

Fiveways School

CRITICAL INCIDENT CONTINGENCY & BUSINESS CONTINUITY PLAN



Policy Review

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
2 yearly		Fiona Bunkin	March 2025

Policy Ratification

Role	Name	Signature	Date
Chair of Governors	Malcolm Gulliver		24/03/23
Head Teacher	Swavek Nowakiewicz		24/03/25

Details of Policy Updates

Date	Details
20.03.23	Updated policy using latest model from SSE



Fiveways School

CRITICAL INCIDENT CONTINGENCY & BUSINESS CONTINUITY PLAN

Approved by Governors

Critical Incidents

This plan has been created to enable there to be a planned response to a critical incident occurring in Fiveways School. A critical incident may be defined as a single incident or sequence of incidents which:

- are sudden and unexpected
- contain real or imaginary threats to a person
- overwhelm usual coping mechanisms
- cause severe disruption
- are traumatic to everyone

Critical Incidents affecting schools may include:

- The death of a pupil(s) or member(s) of staff through sudden accident, murder, terminal illness or suicide
- A serious accident involving pupils and school personnel on or off school premises
- A violent attack or violent intrusion onto school premises, e.g. involving an armed intruder or a bomb alert
- Fire, flood, building collapse or major vandalism in school
- A hostage situation
- A significant event in the community, e.g. transport accident or terrorism

Unfortunately traumatic incidents affecting schools and local communities seem to be on the increase. Whatever the scale of the incident, the effect on the individuals involved can be equally devastating.

What is our Role in a Critical Incident?

It is now recognised that children are no more or less resilient than adults to traumatic events and their reactions are basically the same. Schools, therefore, have an important role to play in helping children to understand and cope with the impact of such events. School is a normal place for a child to be and offers security at a time of insecurity. Teachers have many skills and techniques which they use routinely to help troubled children and, with some further training and confidence building, these skills can be adapted to help children cope with a range of traumatic incidents.

Appendix 1 - Critical Incidents in Schools

Provides further information and advice to inform the initial response, after which further more considered planning will take over.

Business Continuity

Somerset County Council is required by the Civil Contingencies Act 2004 to develop plans to manage business continuity in the event of a range of disruptions to services. By extension, Local Authority schools have the same obligation.

This plan should be read in conjunction with schools' other evacuation plans and emergency procedures that deal with the immediate response to an emergency situation.

No-notice business continuity disruptions most likely to occur include:

- Loss of use of premises (through fire flood etc)
- Loss of utilities (electricity, gas, water, fuel)
- Failure of IT (including loss of data)
- Loss of telephony
- Staff shortage (including restrictions to fuel supply)
- Pandemic flu or other health related infections
- Industrial Action – when staff are not obliged to inform you of their intention to strike

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences, reputation damage and environmental consequences.

Appendix 9 – Business Continuity Plan – Dealing with disruption to Education

Provides further information and advice to inform the initial response, after which further more considered planning will take over.

1. **Roles and Responsibilities**

Key Responsibility	Person Responsible
Contacting and liaising with support services, including the emergency services, the Psychological Service Critical Incident Response Team and other local support agencies as appropriate.	Headteacher/Deputy Headteacher/ Chair of Governors
Contacting staff or parents about any effects of the emergency	Headteacher / Deputy Head /Assistant Heads /Business Manager
Organising and supporting the School Office staff.	Business Manager
Dealing with the media - seek LA advice in the first instance.	Chair of Gobs / Headteacher / Deputy Head
Managing those aspects of the school that continue to function normally.	Headteacher / Deputy Head / Assistant Heads/ Business Manager

2. **Lists of contact telephone numbers:**

The following lists are attached as appendices to the folders held in the Headteachers Office and securely at the homes of the Chair of Governors, Headteacher, Deputy Headteacher and Business Manager:

- Pupils' parents/guardians – by Class Group (Appendix 2)
- Staff (including part time/supply teachers and assistants) (Appendix 3)
- Governors (Appendix 4)
- Support services and LA contacts (Appendix 5)
- Staff with a first aid qualification (Appendix 6)
- School Site Plans (Appendix 7)
- Bomb Evacuation Procedures (Appendix 8)
- Critical Incident and Business Continuity Policy (Appendix 9)
- Personal Emergency Evacuation Plans (Appendix 10)

The policy and appendices will be kept in:

- Admin Office (in policies magazine box)
- Critical Incident Contingency Plan folder (kept in Admin Office in built in cupboard next to Heads office) - to be taken out to the point of evacuation)
- Chair of Governors domestic address
- Heads domestic address
- Deputy Heads domestic address

- Business Managers domestic address
-

These lists should be updated at the beginning of the school academic year by the School Business Manager/Finance & Clerical Assistants, ensuring that all copies of the Critical Incident Plans are updated.

There should always be an identified member of the Senior Management Group member responsible for the school site throughout the year (including holidays)

The induction process for new staff and the Staff Handbook both refer to this policy.

3. **Telephone Lines**

School Phone lines:

Line 1: 01935 474310 – not issued to anyone – acts as 3rd external line

Line 2: 01935 411287 also used as direct dial line (remind caller to press ext 201/202/203)

Line 3: 01935 476227 (Main line)

Carr Cottage/ Bradbury House: 01935 420633

Training Centre: 01935 411384

Contacts on Trips Out

Use of Mobile Phones on Off-site Visits

The school recognises the benefits that mobile phones offer in terms of remaining in contact, particularly in emergencies. The school is also keen to ensure fair and consistent practice across the school.

Staff are rightly concerned that off-site visits can potentially present additional risks, particularly where the whole class group activity may be divided into smaller group activities for part of the offsite visit. Therefore it is very important that the Visit Leader and the Group Leaders are confident and satisfied that there is sufficient mobile cover in these circumstances.

The Group Leader will carry out a risk assessment to determine the need for additional mobile phone cover for group outings and, with **the prior authorisation of a member of the Senior Management Team**, nominate individual staff members to carry personal mobile phones for this use (with staff agreement). This arrangement will remain in place for; all other trips and trips in the Mini Bus (including late trips).

