



## **Business Continuity Policy**

**for**

**Lockdown and/or Disaster Recovery in the event of a Critical Incident**

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2023
Review Period	Annually
Review Date:	1 September 2024

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## **1.0 Bellevue Place Education Trust – Our Commitment**

*Learn. Enjoy. Succeed.*

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

### **Our Mission**

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

### **Our Difference**

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

### **Our Promise**

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

## **2.0 Introduction**

This policy has been written for those who will be involved in re-establishing the operational delivery of services following a critical incident.

Handling a crisis is a normal part of school life, but some incidents are significantly more critical or overwhelming in character than others. Pupils, parents, staff (teaching and support) may experience acute - even prolonged - trauma or distress. Experience suggests that a great deal can be done to help staff and pupils cope in a crisis and, conversely, failure to act properly can prolong stress and suffering, delay recovery, seriously affect academic progress and affect the general well-being of the entire School community.

## **3.0 Definitions**

An emergency is any event that causes, or has the potential to cause injury, loss of life, damage to property or significant business disruption.

***A disaster is the escalation of an emergency to the point where normal conditions are not expected to be recovered for at least 24 hours.***

For the purpose of clarity, 'Headteacher' in this document refers to either the substantive Headteacher of the school or the person acting in that capacity on the particular day.

## **4.0 General Information**

This document will be reviewed annually by the Trust's Senior Management Team and by each school's Senior Leadership Team.

Associated Documents include:

- Fire evacuation plans
- Fire risk assessment
- Snow checklist

### **Emergency Contact Information**

An emergency information pack is kept at reception in the main School office and includes:

- Copies of this document
- Emergency Communication Plan

Access to staff and pupil data (those on roll) with emergency contact details can be accessed on-line from Arbor.

### **5.0 Strategy**

If a disaster or critical incident is declared by the school Headteacher, the Business Continuity Plan will be activated.

Staff communication will be as indicated in the emergency communication plan and could be via email and the website if this is operable, or by use of telephone lists if not.

The following organisations may need to be advised of the implementation of the Business Continuity Plan as soon as possible:

- BPET Senior Leadership Team
- Local Authority Health and Safety Advisers
- Health and Safety Executive (HSE)
- Insurance Advisors (managed centrally)
- Local Police
- Local Fire Service

### **6.0 Roles and Responsibilities**

#### **Headteacher**

The Headteacher is responsible for the implementation and co-ordination of the BCP, including:

- Immediately contacting the BPET Operations Director if the disaster relates to the built environment or the ICT infrastructure to establish if the building can be re-occupied and/or service delivery reinstated.
- Co-ordination of status reports/communication for the benefit of all audiences (including staff, pupils, parents, LA, Education Funding Agency, press)
- Reviewing the BCP annually.

#### **Incident Management Team (IMT) (Appendix D)**

Led by the Headteacher, the Incident Management Team includes all Assistant and Deputy Headteachers and the Site team. Additional members of the team will be recruited to match the specific needs of the incident.

The IMT is responsible for acting under the direction of the Headteacher to restore normal conditions as soon as possible.

#### **Staff**

Staff are required to co-operate with the IMT in support of the BCP. In the event that staff are sent home, they should remain available during normal working hours to assist with necessary tasks.

## **7.0 Procedure for Closing the School**

### **Closure in advance of a school day**

The school can be closed in advance of a normal school day using the following system:

1. Closure authorised by the Headteacher.
2. Notification of a school closure to the Chief Executive.
3. Implementing the school staff 'telephone chain' (actioned by – Senior / Decision Leadership Team)
4. Recording the closure on the home page of the school website (actioned by Headteacher)
5. Sending out text messages via Arbor system to all parents (actioned by – school office manager).

### **Closure during a School Day**

It is never a preferred option to close the school during a school day but it can be actioned using the following procedures:

1. The closure will be authorised by the Headteacher on the basis that pupils with parental authorisation might make their way home by themselves. Pupils will continue to be supervised by staff until parents authorise them to leave or they are collected.
  - a. Parental authorisation can be provided by text message or email from a parental phone number or email address directly to the pupil's phone and seen (and recorded) by a member of staff
  - b. The Headteacher will consider the use of Places of Safety (as described below).
2. Notification of the school closure will be made using the website (actioned by – Office Manager).
3. Recording the closure on the home page of the school website (actioned by – Office Manager). If the school website is unavailable, contact the Chief Executive or Operations Director to post a message online.
4. Sending out text messages to all parents **via Arbor** (actioned by – school office manager).

### **Immediate Places of Safety**

In the event of a major incident on site requiring the school to be closed, pupils will assemble at the primary assembly points. If these are not useable, staff will escort pupils to the secondary assembly points.

