



**Wychwood School**  
OXFORD

## **MAJOR INCIDENT – BUSINESS CONTINUITY PLAN**

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### **Associated Documents:**

Buildings Emergency Procedures Manual  
Lockdown Policy

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## 1. Aim of the Plan

To prepare Wychwood, Oxford to cope with the effects of an emergency or crisis that has a longer term effect on the operation of the business i.e. more than 48 hours. It is intended that this document will provide the framework information for a return to “business as usual” regardless of the cause.

## 2. Objectives of the plan

- Understand the critical business functions and activities of Wychwood, Oxford.
- Analyse and respond to the risks to Wychwood, Oxford.
- Provide a detailed, prioritised and timetabled response to an emergency situation.
- Identify the key roles, responsibilities and contacts to respond to an emergency.

## 3. Critical Business Functions of Wychwood, Oxford.

The critical business functions below represent the key business activities or contractual requirements of the school, which if they were interrupted would seriously compromise the business.

Series	Critical Function	Remarks
1	Delivery of Education	<ul style="list-style-type: none"> <li>• Delivery of curriculum subjects for GCSE, BTEC, AS and A2 level.</li> <li>• Delivery of curriculum for non-external exam years.</li> <li>• Meeting the legal requirement to provide such services</li> <li>• Meeting contractual requirements</li> <li>• Delivery of extra-curricular programme</li> </ul>
2	Delivery of External Examinations	<ul style="list-style-type: none"> <li>• Meeting Examination Board requirements</li> <li>• Delivery of examination environment to required standards</li> <li>• Support, preparation and information to examination candidates</li> </ul>
3	Financial	<ul style="list-style-type: none"> <li>• Ability to function financially as a business (maintenance of cash flow)</li> <li>• Procedures and processes for collection of fees, payroll and payment of creditors</li> <li>• Meeting auditing and regulatory requirements</li> </ul>
4	Health and Safety, Maintenance, Catering and Hygiene	<ul style="list-style-type: none"> <li>• Delivery of meals to required food safety and hygiene standards</li> <li>• Meeting contractual requirements</li> <li>• Cleaning of school and facilities to required hygiene standards</li> <li>• Ensuring that all buildings and facilities within them operate at current legislative and regulatory best practice</li> <li>• Maintaining the school building and facilities to the required H&amp;S standards</li> </ul>
5	ICT and Communications	<ul style="list-style-type: none"> <li>• Ability to provide access to school servers and communication systems</li> </ul>

		<ul style="list-style-type: none"><li>• Ability to store and retrieve files from back up or other archives</li><li>• Ability to recover CCTV images</li></ul>
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#### 4. Command and Control

The following list identifies the decision makers and the implementers of this plan. Key responsibilities and decision making are outlined.

<b>Name</b>	<b>Title</b>	<b>Responsibilities</b>
<b>Andrea Johnson</b>	Head	<ul style="list-style-type: none"> <li>• Decision to implement BCP.</li> <li>• Informing Chairman of Governors.</li> <li>• Overall executive decision making</li> <li>• Responsible for overall communication plan</li> </ul>
<b>Simon Tyrrell</b>	Chairman of Board	<ul style="list-style-type: none"> <li>• Inform Board of Governors.</li> <li>• Co-opt Board members to assist as required.</li> <li>• Board level decision making.</li> </ul>
<b>Peter Granville</b>	FSSM	<ul style="list-style-type: none"> <li>• Responsible for management of business recovery process.</li> <li>• Quantify the losses for insurance purposes and liaise with the School insurers</li> <li>• Make staff available to deal with increased volume of telephone calls</li> <li>• Arrange for temporary facilities and equipment to be hired or otherwise brought on site</li> <li>• Source facilities during the recovery period and in particular the arrangement of short term purchase or hire of equipment and temporary buildings if required</li> <li>• Develop and maintain this Business Continuity Plan</li> <li>• Review and update information relating to this plan to ensure it meets the needs of the School</li> <li>• Instigate any action necessary to make safe or reconnect main services</li> <li>• Establish and maintain liaison with the emergency services and other appropriate bodies</li> <li>• Arrange for clearance of key areas</li> <li>• Provide information for the emergency services and members of the Crisis Management Team</li> <li>• Advise on all Health and Safety related areas</li> <li>• Liaise with the emergency services to ensure the safety of personnel on site and remind them of the storage of radioactive material.</li> <li>• Inform the Health and Safety Executive under RIDDOR as appropriate</li> </ul>
<b>Bridget Sherlock/ Abi Stacey</b>	Deputy Head	<ul style="list-style-type: none"> <li>• Develop specific aspects of the plan relating to the curriculum</li> <li>• Deputise for the Headmistress in her absence</li> <li>• Take control of the Crisis Control Centre</li> <li>• Enlist the help of counselling or support services as necessary</li> <li>• Implement procedures for the maintenance of services to pupils</li> <li>• Liaise with examining bodies as appropriate</li> <li>• Establish alternative teaching facilities and staff</li> </ul>
<b>Julia Bridge</b>	Office Manager	<ul style="list-style-type: none"> <li>• Be responsible for setting up and maintaining a telephone system using alternative landlines, redirection to mobiles or mobiles available to the School</li> <li>• Maintain detailed records of all telephone calls</li> </ul>

		<ul style="list-style-type: none"> <li>• Make available in hard copy all necessary details of pupils for contact purposes</li> <li>• Establish and maintain a Staff telephone tree</li> </ul>
<b>Lesley Henk</b>	House Mistress	<ul style="list-style-type: none"> <li>• Make arrangements for the safe temporary housing of residential pupils</li> <li>• Quantify losses of pupils' possessions</li> </ul>
<b>Justin Mott</b>	ICT Manager	<ul style="list-style-type: none"> <li>• Develop and maintain a specific policy for minimising the loss of data relating to pupils, staff and data stored on the central computer system</li> <li>• Make alternative arrangements for the recovery and further collection of data</li> </ul>
<b>Jose Fernandes</b>	Caretaker	<ul style="list-style-type: none"> <li>• Provide information about utilities, their location and purpose</li> <li>• Rope off, secure and prevent unauthorised access to areas of danger</li> <li>• Assist in the location and deployment of temporary buildings</li> <li>• Direct the emergency services as required</li> <li>• Prevent unauthorised access to the site</li> <li>• Initiate local cleaning and tidying where feasible</li> </ul>

## 5. Key Risks to Business Activity and Recovery Process.

There are eight key risks that have been identified that could interrupt business activity and impact on the Critical Business Functions. These are:

- Internal Business Resilience
- ICT System failure
- Inclement Weather
- Fire
- Pandemic
- Food/Water-borne diseases
- Disruption or loss of utilities
- Emergency on School Trip

The following tables will define the risk and outline the measures that have been taken or would be required to either maintain Business as Usual (BAU) or steps required for business recovery.