For all Trips in the Mini Bus (including late trips): the 1st emergency contact number will be the nominated Group Leaders who have been authorised to carry their mobile phones. Refer Appendix 1 & 2.

For all other trips: The Visit Leader will assess the need for mobile phones and with prior may authorisation may nominate individual staff to carry personal mobile phones for the visit and record it on the sign out sheet.

4. **Roles for Support Staff**

Business Manager, School Receptionist, School Finance / Clerical Assistant, Parent Support Advisor	<ul style="list-style-type: none">• Organising safe areas to act as ' meeting points' for parents and or staff• Making and/or receiving telephone calls• Collating and sorting information• First point of telephone contact for distressed callers
Clinical Lead	<ul style="list-style-type: none">• Co-ordinating and dealing with physical and/or emotional support for staff

All staff need to be clear about the facts - who they should tell and what they should say - always maintain appropriate standards of confidentiality.

Take careful notes of people who have been contacted and those who still need to be informed so that duplicate messages are not given.

Staff training in how to deal with difficult/distressed people both in person and on the telephone.

5. **School Trips Off Site:**

Teaching Staff MUST:

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- Ensure that risk assessments are completed and, when appropriate, individual safety plans and safe working practices.
- Obtain authorisation from the Headteacher, Deputy Headteacher or Assistant Headteachers before any commitment is made on behalf of the school as follows:
 - Local & frequently visited Venues - Annual Series Approval Request on EEC to be completed by each class teacher in the summer term in readiness for the new academic Year
 - Other Category A Visits – individual Visit Approval request on EEC no later than 6 weeks prior to the visit
 - Category B Visits – Visit Approval request on EEC no later than 6 weeks prior to the visit
 - Complete the Visit Leaders Check List/Crib Sheet –
- Assign competent staff to lead and help with trips.
- Make sure that all written consent forms and medical forms are obtained separately for Local Educational Visits and Frequently Visited Venues, Category A or Category B visits.
- Provide the EVC with a copy of the authorised “Visit Summary” and associated checklists in order to complete the approval process.
- Keep records of visits and provide after-visit evaluation to aid future visits.
- **Comply with school procedures in relation to the use of personal mobile phones – refer to section covering “use of mobile phones on off-site visits” on Page 6.**
- Ensure staff **FULLY** complete the schools signing out sheet and remember to sign back in as applicable.

No offsite visits are permitted until the above requirements have been met

6. **School Evacuation:**

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- In the event of a school evacuation the fire alarm will sound and staff and pupils should adopt the fire evacuate procedure as identified in the staff handbook
- If the period of evacuation becomes prolonged pupils and staff should use unaffected buildings (e.g. Sports Hall / Carr Cottage/Training Centre)

Responsibilities in the event of an evacuation:

Office staff	To take: Sensory/ Emergency Bags/ Sign In Print Out/ Emergency Medical Pack/ Copy of the Critical Incident Plan / Class Registers/ Trips Out Sheets/ Walkie Talkies/ Supply Diary to the assembly point.
Classroom staff	Class Registers
Teachers	Responsible for safe evacuation and supervision of class groups at evacuation points and lining up in class groups
TA's and all other Support staff	Responsible for safe evacuation of small groups and supervision of individual pupils and lining up in class groups
Fire Co-ordinator	Responsible for co-ordinating the available Fire Wardens and directing their duties
Fire Wardens	Directed by the Fire Co-ordinator and responsible for checking pupils against class lists/absence information and reporting back to the Fire Co-ordinator without delay

A School Site Plan is included in the folders held in the Office and securely at the homes of the Chair of Governors, Headteacher, Deputy Headteacher and Business Manager at Appendix 7

7. Dealing with the Media

The Chair of Governors /Headteacher and/or Deputy Head will manage all communication with the media, agreeing a clear response beforehand. Once outside the immediate aftermath all media requests should be diverted to the LA press office.

8 Distribution and review of this plan

- All staff should have a knowledge of this plan through its reference in the Staff Handbook
- Senior managers and the Chairman of Governors
- Plan to be reviewed every two years

Finally: In the event of a major incident or disaster the emergency services (police, fire, ambulance) will take the lead role and the Social Services Department have a statutory duty to manage and co-ordinate the situation in line with Somerset County Council's Emergency Planning Procedures.

SOMERSET COUNTY COUNCIL



FIVEWAYS SCHOOL BUSINESS CONTINUITY PLAN

School Name	FIVEWAYS SCHOOL
Author	F Bunkin
Date Completed	JANUARY 2023
Date to be Reviewed	2025
Version	1

VERSION CONTROL

VERSION NO.	DATE	BY WHOM	ACTION
2	February 2016	S Dorrall	New logo and contact details. Term MTPD replaced with Recovery Time Objective
2.1	October 2016	S Dorrall	Addition of Plan – do – check – act diagram. Risk Assessing your business section. Appendix, C, D and E added
3.1	March 2020	S Dorrall	New SCC Font & Logo applied. Contact info updated. Links updated
3.2	July 2022	S Dorrall	UK Gov guide to emergency planning link added; Heatwave guide added to severe weather section. Section 5.5 added – disruption to exams/assessments

For further guidance on Business Continuity Plans, please contact the Civil Contingencies Unit at InfoCCU@somerset.gov.uk.

It is good practice for the school to retain a printed copy away from the school and conduct regular reviews of a completed plan.

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SECTION 1. INTRODUCTION

1.1 Background Information

Somerset County Council is required by the Civil Contingencies Act 2004 to develop plans to manage business continuity in the event of a range of disruptions to services. By extension, Local Authority schools have the same obligation.

No-notice disruptions are, by definition, impossible to predict. This plan deals with the ones most likely to occur:

- loss of premises (through fire, flood etc)
- loss of utilities (electricity, gas, water, fuel)
- failure of IT and telephony
- staff shortage

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences.