**Each school has primary and secondary assembly points and these are recorded in the school fire risk assessment.**

### **Off-Site Place of Safety**

If it becomes necessary to evacuate the site completely, pupils will be retained at the secondary assembly point or from an alternative local location from where they can be collected or from where they can be released to make their own way home.

## **8.0 Lockdown Procedure**

There may be circumstances where a school needs to lock itself in, to secure staff and children from an outside threat. This is described as a 'lockdown'.

If a lockdown is declared:

- The Headteacher or Office Manager will be advised to implement the lockdown by emergency services, or other external agency or internal identification by a member of staff or parent.
- Staff will be advised by Headteacher or Office Manager that it is in 'lockdown' by word-of-mouth or continuous blasts of whistle.

- In the event that the emergency services did not contact the school, the school should contact emergency services to advise them of the situation.
- Staff must complete a head count as soon as possible and notify Headteacher or Office Manager if a child is missing; in the event this is the case the school will follow the BPET Missing Child Policy.
- All staff will remain in classrooms, keeping children calm and away from windows.
- All children in external PE lessons will be advised to return to the school building.
- The office staff will contact any groups of staff and pupils who are off-site at the time of the lockdown (e.g. for trips, off-site sport or fixtures) and advise them not to return to school until the 'all clear' message has been given.

Staff should follow the **CLOSE** procedure:

- **C**lose all windows and doors
- **L**ock up
- **O**ut of sight; minimise movement
- **S**tay silent and avoid drawing attention
- **E**ndure; be aware you may be in lock down for some time

The lockdown will proceed in the following priority, if safe to do so:

- The external gates will be closed and locked ensuring no one can enter or leave the premises.
- The school will then be locked, starting with main entrances.

Once the site is secure, staff should return to the building and monitor entrances discretely from side windows. Staff should only open gates when visual confirmation of the presence of the Emergency Services can be confirmed.

Parents will be informed through an electronic message sent out via Arbor:

*"School is in a lock down situation due to...*

*The emergency services are aware of the situation and are working with the school. All external doors are locked, nobody is allowed in or out of the building.*

*Please do not collect your child or come to the school until you receive the 'all clear' message.*

*Thank you"*

The school will undertake a periodic rehearsal of lockdown procedures. This may take place on a staff training day, to minimise and stress or anxiety caused to the pupils.

## **9.0 Silent Evacuation**

In permanent buildings, fire escapes are only accessible when the fire alarm releases the Maglocks to open doors. These buildings are also equipped with a single release that will free Maglocks without the need for the fire alarm. This provision is available if it ever becomes necessary to complete a silent evacuation. Doors will be released by the site team following an instruction from the school's IMT. Notification of a silent evacuation would be made by word-of-mouth. For other buildings and temporary classrooms, fire escapes are to be used as directed by the IMT.

## **10.0 Business Recovery in the Event of a Loss of Buildings or site Space**

### **General**

Replacement of the buildings and facilities that have been damaged or made unavailable will be the responsibility of the DfE through the Risk Protection Arrangement insurance (RPA).

Temporary working facilities are the responsibility of the School and Academy Trust for which it holds insurance (see below).

### **Insurance**

The schools hold insurance through the RPA to cover the cost of temporary accommodation.

### **Replacement Site Facilities**

The size and scope of facilities required for the school will vary according to circumstance. In the first instance contact will be made with the relevant provider by the Operations Director.

The location of the temporary accommodation will be determined based on the space required and circumstances at the time. Locations have been identified for consideration should temporary accommodation / buildings need to be sited are recorded for each school.

Proposed temporary site usage is as follows:

<b>School</b>	<b>Temporary Location</b>
Rutherford House School	Polish Centre / TA Centre – to be negotiated in the event of a major disaster to the site
Braywick Court School	Braywick Court Pre-School, located at Bray Village Hall.
Whitehall Park School	Feasibility to install temporary classrooms on the school site and/or consider another local school site.
Deer Park School	Utilise aspects of RACC under-utilised accommodation in main buildings as a short-term measure while the temporary classrooms are replaced.
Evendons Primary School	Opportunity exists to install temporary classrooms on school substantial grounds and playground. Local schools will also be considered. (Lucky House would be the first start).
Halley House School	Jack Petchey Academy has offered to house the school in a separate wing of the school in the event of a complete loss of the Halley House building.
Kilburn Grange School	Temporary use of the former Gaumont State Theatre where the Church currently worships and which is under-utilised during the day. Local schools will also be considered.
Watling Park School	Opportunity exists to install temporary classrooms on school MUGA and playground. Local schools will also be considered. Discussions held with Edgware Community Hospital and the TA about short-term temporary use of their buildings in the event of a major disaster at the school site.
Whiteknights Primary School	Opportunity exists to install temporary classrooms on school substantial grounds and playground. Local schools will also be considered.
Rivermead	

Erecting additional buildings on our current sites will always be the preferred solution where this is possible and it is acknowledged there are short term and medium term solutions. For all planning purposes, it is not anticipated that a permanent rebuild of the school would be available until 18 months after the initial loss of the building, although it is acknowledged that a partial loss could ensure the building was available sooner.