<b>Key Risk 1:</b>	<b>Internal Business Resilience</b>
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Definition	The ability to have enough deputation within current staffing levels and where required the ability to bring in additional or temporary staffing to maintain BAU.
Potential impact on organisation if interrupted	Potential some tasks stop with no ability to complete them. Teaching.

	<ul style="list-style-type: none"> <li>• Immediate cover required to cover lessons to meet legislative and safeguarding requirements</li> <li>• Longer term impact on quality of education</li> </ul> <p>Support.</p> <ul style="list-style-type: none"> <li>• Immediate cover to deal with essential tasks may not be available.</li> <li>• Longer term impact may disrupt support to education (e.g. reprographics, finances)</li> </ul>
Likelihood of interruption to organisation	<b>HIGH.</b> Internal Business Resilience is to cater for normal levels of sickness or compassionate absence, therefore likelihood is weekly.
Recovery timeframe	Teaching: Immediate Support: 24 hours

#### Resources required for recovery:

Staff (numbers, skills, knowledge, alternative sources)	<p>Teaching:</p> <ul style="list-style-type: none"> <li>• Immediate cover achieved from within current teaching staffing levels</li> <li>• Beyond 5 days' – possible supply teaching required</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Depending on function, immediate cover may not be available with appropriate staff</li> <li>• Best effort made by available staff</li> <li>• Local contacts for specific tasks can be used</li> </ul>
Mitigating Action	<p>Teaching:</p> <ul style="list-style-type: none"> <li>• System in place to provide cover</li> <li>• All absences reported to Cover Supervisor</li> <li>• Timetables for cover daily</li> <li>• Longer term absences covered by supply teachers</li> </ul> <p>Support:</p> <ul style="list-style-type: none"> <li>• Job analysis to focus tasks better and provide for deputation within support functions (e.g. FSSM, maintenance, admin support)</li> <li>• Develop a list of local contacts who could provide support if required</li> </ul>
Premises (potential relocation or work-from-home options)	<ul style="list-style-type: none"> <li>• Alternative rooms and facilities used within existing site where possible for teaching</li> <li>• Set up possible reciprocal arrangements with another school if more than five days</li> </ul>

	<ul style="list-style-type: none"> <li>• Some administrative functions can be delivered by staff working at home</li> </ul>
<p>Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i></p>	<p>Parent Contact (web based)</p> <ul style="list-style-type: none"> <li>• Email (web based)</li> <li>• website</li> <li>• Mobile phones</li> <li>• Telephones</li> </ul>
<p>Equipment <i>(key equipment recovery or replacement processes; alternative sources; mutual aid)</i></p>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<p>Supplies <i>(processes to replace stock and key supplies required; provision in emergency pack)</i></p>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>



Key Risk 2:	ICT Failure
Definition	The partial or complete failure of the ICT and/or telephone systems to the school.
Potential impact on organisation if interrupted	Education: <ul style="list-style-type: none"> <li>• Loss of electronic registration</li> <li>• Loss of some curriculum courses (ICT, Media)</li> <li>• Loss of language labs</li> <li>• Loss of teaching resources (Internet, specialist software)</li> <li>• Loss of teaching aids on internet</li> <li>• Loss of staff e-communication</li> </ul> Business <ul style="list-style-type: none"> <li>• Loss of financial systems (payroll, accounts, purchase ledger etc.)</li> <li>• Loss of communications with parents and suppliers</li> <li>• Loss of normal working practices (letters, e-mails, documents, internet)</li> <li>• Loss of PASS database</li> </ul>
Likelihood of interruption to organisation	<b>MEDIUM.</b> <ul style="list-style-type: none"> <li>• Single failure of services (internet, PASS) most likely.</li> <li>• Main risk is that all IT functionality is housed in one IT room</li> </ul>
Recovery timeframe	Education: Potentially could last for 5 days Business: 48 hours maximum (basic services)

#### Resources required for recovery:

Staff (numbers, skills, knowledge, alternative sources)	ICT Manager <ul style="list-style-type: none"> <li>• NS Optimum Computing Services</li> <li>• Connect 2 Telephone Services</li> </ul>
Mitigating Action	Telephones <ul style="list-style-type: none"> <li>• New supplier Connect 2 engaged in 2011</li> <li>• New digital system replaced Autumn 2015</li> <li>• Maintenance contract in place to provide call out support during normal working hours</li> <li>• Bonded fibre optic giving redundancy</li> </ul> IT System <ul style="list-style-type: none"> <li>• Practices and procedures for backup of server in place. Daily backup of server to</li> </ul>

	<p>external NAS box in alternative building. Also backed up to external drive</p> <ul style="list-style-type: none"> <li>• 4 Virtual servers for Domain controller, Print Server and remote desktop, dpm server for backup</li> <li>• Restoring files is achieved using shadow copy which goes back one month</li> <li>• Backup server to be implemented in case of catastrophic server failure. The VHD images of the servers would then be copied to the backup server until main server is repaired</li> <li>• Hardware replacement should be within 48 hours.</li> </ul>
Continuing Risk	<ul style="list-style-type: none"> <li>• Loss of IT Manager's room would be catastrophic.</li> </ul>
Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i>	<ul style="list-style-type: none"> <li>• website</li> <li>• Off site - Email (web based)</li> <li>• Mobile phones</li> </ul>
Equipment <i>(key equipment recovery or or replacement processes; alternative sources; mutual aid)</i>	<ul style="list-style-type: none"> <li>• Restoring files is achieved using shadow copy which goes back 1 month.</li> <li>• Backup server to be implemented in case of catastrophic server failure. The VHD images of the servers would then be copied to the backup server until main server is repaired.</li> <li>• Hardware replacement should be within 48 hours.</li> </ul>
Supplies <i>(processes to replace stock and key supplies required; provision in emergency pack)</i>	Supplies can be purchased from many different suppliers in order to find the most cost effective, e.g. Misco – supplies hardware, software and consumables, Cartridge City – inks and toners.

Key Risk 3:	Inclement Weather
Definition	A prolonged period of inclement weather (snow, flood) that would affect access to sites and or restrict use of one of more buildings.
Potential impact on organisation if interrupted	<ul style="list-style-type: none"> <li>• Closure of school</li> <li>• Loss of classrooms or other facilities</li> <li>• Inability of staff or pupils to get to school</li> </ul>
Likelihood of interruption to organisation	<b>MEDIUM.</b> Three winters ago saw unusual levels of snowfall over a prolonged cold period.
Recovery timeframe	School could be closed for up to 3 days before impact on curriculum teaching for examination courses is unduly affected.