Further guidance on Business Continuity Plans in schools and educational establishments is available in the Department for Education document: [Emergency planning and response for education, childcare, and children's social care settings](#)

1.2 Aim of Plan

The aim of this plan is to provide guidance and support to enable schools to tackle the impact of severe disruptions due to a variety of unlikely, but credible, causes, with the following objectives.

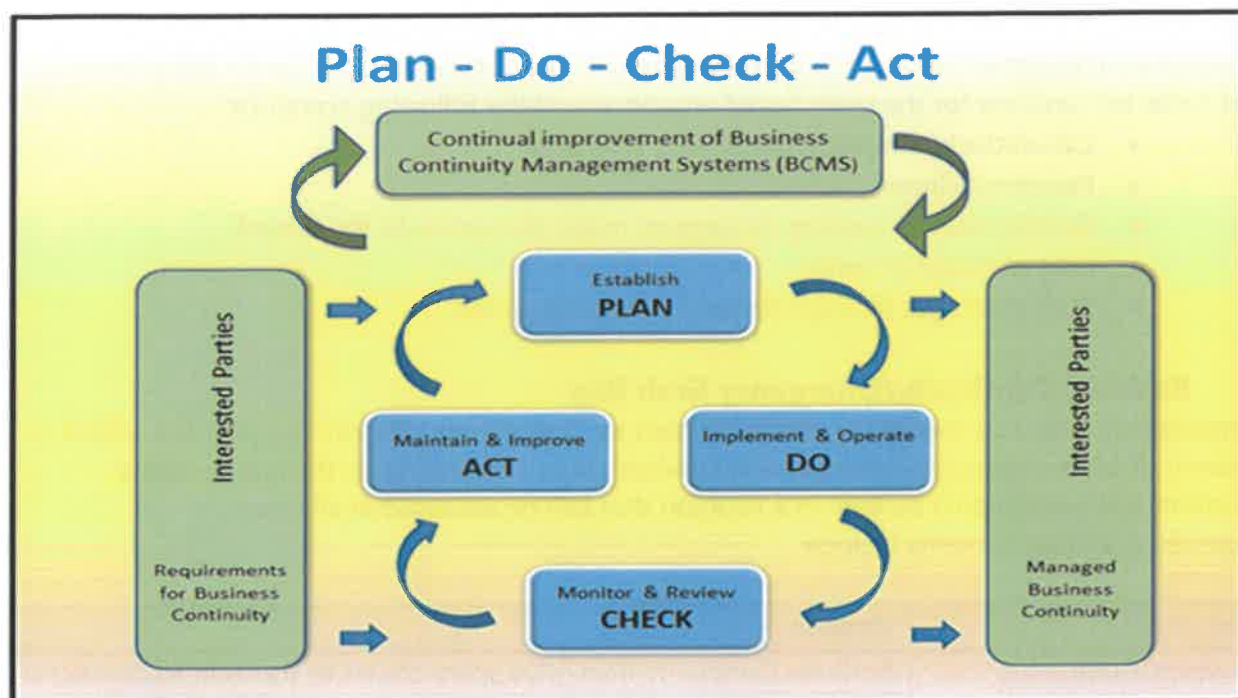
1.3 Objectives of Plan

The plan is designed to achieve the following strategic objectives:

- a. To safeguard the safety and welfare of pupils, staff and visitors;
- b. To resume provision of education services at the earliest opportunity and, where possible, secure a continuation of learning;
- c. To maintain the community and identity of the school;
- d. To return the school to normality.

1.4 The Plan-Do-Check-Act (PDCA) Model

The International standard applies the "Plan-Do-Check-Act" (PDCA) model to planning, establishing, implementing, operating, monitoring, reviewing, maintaining and continually improving the effectiveness of the organisational BCMS.



Plan (Establish)	Establish Business Continuity policy, objectives, targets, controls, processes and procedures relevant to improving Business Continuity in order to deliver results and align with the organisations overall policy and procedures.
Do (Implement and operate)	Implement and operate the Business Continuity policy, controls, processes and procedures.
Check (Monitor and review)	Monitor and review performance against Business Continuity policy and objective, report the results to management for review, and determine and authorise actions for remediation and improvement.
Act (Maintain and Improve)	Maintain and improve the BCMS by taking corrective action, based on the results of management review and reappraising the scope of the BCMS and Business Continuity policy and objectives.

1.5 Related Plans and Procedures

This plan should be read in conjunction with the school's other evacuation plans and emergency procedures that deal with the immediate response to an emergency situation.

For example:

- Dealing with Major Incidents and Updating your Contingency Plan
- Please insert other useful documents.

1.6 Plan Review and Testing

This plan should be reviewed for currency and accuracy every 2 years or in the event of significant structural or organisational change.

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It is good practice to test the plan by way of conducting a Business Continuity Plan exercise. A scenario-based tabletop exercise is a useful way to test your plan. Exercises can be designed as short-table top sessions for the team based around any of the following scenarios:

- Cyberattack/complete loss of your IT system
- Pandemic illness
- Severe Weather causing damage or major disruption to the school
- Loss of Power or water
- Staff shortages through illness or industrial action

1.7 Business Continuity/Emergency Grab Bag

An emergency grab bag should be created to hold key information that will support the school in the event of an emergency/business continuity disruption. Depending on the nature of the disruption, this pack should be kept in a location that can be accessed at all times.