### **11.0 Pandemic Threat (COVID-19 or similar) / Mass Staff Unavailability**

The spread of a virus capable of impacting on operational service delivery is now considered genuine and serious.

In the event of mass staff illness, the IMT will shut the school to pupils using the same procedures described above.

Following learnings from the recent COVID-19 pandemic, the school should take advice from the DfE / LA / PHE regarding risk assessments and outbreak management plans which may need to be enforced.

### **12.0 Other Threats**

The following other threats have been considered

- Phone and ICT Communications Loss
- Finance Process Breakdown – payments to staff & suppliers fail
- Utilities / Energy Supply failure
- Service Delivery Loss of General Nature – the school is unable to provide buildings
- Evacuation due to Nearby Incident
- Key Supplier Failure
- Bad Weather prolonged
- Strikes
- Terrorist Attack or Threat

### **13.0 Monitoring and Evaluation**

The Headteacher and **BPET Central Team** will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.



#### 14.0 Draft Recovery Action Plans

Operational Threat	Steps to Restore Normal Working	Action by Whom	Comments/Notes
Phone and ICT Communications Loss	Use of mobile phones initially. ICT systems largely work in cloud and so can be accessed remotely or via mobile.	Headteacher/ Operations Director	Majority of phone systems are VOIP through Adept – contact with Adept through Operations Director.
Finance Process Breakdown – payments to staff & suppliers fail	Manual cheques	Director of Finance	A limited number of cheques have been retained for manual payment. Additional cheques can be provided on request
Utilities / Energy Supply failure	Provision of a generator for electricity supply. Provision of temporary drinking water and water bowzers for potable water	Site Team/ Operations Director	Pupils sent home for upto 2 days in the event of no water or electricity. Post two days, temporary arrangements initiated.
Building Loss – partial or complete (Fire, Flood etc.)	See above for details	Headteacher/ Operations Director	Restoration would be broken down into intermediate time periods – what to do for the <ul style="list-style-type: none"> <li>• first few days (sent home),</li> <li>• first few weeks (temporary location)</li> <li>• first few months (temporary classrooms)</li> <li>• within 2 years (permanent build)</li> </ul>
Service Delivery Loss of General Nature – Finance, MIS and Assessment systems	All major systems are located in the cloud and as such are usable from anywhere. Each organisation has appropriate back-up facility	Headteacher	As cloud services, these are accessible from any location.
Key Supplier Failure - Catering	In the event of failure of the organisation, staff to be reassured of their continual employment with	Headteacher/ Operations Director	Short-term measure – provision of sandwiches from local shop. In the event of financial failure by Catering contractor, catering provision to be

Operational Threat	Steps to Restore Normal Working	Action by Whom	Comments/Notes
	the school through TUPE. Catering products to be purchased by school		operated by school until the operation can be retendered.
Evacuation due to Nearby Incident	School would evacuate to their secondary assembly point or if this not available due to the incident seek advice from the senior police officer on duty at the incident.	Headteacher	Once arrived at assembly point clarification on length of time before re-entry to building is permitted. Headteacher then needs to decide whether to implement closure during school day procedure
Lockdown due to nearby incident	School would follow Lockdown procedure	Headteacher	Procedure included in this policy
Fire	Follow fire exit procedure	Headteacher	Detailed procedure in separate policy.
Bad Weather	Follow snow checklist to decide whether to open or close in the event of bad weather	Headteacher	Short-term closures possible due to extensive snow/bad weather. In the event of prolonged closure – remote learning via skype, sending work to be undertaken at home to
Strikes	Assess whether the number of staff present likely to be present will permit the school to operate safely. If not follow procedure for the close of the school	Headteacher	BPET encourages schools to remain open during strikes even if this means running a reduced timetable.
Terrorist Attack or Threat	Follow bomb threat checklist	Office Manager	In the event of a terrorist attack follow the relevant procedure depending on whether it is during the school day

### Appendix A - Example actions for the Incident Management Team

No	Action	Completed Yes / No
1.	Determine nature of incident and extent of impact on the Academy (see Appendix B – Incident Assessment Form).	
2.	Ensure priorities have been identified.	
3.	Decision taken to invoke Business Continuity Plan.	
4.	Decide on location of meeting room.  Call up other members of Incident Management Team as relevant and get them to come to the meeting room (it may be that this occurs remotely initially if out of hours)	
5.	Open an incident log (see Appendix C ) to record key actions and decisions taken.	
6	Identify resources required to deal with incident	
7.	Consider implementation of communications strategy (internal and external)	
8.	Agree a time for next meeting and follow on meetings and briefing and reporting into incident log.  Agree monitoring process for plan implementation and frequency of reports to the Headteacher.	
9.	Consider the plan for recovery (focussed on critical and non-critical activities).	
10.	On conclusion of incident stand down team and instigate a lessons learnt review.	

