

**ROCKMOUNT PRIMARY SCHOOL**

**Business Continuity Plan: January 2026  
Review: January 2028**

**Detailing arrangements for:**

**Incident Management, Business Continuity, Recovery and  
Resumption of Normal School Activity**

**(The contact details of staff and governors must not be shared beyond those identified as  
requiring this information for Business Continuity reasons)**

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## 1.0 About this Plan

### 1.1 Document Control

Date	Author
January 2024 Review	Helen Carvall
January 2026 Review	Helen Carvall
<b>Next Review: January 2028</b>	

### 1.2 Plan Purpose

To provide a flexible response so that Rockmount Primary School 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 school functions are covered by this Plan:

- Teaching and Learning
- School administration
- Catering
- Out of hours clubs
- School trips

The following school premises are covered by this Plan:

- Classrooms
- Kitchen
- Office
- Halls
- Playgrounds

### 1.4 Plan Owners

Helen Carvall (Headteacher) is this Plan's Owner and responsible for ensuring that it is maintained, exercised and updated in accordance with School Policy for reviewing business continuity and emergency response plans. In the absence of the Headteacher, the Deputy Headteachers are responsible for the Business Continuity Plan.

### 1.5 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE	ISSUE DATE
Helen Carvall	Headteacher	January 2026
Amber Pearless	Deputy Headteacher	January 2026
Viv Bull	Deputy Headteacher	January 2026
Andres Lopez	Site Manager	January 2026
Jennie Gilbertson	School Business Manager	January 2026
Lucy Toop	Chair of Governors	January 2026

### 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 **and** off-site i.e. at home/ in vehicles (if appropriate) / in grab bags.

## 2.0 Plan Activation

### 2.1 Circumstances

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

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, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the School in the Emergency Service's cordon preventing access. School facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider
- Pandemic – school going in to full or partial lockdown
- A serious incident where the Headteacher or Deputy Headteacher considers evacuation or lockdown of the school premises a necessary and immediate action

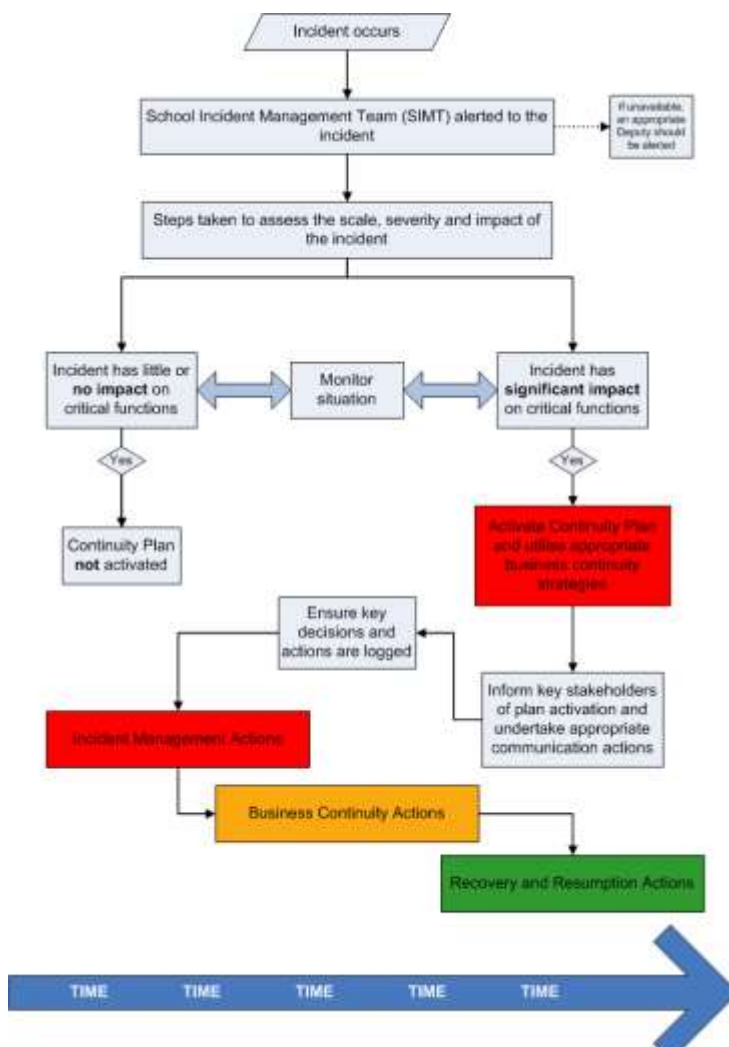
### 2.2 Responsibility for Plan Activation

A member of the nominated **School Incident Management Team** will normally activate and stand down this Plan.