Suggested grab bag contents include:

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	School branding material and stationery
	School logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register and Insurance Policy
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	A – Z map
	Portable radio (plus spare batteries)
	Wind up LED torch
	Back-up tapes
	Laptop with wireless connection
	Pay-as-you-go mobile phone and battery powered mobile phone charger
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Emergency cash, a cheque book or spare credit card
	Contact details for taxi / transport providers
	School Floor Plans
	Spare keys
	Whistle / megaphones
	High visibility jacket

SECTION 2: PLAN ACTIVATION

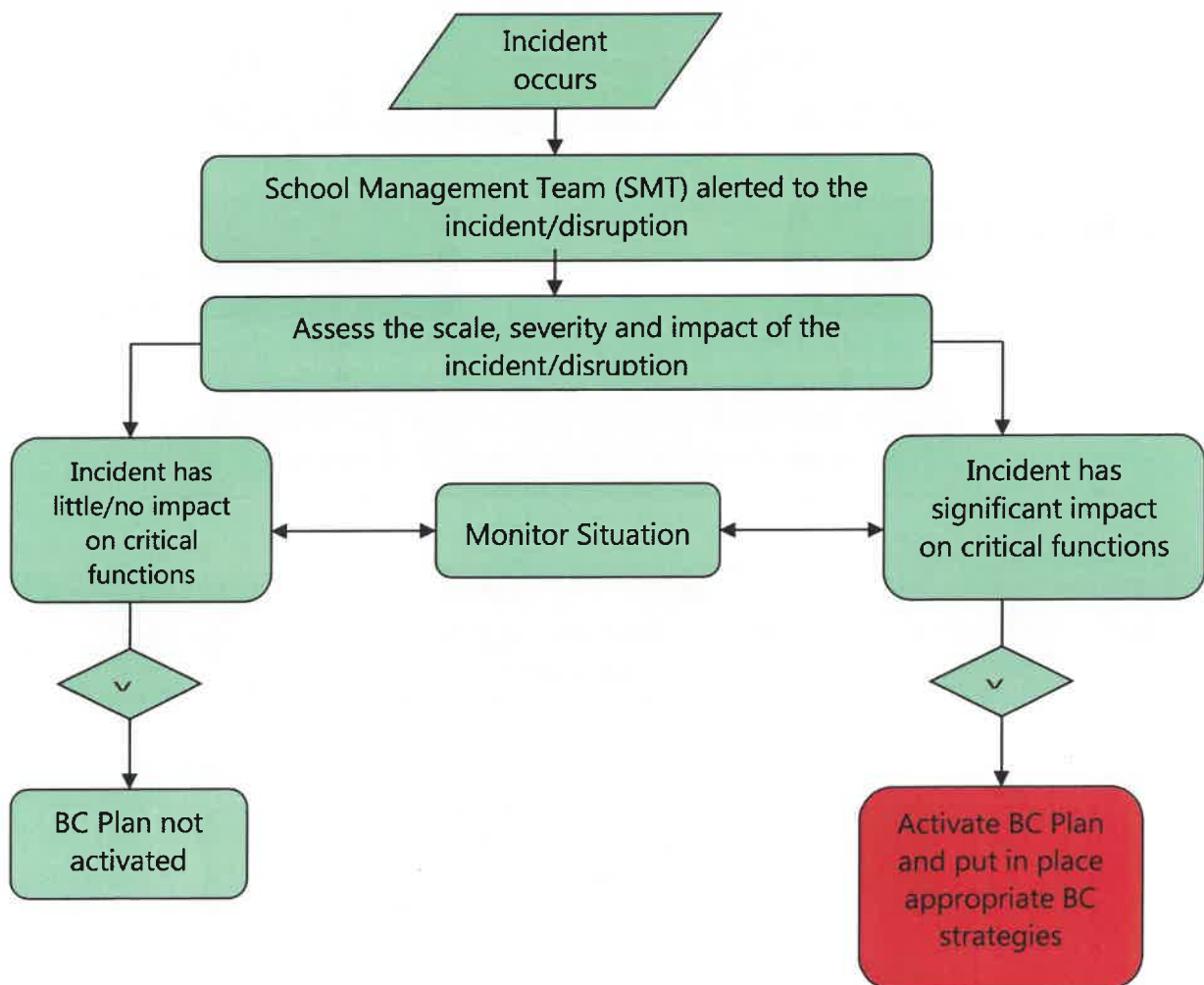
2.1 Circumstances

This plan will be activated in response to an incident causing significant disruption to the School, particularly the delivery of key/critical activities.

2.2 Responsibility for Plan Activation

The responsibility for implementing this plan lies with the Head Teacher or, if not available, a member of the School (Incident) Management Team.

