



MPT Business Continuity Plan (Ref MPTBCP)



Mosaic Partnership Trust

MPT Business Continuity Plan including Critical Incident Procedures and
Protective Security and Preparedness

Version 1.1

Policy Approval	Policy Approved	Date of Review
Audit and Risk Committee	September 2024	September 2025
Management Team	September 2025	September 2026



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History of most recent Policy changes:

Version	Date	Page	Change	Origin of Change
V1.0	23/07/2024	Whole Document	Adoption by the Mosaic Partnership Trust and Implementation	New Academy Trust Business Continuity Plan
V1.1	25/07/2024	These refer to the points rather than pages. 1, 3, 5, 8, 13 added, Point 13 becomes Point 15, with a new Point 13 and 14 added. Appendix 1 updated. Appendix 3 is an addition, with Appendix 4 being what was Appendix 3.	References the guidance 'Protective security and preparedness for education settings – April 2025. Point 3 references at the school in the context of terrorist incidents. Point 5 has been updated to include specific reference to terrorist related incidents. On Point 8, this has been updated to include the security Lead who is the Headteacher. Point 13 provides clarity on comms. Expectations. Point 14 highlights the Trust expectations of lockdown. Point 15 lists where appropriate lockdown and other mitigations such as invacuation and evacuation. Appendix 1 includes reference to PEEPs and ear defenders. Appendix 3 an addition.	Protective security and preparedness for education settings April 2025 guidance and requirements including named Security Lead that in Trust schools will be the Headteacher.



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1.0 Introduction

The Business Continuity Plan (BCP) has been written for those who will be involved in re-establishing the operational delivery of services following a major incident. It should be read in conjunction with the Emergency Plans for individual Schools, which should align to the arrangements covered in this document and the Risk registers. It also takes into account the protective security and preparedness for education settings guidance (April 2025). [Protective security and preparedness for the education sector](#)

2.0 Reputation

The reputation of the Mosaic Partnership Trust and of the individual Schools within it are of paramount importance. As such any decisions to implement the BCP, to close one or more schools, or other actions taken to protect pupils and staff will always be made with welfare, health and safety as the foremost consideration.

3.0 Definitions

A critical incident may be defined as any sudden and unexpected incident or sequence of events which causes trauma within a Trust/School community, and which overwhelms or has the potential to overwhelm the management mechanisms of the Trust/School. What types of critical incidents can affect a school? / Incidents that have affected schools:

- sudden death of pupil or member of staff
- disappearance of a pupil or member of staff
- Injury of a pupil or staff member on school premises of an educational visit
- serious assault on pupil or staff member in school
- violent/disturbed intruder on school premises during school day
- serious damage to school building or property through fire, flood or vandalism
- civil disturbance, or terrorism at the school or in local community
- a more widespread emergency in the community for example, the release of hazardous substances, severe (Red and potentially Amber) weather etc.
- pupil or member of staff with notifiable disease: [Notifiable diseases and causative organisms: how to report - GOV.UK \(www.gov.uk\)](#) with the exception of COVID 19
- Outbreak of COVID 19, a pandemic or other contagious diseases: [Managing outbreaks and incidents - GOV.UK \(www.gov.uk\)](#)
- loss of key premises
- loss of IT / data
- loss of telecommunications
- loss of hard data / paper records
- loss of utilities (electricity, water, gas)
- loss of a key partner or supplier
- disruption due to industrial action

Not all of these examples will require a full-scale response, however plans should consider the long-term effects that can arise during or following an incident. It should be noted that whilst these incidents may be the highlight of concern, children may also suffer secondary losses which could also affect them. Examples of this include losing their home, belongings etc

4.0 Review and Training

This document should be reviewed annually by the CEO, CFO and the MAT Audit and Risk Committee (ARC) of the Board of Trustees. Briefings will be provided to



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appropriate staff at the start of the school year and this document will form part of the Induction Pack for staff joining the organisation.

5.0 Managing a Critical Incident

Experience has shown that Trusts/Schools which have a Critical Incident Management Plan in place will manage the situation better. They tend to provide the best support to pupils, staff and families and return to normality sooner while continuing to be alert to the vulnerability of all concerned. In this document we refer to the school, but equally if the Critical Incident is at Trust Level the same principles apply. The BCP covers both school level and Trust level incidents and BCP response.

Critical incidents happen when least expected. When a school is affected by a crisis, all staff have an important role to play in supporting the emotional health and wellbeing of their school community and in maintaining control of the situation in the school. It is important that staff know that they have a significant role at this time, that they feel valued and that their contribution is acknowledged. It should be recognised that on occasion some members of staff, for various reasons, may not be in a position to take an active role in managing a critical incident. The effects of a critical incident on a pupil or staff member can be wide-ranging and can impinge upon his or her family particularly if the pupil is close to those at the centre of the crisis or the incident. A critical incident can also impact on the wider community including pupils and staff from other schools.

The Business Continuity Plan is the result of careful consideration and Executive Heads and Headteachers within schools are required to work through this document with their senior leadership teams.

