

Frederick Bremer School



Business Continuity Policy 2024

Person Responsible	Shermaine Lewis
Review Frequency	Annually
Policy First Issued	2019
Last Reviewed	June 2024
Agreed by LT on	
Does this policy need to be ratified by Governors?	Yes
If yes, which committee	Finance
Ratified by Governors on	12 th June 2024
This policy is communicated by the following means	Shared drive School website



Frederick Bremer School – Business Continuity Policy

Contents

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1.0 Introduction

Frederick Bremer School's Business Continuity Plan (BCP) has been written for those who will be involved in re-establishing the operational delivery of services following a major incident. It should be read in conjunction with:

- The Critical Incidents Plan
- The fire evacuation plan (the operation of which does not necessarily activate the BCP)

2.0 Definitions

An emergency is any event which 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.

3.0 General Information

3.1 Review and Training

This document should be reviewed annually by the Finance Committee.

3.2 Associated Documents/information

Associated documents include:

- Critical Incident Policy
- Fire Evacuation Plans
- Fire Risk assessment
- Snow Adverse Weather Plan

3.3 Emergency Contact and Grab Bag

Details	Location
Emergency cash, a cheque book or spare charge card	Finance office
Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc.	Google drive
Staff Handbook (policies and procedures)	Google drive
School branding material and stationery	Google drive
School logo	Google drive
Other key documents	Google drive
Bank, insurance details, Payroll etc	Google drive
Financial procedures	Google drive
Assets Register and Insurance Policy	Google drive
Staff contact details	Google drive
Staff emergency contact details	Google drive
Office telephone list (for phone divert)	Google drive
School Floor Plans	Google drive

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Invoices, purchase orders, etc	Google drive/ FMS
Laptop and/or iPad with wireless connection	IT Office
Back-up rota and data restoration routine	Joskos
Software licence agreement and key codes	Joskos
Printed Business Continuity Plan and Critical Incident Plan (plus spare copies of forms in Appendices)	Main office
First Aid Kit	Main office
Torch	Main office
Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper	Main office
Contact details for taxi / transport providers	Main office
Whistle / megaphones	Main office
High visibility jacket	Main office

4.0 Strategy

To provide a flexible response to an emergency or disruptive incident so that Frederick Bremer School can:

- minimise the impact of an emergency or major incident,
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
- maintain high standards of welfare and duty of care arrangements for pupils, staff and carers,
- ensure that decision making and actions during the emergency situation are properly recorded,
- to minimise educational and administrative disruption within a school,
- to facilitate the return to normal working arrangements at the earliest time.

This plan is designed to allow schools to cope in a wide range of emergencies, including those occurring:

- within the school during the school day,
- to the school outside of school hours,
- on school trips and journeys,
- to pupils on the way to or from school,
- from events immediately outside the school gates,
- from events that adversely affect an area wider than the school itself.

If a disaster is declared by the Headteacher or their deputy the school's Business Continuity Plan will be activated.