### 2.3 Escalating a Serious Incident

All serious incidents should be reported to Croydon Council on telephone number 020 8726 6000. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other Council Services notified to respond as appropriate.

### 2.4 Activation Process



### 3.0 Roles and Responsibilities

#### 3.1 School Incident Management Team

Role	Responsibilities	Accountability / Authority
<b>Headteacher</b> Helen Carvall	<ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the School</li> <li>▪ Ensuring the School has capacity within its structure to respond to incidents</li> <li>▪ Determining the School's overall response and recovery strategy</li> </ul>	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-makers in times of crisis.
<b>Business Continuity Coordinators:</b> School Business Manager – Jennie Gilbertson  Headteacher Helen Carvall	<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 School 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 School on Business Continuity</li> <li>▪ Embedding a culture of resilience within the School, involving stakeholders as required</li> </ul>	Business Continuity Co-ordinator (School Business Manager) reports directly to the Headteacher and is a member of the School Incident Management Team.
<b>School Incident Management Team</b>  Helen Carvall Amber Pearless Vivian Bull Jennie Gilbertson Rebecca Burrige Sharon Perales Andres Lopez	<ul style="list-style-type: none"> <li>▪ Leading the School'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 School 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</li> <li>▪ Staff welfare and employment issues</li> </ul>	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

## School Incident Management Team Contact Details:

Name	Role	Contact Details (delete/amend as necessary)
Helen Carvall	Headteacher	<a href="mailto:hcarvall@rockmount.croydon.sch.uk">hcarvall@rockmount.croydon.sch.uk</a>
Amber Pearless	Assistant Head	<a href="mailto:amberv@rockmount.croydon.sch.uk">amberv@rockmount.croydon.sch.uk</a>
Vivian Bull	Assistant Head	<a href="mailto:vbull@rockmount.croydon.sch.uk">vbull@rockmount.croydon.sch.uk</a>
Jennie Gilbertson	School Business Manager	<a href="mailto:sbm@rockmount.croydon.sch.uk">sbm@rockmount.croydon.sch.uk</a>
Rebecca Burridge	Admin Officer	<a href="mailto:rburridge.306@lgflmail.org">rburridge.306@lgflmail.org</a>
Sharon Perales	Admin Officer	<a href="mailto:sperales.306@lgflmail.org">sperales.306@lgflmail.org</a>
Andres Lopez	Site Manager	<a href="mailto:Olopezleon.306@lgflmail.org">Olopezleon.306@lgflmail.org</a>

### 3.2 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
<b>Record Keeper</b> Rebecca Burridge (Admin Officer) Sharon Perales (Admin Officer)	<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 School Incident Management Team.
<b>Media Coordinator</b> Helen Carvall (Headteacher) Amber Pearless (Deputy Headteacher) Vivian Bull (Deputy Headteacher)	<ul style="list-style-type: none"> <li>▪ Collating information about the incident for dissemination in Press Statements</li> <li>▪ Liaison with the Council's Press Office to inform media strategy</li> </ul>	The Media Co-ordinator should assist with providing information to the LA Press Office but should <b>not</b> undertake direct contact with Media.
<b>Stakeholder Liaison</b> Helen Carvall (Headteacher) Amber Pearless (Deputy Headteacher) Vivian Bull (Deputy Headteacher)	<ul style="list-style-type: none"> <li>▪ Co-ordinating communication with key stakeholders as necessary. This includes:                             <ul style="list-style-type: none"> <li>○ Governors</li> <li>○ Parents/Carers</li> <li>○ Key Council Services</li> <li>○ School Transport Providers</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 School Incident Management Team. Information sharing should be approved by the Headteacher (or Deputy Headteacher if the Headteacher is unavailable).
<b>Site</b> Andres Lopez (Site 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 School Incident Management to advise on any issues</li> </ul>	Reporting directly to the Headteacher or School Incident Management Team.