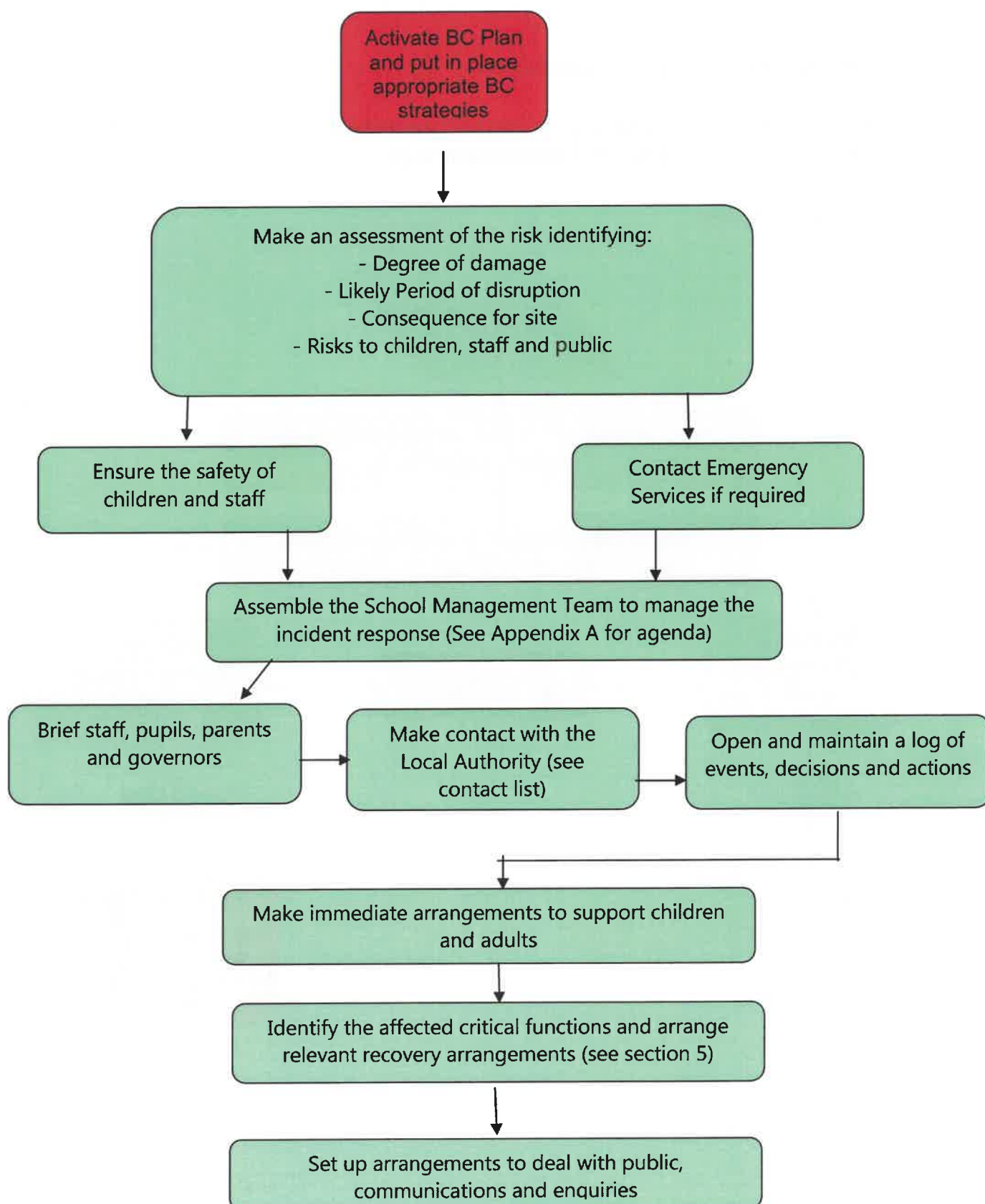
2.3 Activation Process



SECTION 3: PLAN IMPLEMENTATION

3.1 Incident Response

Upon activation of the School Business Continuity Plan, it is suggested that the following actions are taken.



3.2 Roles and Responsibilities

The headteacher, in conjunction with the school/establishment's Senior/School Incident Management Team will delegate Business Continuity Roles and Responsibilities. A guide on the roles and responsibilities required during a Business Continuity incident is described below.

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> Responsible owner of Business Continuity Management in the School Ensuring the School has capacity within its structure to respond to incidents Determining the School's overall response and recovery strategy 	The Headteacher has overall responsibility for day-to-day management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator	<ul style="list-style-type: none"> Business Continuity Plan development Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc Involving the School community in the planning process as appropriate Plan testing and exercise Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved Training staff within the School on Business Continuity Embedding a culture of resilience within the School, involving stakeholders as required 	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the School Incident Management Team.
School Incident Management Team <i>Could consist of:</i> <i>Headteacher</i> <i>Business Continuity Coordinator</i> <i>Health and Safety Coordinator</i> <i>Chair of Governors</i> <i>Premises Manager</i>	<ul style="list-style-type: none"> Leading the School's initial and ongoing response to an incident Declaring that an 'incident' is taking place Activating the Business Continuity Plan Notifying relevant stakeholders of the incident, plan activation and on-going response actions Providing direction and leadership for the whole School community Undertaking response and communication actions as agreed in the plan Prioritising the recovery of key activities disrupted by the incident Managing resource deployment Welfare of Pupils Staff welfare and employment issues 	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

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Other roles/responsibilities to consider during the activation of a Business Continuity plan include:

Role	Responsibilities	Report to/Actions
Incident Log (record keeper)	<ul style="list-style-type: none"> ▪ To record all key decisions and actions taken in relation to the incident 	The Headteacher or School Incident Management Team.
Media Coordinator	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison with Local Authority Press Office 	The Local Authority Press Office/Headteacher but should not make direct contact with Media.
Communication	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders including: <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers/carers ○ Local Authority (SCC) ○ School Crossing Patrol ○ School Transport Providers ○ External agencies e.g. Emergency Services, Health and Safety Unit 	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable).
Premises Manager	<ul style="list-style-type: none"> ▪ To ensure site security and safety in an incident ▪ To link with the School Incident team on any building/site issues ▪ To liaise and work with any appointed contractors 	Reporting directly to the Headteacher or School Incident Management Team.
ICT Coordinator	<ul style="list-style-type: none"> ▪ To ensure the resilience of the School's ICT infrastructure ▪ To link with SCC IT helpdesk or external providers (if applicable) ▪ Work with the Business Continuity Coordinator to develop proportionate risk responses 	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Recovery Coordinator	<ul style="list-style-type: none"> ▪ Leading and reporting on the School's recovery process ▪ Identifying lessons as a result of the incident ▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development 	Is likely to already be a member of the School Incident Management Team, and will lead on recovery and resumption strategies. Reports directly to Headteacher.

SECTION 4: BUSINESS IMPACT ASSESSMENT

For the purpose of this plan, the strategic critical function of the school is stated as:

‘The provision of educational services to its registered pupils, including a safe and secure environment in which to learn.’

In a business continuity context, the following functions are intended to achieve the strategic aim. Each activity has a ‘Recovery Time Objective’ (RTO), a timescale by which an establishment would seek to reinstate a service or services that have been lost during a period of disruption. Some activities will be more critical than others, and establishments should risk assess their critical activities and a realistic recovery time objective of when the service or function can be restored.

The chart below highlights critical functions for you to consider and amend as appropriate.

