

Critical Incident & Business Continuity Plan

**Review Date**

August 2023

Ratified

21 September 2023

Next Review

August 2027

Responsible Directorate

Operations (Finance)

Our Vision



Transforming Lives of our learners

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.



Transforming Lives of our colleagues

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.



Transforming Lives in the communities we serve

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

**Commitment
to Education**

**Transparency
and Integrity**

**Innovation and
Improvement**

**Dedication to
Inclusivity**

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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1 | Statement of Intent

- 1.1 Academy Transformation Trust (ATT) is committed to ensuring the highest level of education and development for all of its pupils. This is particularly important during times of disruption which can be caused by a variety of different scenarios.
- 1.2 The Principal, supported by the Chair of Governors and the Academy Incident Management Team, will be responsible for the coherence and effectiveness of the academy's emergency and business continuity planning arrangements. This includes ensuring that the academy is fully prepared to cope with any incident that may arise and providing a continued education and place of safety for the pupils.
- 1.3 This Critical Incident and Business Continuity Plan will enable ATT and its academies to fulfil its obligations to:
- Protect the vulnerable, including pupils and staff.
 - Support the work of the emergency services.
 - Maintain business continuity when faced with any disruptive challenge.
- 1.4 We will achieve this through:
- Effective planning and preparation
 - Establishing roles, responsibilities, and a leadership structure
 - Working towards a confident and controlled incident response and recovery
 - Academy wide training and awareness raising
- 1.5 Our Trust recognises its responsibility in ensuring that this policy is implemented and that every member of staff and academy personnel are familiar with their respective plan and its contents. Each individual academy plan will be regularly reviewed by the Estates department and our expert partner for Health and Safety, Elite Safety in Education, ensuring they are kept up to date in order to fulfil the above obligations to a high standard.
- 1.6 The templates outlined within this policy will be issued to each academy in order to complete their individual critical incident and business continuity plan.

2 | Defining an Incident: Emergency or Disruption

Emergency

Definition:

Handling emergencies is a normal part of academies life. Some incidents, however, are of a more critical and overwhelming nature in which staff, pupils and parents may experience acute, even prolonged, distress. Emergencies can:

- Arise with or without warning.
- Cause or threaten death, injury, or serious disruption to normal life.
- Affect more people than can be dealt with under normal conditions.
- Require special mobilisation and organisation of resources.

Examples:

- The murder of a pupil or staff member
- Fatal road traffic collisions
- Fatalities or serious injuries on academy trips
- Teacher, member of staff or pupil suicide
- Community tensions
- Major arson attacks
- Severe weather damage
- Missing pupils
- A fatal accident involving a contractor on academy premises.

If an event or incident falls under one or more of the above definitions or examples, it is likely to require a planned emergency response.

**Use Emergency Aide-Memoires
TOOLKIT**

Disruption

Definition:

Not all incidents are emergencies, a disruptive challenge is an incident which:

- Results in an interruption to the delivery of key services
- Requires the educational establishment to respond in a manner outside of its normal day to day procedures.

Causes of disruptions:

- Industrial action
- Sickness
- Severe weather
- Utility failure
- Supply chain issues

The primary aim of **Business Continuity Planning (BCP)** is to ensure that unless there is an overwhelming pressure caused by the disruption, the academy remains open during term times and normal routines and timetables are maintained as far as possible. It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

The Business Continuity Aide-Memoires act as a guide to ensure minimal disruption to the school as a service and a return to normal as soon as possible.

**Use Business Continuity Aide
Memoires TOOLKIT**

3 | Academy Incident Management Team (AIMT) Guidance

- 3.1 The Academy Incident Management Team (AIMT) is the group that will be convened during or following an incident to manage the situation in an organised and structured manner.
- 3.2 Any staff or personnel may be used to fill the roles depending on their skills and more than one role can be assigned to the same person. Some roles may naturally fall to particular staff, but it is also important to consider that the tasks will have to be completed under a much greater amount of stress in an emergency. In addition to this, the roles and responsibilities called upon will very much depend on:
- Scale- What is the extent of the emergency and what resources are required?
 - Duration- How long will the incident last, considering both short and long term?
 - Impact- How severe is the impact on key services, buildings, or stakeholders?
- 3.3 The table below allows academies to think about and develop answers to the following questions:
- What are the roles that may need to be filled during and following an incident?
 - What are the key responsibilities that each role has?
 - Who do you have in the academy that could fill each role if required? *Recording the names and contact details of trained and suitable personnel will save time in an emergency.*
 - What are some of the training considerations and resources available for each role?