#### Resources required for recovery:

Staff <i>(numbers, skills, knowledge, alternative sources)</i>	<ul style="list-style-type: none"> <li>• Maintenance staff to clear school sites</li> <li>• Sufficient teaching staff to conduct lessons/ safeguarding level</li> <li>• Some local staff to remain on-site overnight if pupils stuck at school</li> <li>• Pupils work available through the website</li> <li>• Local staff available to run external examinations</li> </ul>
Mitigating Action	Monitoring of weather reports.
Premises <i>(potential relocation or work-from-home options)</i>	<ul style="list-style-type: none"> <li>• Maintenance of all boilers and heating systems is conducted annually</li> <li>• Potential to work from home for staff who can post work onto the website for pupils</li> </ul>
Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i>	<ul style="list-style-type: none"> <li>• School website</li> <li>• Parent Communications</li> <li>• Mobile Phones</li> </ul>
Equipment <i>(key equipment recovery or replacement processes; alternative sources; mutual aid)</i>	<ul style="list-style-type: none"> <li>• Hand shovels</li> <li>• Salt bins located around the school</li> <li>• Good levels of salt and grit in stock</li> <li>• Maintain stock of portable heaters</li> <li>• Grounds contractor potentially available with JCB</li> </ul>
Supplies	

<i>(processes to replace stock and key supplies required; provision in emergency pack)</i>	<ul style="list-style-type: none"> <li>Consider ordering additional food stocks and key supplies (monitor weather reports)</li> </ul>
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<b>Key Risk 4:</b>	<b>Fire</b>
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Definition	Loss of a building, or part of, due to fire.
Potential impact on organisation if interrupted	<p>Depends on extent of fire.</p> <ul style="list-style-type: none"> <li>Localised e.g. one classroom. Impact minimal</li> <li>Loss of a Major School Building. Impact significant to critical</li> </ul>
Likelihood of interruption to organisation	<b>LOW</b> Fire precautions and prevention in place.
Recovery timeframe	<p>Localised: 2 months</p> <p>Loss of Major School Building: 35 weeks to 18 months</p>
Mitigating Action	<ul style="list-style-type: none"> <li>All staff inducted and fire precautions advised</li> <li>Fire Risk Assessment conducted regularly (every year)</li> <li>Fire drill conducted once per term for whole school and also once a term for boarders</li> <li>Fire precautions (extinguishers, emergency lighting, alarms) tested annually by external contractor.</li> <li>Fire extinguisher training arranged periodically</li> <li>Check insurance cover annually. Provision of temporary buildings and loss of income (Temporary buildings hire).</li> <li>Review of cover carried out December 2018</li> </ul>

<b>Resources required for recovery:</b>
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Staff <i>(numbers, skills, knowledge, alternative sources)</i>	<ul style="list-style-type: none"> <li>Head/FSSM would lead on refurbishment, rebuilding and temporary replacement of facilities</li> <li>FSSM to deal with Police/Fire/Insurance investigations</li> </ul>
Premises <i>(potential relocation or work-from-home options)</i>	<ul style="list-style-type: none"> <li>Localised: timetabling use for other classrooms could cover loss of one classroom.</li> </ul>

	<ul style="list-style-type: none"> <li>• Planning Permission from local council for rebuild and temporary classrooms, if existing buildings are demolished.</li> <li>• Loss of building</li> <li>• Assumption that there is no spare capacity within existing building stock.</li> <li>• Temporary buildings required with power</li> <li>• School: Locate on school field/ tennis courts</li> </ul>												
Communications (methods of contacting staff, suppliers, customers, etc.)	<ul style="list-style-type: none"> <li>• Parent Communications</li> <li>• On a termly basis print parents and staff phone numbers and e-mail addresses and place in fire proof safe</li> <li>• Use of insurance PR firm to deal with press/media</li> </ul>												
Equipment (key equipment recovery or replacement processes; alternative sources; mutual aid)	<table border="0"> <tr> <td>Portacabins</td> <td>PCs and monitors</td> </tr> <tr> <td>Heaters</td> <td>Chairs</td> </tr> <tr> <td>Books</td> <td>Desks</td> </tr> <tr> <td>Stationery</td> <td>Whiteboards</td> </tr> <tr> <td>Photocopiers</td> <td>Portable kitchen</td> </tr> <tr> <td>Electric supply to temporary classrooms</td> <td></td> </tr> </table>	Portacabins	PCs and monitors	Heaters	Chairs	Books	Desks	Stationery	Whiteboards	Photocopiers	Portable kitchen	Electric supply to temporary classrooms	
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<b>Key Risk 5:</b>	<b>Health Pandemic</b>
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Definition	A health pandemic that may affect 25% of the population such as Ebola.
Potential impact on organisation if interrupted	<ul style="list-style-type: none"> <li>• Reduced number of staff</li> <li>• Unpredictability</li> <li>• Potential limited supply teaching resources to call in.</li> </ul>
Likelihood of interruption to organisation	<b>LOW-MEDIUM</b> Swine flu was last pandemic in 2009, however, in UK it did not fully materialise. Previous flu pandemics were 1918, 1957, 1968.
Recovery timeframe	6-9 Months

<b>Resources required for recovery:</b>
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Staff (numbers, skills, knowledge, alternative sources)	<ul style="list-style-type: none"> <li>• Identify skills of staff and consider deploying to cover for sick staff</li> <li>• Children and pregnant women most vulnerable</li> </ul>
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	<ul style="list-style-type: none"> <li>• Potential for staff to remain at home even if not sick for fear of getting sick.</li> </ul>
Mitigating Action	<ul style="list-style-type: none"> <li>• Alcohol dispensers increased around schools, especially where food, keyboards are present.</li> <li>• Potential to work from home for staff who can post work onto the website for pupils</li> </ul>
Premises <i>(potential relocation or work-from-home options)</i>	<ul style="list-style-type: none"> <li>• Review cleaning procedures</li> <li>• Ensure medical room sterilised as much as possible</li> <li>• Identify classroom where pupils who become sick during the day can go – isolate</li> </ul>
Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i>	<ul style="list-style-type: none"> <li>• Understand advice from NHS and communicate it</li> <li>• Sick staff/pupils must stay away</li> <li>• Use of e-mail and parent communications</li> <li>• Use website</li> <li>• Use of insurance PR firm to deal with press/media</li> </ul>
Equipment <i>(key equipment recovery or replacement processes; alternative sources; mutual aid)</i>	<ul style="list-style-type: none"> <li>• Consider providing tissues and additional bins</li> <li>• Consider face masks dependent on health advice</li> <li>• Consider additional beds and create isolation room</li> </ul>
Supplies <i>(processes to replace stock and key supplies required; provision in emergency pack)</i>	