Critical Function	Description	RTO
Examinations	Providing staff and facilities to enable pupils to sit examinations.	N/A
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum.	1 WEEK
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.	2 DAYS
Safe and Secure Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc.	1 WEEK
Catering Facilities and Staff	The provision of suitable catering facilities and staff to enable preparation of school meals.	1 WEEK
Utilities - Gas	The supply of gas to enable the heating of premises and preparation of school meals etc.	1 WEEK
Utilities – Water	The supply of water for drinking and general usage including flushing of toilets, preparations of meals etc.	1 WEEK
Utilities - electric	The supply of electricity to enable ICT systems to run, lighting of premises etc.	1 WEEK
Provision of IT	The provision of IT to deliver education and to enable the establishment to run smoothly.	2 WEEKS
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.	1 MONTH
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces.	1 MONTH
Provision of cleaning contractors	The provision of suitable numbers of cleaners to carry out general cleaners to carry out general cleaning such as toilets, waste collection and removal.	1 WEEK

Risk Assessing your Business

In the context of 'Business Continuity Management' a risk assessment looks at the likelihood and impact of a variety of risks that could cause a business interruption.

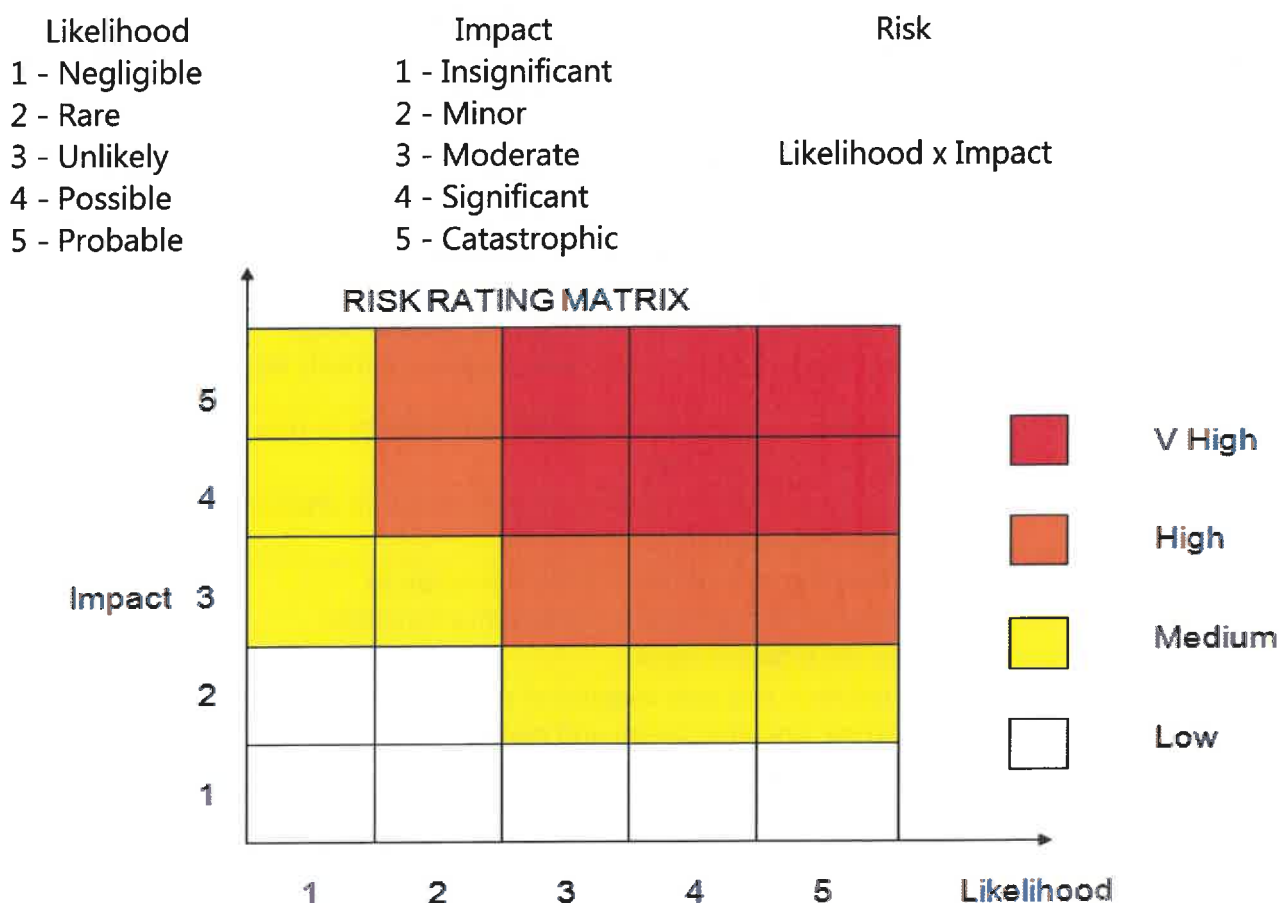
The Risk Assessment matrix in this plan differs slightly from that used in the assessment of corporate risk. This matrix is incorporated into the ISO22301 which is an International Standard that Somerset County Council has aligned its BC plans to. The ISO22301 is designed specifically to aid Business Continuity Management and is used by numerous private organisations and most Local Authorities nationwide.

This assessment is a structured and auditable process for identifying significant events, assessing their likelihood and impacts, and then combining these to provide an overall assessment of risk, as a basis for further decisions and actions.

Likelihood of occurrence	Indicator
1. Negligible	Slight or very small chance
2. Rare	Infrequent or exceptional
3. Unlikely	Not likely to occur or have occurred
4. Possible	Capable of happening or occurring
5. Probable	Having more evidence 'for' than 'against'. Likely to occur

GUIDANCE:

Each of the hazards should be scored in terms of its 'likelihood' and 'impact', which, combined, produce the 'risk' rating:



SECTION 5: POTENTIAL DISRUPTIONS

5.1 Loss of Premises

Loss of premises may result from fire, flood, loss of essential utilities or the building is within an area cordoned off by emergency services. This may occur during school hours, necessitating and evacuation, or during non-school hours preventing staff and pupil's access to the building.

It is a critical function of the school to provide suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc. The space below should include all relevant information that would assist with recovery from a loss of premises incident.

Virtual learning: In cases of an enforced closure many school provide links through their website to learning opportunities. These together with other educational internet and paper based services provide methods for providing continuation of education provision).