Role	Tasks and Responsibilities in an Emergency or Disruption	Pre- Incident Training and Resources
Principal	Incident Team Lead Strategic Role • Chair of Academy Incident Management Team. • Ensure academy-wide continuity. • Receive information and make decisions. • Lead on interviews or assign appropriate AIMT member e.g., Media and Communications Lead. • Work through aide-memoire. Business Continuity Lead • Record all decisions and actions in the incident log. • Take responsibility for business. continuity considerations which can be found in each aide-memoire. • Take decisions in order to return swiftly to 'business as usual'. • Pre-incident business continuity checklist.	School specific scenario workshops Familiarisation with Emergency Plan Training resources and courses. Continuity Shop https://www.ibct.com/

	Recovery Lead • Maintain recovery log. • Lead and report on the academy's recovery process. • Facilitate a full debrief. • Identify lessons learned as a result of the incident/recovery. Liaise with the plan owner to ensure lessons learned are incorporated into the plan development.	Incidents debrief training from recognised organisations Emergency response and recovery guidance
Principal's PA/Office Manager	Log Keeper • Maintain incident log. • Ensure that all key decisions and actions taken in relation to the incident are recorded accurately. • Ensure that all other logs such as communications or recovery logs are also being maintained.	A variety of <i>Incident Loggist</i> virtual training courses are available online to enhance current logging skills.
CEO/Deputy CEOs	Media and Communications Lead • Maintain media and communications log. • Follow the media and communications checklist. • Establish and maintain lines of communication with all stakeholders – use aide memoirs. • Responsible for social media and help lines. • Collate information about the incident for press statements.	A variety of media management and crisis communications courses can be found online.
Director of Estates	Estates Lead • Maintain log of actions. • Ensure site security and safety during and following an incident. • Consult with AIMT Manager to advise regarding infrastructure. • Point of contact for contractors. • Pre-Incident: Ensure academy site information section is up to date. Health and Safety Lead • Maintain health and safety log. • Responsible for following and distributing any health and safety procedures or advice. • Risk assessment. • Consider infection control. • Complete any accident/incident Paperwork and RIDDOR forms. • Manage first aid considerations.	Risk Assessment Training Fire Safety and Marshall training (Managing Security in Schools Guide – National Association of Head Teachers Website) Academy specific scenario workshops may also highlight facilities issues Health and Safety courses and materials available from: • Health and Safety Executive Website

		Public Health England Centre for Disease Prevention and Control
Director of IT	ICT Lead - Maintain ICT log. - Ensure resilience and recovery of the academy's ICT infrastructure. - Work with the Business Continuity Co-ordinator in disaster recovery. - Liaise with suppliers or ICT support.	Backup and disaster recovery in schools' information can be found online
Director of Safeguarding	- Maintain safeguarding log. - Ensure welfare of all pupils. - Co-ordinate with Police Family Liaison Officers; Educational Psychologists; Children's Services and any relevant voluntary organisations. - DBS checks of temporary staff. - Maintain log of all incidents related cases and actions. - Work with Child Safeguarding Officer to identify child needs. Act as a point of contact for pupils or staff with concerns about the incident or with difficulties recovering from it. Be a source of advice about the help and support available.	School mandatory training Safeguarding Children Board also offers safeguarding training

4 | Training and Exercising (Estate /Annual)

4.1 To ensure the effectiveness of this plan during a real-life incident the following training method must be incorporated into each academy's emergency preparations and receive periodic review by ATT or an expert partner:

- Emergency planning awareness, academy specific scenario workshops and business continuity advice training sessions through outside provider.
- Incorporating Emergency Plan training and awareness raising into inductions and mandatory training for all relevant personnel.
- Including pupils in the training and awareness schedule. Test exercises, practising the route to a 'buddy school' or talking about past incidents can prepare pupils and create a greater atmosphere of calm in a real incident.
- Planning 'walk-throughs' to communicate the contents of the plan and to ensure staff are familiar with arrangements and procedures.

- Education and training for specific staff on Business Continuity and Academy Incident Management Team roles and responsibilities.
- Component tests, for example checking alarms and locks and testing external storage devices.
- Table-top exercises using example scenarios to check the validity and reliability of the plan contents.
- Discussion of real-life incidents to improve planning and response.
- Regular review of training log to ensure training is relevant and up to date.