This guidance is based on a number of models which focus on the cumulative experience of school staff in dealing with critical incidents and of personnel from external agencies who support school staff and pupils throughout such events. It draws from guidance and planning documentation from Wiltshire Council, Derbyshire Council, Durham Council alongside various Multi-Academy Trusts.

Each school's response to managing a critical incident will differ according to the nature of the incident, the specific circumstances and previous experiences. There are a number of options for emergency response, including but not limited to:

- full site evacuation
- phased evacuation (consider if you require dedicated searchers to remain)
- partial or zonal evacuation
- directional evacuation, in which staff, contractors and visitors are directed to specific exits and routes
- invacuation to safer areas, including protected space(s), if available
- partial invacuation
- no action required (a decision is made not to evacuate or invacuate)
- lockdown (this may be a partial or full lockdown)

For settings which share premises, it is important to collaborate with partner organisation to ensure that lockdown, invacuation, and evacuation procedures are clearly communicated and understood by all.



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Option 1: Lockdown

A lockdown is about locking or barricading a room's doors and windows to delay or deter someone intending to cause harm from getting into an area. You should consider in advance to what extent you might be able to lock or barricade classrooms and other spaces in your setting during an incident, and whether additional door jamming, or lockdown devices are needed. If a barricade cannot entirely prevent entry to a room, you may also need to identify spaces within that room where people could hide from someone intending to cause harm. You should turn off lights and close any blinds to prevent them seeing into the room. Keeping learners calm and quiet during a lockdown should reduce the risk of drawing attention.

In Nursery classrooms and EYFS and infant classes in primary schools alongside our enhanced provisions learners may be fearful of dark rooms, these settings should therefore consider dimming the lights instead and using ear defenders to assist learners to remain quiet.

The principles of what to do in a lockdown are the same as the HIDE part of RUN HIDE TELL. HIDE is part of an individual response to a threat. Lockdown is an incident response strategy for a site, decided by the incident lead.

Option 2: Invacuation

Invacuation is moving people inside a building to a place of relative safety. Protected spaces are locations within your building(s) that have previously been identified as places of relative safety, where people can hide or shelter from threats. To protect from bomb attacks, protected spaces typically have substantial walls and offer low risk from flying glass from windows. It should be possible to lock or barricade the entrances/exits to the protected space. In planning protected spaces, you need to consider how many people could safely be accommodated within each identified protected space.

For settings operating in large outdoor sites, identifying and preparing safe spaces can be challenging. Practical solutions may include designating a sheltered area as a safe space or negotiating access to the nearest suitable building in collaboration with the local community.

Option 3: Evacuation

Evacuations are about moving people outside the building to protect from a threat in the building. Types of evacuation:

- full evacuation – evacuating everyone at once
- partial evacuation – evacuating part but not all of a site.
- phased evacuation – evacuating people in order, often with the closest people to the threat evacuated first. This should be considered to reduce crowding of exit routes
- directional evacuation – advising evacuating people to only use certain exit routes, to avoid sending people closer to the threat.

Your incident response plans should consider how you could put in place these different types of evacuation and communicate specific evacuation instructions to staff, as well as how you would respond if the safety of routes changed during an incident.



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Options in an extended evacuation

Once a situation has become more stable and it is likely that your site will remain closed for a substantial time, you can consider whether it is appropriate to enact plans to send learners and staff home, if safe to do so. Only allow people to move away from muster points if you can be sure that they will not re-enter any unsafe areas, for instance to attempt to retrieve personal belongings.

After moving people to a place of safety, a designated member of staff should prevent individuals from re-entering an unsafe area. When the police arrive, they will cordon off the danger zone.

The member of staff should also identify who is not present, and coordinate efforts to contact unaccounted individuals.

Naming exits and routes

If you do not already have strong names associated with building areas or exit routes, consider how to refer to buildings, corridors, and stairwells to make navigation more straightforward.

Evacuating to a safe location

Evacuation will need to be to a safe location at a safe distance away from the threat. The safe distance depends on the possible size and type of the suspicious item.

There are different phases of critical incident management as follows:

Stage One: Before the incident

This emphasises the importance of being proactive in preparing for critical incidents. It highlights the importance of having a Critical Incident Management Strategy and Business Continuity Plan and details the role of a school's Critical Incident Management Team. It also highlights the importance of a multi-agency and well-coordinated response.

Stage Two: During the incident

This describes action to be taken by a school when responding to a critical incident. It identifies important sources of support available to a school's Critical Incident Management Team and the essential tasks to be undertaken as part of a collaborative and well-managed response. Detailed advice is given with regard to staff briefings, breaking the news to pupils and contacts with parents. Stage 2 is also important in the context of managing the media, the importance of pupil and staff welfare and support available during a critical incident response. The need to identify vulnerable 'at risk' pupils is also important in this stage.

Stage Three: After the incident

This deals with the important work required to help the school and the broader community cope with and recover from, a critical incident. It focuses on monitoring and support arrangements necessary for pupils and staff. It also emphasises the need for ongoing vigilance and identification of those with delayed or complicated grief reactions and who may be 'at risk'. Consideration at this stage should be given to



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supporting families, memorials and commemorations and reviewing the schools Critical Incident Management Plan.