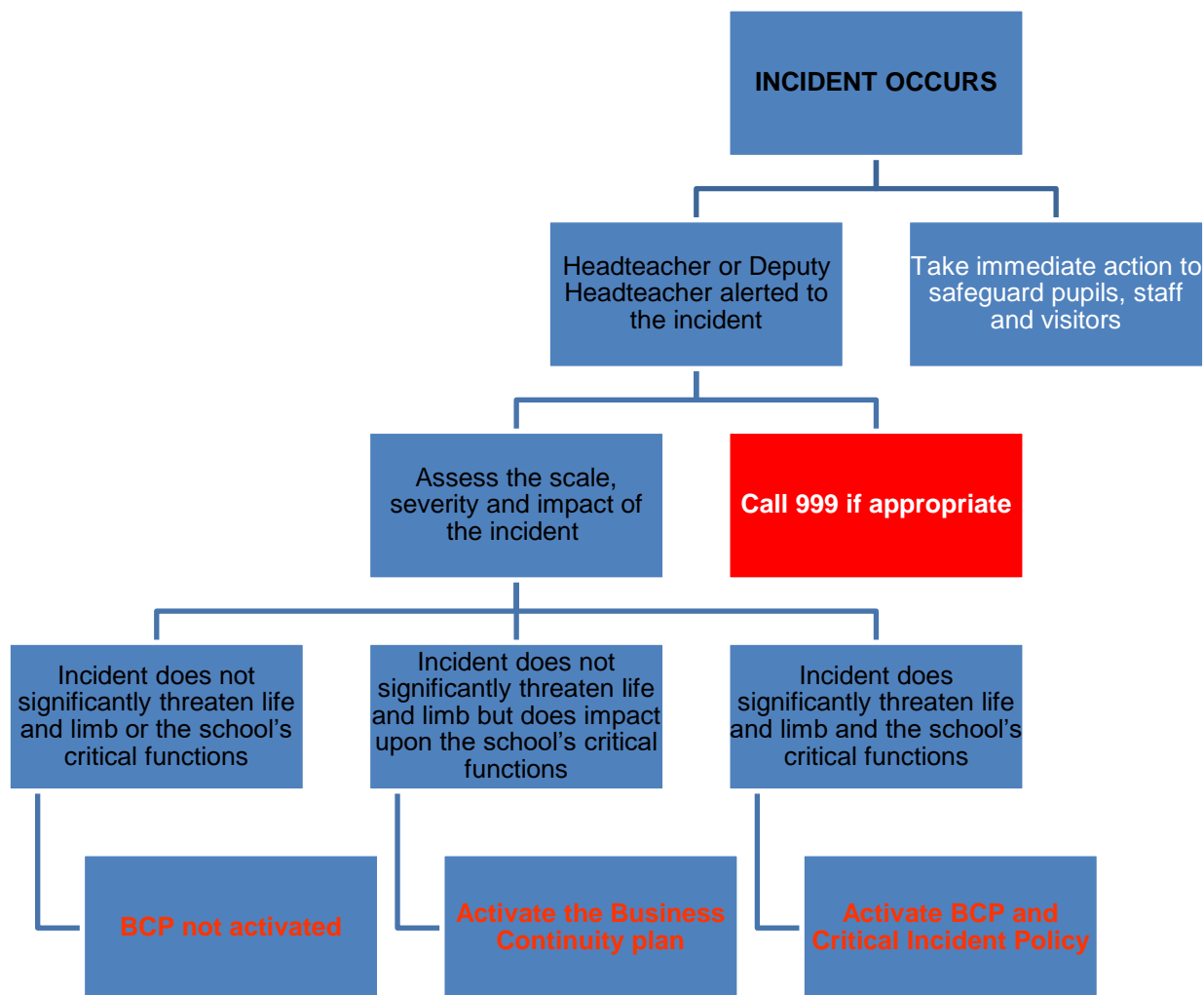
Staff communication will be via the email and the website if this is operable.