4.2 A record will be kept, using the log sheet on the following page, of all training events, workshops, or exercises.

4.3 Further resources and reading:

- [UK Government](#)

5 | Business Continuity Checklist

Action	Completed	Reviewed
Include alternative numbers on the Contacts Sheet for: • Suppliers and third parties • Catering suppliers • Supply/agency staff • ICT support • Transport providers • Key holders	Director of Estates /ICT/People	
Electronic back up of data and off-site storage of hard copies (record location of each document): • Insurance • Legal • Emergency Plan	Director of Estates	
Ensure safety of and access to valuable academy documents such as controlled assessments	Academy and Trust Sharepoint	
Access to remote learning: internet, email, networks	Deputy CEO Education	
Partnership with 'Buddy School'- shared facilities, information, staff, and resources	Dukeries Academy ATTFE	
Security considerations: • Alarms • Visitor badges • Building access	Director of Estates	
Temporary off-site office or meeting place established.	ATTFE Low Street	

6 | Communications and Media Checklist

Action	Completed Date/ Time
Inform CEO/ Deputy CEO /identify academy media lead	
Start and maintain a log (use a copy of the Log Sheet if required)	
Liaise with emergency services and establish if they will be handling media	
Gather facts: who, what, when, credibility of source	
Agree statement with CEO for partner agencies (Police, Fire, Ambulance & Local Authority)	
ATT will check statement with legal advisers, if necessary	
If possible, alert staff that a statement will be released at an agreed time – this is preferable to giving a ‘no comment’ answer to the media.	
Type out press statement ready to be emailed or handed out on site	
Consider management of onsite media parking and refreshments if appropriate	
Identify all interested parties who may need informing and prioritise: Use Specific Incident Aide-Memoires as a prompt	
Always use information provided by Police, Fire, Ambulance & other Local Authorities, or other services to inform parents, carers, and the public	
Designate a Helpline number – ATT will be able to assist with this service	
Keep contact phone number for Emergency Services/Director of IT separate to the public or family/carers helpline	
Set up answer phone message which can be updated regularly	
Contact those directly affected either through a telephone conversation or face to face if possible	
Use text messages for quick transfer of information – not ideal in more sensitive cases when alarm may be caused	
Update the academy website	
Use the local radio as a communication resource	
Use social media to spread advice and information: Facebook, Twitter etc.	

7 | Specific Emergency Aide Memoires Toolkit

Unplanned Academy Closure e.g., Severe Weather or Civil Disturbances

Action	Person Responsible	Completed Time	Notes
Start Incident Log			
Activation of plan: note date and time			
Liaise with Director of Estates who will inform relevant organisations e.g., utility companies Check forecasts on news bulletins			
If in immediate danger, evacuate or invacuate to a point of safety			
Temporary relocation – Liaise with ‘Buddy School’ or contact Trust			
Convene Academy Incident Management Team			
Alert as appropriate: - Deputy CEO (Education or Finance & Operations) - Chair of Governors - Teaching staff - Support staff - Contractors			
Inform Deputy CEO of incident who will assist in crisis management			
Liaise with Deputy CEO who will consider media, PR, and information sharing – see Media and Communications Checklist			
Inform parents/carers. Inform pupils			
Establish helpline			
Transportation			

Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Catering requirements			
Suppliers – cancel or relocate deliveries			
Site security			
Cancellations: bookings, transport, clubs etc			
Record all changes and cancellations for easy reinstatement			
Regular updates in place for parents, staff, pupils			
Plan for re-opening and return to normality			
Prepare for Recovery Stage. Go to Section 3			

Death or Serious Injury to a Pupil or Member of Staff e.g., Violence, Assault, or Accidents

Action	Person Responsible	Completed Time	Notes
Start Incident Log			
Activation of plan: note date and time			
Record injuries and casualties: names, locations			
Liaise with Emergency Services/hospitals and regularly update			
Convene Academy Incident Management Team			
Set up an Incident Control Room as a focal point for all information and decisions			
Inform parents or carers directly involved			
Alert as appropriate: - Deputy CEO (Education or Finance & Operations) - Chair of Governors - Teaching staff - Support staff - Contractors			
Follow ATT Health and Safety policies and procedures. - Fill out accident/incident forms. - ATT will inform RIDDOR			
Liaise with CEO/ Deputy CEO to Consider media, PR, and information sharing– see Media and Communications Checklist			
Inform those not involved: - Parents/carers - Pupils - Neighbouring schools			
Establish helpline			
In event of unplanned academy closure see Aide-Memoire 1			
Establish a briefing room(s) for families and/or staff			
Nominate a ‘meet and greet’ person			

Business Continuity Considerations			
Exam timetables			
Controlled assessments			
Cancel bookings/activities			
Security of site			

Outbreak of Disease e.g., Pandemic Flu, Meningitis, Measles, etc.