Terrorist related incidents

Schools can make simple plans to improve protective security awareness and preparedness that can:

- deter terrorists looking for a target
- support schools to mitigate against a wider range of threats such as anti-social behaviour, dangerous animals on site, and other criminality
- help keep learners, staff, volunteers and visitors safe.

All Mosaic Partnership Schools should make simple plans to improve protective security awareness and preparedness that can deter terrorists and other security threats looking for a target and help keep learners, staff, volunteers and visitors safe

- The Headteacher as the 'security' lead should develop and maintain policies and plans at a school level (See roles and responsibilities in Point 8.0) which promote a good security culture and deters someone intending to cause harm from targeting the school. During a live incident, the Security Lead may also become the 'incident lead' who will make effective decisions under pressure in conjunction with the CEO and in their absence the Trust Director of Education. However, all staff will need to play a vital role in responding to an incident
- Schools should consider what works best for learners and staff with special educational needs and disabilities (SEND) to ensure that policies, plans and procedures are inclusive and accessible
- See, Check and Notify (SCaN) helps identify suspicious activity, and deter and detect someone intending to cause harm. SCaN can be easily applied to all schools. [SCaN for All Staff | Hostile Reconnaissance | NPSA](#)
- Schools should also use the HOT protocol to identify suspicious items. [Unattended and suspicious items | ProtectUK](#)
- Schools should create a 'Bomb threat checklist' in preparedness for a live incident.
- All staff should familiarise themselves with RUN HIDE TELL to ensure they can immediately respond to live incidents and make adjustments for those with SEND, if required.
- Schools consider three response options to a live incident: Lockdown, Invacuation and Evacuation
- Personal Emergency Evacuation Plans (PEEPs) should be in place for those required. These plans should also be adjusted to consider the impact of alternative arrangements for learners with SEND
- All MPT schools MUST have a 'grab bag' comprised of key items that can assist during an incident; this is particularly helpful for learners with SEND. See appendix 1.

6.0 Business Critical Process

Whilst most parts of any business are considered important, if an incident did occur, priority must be given to the restoration of the processes that are deemed to be business critical to the performance of the company. Business critical processes can be defined as:

"critical operational or support activities without which the business would rapidly be unable to achieve its objectives"



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These individual processes must be given preferential access to premises, staff, equipment or records if an emergency situation restricted their overall availability. It is for these processes that plans need to be prepared.

7.0 Business Continuity Assumptions

Generally used assumptions

- The business continuity plan will cover three scenarios that build upon the stages above (5.0): for the first 24 hours following an incident and for both 2 - 7 days and 8 – 14 days following an incident. (Recovery plans needed to cover longer periods would normally be developed during the first fourteen days of an incident.)
- The business continuity plan will be reviewed regularly, with a full update on an annual basis or where a significant change to the business occurs.

8.0 Roles and Responsibilities

CEO (Director of Education in their absence)

The CEO is responsible for the implementation and coordination of the MPT BCP, including:

- Immediately contacting the emergency services as required, such as Police and/ or Fire Services, if the critical incident relates to the built environment or the ICT infrastructure to establish if the building can be re-occupied and/or service delivery reinstated.
- Informing the Chair of Trustees of the Critical Incident and the activation of the Business Continuity Plan.
- Coordination of status reports/communication for the benefit of all audiences (including staff, pupils, parents, LA, DFE, and press).
- Liaising with key external partners or delegating responsibility for this e.g. Social Care, Educational Psychology (Wiltshire or South Gloucestershire) unless delegated.
- Maintaining the BCP in an up-to-date format and delegating responsibility to key personnel within the organisation.

Incident Management Team (IMT)

Led by the CEO (or the Director of Education in their absence), the IMT may include the Headteachers (where the incident impacts all schools) or Headteacher (where the incident impacts a single school, Trust Director of Education, Trust CFO, the Trust Head of Operations and Estates and the Trust Governance Professional and Compliance Officer. Additional members of the team will be recruited to match the specific needs of the incident.

The IMT is responsible for acting under the direction of the CEO (or Director of Education) to restore normal conditions as soon as possible and working through the BCP.

Executive Headteachers and Headteachers

They are responsible for reporting **ALL** critical incidents to the CEO and Director of Education (in the event of the absence/unavailability of the CEO) unless stated otherwise in the BCP (12.0). They are also responsible for informing their Chair of Academy Community Council (ACC). They are responsible for the activation



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of the BCP at individual school level and delegating responsibility to other competent staff as and when appropriate. They are the named 'Security Lead' at school level and are responsible with the CEO/Director of Education for incident management. In their absence this role is undertaken by the Deputy Head or staff member designated by the Headteacher.

School staff

Staff are required to co-operate with the IMT in support of the BCP.

In the event that staff are sent home, they should remain available during normal working hours to assist with necessary tasks and be contactable. In this event the Trust will implement the appropriate remote working policies with these teams. Staff should not use social media to report or discuss any incident where the BCP has been activated.