<b>Key Risk 6:</b>	<b>Food/Water-borne diseases</b>
Definition	Outbreak of food poisoning or illness associated with water supply (legionnaires disease)
Potential impact on organisation if interrupted	<ul style="list-style-type: none"> <li>• Increased absence</li> <li>• Reputation</li> </ul>
Likelihood of interruption to organisation	<b>LOW</b> Hygiene precautions taken reduce the possibility of any outbreak.
Recovery timeframe	<ul style="list-style-type: none"> <li>• If food poisoning 5 days.</li> </ul>

	<ul style="list-style-type: none"> <li>• If water-borne, dependent on how quickly source of infection is identified – potentially 2 weeks.</li> </ul>
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Resources required for recovery:
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Staff <i>(numbers, skills, knowledge, alternative sources)</i>	<ul style="list-style-type: none"> <li>• Staff to be aware and potentially stop teaching to assist children</li> <li>• Primary First Aiders and Emergency First Aiders</li> </ul>
Mitigating Action	<ul style="list-style-type: none"> <li>• Training of kitchen staff - food safety</li> <li>• Alcolgel dispensers widely located around schools</li> <li>• Identification of any sources/ locations for legionnaire's disease and necessary prevention measures.</li> <li>• Regular Environmental Health Officer visits from local council</li> </ul>
Premises <i>(potential relocation or work-from-home options)</i>	<ul style="list-style-type: none"> <li>• Review cleaning procedures</li> <li>• Ensure medical room sterilised as much as possible</li> <li>• Identify classroom where pupils who become sick during the day can go – isolate</li> <li>• Consider using classroom as large medical room if staff/children fall ill during school day</li> </ul>
Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i>	<ul style="list-style-type: none"> <li>• Media interest likely. Use of insurance PR firm to deal with press/media</li> <li>• Parent Communications/e-mail</li> <li>• Website</li> <li>• Medical advice to be communicated</li> </ul>
Equipment <i>(key equipment recovery or replacement processes; alternative sources; mutual aid)</i>	<ul style="list-style-type: none"> <li>• Consider providing tissues and additional bins</li> <li>• Consider face masks dependent on health advice</li> <li>• Consider additional beds and create isolation room</li> <li>• Consider providing latex gloves</li> </ul>
Supplies <i>(processes to replace stock and key supplies required; provision in emergency pack)</i>	<ul style="list-style-type: none"> <li>• Additional cleaning supplies (vomit kits)</li> </ul>

Key Risk 7:	Disruption or Loss of Utilities
Definition	Disruption or loss of utilities to part or whole of a site. Includes electricity, water and gas
Potential impact on organisation if interrupted	<p>Electricity.</p> <ul style="list-style-type: none"> <li>• Lighting and heating controls</li> <li>• IT system – supports learning and business function</li> </ul> <p>Water.</p> <ul style="list-style-type: none"> <li>• Loss of water – drinking water, water to flush toilets, cooking</li> <li>• Hygiene issues and ability to provide feeding.</li> </ul> <p>Gas</p> <ul style="list-style-type: none"> <li>• Main heating fuel</li> <li>• Cooking</li> <li>• Science labs</li> </ul>
Likelihood of interruption to organisation	<b>LOW</b> Power cuts rare and usually short-lived.
Recovery timeframe	<ul style="list-style-type: none"> <li>• ICT system. Limited 1 hour back up battery to give time to shut servers down correctly</li> </ul>

#### Resources required for recovery:

Staff <i>(numbers, skills, knowledge, alternative sources)</i>	<ul style="list-style-type: none"> <li>• Utilities companies are first point of call</li> <li>• Premises Team to assist utilities engineers</li> </ul>
Mitigating Action	<ul style="list-style-type: none"> <li>• Annual servicing of boilers</li> <li>• Annual servicing of cookers</li> <li>• Meters read regularly</li> <li>• Consider rain water harvesting for toilets</li> <li>• Consider bricks in cisterns</li> </ul>
Premises <i>(potential relocation or work-from-home options)</i>	<ul style="list-style-type: none"> <li>• If partial loss then other buildings can be used depending on size of disruption.</li> <li>• If loss affects two buildings or more then consider closing school temporarily</li> </ul>
Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i>	<ul style="list-style-type: none"> <li>• Media interest likely. Use of insurance PR firm to deal with press/media</li> <li>• Parent communications and e-mail</li> <li>• Website</li> </ul>
Equipment <i>(key equipment recovery or</i>	<ul style="list-style-type: none"> <li>• Consider generators (hire) for science block</li> </ul>



<i>or replacement processes; alternative sources; mutual aid)</i>	<ul style="list-style-type: none"> <li>Water bowser (contact Thames Water or private supplier)</li> </ul>
Supplies <i>(processes to replace stock and key supplies required; provision in emergency pack)</i>	<ul style="list-style-type: none"> <li>Consider bottled water storage</li> </ul>

<b>Key Risk 8:</b>	<b>Emergency on School Trip</b>
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Definition	Missing student/staff member on school trip (home or abroad) Injury or death of student/staff member on school trip
Potential impact on organisation if interrupted	<ul style="list-style-type: none"> <li>Critical</li> <li>Reputation</li> <li>Possible unwanted media interest</li> <li>Litigation from parents/family members</li> </ul>
Likelihood of interruption to organisation	<b>MEDIUM</b> <ul style="list-style-type: none"> <li>Transport risks</li> <li>Pupil/member of staff taken critically ill</li> <li>Accident during activity of trip (e.g. ski-trip)</li> </ul>
Recovery timeframe	<ul style="list-style-type: none"> <li>1 – 6 months depending on situation</li> </ul>

<b>Resources required for recovery:</b>
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Staff <i>(numbers, skills, knowledge, alternative sources)</i>	<ul style="list-style-type: none"> <li>Counselling</li> <li>Insurance – repatriation from abroad</li> <li>Head – deal with incident details and/or police</li> <li>Staff to student ratios appropriate for nature of trip</li> </ul>
Mitigating Action	<ul style="list-style-type: none"> <li>Risk assessments completed</li> <li>Member of SMT on duty during trip, especially overseas</li> <li>Use only reputable travel companies and coach companies</li> </ul>
Premises <i>(potential relocation or work-from-home options)</i>	<ul style="list-style-type: none"> <li>Consider SMT member going out to assist group abroad</li> </ul>
Communications <i>(methods of contacting staff, suppliers, customers, etc.)</i>	<ul style="list-style-type: none"> <li>SMT mobiles</li> <li>Chairman of Governors</li> <li>Parent communications</li> <li>Advise parents of situation</li> </ul>

