

## Brandwood Community School BUSINESS CONTINUITY PLAN

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Plan Owner	Mrs Amy Holmes HT
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19.12.22	Update of staff names	
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*This template & associated guidance has been designed to complement & enhance existing Local Authority procedures & guidance: It does not supersede those procedures or any existing arrangements for contacting key partners & the Emergency Services during a critical incident. It serves as a generic template for Business Continuity Planning & should be adapted to meet your individual School's needs.*

*As a user of the Business Continuity Plan, familiarise yourself with the whole document upon receipt of it, & wherever necessary, raise any queries immediately with the Plan Owner.*

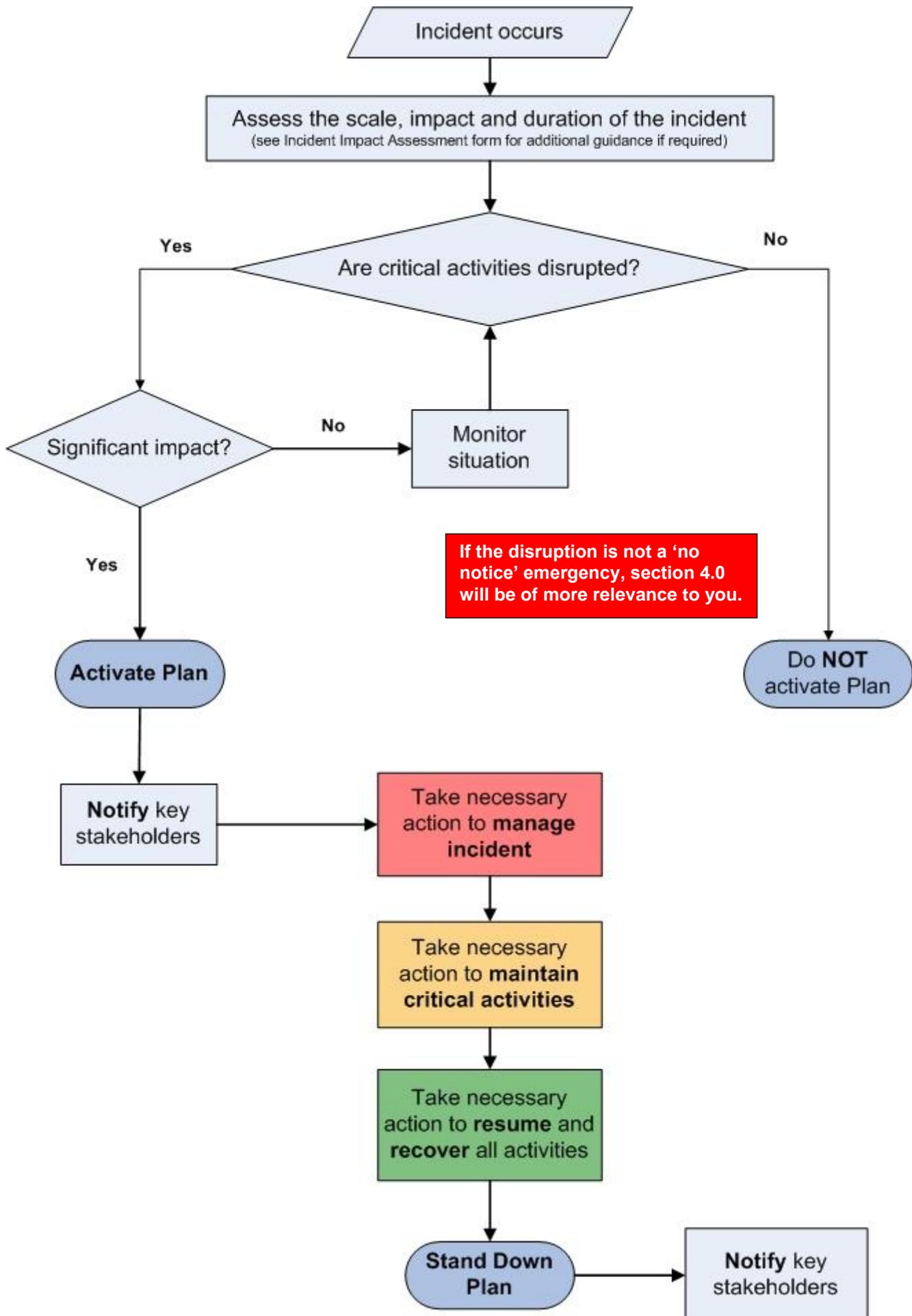
## 1.0 PLAN PURPOSE & SCOPE

<b>Purpose</b>	To provide a flexible framework to manage the response to any school disruption or emergency <sup>1</sup> , maintain critical activities & recover from the incident quickly & efficiently.
<b>Plan Scope</b>	The following departments /sites are in scope of this plan: <b>Brandwood Community School</b>
<b>Links to other Plans &amp; Procedures</b>	<p>In the event of a serious emergency, the Council's emergency response arrangements may be activated alongside the Council's Corporate Business Continuity Plan to enable the delivery of Local Authority civil protection duties.</p> <ul style="list-style-type: none"> <li>▪ Incident Impact Assessment (Appendix 4)</li> <li>▪ Post Incident Assessment Form (Appendix 5)</li> <li>▪ Financial Assessment Log (Appendix 6)</li> <li>▪ Injuries &amp; Fatalities Log (Appendix 7)</li> <li>▪ Lost Property Form (Appendix 8)</li> <li>▪ Bomb Threat (Appendix 9)</li> <li>▪ Death of a Child (Appendix 10)</li> </ul>

