



# MARISH

## Academy Trust

### **Business Continuity Plan 2021-22**

**Detailing arrangements for:**

**Incident Management**

**Business Continuity**

**Recovery and Resumption of normal Academy Activity**

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# 1.0 About this Plan

## 1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
June 2019	New version completely rewritten and updated	ALT
June 2019	Appendix 1 added MAT lockdown procedures	LK and BB
June 2020	Added risks of Covid	ALT
9 <sup>th</sup> Feb 2022	Roles updated	ALT

## 1.2 Plan Purpose

To provide a flexible response so that Marish Academy Trust Academy can:  
Respond to a disruptive incident (incident management)  
Maintain delivery of critical activities during an incident (business continuity)  
Return to 'business as usual' (resumption and recovery)

## 1.3 Plan Remit

The following areas are covered by this Plan:

- Teaching, Academy Administration, Catering, clubs and childcare facilities, Academy Trips etc

The following Academy premises are covered by this Plan:

- Both Willow and Marish Primary School sites in Slough Berkshire

## 1.4 Plan Owner

The Academy Leadership, including trustees are the owner of this plan and responsible for ensuring that it is maintained, exercised and updated appropriately to ensure that it is always relevant and appropriate.

## 1.5 Plan Distribution

Responsibility for this Business Continuity Plan is distributed between the following:

NAME	ROLE	ISSUE DATE
GD	Executive Headteacher	Feb 2022
AC	Substantive Headteacher	Feb 2022
DS, LK, NG, ED, SQ	Deputy Headteachers	Feb 2022
AR, CA, BR and BB	Finance and Facilities Leads	Feb 2022
CN, GS,	Security/Site Managers	Feb 2022
LB	Network and ICT Lead	Feb 2022

## 1.6 Plan Storage

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan at their regular place of work.

## 1.7 Plan Review Schedule

This Plan will be updated as required and formally reviewed in line with the Academy's review timetable, or whenever exceptional circumstances require.

## 2.0 Plan Activation

### 2.1 Circumstances

This Plan will be activated in response to an incident causing significant disruption to the Academy or one of its schools, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this Plan include:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, pandemic diseases, or civil unrest.
- Loss of critical systems e.g. ICT failure, power outage
- Loss of utilities to either site
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the Academy in the Emergency Service's cordon preventing access.
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical Academy activity such food deliveries or power or water supply failures.
- Terrorist or suspected violent activity
- Significant event occurring on a Academy Trip
- Also 'slow burn' response to crisis situations which develop over time such as ongoing restrictions in light of Covid- 19 Pandemic

### 2.2 Responsibility for Plan Activation

A member of the nominated **Academy Incident Management Team**<sup>1</sup> will normally activate and stand down this Plan. One of the initial roles, once the plan has been activated is to call a School Incident Management Team meeting and delegate roles as detailed in points 3.0 – 3.3.