	<ul style="list-style-type: none"> <li>• Prepare for media interest</li> <li>• Use of insurance PR firm to deal with press/media</li> </ul>
<p>Equipment <i>(key equipment recovery or replacement processes; alternative sources; mutual aid)</i></p>	
<p>Supplies <i>(processes to replace stock and key supplies required; provision in emergency pack)</i></p>	

## 6. Emergency Response Checklist

*This page should be used as a checklist during an emergency*

Task:	Completed (date, time by)
<b>Actions within 24 hours</b>	
Start of log of actions and expenses undertaken	
Liaise with Emergency Services	
Identify and quantify any damage to the organisation, including staff, premises, equipment, furniture, data, records, etc.	
Identify which critical functions have been disrupted.	
Convene those responsible for recovering identified critical functions, and decide upon the actions to be taken, and in what time-frames	
Ensure someone is allocated the task of running the school	
Provide information to: <ul style="list-style-type: none"> <li>• Parents and Pupils</li> <li>• Staff</li> <li>• Governors</li> <li>• Suppliers</li> <li>• Insurance company</li> </ul>	
<b>Daily actions during the recovery process:</b>	
<ul style="list-style-type: none"> <li>• Convene those responsible for recovery to understand progress made, obstacles encountered, and decide continuing recovery process</li> </ul>	
Provide information to: <ul style="list-style-type: none"> <li>• Parents and Pupils</li> <li>• Staff</li> <li>• Governors</li> <li>• Suppliers</li> <li>• Insurance company</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide public information to maintain the reputation of the School and keep relevant authorities informed</li> </ul>	
<b>Following the recovery process:</b>	

Arrange a debrief of all staff and identify any additional staff welfare needs (e.g. counselling) or rewards	
Use information gained from the debrief to review and update this business continuity plan	

## 7. Contact Lists

This section contains the contact details that are essential for continuing the operation of the organisation.

- A. Staff:**  
See Appendix A
- B. Key Suppliers**  
See Appendix B
- C. Utility Companies**  
See Appendix C
- D. Site Plans**  
In the process of being converted to AutoCAD drawings

## 8. Actions in the event of an emergency on a school trip

### Guidance on Emergency Procedures

#### All party leaders and their deputies must take a copy of the following guidelines

- Establish nature and extent of the emergency
- Make sure that all other members of the party are accounted for and safe
- If there are injuries, establish their extent and administer first aid (if you have been trained - but be aware of consequences that might follow were you to give incorrect treatment)
- Establish names of the injured and call relevant emergency services
- Advise other party staff of the incident and that emergency procedures are in operation
- Ensure that an adult from the party accompanies casualties to hospital
- Ensure that the remainder of the party are adequately supervised throughout and arrange for their early return to base
- Arrange for one adult to remain at the incident site to liaise with emergency services until the incident is over and all children are accounted for
- Control pupil access to telephones until contact is made with the Head, Deputy Head and FSSM and until they have had time to contact those directly involved. Pass full details of the incident (name, nature, date and time of incident, location of incident, details of injuries, names and telephone numbers of those involved, action taken so far)
- Telephone numbers for future communication (identify alternate telephone numbers in case telephone lines become jammed)
- The school will arrange to contact the parents of those involved. In serious incidents the parents or next of kin of all party members should be informed
- The party leader should write down as soon as practicable all relevant details. A record should be made of any witnesses. Any associated equipment should be kept in its original condition
- Legal liability should not be discussed or admitted
- All accident forms should be completed and the FSSM will inform insurers, HSE or Local Authority inspectors where necessary
- Inform parents of any delays that will be necessitated.

#### **Media:**

- The Head should act as the point of contact with the media to whom all involved should direct questions. The chairman of governors will take on this role in the Head's absence
- Under no circumstances should the name of any casualty be divulged to the media

## 9. Relative Enquiries Guidelines

### The Aims of the Relative Enquiries Team

- To draw calls away from other locations
- To give assurance to callers
- To ensure that external callers are dealt with in a professional and caring manner
- To control the release of factual and approved information. The school must speak with one voice and be seen to speak with one voice
- To gather information from relatives
- To provide welfare assistance if required

### General Guidelines in Replying to Phone calls

- Be considerate and caring
- Be calm and controlled
- Be prepared to listen to concern and do not interrupt
- Ensure that your tone of voice is comforting not patronising
- Treat them as individual important people
- Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. BUT, if you promise to ring back, keep your promise
- Avoid direct expressions of sympathy
- Avoid attempts at reassurance (if you don't have confirmed information)
- Be patient and methodical
- Reassure them that the School and the emergency services are doing all they can to respond to the emergency
- Keep a record of all calls, and what was said on the calls.
- Ask them to stay on the number that they are on, or suggest that they move to a friend or relative's house for support (if they do, ask them to call in and let you know the new telephone number)

### Do's and Don'ts

#### DO's

- Only give approved confirmed information
- If in any doubt about any caller or your response, consult the team leader
- Always try to be helpful
- Be considerate
- Keep calm
- Give your name if asked
- Say that you are an authorised spokesperson if asked
- Assume everything you say will become public knowledge
- Defend the School at all times
- Ensure calls are returned if you have promised to
- Take a break if you are feeling over-stressed
- Refer the calls from the media to the media team.

#### DON'T's

- Do not lose your temper
- Do not speculate
- Do not give out unofficial information
- Do not promise to ring back unless you absolutely have to
- Do not withhold any publicly available information.

## 10. RIDDOR

### RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)

<b>HSE</b>	<b>3 East Grinstead House London Road East Grinstead Sussex RH19 1RR</b>	<b>01342 334200</b>	<b>www.hse.gov.uk</b>
Accident resulting in Over 3 day injury	Reportable	Form FS2508	
Accident resulting in Major Injury	Reportable	Form FS2508	
Accident resulting in Death	Reportable	Form FS2508	
Diseases	Reportable	Form FS2508	

## 11. Recovery Plan

The Recovery Plan is designed to come into action after the full extent of the disaster is known.