It is good practice for Schools/educational establishments to maintain contact with the local authority or governing body to help identify suitable working processes and possible alternative locations. From experiences of past Business Continuity events, alternative locations have been sought/implemented when a facility has been closed for a period of more than one week.

Risk	Potential Workarounds		
Complete loss of site Risk Rating: MEDIUM	Potential alternative sites:	1: Dependant on the loss and timescale for being on site again.	
		2:	
		3:	
Partial loss of site Risk Rating: MEDIUM	<ul style="list-style-type: none"> - Use of alternative on-site buildings - Use of temporary accommodation - Use of off-site facility if available 		
	Useful information/contacts:		

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<p>Temporary loss of premises (utility failure)</p> <p>Risk Rating MEDIUM</p>	<ul style="list-style-type: none"> - Virtual learning - Provision for vulnerable children, those with additional needs, key worker children
<p>5.2 Loss of Staff</p> <p>The most likely scenarios involving a significant loss of staff are industrial action, fuel shortage, outbreak of disease (eg. Pandemic influenza) and severe weather. In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects.</p> <p>It is a critical function of the school to provide a suitable number of qualified teaching staff to deliver the National Curriculum and suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.</p> <p>It is also important to consider 'Single Points of Failure' i.e. Exams Officer/Premises Manager etc</p>	
<p>Risk</p>	<p>Potential Workarounds</p>
<p>Pandemic Flu/Infectious diseases/Acute Respiratory Infection (ARI)</p> <p>Risk Rating: HIGH</p>	<p>A flu pandemic will occur in 2 waves, 3-9 months apart, with each wave lasting about 12 weeks. In addition to staff being off ill, you will also have staff being off to care for sick relatives etc. There may be local outbreaks of ARIs and Public Health may recommend additional measures.</p> <ul style="list-style-type: none"> - <i>Alternative teaching arrangements</i> - <i>Temporary cover</i> - <i>Hygiene precautions</i>
<p>Fuel Crisis</p> <p>Risk Rating: HIGH</p>	<ul style="list-style-type: none"> - <i>Alternative teaching arrangements</i> - <i>Virtual learning</i> - <i>Local supply cover</i> - <i>Alternative transport arrangements</i>

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	Useful information/contacts: Sports hall oil – Darch oil or Western Fuel
Industrial Action Risk Rating: HIGH	As far as possible, without attempting to influence staff members' legal right to take industrial action, managers should try to estimate the proportion of staff who may be available to work in order to plan work in accordance with priorities
	<ul style="list-style-type: none"> - <i>Virtual learning</i> - <i>Alternative teaching arrangements</i>
Severe Weather Risk Rating: HIGH	In the event of severe weather (eg, snow/flooding/heatwave), staff may be unable to travel to work. Employees are expected to make all efforts to reach their usual place of provide they can do so safely without putting themselves or others at risk.
	<ul style="list-style-type: none"> - <i>Pre-identified decision process (see 'Severe weather: Quick reference guide</i> - <i>Additional guidance e.g. advice for schools and education settings during a heatwave</i> - <i>Alternative teaching arrangements</i> - <i>Alternative school transport arrangements</i>

5.3 Failure of IT/Data/Telephony

Failure of IT within a school could be caused by a variety of reasons such as fire, flooding, power cut etc. It is important to ensure that the main server is resilient with separate power supply but if this not possible, back up arrangements should be in place.

Risk	Critical IT Systems	Workaround Options
Failure of IT Server/ systems Risk Rating: MEDIUM	- eg. SIMS, FMS	<ul style="list-style-type: none"> - <i>Back up paper system</i> - <i>Back up server</i> - <i>Disaster Recovery Contracts</i> - <i>Off site back up arrangements</i> - <i>'Cloud' arrangements</i>

FIVEWAYS SCHOOL Business Continuity Plan

Loss of Data	Critical Data	Workaround Options
Risk Rating: MEDIUM	- If critical data is lost, what back up options do you have if immediate access is required?	Paper pupil and staff emergency contact data held. Back up cloud based- contact Computeam. Pupil data held at county
Loss of Telephony Risk Rating MEDIUM	<i>In the event that the main landline was lost, what alternative communication methods do you have in place? We have staff mobiles in place – all teachers can have access to a mobile phone if needed.</i>	

5.4 Loss of Utilities (Electricity/Gas/Water)

If the school lost any of the utilities, what would the impact of this be and how long would the school continue to operate safely? All contractor contact information can be found in Section 6 of this plan.		
Risk	Impact	Workaround Options
Electricity/Gas Risk Rating: HIGH	- eg. Heating system	- Additional portable heaters
	- Catering (free school meals)	-sandwich option or provide vouchers.
	- IT servers	- Paper back up/ cloud
Water Risk Rating: HIGH	Impact	Workaround Options
	- Loss of water for drinking	- Contact water utility company for resolution
	- Washing	- Send all washing home. Boil kettles for hot water for cleaning staff
	- Sewerage	- Contact water utility company for resolution
	- catering	- sandwich option or vouchers for FSM parents

5.5 Disruption to Education (Exams/Assessment)

If the school cannot deliver exams or assessments, what would the impact of this be and who would the school need to contact/organise to ensure exams or assessment can take place?