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

- Equans
- Joskos

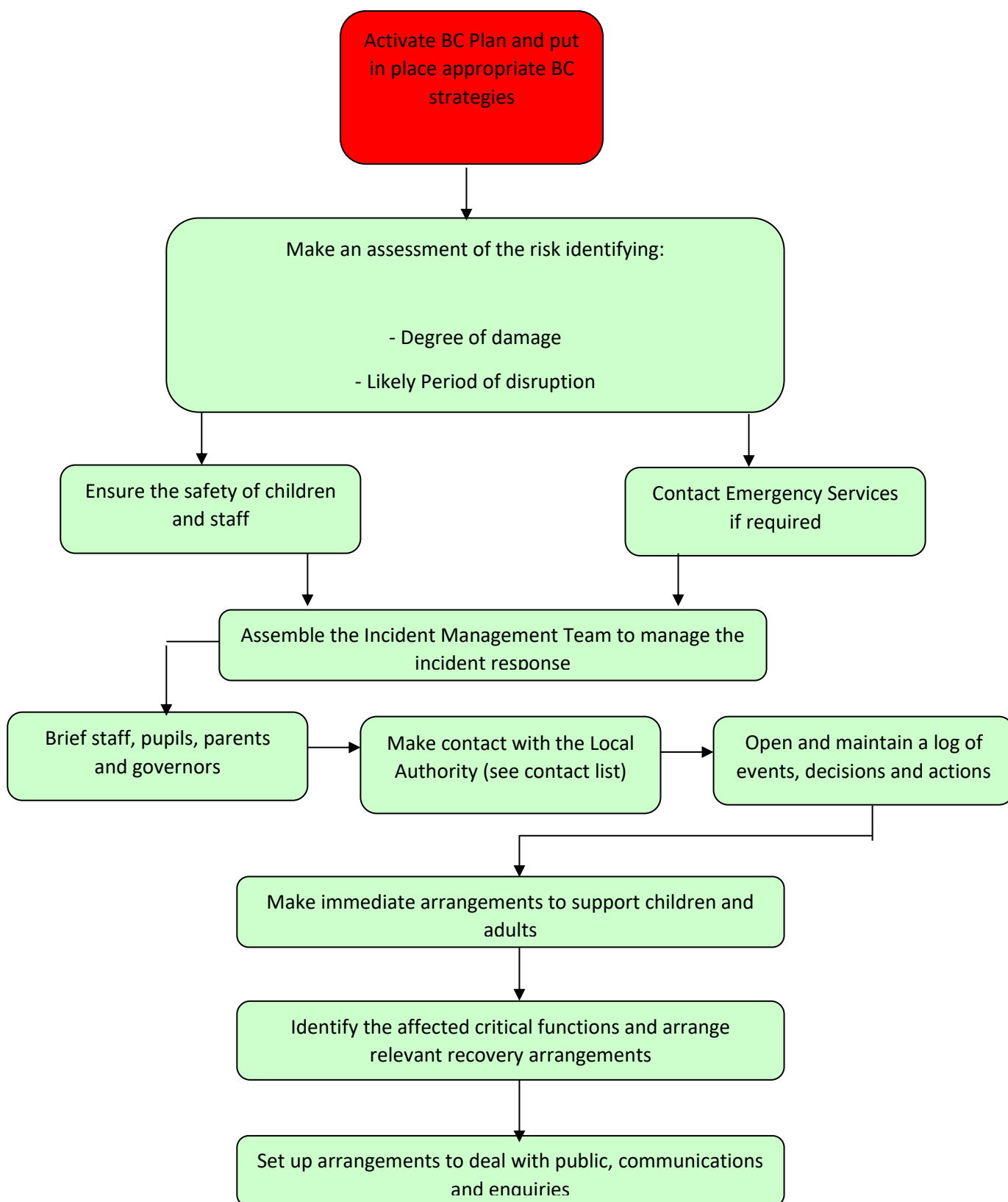
- Director of Children’s Services office
- LBWF Health and Safety Advisors
- Health and Safety Executive (HSE)
- LBWF Insurance Team
- Local Emergency Services

4.1 Activation Triggers and Initial Action



4.2 Incident Response

Upon activation of the School Business Continuity Plan, it is suggested that the following actions are taken.



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5.0 Roles and Responsibilities

Led by the Headteacher, the Incident Management Team includes all Senior leadership and the Premises Manager. 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 (or their Deputy) to restore normal conditions as soon as possible. The procedure listed in the critical incident policy should be used.

The following checklist is provided to assist the Incident Management Team to carry out their roles and responsibilities once the BCP has been activated.

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> 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 	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator	<ul style="list-style-type: none"> 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 	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the Incident Management Team.
Incident Management Team <i>Consists of:</i> Headteacher Deputy Headteacher SBM Chair of Governors Equans Business Continuity Management (BCM) Leader	<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 on-going 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 Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

Other roles/responsibilities to consider during the activation of a Business Continuity plan include:

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Role	Responsibilities	Report to/Actions
Incident Log (record keeper)	<ul style="list-style-type: none"> To record all key decisions and actions taken in relation to the incident 	The Headteacher or Incident Management Team.
Media Coordinator	<ul style="list-style-type: none"> Collating information about the incident for dissemination in Press Statements Liaison with Local Authority Press Office 	The Local Authority Press Office/Headteacher but should not make direct contact with Media.
Communication	<ul style="list-style-type: none"> Co-ordinating communication with key stakeholders including: <ul style="list-style-type: none"> Governors Parents/Carers/carers Local Authority (SCC) School Transport Providers External agencies e.g. Emergency Services, Health and Safety Unit 	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable).
Premises Manager	<ul style="list-style-type: none"> To ensure site security and safety in an incident To ensure recovery of utilities To link with the Incident team on any building/site issues To liaise and work with any appointed contractors 	Reporting directly to the Headteacher or Incident Management Team.
ICT Coordinator	<ul style="list-style-type: none"> To ensure the resilience of the School's ICT infrastructure To link with IT helpdesk or external providers (if applicable) Work with the Business Continuity Coordinator to develop proportionate risk responses 	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the Incident Management Team.
Recovery Coordinator	<ul style="list-style-type: none"> Leading and reporting on the School's recovery process Identifying lessons as a result of the incident Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development 	Is likely to already be a member of the School Incident Management Team, and will lead on recovery and resumption strategies. Reports directly to Headteacher.

5.1 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.

6.0 Procedure for Closing the School

6.1 *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 or their Deputy Headteacher
2. Notification of a school closure using the Local Authority On-line website.
3. Implementing the school staff 'snow procedures' if applicable (actioned by – Senior / Decision Leadership Team)
4. Recording the closure on the home page of the school website.
5. Sending out text messages to all parents.

6.2 *Closure during a School Day*

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

1. Closure authorised by the Headteacher or their Deputy. 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.
 - b. Consider use of Places of Safety (as described below).
2. Notification of the school closure using the website
3. Recording the closure on the home page of the school website.
4. Sending out text messages and email to all parents.

6.3 *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.

6.4 *Off-Site Place of Safety*

If it becomes necessary to evacuate the site completely, pupils will be escorted to a safe area from where they can be collected or from where they can be released to make their own way home. If access through the front gate is not possible a decision will be made to evacuate via the emergency exit onto Macdonald Road.

7.0 Lockdown Procedure

It is now possible to envisage circumstances where the school may wish to lock itself in, to secure staff and pupils from a threat. This circumstance is described as a 'lockdown'.

Lockdown procedures may be activated in response to any number of situations with the potential to pose a risk to staff and pupils in the school which may require "partial lockdown" or "full lockdown".

"Partial lockdown" is a precautionary measure but puts the School in readiness (whilst retaining a degree of normality) should the situation escalate. Movement may be permitted within the building dependant on the circumstances but this must be supervised by members of staff.

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We acknowledge that some of the more typical situations requiring lockdown procedures to be activated might be:

- A reported incident/civil disturbance in the local community;
- An intruder on the school site;
- A warning being received regarding a risk locally, of air pollution (Smoke plume, Gas cloud etc.);
- A major fire in the vicinity of the school.

If a lockdown is declared:

- The SBM will be advised to implement the lockdown announcement
- The school will be advised by the Headteacher or Deputy Headteacher that it is in 'lockdown' by word-of-mouth, by the school's radio system, Email and Google chat.
- All staff will remain in classrooms and keep pupils calm and away from windows.
- All pupils in external PE lessons will be advised to return to the school building if it is safe to do so.
- Staff, pupils, visitors, contractors outside of the school building must come in/brought inside the school building immediately. A roll call will take place to ensure all personnel have been accounted for.
- Everyone must remain inside the building until the all clear has been given by the Headteacher (or in their absence the Deputy Headteacher/Senior member of staff in charge /School Business Manager).
- Children, adults (e.g. volunteers etc.) or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and class teacher e.g. children using toilets when lockdown procedure is engaged.
- No adult or child is to leave the room for any reason whilst in lock down.
- Staff on PPA must lock down in the staff room / workroom; remaining quiet with no kettles on.
- Catering Staff to close the shutter to kitchen and turn off lights.
- If practicable staff should use email and Google chat to confirm they have entered lock down and identify those children not accounted for and of any extra children who are now in lockdown in their room with them.

The lockdown will proceed in the following priority:

- The external gates of the school will be closed and locked ensuring no one can enter or leave the premises, where appropriate.
- The school will then be locked, starting with main entrances and all other doors
- The entrance points will be secured by the appropriate available members of staff, e.g.: Premises Manager/School Business Manager/ members of the Senior Leadership.

Monitoring the Site Entrances:

Once the site is secure, staff should return to the building and monitor school entrances via CCTV, if accessible, or discretely from side windows. The gates should only be opened by the school when visual confirmation of the presence of the Emergency Services can be confirmed.