Following an emergency, the immediate requirements of the school are as follows:-

- Premises
- Furniture
- Plant and machinery/equipment
- Telephone/communication equipment
- Stationery/text books

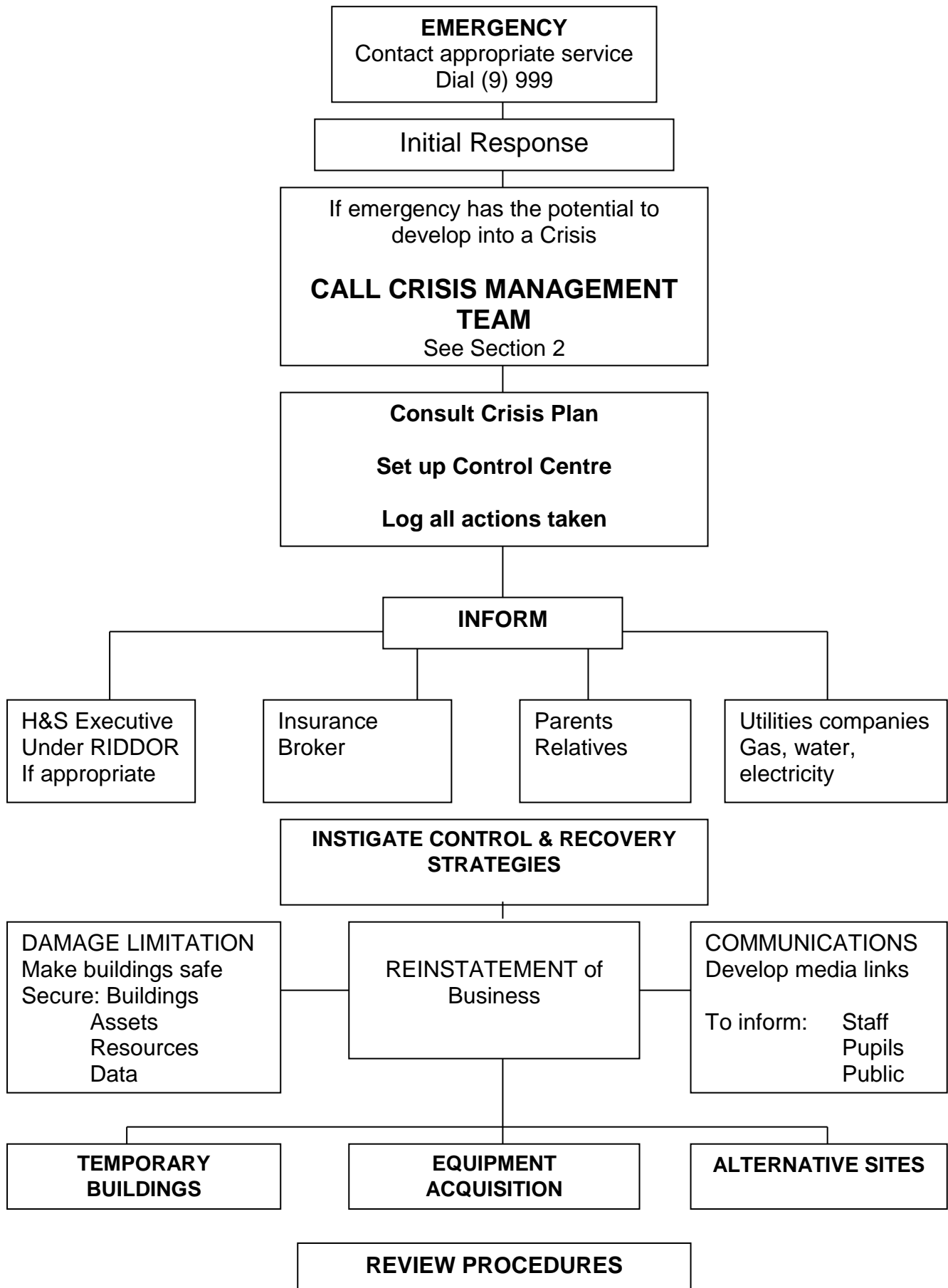
Requirements:	Responsibility:
Premises <ul style="list-style-type: none"> <li>• What kind of building is required?</li> <li>• Preferred location</li> <li>• Consider options</li> <li>• Any specialist features required?</li> <li>• Contact local commercial property letting services</li> <li>• What services are required?</li> <li>• Where are they available?</li> <li>• Planning regulations etc.</li> </ul>	
Furniture <ul style="list-style-type: none"> <li>• What is needed e.g. chairs, desks, carpets, lighting etc.?</li> </ul>	
Plant, Machinery and Equipment <ul style="list-style-type: none"> <li>• What is required?</li> <li>• New or second hand?</li> <li>• Delivery times</li> <li>• Specialist equipment requirements</li> </ul>	
Telephones and Communication Equipment <ul style="list-style-type: none"> <li>• Requirements</li> <li>• Mobile telephones</li> <li>• Suppliers/engineers</li> </ul>	
Stationery/Text Books <ul style="list-style-type: none"> <li>• Requirements</li> <li>• Suppliers</li> </ul>	
<b>Communication:</b>	
It is important for staff, pupils and parents to be kept informed of the school's progress towards full recovery. This continued involvement is not only good public relations practice but will help to preserve relationships between the school, pupils and parents.	<ul style="list-style-type: none"> <li>• Parent Communications</li> <li>• Email</li> <li>• Website</li> <li>• Newsletters</li> <li>• Telephone</li> </ul>
Effective communication is important to reassure parents that the school is still "in business" and to let people know how to contact the school. Suppliers	<ul style="list-style-type: none"> <li>• Post Office</li> <li>• Catering deliveries</li> </ul>



must be kept informed too, so they know where and when to deliver the necessary goods.	
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**Copies of the BCP will be kept by the SMT at school and at home, in the fire safe and with the Governors.**

**Section 4  
Action Flow Chart**



## Section 5

### Scenario Planning

#### 5.1 Introduction

It is impossible to predict all scenarios and it will be the responsibility of the Crisis Management Team to produce a suitable response as the need arises. The following cases are intended to provide guidance, not only on how to deal with the specific crisis but also, as a template to other events. To avoid repetition it is assumed that suitable calls on emergency services have been made and that appropriate parts of the procedure shown in Section 4 have been implemented. Control measures to prevent such scenarios are not detailed here as they form part of the School's risk assessments.

