



Support
Tenacity
Responsibility
Innovation
Voice
Equity

Business Continuity Plan

Date of Review	Nov 2023
Next Review Date	Nov 2024
CEO	Sam Coy
Chair of the Trust	Sarah Richards
Signed	
Date	

SCHOLARS CONTINITY PLAN

Introduction

A critical Incident is a sudden crisis or emergency involving the school (in or out of school hours) where the effectiveness of the school response is likely to have a significant impact on the community.

This procedure is to provide schools within Scholars with a framework for having their own business continuity plan. Parents trust schools to keep their children safe and staff work hard to ensure that schools are generally a safe haven. However, schools can find themselves in the middle of a crisis with little or no warning – whether this be a natural disaster such as a fire or flood, an accident which leads to the death of a pupil or member of staff or even a violent incident that threatens the lives of a number of pupils and staff.

Thankfully serious incidents are rare but a serious incident can have a long-term impact on a school community. School staff will always be at the forefront of any incident that occurs on, or near, school premises and need to know how to ensure the safety of pupils and themselves.

Good crisis management can save lives, prevent a more minor incident escalating to become critical, protect pupils, staff and witnesses, protect property, protect against litigation, safeguard the reputation of the school and assist in any subsequent investigations.

Aim of the business continuity management plan

The aim of the Business Continuity Management Plan is to ensure staff and pupils are properly protected and prepared, ensure confidence in the school can be maintained and that normal education process can be restored as quickly as possible. It will enable the school to provide a flexible response to:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (recovery and resumption)

Plan remit

The following school functions are covered by this Plan:

- Teaching
- school administration
- Catering
- Out of hours clubs
- school trips, school journeys and sporting fixtures
- IT infrastructure
- Communication systems

The plan does not provide a definitive list of actions needed to be taken during and adverse event affecting the continuity of service, however by having a plan, schools are supported and more prepared in order to protect the staff and pupils and recover in an efficient and effective manner.

Distribution list

All parties on the distribution list, are required to have a copy saved to an accessible area to ensure access can be gained electronically (Teams) at any time by Scholars Executive Team and the designated Launde school members.

Preparing staff are a critical incident

In order to respond to serious and critical incidents effectively and appropriately, preparation is required. All staff must be trained on the content of the incident plan and their specific responsibilities during an incident. An incident drill needs to be planned and carried out at least once during the school year, including a school 'lock down', a test of site access, evacuation exercise etc. Schools should have a annual detailed plan for this that includes the practice of different scenarios.

Preparing pupils for a critical incident

Ensure that topics of loss, bereavement, risks/safety and change are covered in the curriculum. Schools should have a clearly designed safety curriculum that details how and the age phases this is taught. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic incident occurs.

The Business Continuity Management Plan also needs to be communicated to pupils and parents to prepare everyone for a potential situation. Pupils need to be trained in how to respond in an incident situation. One of the best ways to teach them is through practice/drills: -

- Familiarise pupils with the incident plan and procedures. Remind pupils that it is unlikely we will need to activate the critical incident plan but by practising it we can always be ready just in case.
- Periodically remind pupils of emergency signals and codes so incident situations will be less stressful.
- Remind pupils to remain calm and quiet. Although drills are serious, students should not be frightened.
- Pupils should be reminded that in a lock down situation they are to go to the nearest safe room with a staff member even if that room is not their regular classroom.
- Remind pupils that school is one of the safest places for them to be. It is unlikely that an incident will occur at school but if it does you will be ready.

Circumstances

The following are examples of incidences where the critical planning needs to be considered:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption.
- Loss of critical systems e.g. ICT failure, theft, power outage.
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood or an external emergency with a cordon preventing access to the school.
- A deliberate act of violence or threat of violence such as the use of a knife or firearm, civil disturbances and terrorism.
- Pupils and teacher being kept in the school for long periods of time, for example during a lock down.
- Total or significant IT/data loss or failure or theft of equipment.
- A pupil or teacher being taken hostage/missing person/absconder/an abduction.
- A fatality or a medical situation affecting large numbers of pupils or staff (e.g. pandemic)
- Threat of terrorist action or a bomb hoax.

- The death of a pupil or member of staff through natural causes, accidents or criminal action.
- A transport-related accident involving pupils and/or members of staff / Death or injuries on school journeys or excursions.