Action	Person Responsible	Completed Time	Notes
Start Incident Log			
Activation of Plan: Note Date and Time			
Compile a list of affected pupils/staff: names, symptoms, location			
Liaise with Director of Estates and relevant Director of Education who will liaise with key stakeholders including Local Authority Public Health Team			
Convene School Incident Management Team			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: - Deputy CEO (Education or Finance & Operations) - Chair of Governors - Teaching staff - Support staff - Contractors			
Follow ATT Health and Safety policies and procedures - Accident and Incident Forms - ATT will inform RIDDOR			
Consider Media, PR, and information sharing– See Media and Communications Checklist (Page 43)			
Establish Helpline			
Use social media and school website to update public			
Alert neighbouring schools and maintain information sharing			
Consider other Aide-Memoires (if relevant): - Unplanned Academy Closure - Death/Serious Injury			

Business Continuity Considerations			
Exam Timetables			
Cancel bookings/events as required. Keep a record for easy re-instatement			
Maintain regular updates to staff, families, pupils			
Prepare for Recovery stage. Go to Section 3			

Emergency Safeguarding e.g., Intruder on Premises, Missing Children, Child Custody

Action	Person Responsible	Completed Time	Notes
Start Incident Log			
Alert academy Safeguarding Lead and Principal immediately			
Activation of plan: note date and time			
Consult academy safeguarding threshold document and follow academy procedures, as necessary.			
Take specific actions to avoid escalation e.g., lock-down, search of premises and grounds for missing child. Only do so if you are trained and it is safe to do so.			
If necessary, evacuate or invacuate pupils/staff to a point of safety			
Call and liaise with Emergency Services if necessary			
Convene Academy Incident Management Team			
Set up an Incident Control Room as a focal point for all information and decisions			
Consider media, PR, and information sharing—see Media and Communications Checklist			
Establish a helpline and use this to arrange a meeting for parents & carers: explain the situation			
Maintain lines of communication with: • Pupils • Parents • Local Authority • Emergency Services • Neighbouring schools			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet' person			

Other Aide-Memoires:			
• Unplanned Academy Closure • Death/Serious Injury			
Business Continuity Considerations			
Cancel bookings and activities as required. Keep a record to allow for quick re-instatement			
Exam timetables			

Academy Trip Incident e.g., Off-Site Accidents, Transport Accidents, Transport Delays

Action	Person Responsible	Completed Time	Notes
Academy Based Contact: On receiving a call from a group on a visit use the 'Home Based Contact Emergency Action Sheet' to record key information			
Decide level of response. If required activate emergency plan Note date and time			
Start Incident Log			
Convene Academy Incident Management Team			
See educational visit documents for home-based contact/ contact Resilience Unit			
Set up an Incident Control Room as a focal point for all information and decisions			
Contact Police (Ask for Liaison Officer/ Forward Control Officer)			
Contact • Director of Estates • CEO/Deputy CEO • Director of Safeguarding			
Follow ATT Health and Safety policies and procedures • Accident and Incident Forms • ATT will inform RIDDOR			
Pupil Considerations: Liaise with School Trip based contact			
Specific pupil needs e.g. medication, glasses, dietary needs			
Catering requirements			
Alternative accommodation and/or Transport			
Ensure arrangements for return home are in place			

Media, PR & Information Sharing: Use Communications and Media Checklist			
Contact: • Chair of Governors • Parents/Carers • Home contacts for staff/volunteers on trip • Transport provider • Insurance provider • Foreign and Commonwealth Office (if abroad)			
Depending on severity of incident establish Information Lines or Helpline for: • Governors • Staff • Pupils • Parents/Carers • Public			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet'.			
See other scenarios as required: • Death/serious Injury • Outbreak of disease • Emergency safeguarding			
Response Actions and Business Continuity Considerations			
Re-schedule or cancel activities – record any changes made			
If Delays are extensive: Controlled assessment/Exam timetable considerations Continued updates to home			
Log damaged and lost Items Log costs of Incident Contact estates			

In the event of receiving an emergency call from a group on a visit, remember they will be extremely stressed. You need to remain calm and record as much information as possible using the table below:

Time:	Date:
Name of Caller:	
Trip:	
Number to call back on:	
Find out: <i>What happened?</i> <i>When did it happen?</i> <i>Who is involved?</i> <i>Type of incident:</i> <i>Number of people involved/casualties:</i> <i>Location of incident:</i> <i>Emergency services and Foreign and Commonwealth Office present?</i> <i>What support do they need?</i> <i>Intended actions of trip leader and group</i>	

Advise that you will be setting up an Academy Incident Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.

Advise the caller to record any actions taken and to provide regular updates.