8.0 Silent Evacuation

If it ever became necessary to complete a silent evacuation, pupils will exit through final fire doors following an instruction from the Headteacher or Deputy Headteacher. Notification of a silent evacuation would be made by word-of-mouth.

A decision will need to be made to evacuate via the emergency exit onto Macdonald Road.

Example reasons for silent evacuation; Bomb/terrorist threat.



9.0 Strategies for Continuity of Services

The purpose of the continuity phase of your response is to ensure that critical functions are resumed as quickly as possible and/or continue to be delivered during any disruption. This may involve activating 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' functions may need to be suspended at this time.

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Loss of staff is considered a generic threat to operations. The spread of a virus capable of impacting on operational service delivery is now considered genuine and serious. Use of temporary staff e.g. Supply Teachers, Office Staff etc.	Cover and HR Managers have contact lists for supply agencies.
b.	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.	
c.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • Larger class sizes. • Use of Teaching Assistants, Student Teachers, Pastoral Support Officers, etc. • Virtual Learning Environment opportunities. • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. 	
d.	Using mutual support agreements with other Schools: emergency secondments.	
e.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	
f.	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	



	Arrangements to manage loss of technology / communication / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key school data e.g. cloud storage, photocopies stored on and off site, mirrored servers etc.	Joskos/Tony Akingbule
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	
c.	Flexible lesson plans.	Head of Departments to ensure that pre-arranged lesson plans are available
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	Supports up to 1 hour
e.	Contact the utility company responsible or appropriate repair contractor.	Equans
f.	Emergency lighting.	Equans
	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other Schools.	
b.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	
c.	Virtual Learning Environment opportunities using Google Classroom	
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	
e.	Off-site activities e.g. swimming, physical activities, school trips.	
f.	Stagger lessons across break times and lunch to maximise use of available space, and extend the school day to expand the time available in classrooms.	
	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Ensuring all external providers have business continuity plans in place as part of contract terms.	
b.	Insurance cover.	LBWF Insurance Insurance-section@walthamforest.gov.uk 0208 496 4258

Remote education

Where possible, the school will provide remote education when attendance in school is either not possible or contrary to government guidance. The school will implement an appropriate curriculum, teaching and support that will enable pupils to continue learning effectively and in accordance with DfE guidance.

Where pupils with special educational needs and disabilities (SEND) are not able to access remote education without adult support, the school will work with families to put in place reasonable adjustments.

Attendance

The school will continue to record absence in the attendance register if it remains open, using the most appropriate code. The codes used will be in line with the [Education \(Pupil Registration\) \(England\) Regulations 2006 as amended \('the Pupil Registration Regulations'\)](#), and [working together to improve school attendance guidance](#).

Where pupils are unable to attend school:

In some exceptional circumstances, this will be recorded as code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. The school will also record the nature of the circumstances in which a pupil is unable to attend school

Because they are ill or have an infectious illness, this will be recorded as code I (illness)

The school will also continue to record and monitor pupils' engagement where the provision of remote education is made, although we will not formally track this in the attendance register

Provision of free school meals

Where pupils eligible for benefits-related free school meals are receiving remote education, the school will work with the catering team to make sure those pupils can have a good-quality lunch. This will ensure that the school continues to support eligible pupils for the short period where they are unable to attend school.

The school will identify pupils with any medical conditions, including allergies, to make sure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly. For example, where pupils are being served food in the classroom.

Safeguarding

Safeguarding and promoting the welfare of children and young people remains of paramount importance. The school will continue to have regard to relevant statutory safeguarding guidance. This includes:

[Keeping Children Safe in Education](#)

[Working together to safeguard children](#)

Vulnerable pupils

In all circumstances, the school will prioritise vulnerable children and young people for face-to-face education and childcare.

We will try to support any children and young people who we believe may have challenging circumstances at home.