9.0 Incidents involving school closure deemed 'non-critical' and relevant procedures including 'Snow Closures'

Closure in advance of a school day:

The school can be closed in advance of a normal school day using the following system:

1. Closure to be approved by the CEO following consultation between the Headteacher of the school and the CEO.
2. Implementing the school staff 'snow communication' procedure at local level
3. Recording the closure on the home page of the school website (actioned by Headteacher or delegated school staff) and appropriate Social Media channels
4. Sending out messages parent e-mail or other parent communication system to all parents (actioned by Headteacher or delegated school staff).
5. Notification to the chair of ACC (if not already in discussion)

It is never a preferred option to close the school during a school day, but it can be done using the following procedures:

1. Closure authorised by the CEO. Pupils will continue to be supervised by staff until parents authorise them to leave or they are collected. A) Parental authorisation can be provided by text message or email from a parental phone number which is already held on record B) Consider use of Places of Safety (as described below).
2. Notification of the school closure using the website (actioned by the Headteacher or other delegated school staff).
3. Recording the closure on the home page of the school website and other social media channels (actioned by the Headteacher or other delegated school staff).
4. Contact local media and local authority to ensure that messages are posted/broadcast.
5. Sending out text messages to all parents (actioned by the Headteacher or other delegated school staff).

Immediate Places of Safety:

In the event of a major incident on site requiring the school to be closed, pupils will initially assemble at identified assembly points (Fire Safety Points). If these are not useable, or if the incident has made the school grounds unsafe, staff will escort pupils to the secondary assembly points.



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These will be identified in each School and are the responsibility of the Headteacher.

Off-Site Place of Safety:

If it becomes necessary to evacuate the site completely, pupils will be escorted to the off-site assembly point from where they can be collected or from where they can be released to make their own way home if there is approval in place to walk home alone.

If needed, schools will implement their 'alternative place of assembly' which will be part of their own emergency plan.

10.0 Business Recovery in the Event of a Loss of Buildings or Site Space

General

Replacement of the buildings and facilities that have been damaged or made unavailable will be the responsibility of the MAT. Temporary working facilities are the responsibility of the School and Multi Academy Trust for which it holds insurance (see below).

Insurance

The schools are insured through the RPA scheme set up by the Department for Education for academies which covers the reinstatement value of the property.

11.0 Pandemic Threat / Mass Staff Unavailability

Loss of staff is considered a generic threat to operations. The spread of a virus capable of impacting on operational service delivery is now considered genuine and serious. In the event of mass staff illness, the IMT will follow DfE and UKHSA and shut the school to pupils using the same procedures described above if applicable.

12.0 Data Protection

Wherever it is believed that a critical incident has occurred that impacts on data, the staff member must inform the Headteacher, Trust Governance Professional and Compliance Officer and DPO immediately in order that an assessment can be made as to whether the ICO should be informed within 72 hours as is legally required, and / or those data subjects affected by the breach. Please refer to the Data Protection Policy.

13.0 Communicating about any threat across the school and Trust

Details of communications for critical incidents are included in the Business Continuity Plan (Point 14.0). The guidance below is specifically for threats (terrorist/intruder) and goes through the process of how to report on the ground at school level:

The first alert needs to ideally:

- be quick to activate
- reach the people who need to know, which is normally everyone on the site, both teaching and non-teaching staff, catering and cleaning staff etc. You should consider whether it would be appropriate for the alert method to reach younger learners
- be something that any member of staff could activate from various locations, or
- you should have alternative arrangements in place for if you cannot reach your



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- main method of alert
- not provide any information on the locations of people on the site
- not increase the risk of harm to the person who activates the alert.

Options are included in the government guidance: [Protective security and preparedness for the education sector](#)

The agreed process must be communicated to all staff, shared at staff induction and updated termly.

14.0 Trust lockdown expectations

The Trust requires all schools to undertake a lockdown practice once every other term, with an evaluation then shared with the CEO, Director of Education and Estates and Sustainability Manager (Appendix 3 – Lockdown Evaluation). The central team are subject to the lockdown procedures of the relevant school they are in attendance. If in attendance at the central offices, they are subject to the lockdown procedures of Parkwall Primary School. During the following prescribed dates, a lockdown practise must take place, with the relevant evaluation completed thereafter. The dates are shown as between:

- **Lockdown Practise 1 24 November and 05 December**
- **Lockdown Practise 2 09 March and 20 March**
- **Lockdown Practice 3 15 June and 26 June**



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14.0 The Business Continuity Plan