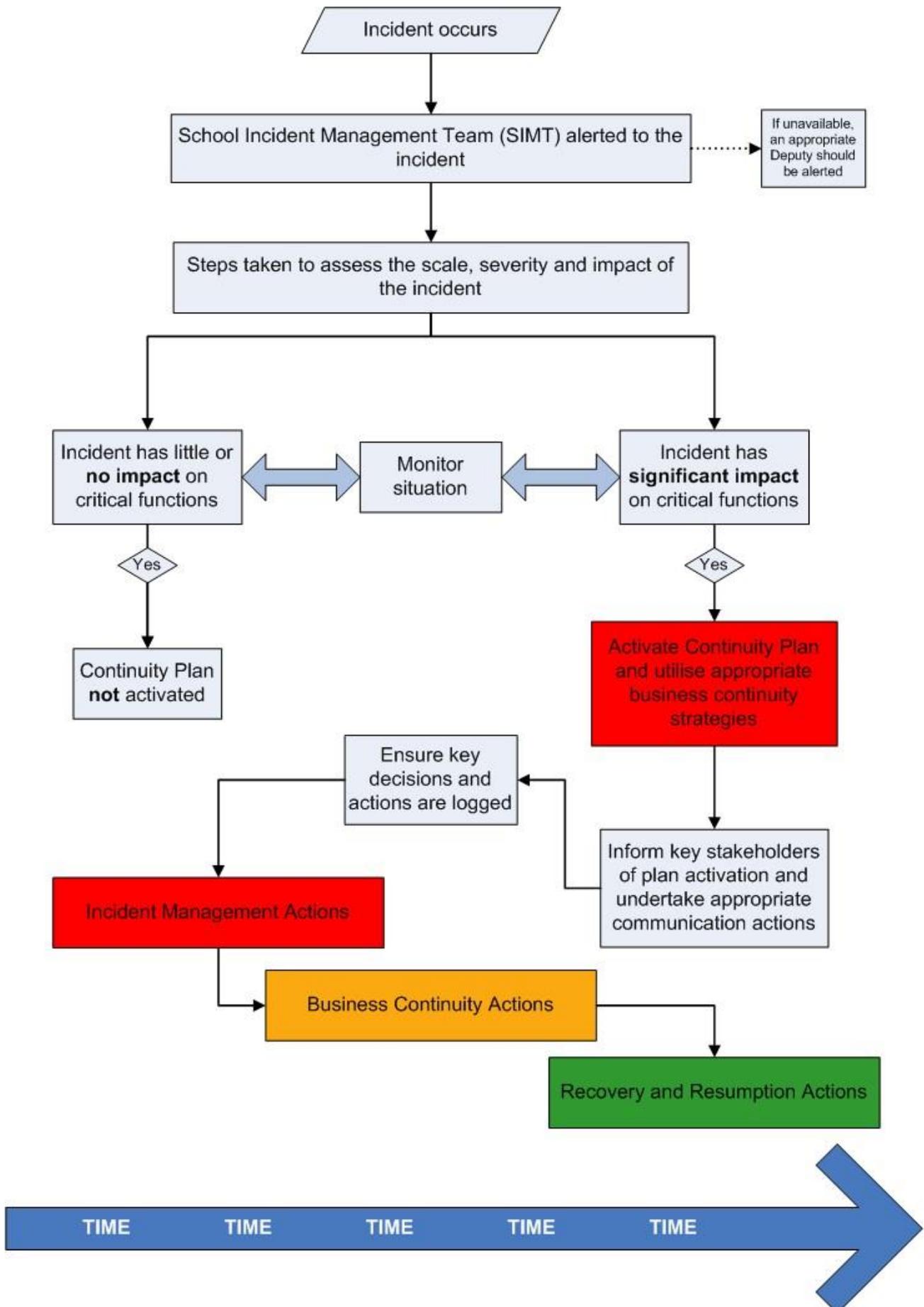
### 2.3 Escalating a Serious Incident

All serious incidents should be reported to the Executive Headteacher, headteacher and/or Facilities Lead immediately. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other relevant and commercial services notified to respond as appropriate.

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<sup>1</sup> See Section 3.1 for the responsibilities your Academy Incident Management Team

## 2.4 Activation Process



## 3.0 Roles and Responsibilities

### 3.1 Academy Incident Management Team

Role	Responsibilities	Accountability / Authority
Executive Headteacher	<ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the Academy Trust</li> <li>▪ Ensuring the Academy and both schools within it, have capacity within its structure to respond to incidents</li> <li>▪ Determining the Academy’s overall response and recovery strategy</li> </ul>	The Executive Headteacher has overall responsibility for day-to-management of the Academy Trust and both schools, including lead decision-maker in times of crisis.
Headteacher	<ul style="list-style-type: none"> <li>▪ To shadow Executive Headteacher in her responsibilities as owner of the Business Continuity Management in the Academy Trust</li> <li>▪ Support Executive Headteacher by ensuring the Academy and both schools within it, have capacity within its structure to respond to incidents</li> <li>▪ Support Executive Headteacher in determining the Academy’s overall response and recovery strategy</li> </ul>	Headteacher reports directly to the Executive Headteacher and is a member of the Academy Leadership and Incident Management Team.
Facilities Lead supported by DHTs and interested governors	<ul style="list-style-type: none"> <li>▪ Business Continuity Plan development</li> <li>▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc</li> <li>▪ Involving the Academy community in the planning process as appropriate</li> <li>▪ Plan testing and exercise</li> <li>▪ Conducting ‘debriefs’ following an incident, test or exercise to identify lessons and ways in which the plan can be improved</li> <li>▪ Training staff within the Academy Trust on Business Continuity</li> <li>▪ Embedding a culture of resilience within the Academy and both schools, involving stakeholders as required</li> </ul>	Facilities Lead reports directly to the Executive Headteacher and is a member of the Academy Leadership and Incident Management Team.