Risk Loss of venue MEDIUM	Impact	Potential Workarounds
	- Exams/assessment do not take place as planned.	- Alternative venue planning
Risk: Staff shortages, pupil absence Risk Rating: MEDIUM/LOW	Impact	Potential Workarounds
	- Students fail to attend	- Special considerations (genuine absence reason), contact with exam board
	- Loss of invigilators/exam administrators.	- Alternative or temporary cover arrangements

SECTION 6: CONTACT INFORMATION**6.1 Staff Contact Information (School Incident Management Team)**

Job Title	Name	Email
Headteacher	Swavek Nowakiewicz	snowakiewicz@fiveways.school
Deputy Headteacher	Sam Ensor	slensor@fiveways.school
Business Manager	Fi Bunkin	fbunkin@fiveways.school
Assistant Headteachers	James Holgate	jholgate@fiveways.school
	Naomi Austin	naustin@fiveways.school
Caretaker	Paul Vale	pvale@fiveways.school
Clinical Lead	Paula Parkes	pparkes@fiveways.school
Chair of Governors	Malcolm Gulliver	Mgulliver@fiveways.school

6.2 External Contact Information (Suppliers/Contractors)

Organisation	Purpose e.g Supplier Of Stationery, Portacabin etc.	Name Of Usual Contact	Tel No (Office Hrs)	Out Of Office Hrs	Other Info
Somerset County Council School closures			01823 355953		Notification service on slp website
Somerset County Council			0300 123 2224		
School Transport-Somerset -Dorset -Devon Social Care/Respite		Jamie Smith Chris Luke Emily	01823 356967 01305 224011 01392 383483/ 03451551019 01823 357690		Jamie.smith@somerset.gov.uk
Property Services			01823 357357		
Insurance Services			01823 355920 01823 357042		insurancemailbox1@somerset.gov.uk rgwhite@somerset.gov.uk
Area Building Surveyor		Richard White Rob Paton	07957 541526		RPaton@somerset.gov.uk
Press Office			01823 355020		
Telephone	Nigel	Avalon Telecom and Technologies Ltd	01278 773573		nigel@avalontele.com
Gas Supplier	Total Energies	Main School & 82+84 Vic Rd	Helpline- 01737275587		
Electricity Supplier	EDF C/Contract	All areas	08453663664		
Water Board	Wessex Water Water2business		03456004600		
Oil	Western Fuel Ron Darch		01278431451 01935473302		Sports hall Tank-1000l 35 sec gas oil
Praesantia	ICT Support	Rhys Gwilyam	03301244731		Jon Brankin ICT Technician

APPENDIX

APPENDIX A: INCIDENT MANAGEMENT TEAM AGENDA

1. Background and Situation Report as known (Chair)
2. Updates and actions:
 - Premises
 - Current state
 - Critical items recovered/still in situ
 - Estimate of return
 - Welfare (staff, visitors, clients)
 - Confirm all persons accounted for
 - Current arrangements for retaining staff
 - Outstanding welfare issues
 - Communications
 - Message given out to staff
 - New contact number for public
 - Public message via Communication and Marketing
 - Brief for Somerset Direct
 - Collect contact numbers for team members.
 - Continuity and Recovery
 - Critical services affected
 - Options to work around disruption
 - Resources shortfall
 - Alternative premises identified (if applicable)
3. Time of next meeting

APPENDIX B: INCIDENT LOG FORM

[illegible]

Appendix C- Distribution list

Once plan is complete of has been updated, please circulate to the following:

Headteacher

School Business Continuity Coordinator

Chair of Governors

Emergency Pack should hold a copy of the BC Plan

Other

Appendix D- Testing schedule

Type of Test (e.g. Live exercise, desktop exercise, communications test)	Date of Test	Lessons Learned

Appendix E- Activation list

Description of Incident	Date of Incident	Lessons Learned



Approved: March 2023
Next review: with Critical Incident Plan

Appendix F- Bereavement

School background.

Fiveways School welcomes pupils with severe and profound special educational needs and disabilities in to a caring and friendly environment where they can achieve to the best of their abilities. Fiveways School is concerned with the educational, physical, emotional, spiritual and ethical development and wellbeing of each pupil.

Rationale

Some pupils at Fiveways have severe medical conditions that can significantly shorten their lifespan. Any bereavement within the school will have a huge effect on other pupils and staff members. A bereavement policy is relevant so that the school can be proactive when responding to bereavement and thus improving the care they can provide for pupils and staff.

Objectives

- To respect the wishes of the family
- To support pupils and staff before, (where applicable) during and after bereavement
- To support pupils and staff who have suffered a personal loss
- To identify key staff within school and clarify their roles in supporting the pupils/staff
- To identify resources available to support pupils and staff
- To enhance effective communications between school, family, and the community

The role of the governing body

- To approve, implement and monitor policy

The role of Headteacher/ Deputy Head

- To be the first point of contact for family/pupil concerned
- To inform key staff members
- To respond to media enquiries
- To ensure effective communications regarding the bereavement

Fiveways Bereavement Procedure

Role of Head teacher & Deputy Head

- Contact with the deceased pupil's family should be established by the Head teacher, and the family's wishes respected in every way including communicating with others
- Keep Governors fully informed

- Headteacher/Deputy Head will inform all staff members full and part time, bus escorts, respite staff and any previous members of staff (if appropriate), prior to pupils. (Factual information is essential to avoid confusion and rumours)
- Ascertain the family's wishes about the schools involvement in the funeral if any, and establish family wishes concerning celebrating the pupils life in school.
- Head teacher will invite family to any celebrations within school
- Issue any press statement if necessary.

Role of Class Teacher

- Decide how pupils should be informed, either individually or in small groups, from someone familiar to the pupils. All staff should be prepared to share information in an age, ability and appropriate way
- Liaise with communication and interaction team to ensure resources such as social story are used as appropriate
- Organise how pupil's life is celebrated in school, taking in to account parents and other staff wishes, communications, needs, SEMH and understanding
- Liaise with Headteacher/Deputy Head to decide most appropriate representative from the school to attend funeral, taking in to account impact on the school day/pupils

Role of Senior Management Team (SMT)

- A letter to all schools families affected should be composed at the earliest opportunity, and a decision made as to whom, and how it should be sent out.
- Establish with parents if photos of deceased pupil are to remain on the school website.
- Minimise disruption to the school timetable to provide a sense of security and familiarity. Although the school should recognise that a degree of flexibility could be required to accommodate the wellbeing and needs of some children affected by the bereavement.
- Ensure support strategies are in place for Staff and others involved as necessary. Fiveways staff have access to Care First and supervision from Educational Psychologist. Ongoing support can be provided as appropriate
- Headteacher/Deputy Head & SMT to advise office staff with regards to potential telephone enquiries.