	<p>relating to the school physical infrastructure</p> <ul style="list-style-type: none"> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> </ul>	
<p><b>IT</b></p> <p>Jennie Gilbertson Connor Skillen</p>	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the School's ICT infrastructure</li> <li>▪ Liaison with the Council ICT support or external providers (if applicable)</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> </ul>	<p>ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues.</p> <p>In response to an incident, reporting to the School Incident Management Team.</p>
<p><b>Recovery Coordinator</b></p> <p>Helen Carvall (Headteacher) Amber Pearless (Deputy Headteacher) Vivian Bull (Deputy Headteacher)</p>	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the School'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 School Incident Management Team, however will remain focussed on leading the recovery and resumption phase.</p>

The following School staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
Donna Rankine	Assistant Headteacher	(redacted for publication)
Rebecca Malkin	Nursery teacher/ Senior Leadership Team	(redacted for publication)
Hannah Thompson	Year 6 teacher/ Senior Leadership Team	(redacted for publication)
Hannah Fryman	Year 4 teacher/ Senior Leadership Team	(redacted for publication)

### 3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Board of Governors	<ul style="list-style-type: none"> <li>▪ Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents</li> <li>▪ Undertaking actions as required to support the School's response to a disruptive incident and subsequent recovery</li> </ul>	<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>

	<ul style="list-style-type: none"> <li>▪ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable</li> <li>▪ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers</li> </ul>	
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Lucy Toop	Chair of Governors	(redacted for publication)
Richard Steward	Vice Chair of Governors	(redacted for publication)

## 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 School activities e.g. computer virus, pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc

### 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? (tick/cross as appropriate)
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>Use Appendix B – Impact Assessment Form</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as/if appropriate)	<b>TEL: 999</b> Provide as much information about the incident as possible	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
3.	Evacuation or Lockdown procedures activated 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 Notify relevant stakeholders of site evacuation	<ul style="list-style-type: none"> <li>▪ Use normal fire evacuation or lockdown procedures for the school</li> <li>▪ Consider arrangements for staff/pupils with special needs</li> <li>▪ If the decision is to stay within the school, ensure the assembly point is safe and take advice from Emergency Services as appropriate</li> <li>▪ Use text to parent service within the school website for notification of the wider community. (username: playgroundrock20 Password: school20)</li> </ul>	<input type="checkbox"/>
4.	Ensure all Pupils, Staff and any School Visitors report to the identified Assembly Point.	<ul style="list-style-type: none"> <li>▪ The normal <b>Assembly point</b> for the School is: the <b>school playground</b></li> <li>▪ The <b>alternative Assembly Point</b> for the School is: <b>recreation ground</b></li> </ul>	<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, contractors and Visitors as a priority	<ul style="list-style-type: none"> <li>▪ Signing in register checked</li> </ul>	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	<ul style="list-style-type: none"> <li>▪ Ensure any required actions are safe by undertaking a dynamic risk assessment</li> </ul>	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	<ul style="list-style-type: none"> <li>▪ Consider the availability of staff and who may be best placed to communicate information</li> </ul>	<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific emergency response roles	<ul style="list-style-type: none"> <li>▪ Information on roles and responsibilities can be found in Section 3.0</li> </ul>	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<ul style="list-style-type: none"> <li>▪ <i>Use Appendix A - Log of events, decisions and actions</i></li> </ul>	<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	<ul style="list-style-type: none"> <li>▪ This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident</li> </ul>	<input type="checkbox"/>
11.	Take further steps to assess the impact of the incident Agree response / next steps	<ul style="list-style-type: none"> <li>▪ Continue to record key decisions and actions in the incident log</li> <li>▪ <i>The impact assessment form can be found in Appendix B</i></li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
12.	Log details of all items lost by Pupils, Staff, Visitors etc as a result of the incident, if appropriate	<ul style="list-style-type: none"> <li>▪ <i>A form for recording this information is in Appendix C</i></li> </ul>	<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	<ul style="list-style-type: none"> <li>▪ 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>▪ Management Support for Schools</li> <li>▪ Planning and Accommodation Support Service</li> <li>▪ Education Psychology Service</li> </ul> </li> </ul>	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office via Management Support for Schools.	<ul style="list-style-type: none"> <li>▪ Establish a media area if necessary.</li> </ul>	
15.	Assess the key priorities for the remainder of the working day and take relevant action	<ul style="list-style-type: none"> <li>▪ Consider actions to ensure the health, safety and well-being of the School community at all times</li> <li>▪ Consider 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</li> <li>▪ <i>Business Continuity Strategies are documented in Section 5.3</i></li> <li>▪ The School has a legal duty to provide free school meals and packed lunches will be provided even in the event of emergency school closure</li> </ul>	<input type="checkbox"/>
16.	Ensure Staff are kept informed about what is required of them	<p>Consider:</p> <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"/>
17.	Ensure Pupils are kept informed as appropriate to the circumstances of the incident	<ul style="list-style-type: none"> <li>▪ Consider communication strategies and additional support for pupils with special needs</li> <li>▪ Pupils not currently in School will be notified via the texting service to their parents</li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
18.	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.	<ul style="list-style-type: none"> <li>▪ Agree arrangements for parents/carers collecting pupils at an appropriate time</li> <li>▪ 'Text to parents' service within the school website will be used for communicating with the wider community</li> <li>▪ The website will be updated on a regular basis with the latest information</li> </ul>	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	<ul style="list-style-type: none"> <li>▪ Governors will be informed via texting service and will be advised to check website for updates</li> </ul>	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate	<ul style="list-style-type: none"> <li>▪ Local Radios may be useful in broadcasting key messages</li> </ul>	<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical School activities	<ul style="list-style-type: none"> <li>▪ Ensure all stakeholders are kept informed of contingency arrangements as appropriate</li> <li>▪ The texting service and website will be used for communication</li> </ul>	<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident	<ul style="list-style-type: none"> <li>▪ Record all costs incurred as a result of responding to the incident</li> <li>▪ <i>The Financial Expenditure Log can be found in Appendix D</i></li> </ul>	<input type="checkbox"/>
23.	Seek specific advice/ inform your Insurance Company as appropriate	The school uses the Dfe RPA insurance scheme and details are with the SBM and in the main school office.	<input type="checkbox"/>
24.	<ul style="list-style-type: none"> <li>▪ Ensure recording process in place for staff/pupils leaving the site</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required</li> <li>▪ Signing out registers to be completed</li> </ul>	<input type="checkbox"/>

## 5.0 Business Continuity

### 5.1 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.

## 5.2 Business Continuity Actions

	ACTION	FURTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	<ul style="list-style-type: none"> <li>Identify any other stakeholders required to be involved in the Business Continuity response</li> </ul>	<ul style="list-style-type: none"> <li>Depending on the incident, additional/specific input may be needed in order to drive the recovery of critical activities, this may require the involvement of external partners</li> </ul>	<input type="checkbox"/>
2.	<ul style="list-style-type: none"> <li>Evaluate the impact of the incident</li> </ul>	<ul style="list-style-type: none"> <li>Take time to understand the impact of the incident on 'business as usual' School activities by communicating with key stakeholders to gather information.</li> </ul> <p>Consider the following questions:</p> <ul style="list-style-type: none"> <li>Which School activities are disrupted?</li> <li>What is the impact over time if these activities do not continue?</li> <li>Would the impact be: <ul style="list-style-type: none"> <li>Manageable? <input type="checkbox"/></li> <li>Disruptive? <input type="checkbox"/></li> <li>Critical? <input type="checkbox"/></li> <li>Disastrous? <input type="checkbox"/></li> </ul> </li> <li>What are current staffing levels?</li> <li>Are there any key milestones or critical activity deadlines approaching?</li> <li>What are the recovery time objectives?</li> <li>What resources are required to recover critical activities?</li> </ul>	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> <li>Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)</li> </ul>	<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.	<ul style="list-style-type: none"> <li>Log <b>all</b> decisions and actions, including what you decide <b>not</b> to do and include your decision-making rationale</li> </ul>	<ul style="list-style-type: none"> <li>Use the Decision and Action Log to do this.</li> <li>The log template can be found in Appendix A</li> </ul>	<input type="checkbox"/>