Fire or Flood e.g., Burst Water Main, Fire on Premises or Neighbouring Building

Action	Person Responsible	Completed Time	Notes
Follow academy evacuation procedures as required			
Start Incident Log			
Activation of plan - note date and time			
Liaise with Emergency Services			
Convene Academy Incident Management Team			
Set up an Incident Control Room as a focal point for all information and decisions (off-site if required)			
Alert as appropriate: • Governors • Teaching staff • Support staff • Contracts			
Contact: • Regional Estates Manager • Director Of Estates • Director Of Education • Vertas 24 hour out of hours service 03301 655155			
Follow ATT Health and Safety policies and procedures. • Accident and incident forms • ATT Estates will inform RIDDOR			
Establish helpline			
Establish a briefing room(s) for families and/or staff			
Nominate a 'meet and greet'			
Alert parents/carers			
Relocation – liaise with 'Buddy School'			

Specific pupil needs: medication, glasses, dietary needs etc			
Catering requirements			
Other Aide-Memoires: • Unplanned Academy Closure • Death/Serious Injury			
Business Continuity Considerations			
Re-schedule or cancel activities			
Log damaged and lost items			
Log costs of incident			
Prepare for Recovery Stage. Go to Section 3			

Bomb Threat e.g., Telephone Threats, Suspicious Packages or Unexploded Devices

Action	Person Responsible	Completed Time	Notes
Start and maintain Incident Log. Record all information.			
Activation of plan – note date and time			
If it is a telephone threat use Bomb Threat Sheet to record details of the call and give to Police Consider whether telephone threat is credible			
Convene Academy Incident Management Team			
Collect attendance register			
Calmly evacuate building using normal evacuation procedures outside the emergency services cordon			
Take a pupil roll call: any missing pupils or staff are to be reported to police. No searches are to be carried out.			
If all pupils are present, consider safe relocation such as local park or 'Buddy School'			
Establish off-site Incident Control Point			
Ensure first aiders report to Incident Control Point			
Call 999 and advise emergency services of actions. - Police - Fire (may be alerted automatically by alarm) For out of hours threats, key holder is to inform police immediately			
Site Security: Keep all personnel out of the academy until safe to return			
Alert: - Governors - Staff - Support Staff - Pupils and parents/Carers			
Consider media, PR, and information sharing– See Media and Communications Checklist			
Contact:			

- Deputy CEO - Director of Estates - Director of Education			
Transportation			
Business Continuity Considerations			
Exam timetables/ controlled assessments			
Catering requirements			
Re-schedule or cancel activities – record any changes made			
Regular updates in place for parents, staff, pupils			
Plan for re-opening: return to normality			
Prepare for Recovery Stage. Go to Section 3			

Telephone Bomb Threat Sheet

Print out and keep copies in reception and main office areas

Name		Date		Time	
Exact wording of threat					
When is the bomb going to explode?					
Where is it right now?					
What does it look like?					
What kind of bomb is it?					
What will cause it to explode?					
What is your organisation/codework?					
Did you place the bomb?					
Why are you doing this?					
What is your name/address?					
Telephone number (if available):					
Time of call completion:					

DO NOT HANG UP THE PHONE. Try to keep the caller talking and attract the attention of the supervisor.

You must inform your site manager on extension:

Additional details:

Gender		Tone of Voice		Behaviour of Caller	
Male		Deep		Calm	
Female		High Pitched		Angry	
Age		Nasal		Laughing	
Old		Muffled		Crying	
Young		Disguised		Excited	
		Familiar *		Slow	
		Stutter		Rapid	
		Loud		Irrational	

*If familiar, who did it sound like?

Accent (specify):

Distraction/Background noises (give as much detail as possible):

Description	Yes	No	Comment
Noise on line			
Payphone tone or pips			
Operator instructions			
Anyone in background			
Clear line static			
Aircraft			
Household noises			
Crackling			
Office			
Phonebox			
Machinery			
Animals			
Music			
PA system			
Traffic			
Talking			
Long distance			
Children			
Anything else			

Unplanned Loss or Shortage of Key Staff e.g., Industrial Action or Illness

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log			
Identify: - Which staff are absent? - Timescale of shortage - Critical services disrupted			
Convene Academy Incident Management Team if necessary. Assess: SCALE, DURATION, and IMPACT			
Liaise with support organisations or services: - Director of People - Director of Education - CEO/Deputy CEO Inform as appropriate: - Chair of Governors - Teaching Staff - Support Staff - Parents/Carers - Pupils Use Communications & Media Checklist			
Alternative Teaching Staff - Supply Teachers Contact List - Agency Staff			
Multi-skilled staff List of staff skills location			
Class Sizes - Maintain acceptable ratio of staff to pupils. - Can activities be arranged e.g., sports, assemblies, external providers			
Support Staff Consider human resources available: exam invigilators, after-school club leaders etc.			
Virtual Learning Environment Remote learning/assessment			

School Timetable Alternative timetable to accommodate fewer staff			
Buddy Schools - Liaise with neighbouring schools - Shared staff/facilities			
Support for returning staff. Is any support required after absence?			