## Appendix B – Incident Assessment Form

This table is to be used by the Incident Management Team on an incident occurring to complete an initial assessment of which Critical Activities have been impacted and the likely duration of the impact.

Priorities	Critical Activity	Accountability for Critical Activity	Nature of Impact	Duration
	Office			
	Leadership			
	External communications with wider community			
	IT support – phones			
	IT support – email			
	IT & Data support – MIS			
	IT support – internet (website)			
	IT support – Central Services			
	Site security			
	Environmental Safety (Duty of Care)			
	Provision of teaching facilities			
	Qualification driven teaching and learning (SATs/Phonics/Multiplication Check)			

	HR support (payroll)			
	Creditors (payments)			
	Financial management (operating the finance system)			
	School trips happening			
	School trips in the near future			
	Incident happened on the school trip			
	Calendar events			
	Community lettings			
	Shared site arrangements			

### Appendix C – Incident Log

To be used to maintain a detailed log of the ongoing incident, actions taken and management decisions made along with any costs incurred.

Entry No.	Date	Time	Description of action taken / decision made	Costs incurred	Completed by

## Appendix D – Incident Management Team Template

Role	Name
Headteacher	
Deputy Head	
Assistant Heads	
Site Manager	
IT Service Lead	
Chair of LAB	
<i>Safeguarding Lead</i>	
<i>SEND/CO/Pastoral Support</i>	
<i>Other key holders</i>	

## Appendix E - Response Plan

No	Action	Timing / Priority	Responsible	Tick when complete
<b>1. Actions required in the event of the incident occurring out of hours</b>				
1.1	Fire alarm / security alarm system triggered – alarm receiving centre would then contact 'Named Site Contact': Site Supervisor/ Caretaker/ Headteacher	Immediate		
1.2	Named Site Contact would contact emergency services and attend site if necessary	Immediate		
1.3	Named Site Contact to liaise with emergency services, and upon confirmation of a verified incident would contact the Headteacher	Immediate		
1.4	Site Supervisor/ Caretaker/ Headteacher (as relevant) organises responsible person to attend site quickly, if not already on site	Immediate		
1.5	Depending on severity of incident Headteacher makes decision about whether Incident Management Team needs to meet / attend site	Immediate		
1.6	If necessary Headteacher to co-ordinate early morning meeting to agree strategy with appropriate personnel	First few hours		
1.7	Notification to all affected building users including staff and students (text messages / website / twitter and facebook, put message on phone system, local radio) to say school will be shut and teaching to be move to remote learning	First few hours		



1.8	Allocated staff to stand at the gates and inform students and other staff of the situation and where they can get updates from.	First few hours		
1.9	Head of Communications and Marketing to deal with relevant media enquiries	First few hours		
1.10	Incident Management Team to inform wider audience including but not limited to; Chair of LAB, Head Office and Local Authority about incident and decisions taken	First few hours		
1.11	Contact insurers	First few hours		
1.12	Relevant managers to provide regular updates to the Headteacher on ongoing basis as appropriate	Ongoing		
1.13	Implement remote learning programme or consider longer term alternative accommodation if required	Ongoing		
<b>2. Actions required in the event of the incident occurring in hours</b>				
2.1	Alarm triggers evacuation (in line with fire drill / evacuation procedure) or loss of utility services	Immediate		
2.2	Site Team needs to ensure contact made with emergency services/ utility provider/ contractors	Immediate		
	Site Team liaises with emergency services/ utility provider/ contractors	Immediate		
2.3	Headteacher to inform Incident Management Team to identify nature and extent of incident	Immediate		
2.4	If necessary Headteacher to co-ordinate meeting to agree strategy with Incident Management Team	First few hours		
2.5	Headteacher to make decision as to whether to send students home and Notify CEO	First few hours		
2.6	Notification to all building users to say school will be shut (text messages / website / twitter and facebook, put message on phone system, local radio)	First few hours		
2.7	Head of Communications and Marketing to deal with relevant media enquiries	First few hours		

2.8	Incident Management Team to inform wider audience including but not limited to; Chair of LAB, Head Office and Local Authority about incident and decisions taken	First few hours		
2.9	Contact insurers (if applicable)	First few hours		
2.10	Relevant leads to provide regular updates to the Headteacher on ongoing basis as appropriate	Ongoing		
2.11	Implement remote learning programme or consider longer term alternative accommodation if required	Ongoing		