Academy Incident Management Team <i>(including Facilities lead, DHT, Headteacher and Executive Headteacher)</i>	<ul style="list-style-type: none"> <li>▪ Leading the Academy Trust’s initial and ongoing response to an incident</li> <li>▪ Declaring that an ‘incident’ is taking place</li> <li>▪ Activating the Business Continuity Plan</li> <li>▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions</li> <li>▪ Providing direction and leadership for the whole Academy Trust community</li> <li>▪ Undertaking response and communication actions as agreed in the plan</li> <li>▪ Prioritising the recovery of key activities disrupted by the incident</li> <li>▪ Managing resource deployment</li> <li>▪ Welfare of Pupils and staff welfare and employment issues</li> </ul>	The Academy 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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### 3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper)	<ul style="list-style-type: none"> <li>▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately</li> </ul>	Reporting directly to the Headteacher or Academy Incident Management Team.
Media Coordination Team: Headteacher and /or DHTs and PR Lead	<ul style="list-style-type: none"> <li>▪ Collating information about the incident for dissemination in Press Statements</li> <li>▪ Liaison with the appropriate Press Office to inform media strategy</li> </ul>	The Media Team should assist with providing information to the Press Office but should not undertake direct contact with media.
Stakeholder Liaison	<ul style="list-style-type: none"> <li>▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):               <ul style="list-style-type: none"> <li>○ Governors</li> <li>○ Parents/Carers</li> <li>○ Key Services</li> <li>○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc</li> </ul> </li> </ul>	All communications activities should be agreed by the Academy Incident Management Team. Information sharing should be approved by the Headteacher or DHTs (or Chair of Trustees if the Headteacher is unavailable).
Facilities Manager	<ul style="list-style-type: none"> <li>▪ Undertaking duties as necessary to ensure site security and safety in an incident</li> <li>▪ Liaison with the Academy Incident Management to advise on any issues relating to the Academy physical infrastructure</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> </ul>	Reporting directly to the Headteacher or Academy Incident Management Team.

ICT Network Lead	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the Academy's ICT infrastructure</li> <li>▪ Liaison with Lease ICT support or external providers (if applicable)</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> </ul>	<p>Network Lead reports directly to the Facilities Lead for plan development issues.</p> <p>In response to an incident, reports to the Headteacher and Facilities Lead and Academy Incident Management Team.</p>
Recovery Coordinator	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the Academy's recovery process</li> <li>▪ Identifying lessons as a result of the incident</li> <li>▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development</li> </ul>	<p>Is likely to already be a member of the Academy Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.</p>

The following Academy staff have been identified as people who may be able to undertake additional roles in your response to an incident: Chair of Trustees, PR Lead, PA to Headteacher, Executive Administrator, Safeguarding Lead.

### 3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Trustees and Governors	<ul style="list-style-type: none"> <li>▪ Working in partnership with the Executive Headteacher to provide strategic direction in planning for and responding to disruptive incidents</li> <li>▪ Undertaking actions as required to support the Academy's response to a disruptive incident and subsequent recovery</li> <li>▪ Acting as a 'critical friend' to ensure that the Academy Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable <ul style="list-style-type: none"> <li>▪ Monitoring and evaluating overall performance in developing Academy Resilience and reporting to Parents/Carers</li> </ul> </li> </ul>	<p>Liaison with the Headteacher or Academy Incident Management Team in response to a crisis.</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers</p>

## 4.0 Incident Management

**Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt Academy Trust activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage.**

### 4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community

- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

## 4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED?
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> <li>▪ Survey the scene</li> <li>▪ Assess (i.e. scale/severity, duration &amp; impact)</li> <li>▪ Disseminate information (to others)</li> </ul>	Gather and share information to facilitate decision-making and enhance the response  <i>A full impact assessment form can be found in Appendix A</i>	<i>(tick/cross as appropriate)</i> <input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	<b>TEL: 999</b> Provide as much information about the incident as possible	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> <li>▪ Evacuate the Academy building, if necessary.</li> <li>▪ Consider whether it may be safer or better for the welfare of pupils to stay within the Academy premises and congregate at a relative place of safety indoors.</li> <li>▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical Academy activities</li> <li>▪ Notify relevant stakeholders of site evacuation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use normal fire evacuation procedures for the Academy</li> <li>▪ Consider arrangements for staff/pupils with special needs</li> <li>▪ If the decision is to stay within the Academy, ensure the assembly point is safe and take advice from Emergency Services as appropriate</li> </ul>	<input type="checkbox"/>
4.	Ensure all Pupils, Staff and any Academy Visitors report to the identified Assembly Point.	The normal <b>Assembly points</b> for Marish are The Hub and Resource base area of KS1 and KS2 playground for KS2.  The normal <b>Assembly Point</b> for Willow is the staff car park.	<input type="checkbox"/>
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contactors and Visitors as a priority	<b>As per standard evacuation procedure</b>	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	<input type="checkbox"/>
8.	Identify Academy Incident Management Team to undertake specific emergency response roles	Information on roles and responsibilities can be found in Section 3.0	<input type="checkbox"/>