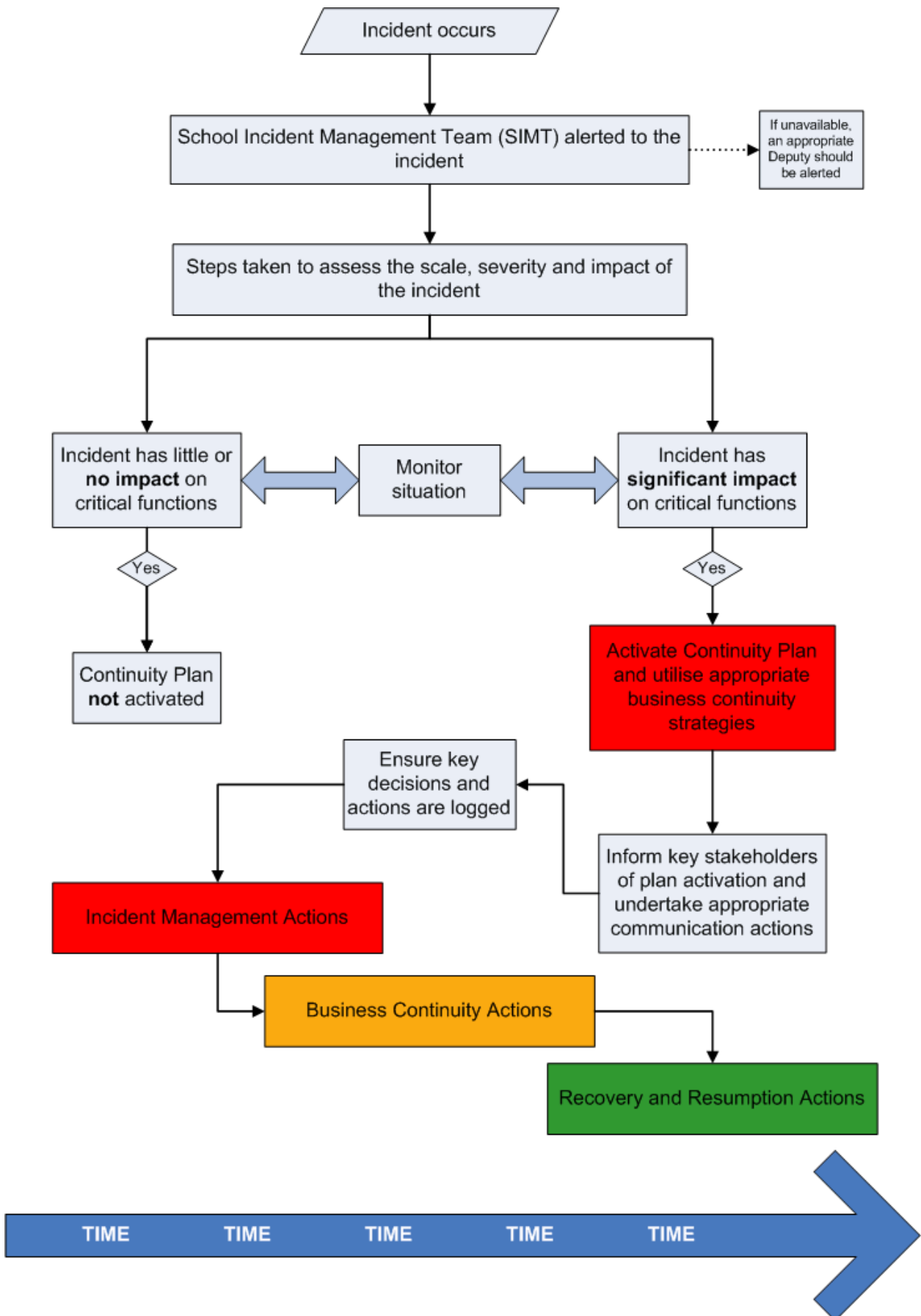
Escalation Checklist

Scholars Academy Trust boasts a well-defined Escalation Checklist that provides essential contact information and detailed guidance on effectively managing various situations, encompassing media reports, as well as ICT issues.

Business Continuity Plan checklist

Points to Consider	Yes	No	Comment's / Actions
Does the school have an incident management team?			
Has the management team establish roles and responsibilities?			
Has the emergency response plan been implemented after discussions with staff?			
Are the procedures established to ensure contact details are maintained and updated for: <ul style="list-style-type: none"> • Parents / Carers • Staff • Pupils • Governors • Trust Board • Other relevant parties e.g. supply 			
All the IT systems backed up daily and kept off-site?			
It is a copy of the asset register kept off-site?			
Is a fireproof safe use to relevant records?			
Do you have a site plan showing gas / electricity / water cut-off locations?			
Details of staff / pupils on educational visits and work experience known to relevant staff?			
Have local hazards been identified e.g. major roads neighboring industrial estates?			
Are there procedures for inclement weather and dealing with flooding in place?			
A risk assessment been undertaken and control measures implemented to reduce risks?			
Have precautions been taken to reduce the threat of arson?			
Does the school have suitable arrangements are out of hours emergencies?			
The school have an off-site evacuation contingency plan?			
Our arrangements in place to introduce counselling to pupils, staff, parents / carers as necessary?			