## 2.0 PLAN ACTIVATION

<b>Circumstances</b>	<p>This Plan will be activated to manage the response to any incident causing significant disruption to normal service delivery, particularly the delivery of key/time critical activities. Plan activation triggers may include:</p> <ul style="list-style-type: none"> <li>▪ Loss of staff or skills e.g. above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather or people leaving the organisation.</li> <li>▪ Loss of critical systems e.g. ICT network disruption, telephony outage or power outage.</li> <li>▪ Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time or utilities failure.</li> <li>▪ Loss of a key resource such as an external supplier or partner vital to the delivery of a key activity.</li> <li>▪ Pandemic</li> </ul>	
<b>Authority for Plan Activation</b> <i>(other than the Plan Owner)</i>	<p>Miss C Lund – Deputy Head Teacher Mrs R Cameron – Deputy Head Teacher</p>	
<b>Notification Procedures</b>	<b>Who?</b>	<b>Why?</b> <i>(note this is <b>not</b> an exhaustive list)</i>
	Head Teacher	Take the decision on whether the Business Continuity Plan should be activated & direct resources. The Head Teacher will normally be the 'Plan Owner'. See section 2.1 for more detail on plan activation.
	Board of Governors	Responsible for strategic decisions in response to significant incidents
	Stakeholders/ Partners	<p>If the incident is causing significant disruption, an appropriate message should be released to stakeholders/partners detailing:</p> <ul style="list-style-type: none"> <li>● What is causing the disruption &amp; the impact</li> <li>● Action being taken to respond to the incident</li> <li>● Estimated length of the disruption &amp; return to business as usual.</li> </ul>
	Bolton Council	For further details of key contact details please see Schools Major & Significant Incident Framework attached as Appendix Two to this document
	Public Health	In the event of a significant outbreak in a school, Public Health England (PHE), who lead the investigation & management of outbreaks & incidents, should be contacted. The Public Health England GM Health Protection Team can be contacted in/out of office hours: 0344 225 0562, Option 3