Critical Incident	Phase	Action	Personnel
Death of pupil or member of staff	24 Hours	HT to inform CEO/DOE. IMT put in place. Council informed. Parents and relatives consulted. Educational Psychology service contacted. Comms strategy agreed between Head and CEO. Decision taken on appropriateness of school opening post death.	CEO/DOE HT IMT
	2-7 Days	Educational Psychology LA Critical Incident process followed including Counselling as appropriate. On-going liaison and support with parents/relatives as appropriate. Liaison with media as appropriate. IMT normally stood down after 7 days in managing the incident.	CEO/DOE HT IMT
	8-14 Days	Liaison with parents/relative in the context of any post-mortem alongside the funeral. Decision taken on the school being open on the day of the funeral whether for full/part day. Longer term bereavement support to be implemented. Review of critical incident and where relevant involvement of other key personnel in the context of the incident taking place on school site.	CEO/DOE HT
Disappearance of a pupil or member of staff	24 Hours	CEO/DOE informed and Parents and Emergency services informed immediately the school are aware that a pupil has disappeared. In the context of a staff disappearance, in the first instance, all emergency contacts – contacted and if this does not locate them, the police should be contacted, you do not have to wait 24 hours before contacting the police. An IMT is put place including a localised comms. strategy.	CEO/DOE HT IMT
	2-7 Days	If the disappearance becomes ongoing and involved a child, the IMT will be extended to include the relevant professionals including social services and the Police, in the context of a staff member it would be expected that the Police would manage the incident with on-going IMT liaison. Comms strategy in place and any media enquiries are managed centrally by the Trust	CEO/DOE HT IMT
	8-14 Days	Any on-going disappearance would operate in line with: Report or find a missing person - GOV.UK (www.gov.uk) . IMT would be stood down until the missing person has been found and would be managed centrally with the local HT involvement.	CEO/DOE HT
Severe injury of a pupil or staff member on school premises of an educational visit	24 Hours	Any injury should in the first instance be managed locally with the relevant first aider and with the emergency services contacted immediately and parents/family as appropriate. The CEO/Estates and Operations Manager should also be informed once the immediate actions of the incident have been managed. Staff who witnessed the injury should record the nature of the accident/deliberate action that created the injury. It is imperative that within 24 hours that a RIDDOR is completed, with a copy to the Estates and Operations Manager. Depending on the incident an IMT is called.	CEO/Estates and Operations Manager HT IMT
	2-7 Days	RIDDOR sent to HSE. Critical Incident reviewed by the IMT with the Estates and Operations Manager and CEO. Liaison as appropriate with family of severely injured pupil/staff member	CEO/Estates and Operations Manager HT IMT
	8-14 Days	Monitor as appropriate including additional actions/response where required.	HT
Serious assault on pupil or staff member in school.	24 Hours	CEO/DOE informed. A serious assault assumes serious physical injury. If a child is the person committing the assault, consideration should be given by the HT to potential suspension and if a permanent exclusion is being considered, this is discussed with the CEO/DOE.	CEO/DOE HT IMT



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		If the assault is by a member of staff, they should be immediately suspended and would be asked to remove themselves from the school site. In this case the LADO should be informed, and HR processes followed. Any staff/child witness statements of the incident involving the assault should be taken. Support to be provided to the victim of the assault whether through the school and/or external services.	
	2-7 Days	CEO/DOE and the HT continue to liaise which could involve working through suspension/exclusion paperwork in the context of the child or involve the LADO/Police in the context of the member of staff.	CEO/DOE HT
	8-14 Days	Monitor as appropriate including additional actions/response where required	HT
Violent/disturbed intruder on school premises during school day	24 Hours	Emergency services contacted immediately, School placed into lockdown, invacuation or evacuation and implements local procedures. CEO/DOE contacted and IMT implemented. The school staff follow lockdown procedures until the risk is managed and the intruder is apprehended. CEO and HT liaise on comms. strategy.	CEO/DOE HT IMT
	2-7 Days	Review of the lockdown and local procedures with the school IMT	CEO HT IMT
	8-14 Days	Monitor as appropriate including additional actions/response where required	HT
Serious damage to school building or property through fire, flood or vandalism	24 Hours	Depending on the incident it is likely that the Emergency Services would be involved from the outset, and it would be expected that the HT contacts them in light of the Emergency and the necessary fire or flood evacuation is carried out in line with the school procedures. At the outset the CEO/DOE must be contacted and an IMT put in place. In most instances if the fire/flood impacts on the majority of the building the school would be closed or partially closed. IMT would involve the CFO alongside the Estates and Operations lead and following the end of the fire/flood as an immediate risk further action would need to be taken. CFO to contact the RPA and the Estates and Operations Manager to liaise with the CFO and HT in relation to insurance and loss adjusters etc...	CEO/DOE CFO Estates and Operations Manager HT IMT
	2-7 Days	Decision taken on whether the school can reopen either partially or in full – this is taken by the HT in conjunction with the CEO and Estates and Operations Manager following a site assessment. If partial opening, then the IMT would consider suitable rooms to ensure provision of teaching and learning and could involve a school hall or other facilities. If there is a need to reduce the number of children accessing the site due to available space, priority is given to those pupils that are CP/CiN, followed with those pupils in receipt of Pupil Premium and then those with SEND. If pupils are accessing learning from home, suitable provision is set up remotely with an appropriate curriculum offer. If necessary, alternative provision within the Trust Estate could be considered following a risk assessment as an alternative. In the 2-7 days the Estates and Operations Manager alongside the CEO/CFO look at the timeline for a full reopening and following a thorough risk assessment.	CEO/DOE CFO Estates and Operations Manager HT IMT
	8-14 Days	Review to take place of the Critical Incident. On-going daily strategy meetings take place if the site is still not accessible for full operational use. These meetings are brief and focused on operational recovery. The Trust would need to look at alternative facilities in the context of a significant loss of a school building including temporary accommodation as appropriate. CFO follows up matters pertaining to the Insurance.	CEO/DOE CFO Estates and Operations Manager HT IMT