#### 5.2 FIRE, EXPLOSION

Location	Potential Effects	Possible Responses
Local to main kitchen	<ul style="list-style-type: none"> <li>• Loss of catering facility</li> <li>• Loss of dining room access</li> <li>• Smoke damage to basement and offices above</li> </ul>	Initial Response: Isolate Gas and Electricity <ul style="list-style-type: none"> <li>• Localise cooking in small kitchens</li> <li>• Dine in hall</li> <li>• Hire equipment</li> <li>• Establish 'field kitchen' and dining area in marquee</li> <li>• Professional cleaners to clear smoke damage</li> </ul>
Local to boiler in one house	<ul style="list-style-type: none"> <li>• Loss of heating and hot water</li> </ul>	Initial Response: Isolate Gas and Electricity <ul style="list-style-type: none"> <li>• Purchase/hire electric heaters</li> <li>• Share washing facilities in other house on rota system</li> </ul>
Local to Server Room	<ul style="list-style-type: none"> <li>• Loss of use of IT facilities</li> </ul>	Initial Response: Isolate Electricity <ul style="list-style-type: none"> <li>• Use PCs as standalone</li> <li>• Set up LAN in main IT room</li> </ul>
In a main building	<ul style="list-style-type: none"> <li>• Partial loss of use</li> <li>• Structural damage</li> <li>• Building has to be abandoned</li> <li>• Loss of IT and telephone system</li> <li>• Loss of pupils' course work</li> <li>• Loss of car parking</li> <li>• Loss of Exam papers</li> </ul>	Initial Response: Isolate Gas and Electricity <ul style="list-style-type: none"> <li>• Relocate boarders to safe areas, doubling up in rooms</li> <li>• Purchase/hire beds/bedding</li> <li>• Rent hostel or other accommodation</li> <li>• Cease weekly-boarding where possible</li> <li>• Convert common rooms to dormitories</li> <li>• Adjust timetabling to facilitate fuller use of available teaching space</li> <li>• Rent specialist teaching facilities (e.g. laboratories) at adjacent schools/colleges</li> <li>• Establish temporary telephone landline to surviving buildings</li> <li>• Purchase mobile telephones</li> <li>• Use payphone lines with extension leads for establishing new landlines</li> <li>• Set up temporary teaching areas in hall</li> <li>• Hire temporary buildings for teaching, to be placed on lawn and tennis court</li> <li>• Contact Examining Bodies re coursework and exam papers</li> <li>• Staff to use public transport/Park and Ride</li> <li>• Mini-bus collection service</li> </ul>

Car park	<ul style="list-style-type: none"> <li>• Vehicle catches fire</li> <li>• Explosion causes fire to spread to other vehicles and buildings</li> </ul>	<p>Initial Response: Evacuate adjacent building</p> <ul style="list-style-type: none"> <li>• Move other cars out of park if safe to do so</li> <li>• Shut off gas supply to building</li> </ul>
Car park	<ul style="list-style-type: none"> <li>• Damage to main gas inlet</li> </ul>	<p>Initial Response: Isolate area</p> <ul style="list-style-type: none"> <li>• Turn off gas supply if safe to do so</li> </ul>

### 5.3 FLOOD

Location	Potential Effects	Possible Responses
Basements	<ul style="list-style-type: none"> <li>• Loss of catering and dining facilities</li> <li>• Loss of heating and hot water</li> <li>• Loss of laundry</li> </ul>	<p>Initial Response: Isolate Utilities as necessary, shut down boilers, arrange pumping</p> <ul style="list-style-type: none"> <li>• Localise cooking in small kitchens</li> <li>• Dine in hall</li> <li>• Hire equipment</li> <li>• Establish 'field kitchen' and dining area in marquee/hired buildings/port cabins</li> <li>• Purchase/hire electric heaters</li> <li>• Share washing facilities in other house on rota system</li> <li>• Use contract laundry services</li> <li>• Hire de-humidifiers</li> </ul>
From Roof Tanks or Pipes	<ul style="list-style-type: none"> <li>• Flooding to rooms below</li> <li>• Ceiling collapse</li> </ul>	<p>Initial Response: Isolate water and appropriate electrical supplies, shut down boilers, drain tanks through all available taps on basins/baths</p> <ul style="list-style-type: none"> <li>• Relocate boarders to safe areas, doubling up in rooms</li> <li>• Cover computers and other high cost equipment with polythene sheeting</li> <li>• Contact Insurers immediately and arrange for loss adjuster to attend site</li> </ul>

### 5.4 UTILITIES FAILURE

Utility	Potential Effects	Possible Responses
Gas	<ul style="list-style-type: none"> <li>• Loss of heating, hot water</li> <li>• Loss of catering facility</li> </ul>	<p>Initial Response: ascertain cause, on-site or off-site failure, ensure all gas appliances are shut off</p> <ul style="list-style-type: none"> <li>• Purchase/hire electric heaters</li> <li>• Use other building facilities if failure is local to a building</li> <li>• Use limited immersion heated water facilities by rota for washing</li> <li>• Use camping gear and local electric cookers for localised cooking</li> </ul>
Electricity	<ul style="list-style-type: none"> <li>• Loss of heating, hot water</li> <li>• Loss of catering facility</li> </ul>	<p>Initial Response: ascertain cause, on-site or off-site failure</p> <ul style="list-style-type: none"> <li>• Use other building facilities if failure is local to a building</li> </ul>

	<ul style="list-style-type: none"> <li>• Loss of lighting</li> <li>• Eventual loss of emergency lighting</li> <li>• Eventual loss of fire alarm system</li> </ul>	<ul style="list-style-type: none"> <li>• Use camping gear for localised cooking</li> <li>• Use other building facilities if failure is local to a building</li> <li>• Purchase/supply torches for boarders</li> <li>• Hire mobile generators</li> <li>• Staff to be 'live' overnight on a rota basis to guard against fire</li> </ul>
Water	<ul style="list-style-type: none"> <li>• Loss of catering facility</li> <li>• Loss of drinking water</li> <li>• Loss of toilets</li> <li>• Possible loss of heating</li> <li>• Legionella</li> </ul>	<p>Initial Response: ascertain cause, on-site or off-site failure</p> <ul style="list-style-type: none"> <li>• Use other building facilities if failure is local to a building</li> <li>• Purchase bottled water</li> <li>• Hire portable toilets</li> <li>• Purchase/hire electric heaters</li> <li>• Draining, disinfecting and cleaning of water tanks.</li> </ul>
Telephone	<ul style="list-style-type: none"> <li>• Loss of voice and fax</li> </ul>	Initial Response: Use various staff mobiles