Denial of Access e.g., Preserved Scene, Break-In Investigation, Alarms/ Doors Not Working

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log			
Identify disruption: • Damage to property or equipment • Critical service functions			
Contact Police (999 or 101 for non-emergencies)			
Convene Academy Incident Management Team if necessary.			
Liaise with support organisations or services: • Director of Estates • Director of People • Director of Education			
Inform as appropriate: • Governors • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist			
Health & Safety • Is access limited by a hazardous event? E.g., fire, asbestos exposure, break-in • Ensure health and safety of site attendees is monitored.			
Make alternative arrangements to cover (as necessary): • Accommodation • Lessons • Activities • After school clubs or events			
Remedial Action • Monitor ongoing works and liaise with stakeholders			

Failure of Technology or Loss of Data e.g., Network Disruption, Damage to Computers

Action	Responsible	Completed? Date/Time	Notes
Start and Maintain Incident Log			
Contact Director of IT and establish: • Timescale of loss • Loss of personal/confidential data • Back up offered. • Critical services disrupted			
Severity of Impact: • User groups/vulnerable groups affected. • Potential security breaches • Safeguarding – liaise with academy child protection officer			
Convene Academy Incident Management Team if necessary. Assess: SCALE, DURATION, and IMPACT			
Liaise with support organisations or services: • Director of IT • Department for Education Inform as appropriate: • Governors • Teaching staff • Support staff • Parents/Carers • Pupils Use Communications & Media Checklist			
Academy Timetable • Alternative timetable to compensate loss of lessons. • Failure of remote learning considerations • Activities/specific sessions requiring technology re-arranged. • Controlled assessment and exam timetables			

Site Security and Access • CCTV/alarms/access points – all functioning? Consider limiting access points if not. • Key holders identified. • Identification/visitor badges for ICT support/technology companies			
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Loss of Key Suppliers, Partners, or Third Parties e.g., Liquidation of a Supplier Company

Action	Responsible	Completed? Date/Time	Notes
Start and maintain Incident Log			
Contact supplier/partner and establish: • Timescale of loss • Critical services disrupted. • Backup options - suppliers			
Severity of Impact: • User groups/vulnerable groups affected. • Proportion of academy affected			
Convene School Incident Management Team if necessary. Assess: SCALE, DURATION, and IMPACT			
Inform: • Governors • Teaching staff • Support staff • Parents/Carers • Pupils Use Communications & Media Checklist			
Liase with support organisations or services: • Director of Estates • Director of IT • Director of Education			
Catering Requirements • Alternative lunches • Location - onsite/offsite			
School Timetable • Alternative timetable to compensate for loss of supplies or third parties. • Activities/specific sessions re-arranged. • Controlled assessment and exam timetables			