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Civil disturbance, or terrorism in the school or local community	24 Hours	Emergency services contacted immediately if not already notified by them. School placed into lockdown, invacuation of evacuation and implements local procedures. CEO/DOE contacted and IMT implemented remotely. The school staff follow local procedures until the risk is managed and the threat is no longer in place. CEO and HT liaise on comms. strategy.	CEO/DOE HT IMT
	2-7 Days	Review of the local procedures with the school IMT.	CEO HT IMT
	8-14 Days	Monitor as appropriate including additional actions/response where required	HT
A more widespread emergency in the community for example, the release of hazardous substances, severe (Red and potentially Amber) weather etc.	24 Hours	Emergency services, environment agency, HSE or UKHSA depending on the situation for advice/guidance by the school CEO/DOE informed and consulted with any decision. Potential lockdown, invacuation, evacuation or school closure undertaken by the HT only after consultation with the CEO as authorsier. The default Trust position with any Red Weather Alert which indicates risk to life is that the school is closed.	CEO/DOE HT
	2-7 Days	Monitor as appropriate including additional actions/response where required	CEO HT
	8-14 Days	Monitor as appropriate including additional actions/response where required	CEO HT
Pupil or member of staff with notifiable disease: Notifiable diseases and causative organisms: how to report - GOV.UK (www.gov.uk) with the exception of COVID 19	24 Hours	UKHSA notified immediately and consulted in line with the guidance: : Notifiable diseases and causative organisms: how to report - GOV.UK (www.gov.uk) Any IMT will involve the UKHSA alongside the HT, CEO/DOE. The Trust will follow the advice of the UKHSA accordingly.	CEO/DOE HT IMT Estates and Operations Manager
	2-7 Days	IMT continues to meet and monitor until the risk is no longer active, including additional actions/response where required.	CEO HT IMT
	8-14 Days	Monitor as appropriate including additional actions/response where required	CEO HT
Outbreak of COVID 19, a pandemic or other contagious diseases: Managing outbreaks and incidents - GOV.UK (www.gov.uk)	24 Hours	UKHSA contacted in the context of an outbreak by the HT and the CEO/DOE informed. An IMT would be set up to manage the outbreak alongside the UKHSA with advice taken in the context of any partial closure or move to remote learning. Normally the school would continue to operate as normal, but where any partial closure takes place then priority is given to pupils that are CP/CiN, then pupils that are disadvantaged followed by those with SEND. Staff prepare remote learning for children in the event of any partial closure, the partial closure would need to be authorised by the CEO.	CEO/DOE HT IMT
	2-7 Days	IMT continues to meet and monitor until the risk is no longer active, including additional actions/response where required.	CEO HT IMT
	8-14 Days	Monitor as appropriate including additional actions/response where required	CEO HT
Loss of key premises (Trust and school)	24 Hours	In the event of the loss of the Trust Office facilities, key personnel in the central team would work from home with an IMT called involving the central team staff to look operationally at any impact. In the context of a school losing part of their premises then the HT would inform the CEO/DOE and an IMT would be put in place. Depending on the building will depend on the action taken, for example the loss of a playground or school hall could be mitigated as could a single classroom however wider premises issues could require a different approach.	CEO/DOE Central Staff Team HT IMT
	2-7 Days	If the Trust offices are out of action for 2-7 days, a designated school in agreement with a HT would be set up to accommodate the central team but with home	CEO/DOE Central Staff Team HT