### 5.5 WIND/STORM

Location	Potential Effects	Possible Responses
On-site	<ul style="list-style-type: none"> <li>• Potential or actual fallen trees</li> <li>• Damage to roof</li> <li>• Damage to windows</li> <li>• Flying debris</li> <li>• Flooding</li> </ul>	<p>Initial Response: Evacuate affected area, all personnel to stay inside buildings if deemed safe</p> <ul style="list-style-type: none"> <li>• Contact tree surgeons</li> <li>• Builders to effect temporary securing of buildings</li> <li>• Cover windows with adhesive film</li> <li>• Skips for clear-up of site debris</li> <li>• For flooding see section 5.3</li> </ul>
Tennis courts/field	<ul style="list-style-type: none"> <li>• Potential or actual fallen trees</li> <li>• Flooding</li> </ul>	<p>Initial Response: All pupils/staff to return to main site</p> <ul style="list-style-type: none"> <li>• Contact tree surgeons</li> <li>• Clear site of debris</li> <li>• Leave flood waters to abate</li> </ul>

### 5.6 VANDALISM

Location	Potential Effects	Possible Responses
Main buildings	<ul style="list-style-type: none"> <li>• Arson</li> <li>• Flood</li> <li>• Broken windows</li> <li>• Rooms trashed</li> </ul>	<p>Initial response: seal off area for forensic examination</p> <ul style="list-style-type: none"> <li>• See Fire section 5.2 and Flood section 5.3</li> <li>• Temporary boarding of windows and adhesive film on cracked windows</li> <li>• Set up temporary teaching areas in hall</li> <li>• Hire temporary buildings for teaching, to be placed on lawn and tennis court</li> <li>• Notify examining bodies if appropriate</li> <li>• Call in contract cleaners</li> </ul>

### 5.7 TERRORISM

Location	Potential Effects	Possible Responses
On-site	<ul style="list-style-type: none"> <li>• Hostage taking</li> </ul>	<p>Refer to lockdown policy</p> <p>Initial Response: Isolate incident, move all pupils off-site</p> <ul style="list-style-type: none"> <li>• Hand over control to police</li> </ul>
Suspect package	<ul style="list-style-type: none"> <li>• Explosion</li> </ul>	Initial Response: Evacuate building

	<ul style="list-style-type: none"> <li>Poisonous powders/fumes</li> </ul>	<ul style="list-style-type: none"> <li>Do not open or move package</li> </ul>
Off-site	<ul style="list-style-type: none"> <li>Pupils/staff stranded due to transport system closure</li> </ul>	<p>Initial Response: Establish communications</p> <ul style="list-style-type: none"> <li>arrange overnight accommodation if possible/appropriate</li> <li>send minibus/staff cars to collect party</li> <li>advise parents/guardians/relatives</li> </ul>

### 5.8 MAJOR THEFT

Location	Potential Effects	Possible Responses
IT Rooms	<ul style="list-style-type: none"> <li>Interruption to teaching programme</li> <li>Interruption to exams</li> </ul>	<p>Initial Response: Seal off area for forensic examination</p> <ul style="list-style-type: none"> <li>Purchase/hire new equipment</li> <li>Re-locate machines from other areas</li> <li>Hire facilities at another school/college</li> <li>Re-load data from backup</li> <li>Take on temporary staff to assist</li> </ul>

### 5.9 SERIOUS ACCIDENT

Location	Potential Effects	Possible Responses
On-site	<ul style="list-style-type: none"> <li>Severe personal injury or fatality</li> </ul>	<p>Initial response: Isolate incident area</p> <ul style="list-style-type: none"> <li>Notify parents/guardians/relatives</li> <li>Notify Health and Safety Executive (RIDDOR)</li> <li>Establish facts in written reports</li> <li>Issue Press Release</li> <li>Contact School Counsellor</li> </ul>
Off-site	<ul style="list-style-type: none"> <li>Severe personal injury or fatality</li> <li>Missing person</li> </ul>	<p>Initial response: Establish communications</p> <ul style="list-style-type: none"> <li>Notify parents/guardians/relatives</li> <li>Notify Health and Safety Executive (RIDDOR)</li> <li>Establish facts in written reports</li> <li>Issue Press Release</li> <li>Senior member of staff to site</li> <li>Make arrangements for party to return home</li> <li>Contact School Counsellor</li> </ul>

### 5.10 NOTIFIABLE DISEASE

Location	Potential Effects	Possible Responses
On-site	<ul style="list-style-type: none"> <li>Partial or full temporary closure</li> </ul>	<p>Initial response: seek advice from school doctor and county medical adviser</p> <ul style="list-style-type: none"> <li>Implement emergency procedure in Appendix E</li> </ul>

### 5.11 MAJOR OUTBREAK OF FOOD POISONING

Location	Potential Effects	Possible Responses
On-site	<ul style="list-style-type: none"> <li>Partial or full temporary closure</li> </ul>	<p>Initial response: seek advice from school doctor and county medical adviser</p> <ul style="list-style-type: none"> <li>Close kitchen and dining room</li> <li>Make available meal samples for testing</li> <li>Make available all temperature test records and records of supply</li> <li>Initiate deep clean of kitchen and utensils</li> </ul>

		<ul style="list-style-type: none"> <li>• Destroy any suspect food only after inspection by health authorities</li> <li>• Localise cooking in small kitchens</li> <li>• Contact parents/guardians</li> </ul>
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### 5.12 MAJOR STAFF ILLNESS

Location	Potential Effects	Possible Responses
On/Off-site	<ul style="list-style-type: none"> <li>• Partial or full temporary closure</li> </ul>	<p>Initial response: seek advice from school doctor and county medical adviser in case of widespread infection</p> <ul style="list-style-type: none"> <li>• Ensure there can be adequate supervision of pupils during the day and night. If not – close school</li> <li>• Contact parents/guardians</li> <li>• Re-organise activities</li> </ul>

### 5.13 EXPOSURE and AWARENESS OF RADIATION HOLDINGS

Location	Holdings and Potential Effects	Action Taken and Possible Responses
Prep Room (between Physics and Biology)	<ul style="list-style-type: none"> <li>• Americium 241</li> <li>• Strontium 90</li> <li>• New Cobalt 60</li> <li>• Rock Set <ul style="list-style-type: none"> <li>○ Sample 1</li> <li>○ Sample 2</li> <li>○ Sample 3</li> <li>○ Sample 4</li> </ul> </li> <li>• Exposure to Radiation (See Radiation Protection Advisers Report dated 22 May 2014, held by School Radiation Protection Supervisor (Reviewed every 5 years))</li> </ul>	<p>Emergency Services are aware of the radiation holdings and the storage area. This is in their emergency plan for the school.</p> <p><b>Controlled access and use by school radiation supervisor (Paul Ilott). Keys held by radiation supervisor and FSSM.</b></p>