9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	The Log template can be found in Appendix A	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> <li>▪ Take further steps to assess the impact of the incident</li> <li>▪ Agree response / next steps</li> </ul>	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
12.	Log details of all items lost by Pupils, Staff, Visitors etc as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix C</i>	<input type="checkbox"/>
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the following Teams in Children’s Services may be approached to assist with incident management: <ul style="list-style-type: none"> <li>▪ Education Psychology Service</li> <li>▪ SEBDOS</li> <li>▪ Social Care</li> </ul>	<input type="checkbox"/>
14.	If appropriate, arrange contact with the SBC Press Office via Schools Lead.	Establish a media area if necessary.	<input type="checkbox"/>
15.	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the Academy community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised. <i>Business Continuity Strategies are documented in Section 5.3</i>  Consider the Academy’s legal duty to provide free Academy meals and how this will be facilitated, even in the event of emergency Academy closure.	<input type="checkbox"/>
16.	Ensure Staff are kept informed about what is required of them	Consider: <ul style="list-style-type: none"> <li>▪ what actions are required</li> <li>▪ where staff will be located</li> <li>▪ Notifying Staff who are not currently in work with details of the incident and actions undertaken in response</li> </ul>	<input type="checkbox"/>

<b>17.</b>	Ensure Pupils are kept informed as appropriate to the circumstances of the incident	Consider communication strategies and additional support for pupils with special needs. Consider the notification of pupils not currently in Academy– <b>contact via text message/website.</b>	<input type="checkbox"/>
<b>18.</b>	Ensure Parents/Carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.	Agree arrangements for parents/carers collecting pupils at an appropriate time Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update	<input type="checkbox"/>
<b>19.</b>	Ensure Governors are kept informed as appropriate to the circumstances of the incident	<b>Contact via e-mail/telephone/website.</b>	<input type="checkbox"/>
<b>20.</b>	Consider the wider notification process and the key messages to communicate	Local Radios may be useful in broadcasting key messages	<input type="checkbox"/>
<b>21.</b>	Communicate the interim arrangements for delivery of critical Academy activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate <b>Via website/telephone/text message.</b>	<input type="checkbox"/>
<b>22.</b>	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
<b>23.</b>	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found Insurance Policy documents are located in Finance Managers office.	<input type="checkbox"/>
<b>24.</b>	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	<input type="checkbox"/>

## 5.0 Business Continuity

### 5.1 Purpose of the Business Continuity Phase

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

### 5.2 Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED?
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, we may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	<i>(tick/cross as appropriate)</i> <input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' Academy activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>▪ Which Academy activities are disrupted?</li> <li>▪ What is the impact over time if these activities do not continue?</li> <li>▪ Would the impact be: Manageable? Disruptive? ○ Critical? Disastrous?</li> <li>▪ What are current staffing levels?</li> <li>▪ Are there any key milestones or critical activity deadlines approaching?</li> <li>▪ What are your recovery time objectives?</li> <li>▪ What resources are required to recover critical activities?</li> </ul>	<input type="checkbox"/>
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	<p>Consider:</p> <ul style="list-style-type: none"> <li>▪ Immediate priorities</li> <li>▪ Communication strategies</li> <li>▪ Deployment of resources</li> <li>▪ Finance</li> <li>▪ Monitoring the situation</li> <li>▪ Reporting</li> <li>▪ Stakeholder engagement</li> </ul> <p>Produce an action plan for this phase of response.</p>	<input type="checkbox"/>

4.	Log <b>all</b> decisions and actions, including what we decide <b>not</b> to do and include our decision making rationale	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	<input type="checkbox"/>
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of our key stakeholders e.g. Staff, Parents/Carers, Governors, Suppliers, Local Authority, Central Government Agencies	<input type="checkbox"/>