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		working encouraged. In the context of the school, temporary measures would be put in place in terms of mitigating the loss of part of the building with a decision made as to whether another part of the building fulfils a function of replacing the accommodation or that that part of the building does not function at that time. The IMT would look at both actioning and reviewing any measures.	IMT
	8-14 Days	If the Trust offices are out of action for more than 7 days, then a designated school would be allocated for the purpose of Trust business and events/meetings that were taking place at the Trust Office would then take place face to face on the designated school site. In the context of the school, temporary measures would be put in place in terms of mitigating the loss of part of the building with a decision made as to whether another element of the building fulfils a function of replacing the accommodation or that that element of the building does not function at that time. The IMT would look at both actioning and reviewing any measures.	CEO/DOE Central Staff Team HT IMT
Loss of IT/Data	24 Hours	All key documents that are Trust developed should be regularly saved on the Trust drives (once per week), all schools and the Central Team should not rely on Sharepoint in the context of back-up. In the event of an IT failure at school of Trust level, it is expected that the CEO/CFO coordinate an IMT with the Service Provider in the first instance and depending on the level of disruption this would be virtually or Face to Face. In the first 24 hours the priority would be around returning the service, with clear communications to schools whether through telephone, email or virtually. If the IT system is lost at school level, an IMT is set up to work through contingency measures which would cover areas such as pupil registration which could be undertaken manually, safeguarding reporting which could be undertaken manually. In the context of the classroom, teachers will need to look at alternatives to the delivery of the curriculum without IT. Schools will have the use of phonelines that do not require IT and should be used in the event of an IT failure. In the event of a cyber security breach at school/trust level – the following should be followed by the CEO/HT and IMT: Where to Report a Cyber Incident - GOV.UK (www.gov.uk)	CEO/CFO Service Provider HT IMT
	2-7 Days	If the loss of IT is for more than 1 day then the IMT would work through what needs to be completed manually, what can be put on hold until the service returns etc... CFO will work through any finance related IT issues to look at mitigation, the CEO and DOE will work through any educational or curriculum-based mitigation. All schools should be able to function with a process of manual registration of pupils and staff, telephone communication and using teaching/curriculum resources if appropriate from other schools within the Trust. The CEO if greater than 2 days of disruption will contact the Regional Directorate of the DfE.	CEO/CFO Service Provider HT IMT
	8-14 Days	IMT continues to meet and monitor until normal service is in place, including additional actions/response where required. Where there has been data loss or file loss additional capacity would be considered by the Trust to support recovery.	CEO/CFO Service Provider HT IMT
Loss of telecommunications	24 Hours	Schools to inform the CEO/CFO of loss of telecommunications. HT to inform relevant school users of what is likely to be a temporary disruption and use the internet, email and website as the main form of communication. If there is broadband service production at school level, then office staff from the school could be	CEO/CFO Service Provider HT IMT



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		relocated to another school to continue the service. Temporarily, the Trust telephone line could replace the school telephone line as a source of communication.	
	2-7 Days	IMT continues to meet and monitor until telecommunications are restored with the management of the incident centrally undertaken to reduce capacity being stretched at school level. School will work through the Trust to manage communications with parents/carers.	CEO/CFO Service Provider HT IMT
	8-14 Days	Monitor as appropriate including additional actions/response where required	CEO HT
Loss of hard data / paper records	24 Hours	The expectation across the Trust is that records should be kept digitally, with any key hard copy records such as signed contracts, personnel files etc.. to be maintained in both formats as a form of back up. If hard data or records are lost, then the CEO/CFO would need to be informed and an analysis completed of the type of information that has been lost and the impact of this including informing ICO/DfE as appropriate.	CEO/CFO HT IMT
	2-7 Days	Review takes place of school processes for data retention	CEO/CFO HT
	8-14 Days	Actions put in place at school level as a result of the review.	HT
Loss of utilities (Electricity, Water and Gas)	24 Hours	HT to inform CEO/CFO and the Estates and Operations Manager and an IMT is put in place. Contact to be made by the HT or someone with delegated responsibility to look at the service disruption with the provider. Depending on the outcome of this contact, it could be that the school needs to close or to risk assess the situation at ground level. The loss of water would mean that the school would need to close unless the loss of water is time limited, this is due to health and hygiene. If the disruption is to gas and electricity, school closure depends on factors such as the weather, time of day, available light, the temperature etc... At all points in the IMT conversation the health and well-being of the children and staff are paramount. In the context of food provision, a cold offer could be provided and/or if known early enough, parents/carers could be contacted and requested to bring in food for lunch, the school can then also look at contingency for those parents/carers that are unable to make it into school to enable sufficient food for all the children.	CEO/CFO Estates and Operations Manager HT IMT
	2-7 Days	If the utility is impacted beyond a single day, it will be for the Estates and Operations Manager to lead a response and to maintain regular contact with the provider. If the school can open safely without one of the services than this should be undertaken with the necessary mitigation. Risk assessments will be put in place. The HT and IMT at school level will need to keep regular communication with parents/carers. If the school needs to close as a result of the loss of a utility, then staff will need to deliver the necessary home learning. It is unlikely that the school would partially open due to the requirement of site safety.	CEO/CFO Estates and Operations Manager HT IMT
	8-14 Days	IMT continues to meet and monitor until normal service is in place, including additional actions/response where required. Where there has been data loss or file loss additional capacity could be considered by the Trust to support recovery.	CEO/CFO Service Provider HT IMT
Loss of a Key Partner of Supplier	24 Hours	CEO/CFO convene central team IMT and will involve Heads, SBMs and other personnel from schools as appropriate. Key suppliers would include those that supply functions e.g. MIS/Finance software, IT, DPO, Catering etc... Depending on the supplier and the impact this will dictate the response. The IMT in the first	CEO/CFO Potentially the supplier/partner IMT