	<b>ACTION</b>	<b>FURTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
5.	<ul style="list-style-type: none"> <li>▪ Log all financial expenditure incurred</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Financial Expenditure Log can be found in Appendix D</li> </ul>	<input type="checkbox"/>
6.	<ul style="list-style-type: none"> <li>▪ Allocate specific roles as necessary</li> </ul>	<ul style="list-style-type: none"> <li>▪ Roles allocated will depend on the nature of the incident and availability of staff</li> </ul>	<input type="checkbox"/>
7.	<ul style="list-style-type: none"> <li>▪ Secure resources to enable critical activities to continue/be recovered</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc</li> </ul>	<input type="checkbox"/>
8.	<ul style="list-style-type: none"> <li>▪ Deliver appropriate communication actions as required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ensure methods of communication and key messages are developed as appropriate to the needs of key stakeholders e.g. Staff, Parents/Carers, Governors, Suppliers, Local Authority, Central Government Agencies etc.</li> </ul>	<input type="checkbox"/>

### 5.3 Business Continuity Strategies

	<b>Arrangements to manage a loss or shortage of Staff or skills</b>	<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply Teachers, Office Staff etc	Prospero Supply Agency 020 3667 3355
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	Staff handbook should be referred to by all staff
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>• 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>	The school has an experienced and long-standing team of Teaching Assistants who are used to taking classes for short periods of time. We also have a number of student teachers and apprenticeships throughout the year. Google Classroom is maintained for use through homework projects so that children and families will be able to use it if needed.
4.	Suspending 'non-critical' activities and focusing on your priorities	All after school clubs cancelled – Text to parents
5.	Using mutual support agreements with other Schools	All Saints C of E Primary School: 020 8771 9388

		James Dixon Primary School: 020 8778 6101 Priory School: 020 8653 8222
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>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Schools	All Saints C of E Primary School: 020 8771 9388 Downsview Primary School: 020 8764 4611 Priory School: 020 8653 8222
2.	Use of Google Classroom and the school website to post work for pupils and information for pupils/parents/carers	<a href="http://www.rockmountprimarieschool.co.uk">www.rockmountprimarieschool.co.uk</a>
3.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises portfolio	
4.	Off-site activities e.g. swimming, physical activities, school trips	Inform any classes that are off site.

<b>Arrangements to manage loss of technology / telephony / data / power</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data	All key school data is remotely backed up every evening by Openair/LGFL
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	A print off of each class list is prepared each week which should be copied for registration use All classes have whiteboards & pens
3.	Flexible lesson plans	Various hardcopies of schemes of work are available in the PPA room
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	UPS is installed on main server
5.	Emergency lighting	Emergency lighting throughout building, serviced regularly

<b>Arrangements to mitigate the loss of key suppliers, third parties or partners</b>		<b>Further Information</b> (e.g. Key contacts, details of arrangements, checklists)

<b>1.</b>	Pre-identified alternative suppliers	N/A
<b>2.</b>	Ensuring all external providers have business continuity plans in place as part of contract terms	Pabulum Catering 01252 819991 Aqua Blue Cleaning Company 020 8781 1800
<b>3.</b>	Insurance cover	Department for Education RPA 0330 058 5566
<b>4.</b>	Using mutual support agreements with other Schools	Contact Downsview Primary School 020 8764 4611 All Saints Primary School: 020 8771 9388
<b>5.</b>	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 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.

### 6.2 Recovery and Resumption Actions

	<b>ACTION</b>	<b>FUTHER INFO/DETAILS</b>	<b>ACTIONED? (tick/cross as appropriate)</b>
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	<ul style="list-style-type: none"> <li>Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.</li> </ul>	<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of Staff and Pupils	<ul style="list-style-type: none"> <li>Depending on the nature of the incident, the School Incident Management Team may need to consider the use of Counselling Services</li> </ul>	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	<ul style="list-style-type: none"> <li>Ensure all staff are aware that the business continuity plan is no longer in effect</li> <li>All stake holders will be informed via the texting service and school website and where appropriate, e-mail.</li> </ul>	<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	<ul style="list-style-type: none"> <li>The incident de-brief report should be reviewed by all members of the School Incident Management Team and in particular by the Business Continuity Coordinator 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.</li> </ul>	<input type="checkbox"/>
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	<ul style="list-style-type: none"> <li>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</li> </ul>	<input type="checkbox"/>

## 7.0 Appendices

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## 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 School activities? If so, which areas?		
What is the estimated duration of the incident?		
What is the actual or threatened loss of workforce?	Over 50%	<input type="checkbox"/>
	20 – 50%	<input type="checkbox"/>
	1 – 20%	<input type="checkbox"/>
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?		