Activation Plan



Incident Management

Each school should have an incident management team which is coordinated by the Headteacher or other designated person.

Role	Responsibilities	Accountability / Authority
Headteacher / SLT	<ul style="list-style-type: none"> ▪ Senior 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 ▪ 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 	The Headteacher has overall responsibility for day-to-management of the school, including lead decision-maker in times of crisis.
School Incident Management Team	<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 ongoing 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.

Each school must have an incident management team

At the Trust Level they include

Name	Role	Contact details
Sam Coy	CEO	Scoy@scholarstrust.co.uk
Mark Barrington	COO	coo@scholarstrust.co.uk
Tanya Jones	CFO	cfo@scholarstrust.co.uk
Jitesh Chamund	ICT	tech@scholarstrust.co.uk

School Level

This table should be adapted to suit each school. Each school can add the key personal involved in this and could include appropriate governors.

Name	Role	Contact details

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 record keeper often named office staff	<ul style="list-style-type: none"> ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately 	Reporting directly to the Headteacher or school Incident Management Team.
Media Coordinator CEO	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements 	The Media Co-ordinator should be a member of the school Incident Management Team. Press release to be approved by the CEO.
Stakeholder Liaison	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers/carers ○ Catering provider ○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc ○ Trust Board 	All communications activities should be agreed by the school Incident Management Team and Scholars Trust team. Information sharing should be approved by the Headteacher or school Incident Management Team. Though there will be times when SLT will react to immediate needs

Facilities Manager Generally, but not exclusively premises	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the school Incident Management and COO to advise on any issues relating to the school physical infrastructure ▪ Lead point of contact for any Contractors who may be involved in incident response 	Report directly to Headteacher or school Incident Management Team.
ICT Trust Lead	<ul style="list-style-type: none"> ▪ Ensuring the resilience of the school's ICT infrastructure ▪ Liaison with ICT support / external providers ▪ Work with the Headteacher to develop proportionate risk responses 	Already a member of the school Incident Management Team, however will remain focussed on ensuring resilience of infrastructure.
Recovery Coordinator, usually the headteacher and deputy	<ul style="list-style-type: none"> ▪ Leading and reporting on the school's recovery process ▪ Identifying lessons as a result of the incident ▪ Ensures lessons are incorporated into the plan development 	Already a member of the school Incident Management Team, however will remain focussed on leading the recovery and resumption phase.

The Role of the Trust

Role	Responsibilities	Accountability / Authority
Trust Executive team	<ul style="list-style-type: none"> ▪ Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents ▪ Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery ▪ Monitor, evaluate and ensure that the school Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable 	<p>Liaison with the Headteacher or school Incident Management Team in response to a crisis.</p> <p>Reporting progress in developing Business Continuity Plans to Parents/Carers</p>

Incident Management

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 with appropriate support for recovery
- The list below is not an exhaustive list but a guide. Much of what individuals do will be instinctive and then should go and check the list for reassurances that all aspects have been covered

4. Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as required)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> ▪ Survey the scene ▪ Assess (i.e. scale/severity, duration & impact) ▪ Disseminate information (to others) 	Gather and share information to facilitate decision-making and enhance the response <i>A full impact assessment form can be found in the tool kit</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	Provide as much information about the incident as possible	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> ▪ Evacuate the school building, if necessary. ▪ Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors. ▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical school activities 	<ul style="list-style-type: none"> ▪ Use normal fire evacuation procedures for the school ▪ Consider arrangements for staff/pupils with special needs ▪ If the decision is to stay within the school, ensure the assembly point is safe and take advice from Emergency Services as appropriate 	<input type="checkbox"/>
4.	Ensure all Pupils, Staff and any school Visitors report to the identified Assembly Point.	Schools to identify assembly areas	<input type="checkbox"/>
5.	Check that all Pupils, Staff, Contractors and any Visitors have been evacuated from the building and are present.	Using staff list, class registers and signing in/out books for school visitors and pupils	<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"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as required)
8.	Use the School Incident Management Team to undertake specific emergency response roles		<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in the toolkit</i>	<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.	Take further steps to assess the impact of the incident Agree response / next steps	Continue to record key decisions and actions in the incident log.	<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 the toolkit</i>	<input type="checkbox"/>
13.	If appropriate, arrange contact with Press.	Establish a media area if necessary.	<input type="checkbox"/>
14.	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 school 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. Consider the school's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.	<input type="checkbox"/>
15.	Ensure Staff are kept informed about what is required of them	Consider: <ul style="list-style-type: none"> ▪ what actions are required ▪ where staff will be located ▪ Notifying Staff who are not currently in work with details of the incident and actions undertaken in response 	<input type="checkbox"/>
16.	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, text message, website update.	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as required)
17.	Ensure Governors / Trustees are kept informed as appropriate to the circumstances of the incident	Chair of Governors to communicate with other Governors and update as required. Chair to inform Chair of the Trust	<input type="checkbox"/>
18.	Communicate the interim arrangements for delivery of critical school activities	Ensure all key stakeholders are kept informed of contingency arrangements as appropriate. Inform using website, text messaging and telephone as appropriate to stakeholder list in 3.2 (include contractors and suppliers).	<input type="checkbox"/>
19.	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 the toolkit</i>	<input type="checkbox"/>
20.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found in the main school office. Electronic details available on office PCs, Headteacher laptop and via office / Headteacher.	<input type="checkbox"/>