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		instance needs to establish the loss and risk and initial contingency.	
	2-7 Days	CFO looks at procuring a potential new provider alongside investigating and putting in place short term provision which could be another provider on an interim basis until a longer-term procurement and solution is found which works within the Trust Procurement processes. Depending on the contract this may be a matter of insurance especially when a contract has not been fulfilled. The Trust would look at recovering any losses by the failure of the provider to deliver a service.	CEO/CFO IMT
	8-14 Days	Contingency arrangements continue on a temporary basis and procurement process continues.	CFO CEO
Disruption due to Industrial Action	24 Hours	The Trust respects the rights of employees to take Industrial action. Industrial action is known in advance of the date, however there is no guarantee until the date of the action taking place that the Trust/schools will know how many staff will be impacted. We advise that HTs liaise with staff prior to the day but at no point should they place any pressure on staff to formally notify them of their intentions. On the day of industrial action though at the latest staff must inform HTs as their employer. The Trust respects the right of employees to take industrial action and does not permit teachers or support staff to be covered by other teachers or support staff and will not deploy supply teachers. The Trust will work with HTs in advance of the day of industrial action to plan any closure of a school, in whole, part of not at all. Those staff not taking Industrial Action are expected to undertake their standard duties as normal. Parents/carers will be notified prior to the Industrial Action taking place on the classes impacted.	CEO/DOE HTs
	2-7 Days	Once staff have notified their Heads, SBMs and payroll (EPM) will need to be notified to make the necessary deductions from pay. This can be supported by the CFO and central finance team.	HT CFO Central finance team.
	8-14 Days	No further action required.	



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Appendix 1: Evacuation Grab bag and laptop requirements

A grab bag is taken from the school during an evacuation or brought to site from another location.

The school should ideally have more than 1 grab bag. These should be placed in **secure locations**, which are **accessible to all staff** (e.g. office, staff room, store cupboard).

There should be enough grab bags, so if one is inaccessible due to the incident (e.g. a fire) you can access the other one. Therefore, they should not be placed close together.

All staff should know where the grab bags are.

In addition to the grab bag, as a lot of information will be accessible via a laptop, so a **fully charged laptop** should be available at all times, this could be an existing member of staff's laptop. Where a laptop is required to access information this is indicated below and will aid/support the contents of the grab bag.

The Grab bag comprises: (suggested contents)

- A bag
- Hi-visibility vests for School Emergency Management Team
- Emergency Plan (including floor plans of your school)
- Blank Event logs (See Appendix 2)
- Blank Registers and electronic register (laptop)
- Full Contact details for all staff (as paper copies or electronic - laptop)
- Full contact details for all pupils (electronic laptop)
- Trust key contacts (CEO, Director of Education, CFO, Operations and Estates Lead) and other agency/organisational contact numbers/names
- PEEPS (Personal Emergency Evacuation Plans)
- Copies of any key information i.e. details of insurance policy
- First aid kit (stored near to or in the bag to be evacuated with the emergency bag)
- Electronic emergency contacts and medical details for all student and staff (these should be updated regularly)
- Individual care plans for children with medication, specialist medicines e.g. asthma inhaler, Epipens etc...
- Torch and spare batteries
- Foil blankets
- Copy of school emergency plan
- Paper copy of the Trust Business Continuity Plan
- Pens, pencils
- Note pads
- Bin bags
- Loud Hailer (and spare batteries)
- Ear defenders



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Appendix 2: Business Continuity Critical Incident Log Sheet

School Name		Date of Incident	
Nature of critical incident (from Business Continuity List)			
Person completing the log		IMT members	

24 Hours			
Time	Action	Person Responsible	Follow up comment

2-7 Days			
Time	Action	Person Responsible	Follow up comment

8-14 Days			
Time	Action	Person Responsible	Follow up comment

Summary review	
What worked well?	
What learning has taken place?	
Changes to policy or process	



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Appendix 3: Lockdown Evaluation (Practise and Live)

School Name		Date of Practise	X if appropriate
Practise or Live Lockdown	Please indicate	Date of Live incident	X if appropriate
Person completing the evaluation		Confirmation that copy has been sent to the CEO, Director of Education and Estates and Sustainability Manager	Yes

Summary review	
What worked well?	
What learning has taken place?	
Changes to policy or process	



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Appendix 4: Key Contacts and Named Security Lead (Held at Trust Level only)

Role	Name	email	Telephone Number
CEO	Andrew Best		
Director of Education	Geraldine Tidy		
CFO	Paul Evry		
Operations and Estates Manager	Vanessa Ravenscroft		
Governance Professional & Compliance Officer	Gemma Goodman		
Head – Neston Primary School	Gary Risdale		
Head – Box CE Primary School	Jo French		
Head – Barrs Court Primary School	Daniel Webster		
Exec. Head - Broadway Infant School	Jodie Tumelty		
Exec. Head - The Ridge Junior School	Jodie Tumelty		
Head – Raysfield Primary School	Sarah Thomas		
Head – St. Stephen's Junior School	Louisa Wilson		
Head – Gillingstool Primary School	Lauren Edwards		
Head – Redfield Edge Primary School	Lisa Robinson		
Head - The Park Primary School	Paul Rowsell		
Head – Parkwall Primary School	Jen Waller		
St. Michael's CE Primary School, Wnt.	Kirsty Robson		