Question	Logged Response
Which work areas are inaccessible but intact?	
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 School's reputation?	
Other Relevant Information	





## Appendix E

# IDENTIFYING, EVALUATING AND MANAGING RISKS

### GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

Impact (or Consequence)	
Description	Indicators
<b>5</b> (Major)	The risk has a <b>major</b> impact if realised
<b>4</b> (Significant)	The risk has a <b>significant</b> impact if realised
<b>3</b> (Moderate)	The risk has a <b>moderate</b> impact if realised
<b>2</b> (Minor)	The risk has a <b>minor</b> impact if realised
<b>1</b> (No consequence)	The risk has <b>no consequence</b> impact if realised

Probability (or Likelihood)	
Description	Indicators
<b>5</b> (Very Likely)	The risk <b>will</b> emerge
<b>4</b> (Likely)	The risk <b>should</b> emerge
<b>3</b> (Unlikely)	The risk <b>could</b> emerge
<b>2</b> (Very Unlikely)	The risk is <b>unlikely</b> to emerge
<b>1</b> (Impossible)	The risk <b>will not</b> emerge

## Appendix F

Score	Risk Description	Action Required
25	Extreme Risk	▪ Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	▪ Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	▪ Take appropriate action to manage the risk
5 and below	Low Risk	▪ Risk to be removed from register with monitoring activity to assess changes in risk rating

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Pandemic or epidemic e.g. influenza virus, meningitis, norovirus, Covid-19.	4	3	12	<ul style="list-style-type: none"> <li>• Staff absenteeism policy</li> <li>• Use of Supply Teachers</li> <li>• Health &amp; Safety Policy</li> <li>• For all common diseases minimum period of exclusion outlined in School Prospectus</li> <li>• Staff Handbook</li> <li>• Excellent links with local Environmental Health Department</li> <li>• Critical incident policy</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent links with School Meal Provider</li> <li>• Regular kitchen inspections</li> <li>• Awareness that certain diseases must be notified to HSE when staff or pupils have contracted them, for example hepatitis, tuberculosis (TB), leptospirosis (Weil's disease) and many others</li> </ul>	Helen Carvall Amber Pearless Viv Bull
2.	Severe weather events e.g. high winds, snow, heat wave, drought	4	3	12	<ul style="list-style-type: none"> <li>• Health &amp; Safety Policy</li> <li>• Security Policy</li> <li>• Procedures established for contacting homes when severe weather conditions dictate early closure of school</li> </ul>	<ul style="list-style-type: none"> <li>• Announcement (if deemed necessary) to pupils and/or staff</li> <li>• Pre-prepared work in paper form and ready for Google Classroom</li> </ul>	Helen Carvall Amber Pearless Vivian Bull