Business Continuity

Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your 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 of one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some 'non-critical' activities may need to be suspended at this time.

Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	<input type="checkbox"/>
2.	Evaluate the impact of the incident	<p>Take time to understand the impact of the incident on 'business as usual' school activities by communicating with key stakeholders to gather information.</p> <p>Consider the following questions</p> <ul style="list-style-type: none"> ▪ Which school activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> ○ Manageable? <input type="checkbox"/> ○ Disruptive? <input type="checkbox"/> ○ Critical? <input type="checkbox"/> ○ Disastrous? <input type="checkbox"/> ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? <p>What resources are required to recover critical activities?</p>	

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies	Consider: <ul style="list-style-type: none"> ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	<input type="checkbox"/>
4.	Log all decisions and actions, including what you decide not to do and include your decision-making rationale	Use forms in tool kit to do this	<input type="checkbox"/>
5.	Log all financial expenditure incurred	<i>Forms in tool kit</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 key stakeholders.	<input type="checkbox"/>

Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Cover Supervisors, 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"> • Larger class sizes (subject to adult and child ratios) • Use of Teaching Assistants, Learning Support Assistants • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning 	

	<ul style="list-style-type: none"> Team activities and sports to accommodate larger numbers of pupils at once 	
4.	Suspending 'non-critical' activities and focusing on your priorities	
5.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-agreed arrangements with other premises in the community e.g. church rooms or other	
2.	Remote Learning opportunities	
3.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises	
4.	Off-site activities e.g. swimming, physical activities, school trips decide which are necessary or not	

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data – daily, held off-site	
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
3.	Flexible lesson plans	
4.	Emergency lighting	

Recovery and Resumption

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 school 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.

Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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.	<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 school 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 and key stakeholders are aware that the business continuity plan is no longer in effect.	<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 school Incident Management Team and in particular by the Headteacher 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 school.	<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 school Incident Management Team.	<input type="checkbox"/>

USEFUL CONTACT NUMBERS FOR SCHOOLS

	Telephone No:		Company / Contact
Major Incident Line	0330058566		RPA
Landlords	0116 2323232		Leicestershire County Council
Insurers	0117 976 9361		RPA
Electricity Supplier	01737275626		Total Energies
Gas Supplier	01737275626		Total Energies
Water Supplier	08457 500500		Severn Trent
Urgent repairs*	0116 3055000		LCC Property Services
Website Support	0333 3449984		E4Education
Telecoms Internet Network Recovery	0116 242 6996 0345 003 0000 0116 231 1280		Dalys Nasstar LEAMIS
Office Furniture Suppliers	0844 412 0000/0116-2657901		Viking Direct/ESPO
Stationery Suppliers	0116-2657901/0844 412 0000		ESPO/Viking Direct
Staff Resource & Welfare	01773 814400		Schools Advisory Service

* Our contract with Leics County Council means we have emergency call outs which they will support on. This support includes (but is not limited to);

- Loss of power
- Loss of water
- Electrical faults (including fire and intruder alarms)
- Gas faults

Toolkit Contents

Section	Content
Section 1	Log of events. Decisions, Actions
Section 2	Impact Assessment Form
Section 3	Lost Property Form
Section 4	Financial Expenditure Log
Section 5	Contents of Emergency Box
Section 6	Identifying, Evaluating and Managing risks matrix
Section 7	Useful Contact Numbers