### 5.3 Business Continuity Strategies

	<b>Arrangements to manage a loss or shortage of Staff or skills</b> <i>Please add/amend/delete as appropriate</i>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff etc	
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may  involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave	
3.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> <li>• Larger class sizes (subject to adult and child ratios)</li> <li>• Use of Teaching Assistants, Student Teachers, Learning Mentors etc</li> <li>• Virtual Learning Environment opportunities</li> <li>• Pre-prepared educational materials that allow for independent learning</li> <li>• Team activities and sports to accommodate larger numbers of pupils at once</li> </ul>	
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other Academics	
6.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	
	<b>Arrangements to manage denial of access to your premises or loss of utilities</b> <i>Please add/amend/delete as appropriate</i>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Academics	
2.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises	St Marys Church, Langley Memorial Hall
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the Academy premises portfolio	
5.	Off-site activities e.g. swimming, physical activities, Academy trips	

<b>Arrangements to manage loss of technology / telephony / data / power</b> <i>Please add/amend/delete as appropriate</i>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key Academy data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc	Back up files taken regularly off site by various providers as part of our IT Provision.
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	
3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	Refer to Provider
5.	Emergency lighting	Refer to Provider –

<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b> <i>Please add/amend/delete as appropriate</i>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	EPA
4.	Using mutual support agreements with other Academies	To be investigated
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	

## 6.0 Recovery and Resumption

### 6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for the Academy as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

### 6.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED?
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<i>(tick/cross as appropriate)</i> <input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of Staff and Pupils	Depending on the nature of the incident, the Academy Incident Management Team may need to consider the use of Counselling Services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. <b>Inform via text message/web site/e-mail.</b>	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with Staff (and possibly with Pupils).  Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the Academy Incident Management Team and in particular by the Facilities Lead and ALT to ensure key actions resulting from the incident are implemented within designated timescales.  Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the Academy.	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	<input type="checkbox"/>

## 7.0 Appendices

	Content	Page No.
A	Log Template	
B	Impact Assessment Form	
C	Lost Property Form	
D	Financial Expenditure Log	
E	Contents of Emergency Box / 'Grab bag'	
F	Risk Identification, Evaluation and Management Matrix	
G	Incident Management Decision-Making Tool	
H	Key Contacts List	



## Appendix B

Impact Assessment Form			
Completed By		Incident	
Date		Time	

Question	Logged Response		
How were you made aware of the incident?			
What is the nature of the incident? (e.g. type, location & severity)			
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)			
Have the Emergency Services been called?			
Is the incident currently affecting Academy activities? If so, which areas?			
What is the estimated duration of the incident?			
What is the actual or threatened loss of workforce?	Over 50%		
	20 – 50%		
	1 – 20%		
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)			
Which work areas have been destroyed, damaged or made unusable?			
Is there evidence of structural damage?			
Which work areas are inaccessible but intact?			

## Appendix B continued

Question	Logged Response
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the Academy Trust's reputation?	
Other Relevant Information	



## Appendix D

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

	Expenditure Details <i>(what, for whom etc)</i>	Cost	Payment Method	Transaction made by

## Appendix E

# SUGGESTED CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

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)
	Academy branding material and stationery
	Academy logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Insurance Policy
Staff Information	Staff contact details
IT / Equipment Information	Software licence agreement and key codes
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Wind up LED torch
	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Disposable camera with film
	Hazard barrier tape
	Contact details for taxi / transport providers
	Academy Floor Plans
	Spare keys
	Whistle / megaphones
	High visibility jacket



## Appendix H Marish Academy Trust LockDown Procedures

***If the school is informed by a responsible outside agency or the Senior Staff member present determines that a lockdown should be instituted then the following shall apply:***

The request for lockdown will be communicated by a staff member visiting you or communicating over the tannoy) if appropriate and telling you that a code 311 is in operation. (We do not want to communicate to the children that a lockdown is in force as this might generate some panic reactions). All staff should respond to the lockdown request quietly and calmly without any undue panic being communicated to the children

Any pupils or staff outside the buildings will be brought inside immediately

Teachers will keep all pupils in their classrooms in which they are currently teaching, closing all doors and windows ensuring that external doors are properly fastened closed to prevent any unauthorised access

Children should sit quietly, preferably reading until the lockdown instruction is revoked

All other staff will ensure that all access doors and windows to their area are closed to ensure any external person cannot gain access. Front office staff will ensure that main entrance doors are locked shut

The ending of the lockdown instruction will be signalled with three short rings of the fire alarm bell

WJB Feb 2022