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
					<ul style="list-style-type: none"> <li>To have an agreement with a local venue to serve as a refuge for children who could not be safely collected or escorted home in such an emergency</li> <li>To agree in advance how this refuge would need to be staffed and provisioned</li> </ul>		
3.	Power outage	4	3	12	<ul style="list-style-type: none"> <li>Health &amp; Safety Policy</li> <li>Utility provider immediately informed</li> <li>Arrange for classes to use the most well-lit rooms</li> </ul>	<ul style="list-style-type: none"> <li>Electrical equipment inspected annually</li> </ul>	Andres Lopez/ Jennie Gilbertson/Helen Carvall
4.	Utilities disruption e.g. gas, electricity or water supply	4	3	12	<ul style="list-style-type: none"> <li>Health &amp; Safety Policy</li> <li>Utility provider immediately informed</li> <li>Procedures established for contacting homes where health &amp; hygiene conditions dictate early closure of school</li> </ul>	<ul style="list-style-type: none"> <li>Utility supply equipment inspected frequently</li> <li>Ability to provide cold lunches if necessary</li> </ul>	Andres Lopez/ Jennie Gilbertson
5.	Telephony failure	4	2	8	<ul style="list-style-type: none"> <li>Health &amp; Safety Policy</li> <li>Utility provider immediately informed</li> <li>Procedures established for contacting parents via alternate means i.e. email, text or mobile call</li> </ul>	<ul style="list-style-type: none"> <li>Alternate contact details for school i.e. school mobile phone or email</li> </ul>	Andres Lopez/ Jennie Gilbertson
6.	Fire affecting the School premises	5	2	10	<ul style="list-style-type: none"> <li>Health &amp; Safety Policy</li> <li>Critical incident policy</li> <li>Procedures established for contacting parents when the situation requires school closure</li> </ul>	<ul style="list-style-type: none"> <li>All staff and pupils trained in fire procedures</li> <li>Regular fire drills each half term</li> </ul>	Helen Carvall Amber Pearless Vivian Bull Andres Lopez/ Jennie Gilbertson

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
					<ul style="list-style-type: none"> <li>To have an agreement with a local venue to serve as a refuge for children who could not be safely collected or escorted home in such an emergency</li> <li>To agree in advance how this refuge would need to be staffed and provisioned</li> </ul>	<ul style="list-style-type: none"> <li>Regular inspections</li> <li>School assessed for arson</li> </ul>	
7.	Mass staff absence e.g. industrial strikes, lottery syndicate	4	2	8	<ul style="list-style-type: none"> <li>HLTAs employed</li> <li>Training of TAs</li> <li>Use of Supply Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Existing staff to be used where available</li> </ul>	Helen Carvall Amber Pearlless Vivian Bull
8.	Violent extremist activity on School premises	5	2	10	<ul style="list-style-type: none"> <li>Police immediately informed</li> <li>Lockdown Policy</li> <li>Staff Handbook</li> <li>Critical Incident Policy</li> <li>Health &amp; Safety Policy</li> <li>Health and Safety training</li> </ul>	<ul style="list-style-type: none"> <li>Urgent announcement (if deemed necessary) to pupils and/or staff</li> <li>In-service training on dealing with aggressive behaviour</li> </ul>	Helen Carvall Amber Pearlless Vivian Bull

### Critical Incident Decision-Making T

Information <i>What do you know/what do you <b>not</b> know?</i>	Issues <i>What are the problems/issues arising from that piece of information</i>	Ideas <i>What are the ideas for solving the issues/problems?</i>	Actions <i>What are you going to do/ <b>not</b> going to do? Who is responsible? What are the timelines?</i>

## Appendix G

### KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
<b>School Contacts</b>	
Headteacher – Helen Carvall	020 8653 2619
Deputy Headteacher- Amber Pearless	020 8653 2619
Deputy Headteacher – Vivian Bull	020 8653 2619
Site Manager – Andres Lopez	020 8653 2619
Chair of Governors – Lucy Toop	(redacted for publication)
Vice Chair of Governors – Richard Steward	(redacted for publication)
<b>Key Local Authority Contacts</b>	
Director of Children & Young People	020 8726 6400 ext. 65729
Management Support for Schools	020 8726 6000
Planning and Accommodation Support Service Helpdesk	020 8726 6000
Health & Safety Manager	020 8726 6000 ext. 61845
Safety Adviser CYP	020 8726 6000
<b>Other Local Authority Contacts</b>	
Educational Psychology (Croydon Education Partnership)	020 8726 6000
Education Welfare (Croydon Education Partnership)	020 8726 6000
Croydon Safeguarding	020 8726 6400 extn. 63358
<b>Other Local Contacts</b>	
Police	999 Non-emergency 0300 123 1212
Police – your local station/community officer	020 8721 2906                      0787 943 3402
Fire & Rescue Services	999 Non-emergency 020 8555 1200
Hospital – your nearest A&E	Croydon University 020 8401 3000

### Other Relevant Policies:

Lockdown Policy  
 Fire Strategy and Safety Policy  
 Health and Safety Policy