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We will keep in contact with pupils if they're not attending, particularly if they have a social worker. This might include:

- Notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- Agreeing with the social worker on the best way to maintain contact and offer support to pupils
- Keeping in contact to check their wellbeing and refer on to other services if they need more support

Wellbeing and support

To handle the potential emotional impact on pupils due to the disruption of critical activities, the school will:

- Aim to follow normal school routines as far as possible
- Set up support systems for pupils to talk and share their feelings
- Signpost pupils to appropriate support and advice
- Where needed, provide access to counselling services or specialist treatment

The school will follow the DfE's guidance on [promoting and supporting mental health and wellbeing in schools and colleges](#).



10.0 Recovery and Resumption

10.1 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.

10.2 Recovery and Resumption

	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 Emergency Management Team may need to consider the use of Counselling Services.	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the BCP 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 learnt.	The incident de-brief report should be reviewed by all members of the School Emergency Management Team 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 BCP in light of lessons learnt from incident and the response to it.	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan are read by all members of the IMT.	<input type="checkbox"/>

APPENDIX 1 - Incident Log Sheet

[illegible]

APPENDIX 2 - EVACUATION

Signals	
Signal for fire evacuation	Loud continuous siren
Signal for bomb evacuation	N/A
Signal for all-clear	Announced by Senior Fire Marshal

Assembly points - fire evacuation	
Fire evacuation assembly point A	Back of playground
Fire evacuation assembly point B	Spencer Road, Chaucer Road (2 nd emergency exit)

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Back of playground
Bomb evacuation assembly point B	Spencer Road, Chaucer Road (2 nd emergency exit)

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Est. travel time (walking, with pupils)	
Est. travel time (by coach, with pupils)	
Capacity (including sleeping)	
Facilities / resources	
Notes	

School Closure	
Notify Waltham Forest Council via text message to the emergency telephone number	
Tel No	07760 165076

APPENDIX 3 – KEY CONTACTS

Key Holders

Name	Telephone Number
Pedro Pires	
Phillip Ketedzi	
Lloyd Russell	
Out of Hours Emergency	

Key School Contact details

Name	Telephone Number
Jenny Smith – Headteacher	
Steve Moore – Associate Deputy Headteacher	
Shermaine Lewis – School Business Manager	

Other Key Contacts

Role	Contact name	Contact details
Equans Site Business Continuity Management (BCM) Leader	Elise Owandj Ahondo	
Equans Deputy Site BCM Leader	Pedro Pires	
Joskos Account Manager	Arif Mater	
Network Manager	Tony Akinbule	
WF Catering Chef	William Gnaly	
WF Area Catering Manager	Sharon Barrett	
Waltham Forest Direct 24/7		
Children Services Business support Section		
LBWF Health and Safety Team		

APPENDIX 4 - Business Continuity Plan

Risk to	If known before staff are on site	If during the school day
<ul style="list-style-type: none"> Accessing the school <ul style="list-style-type: none"> Police investigation Fire Flood 	<ul style="list-style-type: none"> Organise a WhatsApp conference call of Incident Management Team Complete an initial risk assessment with known facts 1. Make a decision about immediate actions and who is logging it <ul style="list-style-type: none"> Is it safe to open the school? Can we partially open the school? Do we need to use Macdonald road as an entrance? If school is open, can we run the curriculum or do we move to emergency curriculum or refuge plan? Inform all stakeholders by gateway 2. Planning for next day (e.g. what do we do if the building cannot be used) 3. Longer term arrangements 	<p>1. IMT meet immediately to assess impact and immediate risk (agree code for radio). Complete incident log.</p> <ul style="list-style-type: none"> Do we need to evacuate all or part of building? Who is aware? Agree immediate actions (including communication) Agree next review point <p>2. Longer term planning (e.g. early closure and next day)</p> <p>3. Long term arrangements</p>
<ul style="list-style-type: none"> Accessing part of the school <ul style="list-style-type: none"> CI (as above) causes part of school to close down 		
<ul style="list-style-type: none"> Service breakdown <ul style="list-style-type: none"> Core provider goes bankrupt Core provider is subject to a cyber attack Mobile providers go down 		
<ul style="list-style-type: none"> Loss of utility <ul style="list-style-type: none"> No gas No water No ICT No server 		
<ul style="list-style-type: none"> Police incident or serious accident preventing access to site (e.g. Fulbourne Road closed) 		
<ul style="list-style-type: none"> Infestations (e.g. spiders or pigeons) 		