claire Ellis	DHT
Crofton Infant and Junior	
Susie Sargent	Head Teacher
Liz Quayle	DHT
Jo Dixie	AHT
Tricia Jolly	AHT
Debbie Weaver	AHT
Rebecca Georgiadis	AHT
Joanna Abraham	AHT
Marian Vian	
Ian Redgrave	Head Teacher
Matthew Linzey	DHT
Sue Livett	AHT
Oak Lodge	
Ms Georgina Baron	Head Teacher
Mrs L Allen	AHT
Mr D Grice	AHT
Raglan	
Matt De Freitas	Head Teacher
Danielle Mead	DHT
River Mill	
Suzanne Leader	Head Teacher
Beth Seagrave	AHT
Beth Hedges	AHT
Billy Jordan	AHT
Unicorn	
Mrs V Elvines	Head Teacher
Miss C Bevan	AHT
Wickham Common	
Miss R Williams	Head Teacher
Mr B Slack	AHT