Site Security and Access • Unused areas locked up. • Key holders identified. • Identification/visitor badges for secondary suppliers etc			
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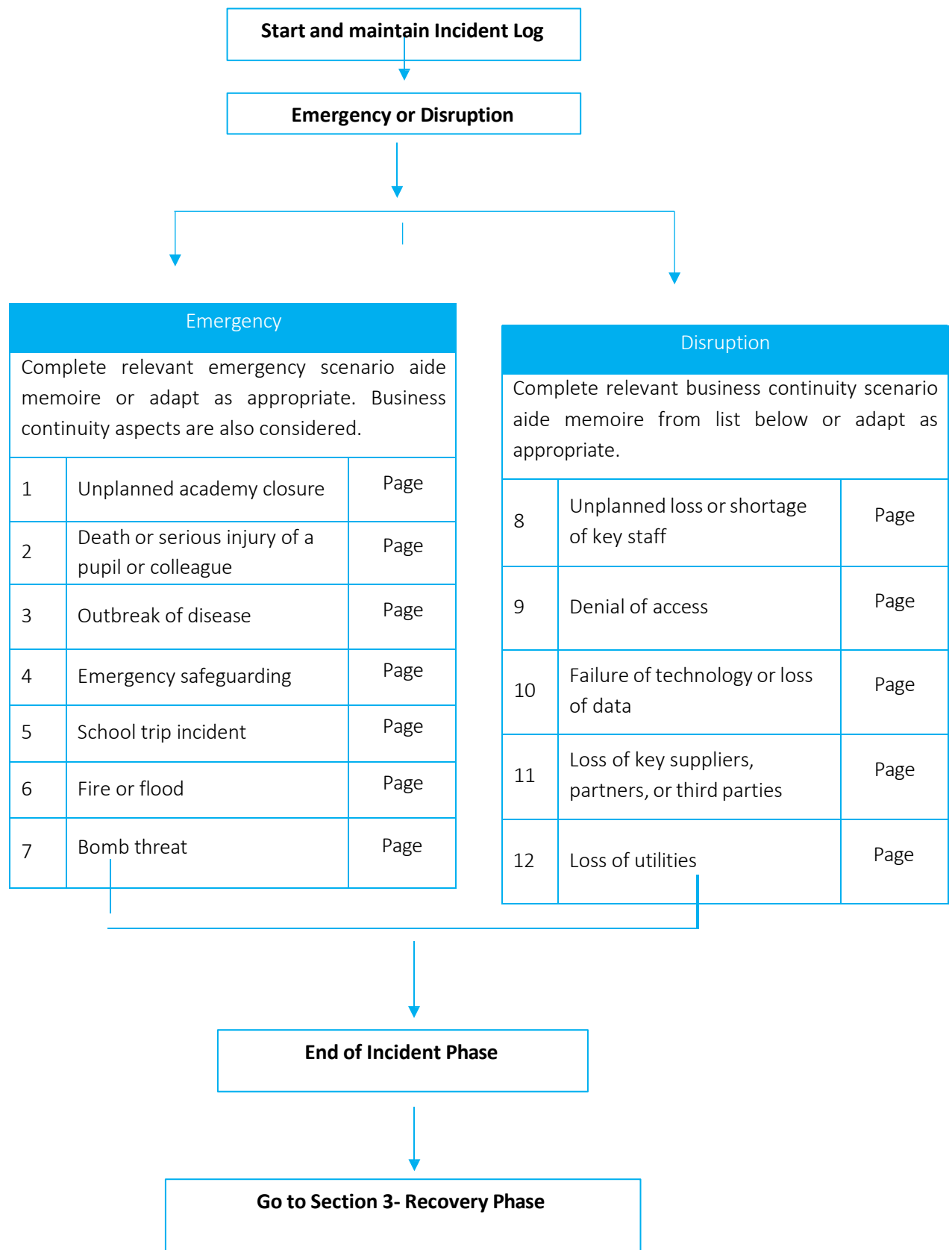
Loss of Utilities e.g., Damage to Water or Electricity Supply

Action	Responsible	Completed? Date/Time	Notes
Start Incident Log			
Contact Utility Company and Establish: • Timescale of loss • Areas of academy affected. • Critical services disrupted. • Backup options – generators etc			
Level of Impact: • Time of day • Season/weather/temperature			
Convene Schools Incident Management Team if necessary. Assess: SCALE, DURATION, and IMPACT			
Inform: • Governors • Teaching Staff • Support Staff • Parents/Carers • Pupils Use Communications & Media Checklist			
Liaise with support organisations or services: • Director of Estates • Director of Education • Deputy CEO			
Alternative Teaching Location • Areas of academy not affected. • 'Buddy School' facilities			
Catering Requirements • Alternative lunches • Location - onsite/offsite			

School Timetable • Alternative timetable to compensate for loss of lesson time. • Alternative start or finish time. • Controlled assessment and exam timetables			
Site Security and Access • Unused areas locked up. • Key – holders identified. • Identification/visitor badges for utility workers			

8 | Specific Business Continuity Memoires

Incident Response Activation



Incident Log

Incident Name:				Sheet Number:		
Date	Time	Contact Details incoming/ outgoing	Information received/given	Actions to be taken	Complete? Date/Time	Person Responsible

Emergency Contacts Sheet

The following sheet must be populated by ATT academies to reflect local arrangements and contacts for the relevant services, where ATT provides services, the details are provided below:

Emergency Contact Details		Name/Organisation
Children's Services	ATT Director of Safeguarding	Christine Franklin
Child Safeguarding	ATT Director of Safeguarding SCA Safeguarding Lead	Christine Franklin Gayle Brailsford
Environmental Health	ATT Director of Estates SCA Campus Manager	Sean Latham Ian Keeton
Health and Safety	ATT Director of Estates SCA Vice Principal SCA Campus Manager SCA Admin & Ops Manager SCA Commercial Development Manager (lettings/out of hours)	Sean Latham Rich Fegan Ian Keeton Rebecca Hollett Chris Metcalf
Public Health	ATT Director of Estates	Sean Latham
Public Relations and Communications Unit	Deputy CEO Education SCA Principal	Derek Trimmer Lewis Taylor
Risk and Insurance	Deputy CEO Finance & Operations	Mo Chatra
Other Organisations		Office Hours
		Out of Office Hours Number
Department for Education	Enquiry Line	0370 000 2288
Foreign and Commonwealth Office	Consular assistance (24 hr)	020 7008 1500
	If Abroad Ring:	+44 20 7008 1500
UK Health Security Agency	Main Switchboard	020 7654 8000
Sutton Community Academy		
Principal	Lewis Taylor	Lewis.taylor@attrust.org.uk
Vice Principal	Richard Fegan	Richard.fegan@attrust.org.uk
Designated Safeguarding Lead	Gayle Brailsford	Gayle.brailsford@attrust.org.uk
Campus Manager	Ian Keeton	Ian.keeton@attrust.org.uk
Admin & Operations Manager	Rebecca Hollett	Rebecca.hollett@attrust.org.uk
Commercial Development Manager	Chris Metcalf	Chris.metcalf@attrust.org.uk

9 | Recovery: Short and Long Term

The purpose of the recovery and return to 'business as usual' phase is to resume normal working practices for the academy as quickly as possible, therefore planning for recovery will be initiated by the academy and ATT as soon as it is possible during the incident. Where the impact of the incident is prolonged, regular operations may need to be delivered under new circumstances e.g., from a different location.

An action plan needs to be agreed for this final phase of the incident response. The following issues need to be considered as part of the action plan:

- The ongoing safety, health and wellbeing needs of the academy community.
- The environment and physical infrastructure
- The financial and economic recovery of the academy
- Communication strategies
- The longer-term impacts e.g., anniversaries, memorial services, and VIP visits
- Learning lessons from the incident to inform the future development of the business continuity plan.

	Action	Further Info/Details	Responsible?	Complete ?
1.	Recovery Agree and plan the actions required to enable recovery and return to normality.	Agree actions dependant on the nature of the incident. Set timescales with responsibility for completion clearly indicated. Use Recovery Log on the following page		
2.	Long Term Support Respond to any ongoing and long-term support needs of staff and pupils	• Educational Psychologists • Voluntary Organisation support • Educational support from staff • Bereavement services • Literature/advice on available help		
3.	Communication Once recovery actions are complete, communicate the return to 'business as usual'.	• How? • Who? • When? Use Communications and Media Checklist		

	Action	Further Info/Details	Responsible?	Complete ?
4.	Debrief Conduct a 'debrief' of the incident with staff (and with pupils if required).	Conduct a full incident debrief. Document any improvements to be made and any lessons learned		
5.	Plan Review Review this Emergency and Business Continuity Plan in light of lessons learned from the incident and the response to it.	Implement recommendations for improvement and update this plan. Produce revised version of the plan. Ensure all School Incident Management Team members and relevant personnel are aware of the changes		

10 | Recovery Log

Actions	Person Responsible	Completed Date/Time

11 | Debrief and Lessons Learned

- 11.1 A debrief is a review that is carried out following an incident when all persons involved can be present. The debrief will ideally be arranged as soon as possible by the Incident Lead to get an accurate and reliable account of what happened and to allow for important lessons to be identified.
- 11.2 The person co-ordinating the incident needs to attend as well as key members of the incident team.
- 11.3 Appoint a facilitator, ideally someone who was not closely involved in the incident who can ask questions from an independent and non-biased perspective. The facilitator should be briefed to allow them to delve in more depth into key positives and criticisms.
- 11.4 Go through the incident response step by step. Revisit the emergency plan and identify any deviation from plan. What changed and why?
- 11.5 Ask for specific feedback on a series of headings based on the key issues / areas for example:
- Procedures
 - Communication
 - Liaison
 - Finance
 - Public Relations
 - Health and safety
 - Resources
- The key questions to address are:
- What went well?
 - What did not go so well?
 - What would we do if we were in the situation again?
- 11.6 Use the *Example Debrief Agenda* as a guide.
- 11.7 Complete a report to document recommendations and opportunities for improvement and any lessons identified. It is important that the Principal/Head of Academy or Chair of Governors takes ownership of the report to ensure that any actions are taken forward.
- 11.8 Feedback any suggestions regarding the format of the plan.

12 | Example Agenda for Incident Debrief

1	Welcome & Introductions
2	Summary of the Incident, Scale Duration, and Impact
3	Aim of the Debrief
4	Lessons Learned:
4a.	Procedures
4b.	Communication
4c.	Liaison
4d.	Finance
4e.	Public Relations
4f.	Health and Safety
4g.	Resources
4h.	Incident Management
5	Conclusion
6	Summary of Actions
7	Close of Debrief