## 2.1 PLAN ACTIVATION PROCESS



### 3.0 INCIDENT MANAGEMENT

#### 3.1 INCIDENT MANAGEMENT PHASE

REQUIREMENT	ACTION	ACTION DONE? (Check box accordingly) (To be completed at the time of the incident)	BY WHO? (Insert details of responsible Officer) (To be completed at the time of the incident)
<b>Purpose</b> <ul style="list-style-type: none"> <li>▪ Protect the safety &amp; welfare of staff, visitors &amp; the public</li> <li>▪ Protect vital assets e.g. equipment, data, reputation</li> <li>▪ Ensure urgent &amp; necessary communication takes place</li> <li>▪ Support the Business Continuity phase</li> <li>▪ Support the Recovery &amp; Resumption phase</li> </ul>			
1. Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> <li>▪ Survey the scene/situation</li> <li>▪ Assess the impact on pupils &amp; staff</li> <li>▪ Assess (i.e. scale/severity, duration &amp; impact)</li> <li>▪ Disseminate information (to others)</li> <li>▪ Call the Emergency Services if needed</li> <li>▪ Evacuate the school building if necessary</li> </ul>	Gather & share information to facilitate decision-making & enhance the response. <i>A full impact assessment form can be found in Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	
2. Nominate individuals to carry out Incident Management roles, as appropriate.	Information on roles & responsibilities can be found at Appendix Two.	<input type="checkbox"/>	
3. Ensure a log of key decisions & actions is started & maintained throughout the incident.	The Log template can be found in <i>Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	
4. Where appropriate, record names & details of any staff or pupils that may have been injured or affected by the incident as part of your incident record keeping.	This information should be held securely as it may be required by Emergency Services or other agencies during or following the incident. The Injuries & Fatalities Log template can be found in <i>Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	
5. Log details of all items lost by pupils, staff, visitors etc. as a result of the incident, if appropriate.	The Log template can be found in <i>Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	
6. Assess the key priorities for the remainder of the working day & take relevant action.	<p>Consider actions to ensure the health, safety &amp; well-being of pupils, staff &amp; the wider school community at all times. Consider your business continuity strategies, i.e. alternative ways of working, re-location to your recovery site etc. to ensure the impact of the disruption is minimised.</p> <p>Consider the school's legal duty to provide school meals to some pupils &amp; how this will be facilitated, even in the event of relocation of pupils to an alternative site.</p>	<input type="checkbox"/>	
7. Log all expenditure incurred as a result of the incident & seek advice/inform your Insurance Company/Bolton Corporate Insurance & Claims Team.	Record all costs incurred as a result of responding to the incident. The Financial Expenditure Log can be found in <i>Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	

	<b>REQUIREMENT</b>	<b>ACTION</b>	<b>ACTION DONE?</b> <i>(Check box accordingly)</i> <b>(To be completed at the time of the incident)</b>	<b>BY WHO?</b> <i>(Insert details of responsible Officer)</i> <b>(To be completed at the time of the incident)</b>
8.	<p>Consider your communications/media management strategy to ensure staff &amp; pupils are kept informed about what is required of them. Contact the Council Press Office as indicated in Appendix One.</p> <p>If the incident is taking place outside of normal working hours, staff may need to be contacted to advise of any alterations to normal working arrangements for the next day.</p>	<p>All staff member's emergency contact details should be held securely electronically. Ensure parents/carers contact details are also available. A Template for your contact lists are contained at Appendix Three of this plan.</p>	<input type="checkbox"/>	
9.	<p>Ensure recording processes are in place for staff/pupils leaving the site.</p>	<p>Ensure the safety of staff &amp; pupils before they leave the site.</p>	<input type="checkbox"/>	

## 4.0 BUSINESS CONTINUITY

### 4.1 BUSINESS CONTINUITY PHASE

<b>Purpose</b>	<ul style="list-style-type: none"> <li>▪ To ensure that 'critical activities' are resumed as quickly as possible and/or continue to be delivered during the disruption</li> <li>▪ To activate one or more of your business continuity strategies to enable alternative ways of working</li> <li>▪ To make best use of potentially limited resources by suspending 'non critical' activities</li> </ul>
<b>Time Critical Service Functions</b>	<p>The outcome of the <i>Business Impact Analysis</i> process has been to identify the following school activities as time critical/urgent:</p> <ul style="list-style-type: none"> <li>▪ Children's Education</li> <li>▪ Smooth running of the school</li> </ul>

	REQUIREMENT	ACTION	ACTION DONE? (To be completed at the time of the incident) (Check box accordingly)	BY WHO? To be completed at the time of the incident ) (Insert details of responsible Officer)
1.	Take time to understand & evaluate the impact of the incident on 'business as usual' activities by communicating with key stakeholders to gather information. Refer to your <i>Business Impact Analysis</i> .	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities. This may require the involvement of external partners.	<input type="checkbox"/>	
2.	Plan how critical activities will be maintained – refer to your Business Continuity strategies (section 5).	Consider: <ul style="list-style-type: none"> <li>▪ Immediate &amp; ongoing priorities</li> <li>▪ Communication strategies</li> <li>▪ Resource availability &amp; deployment.</li> <li>▪ Roles &amp; responsibilities</li> <li>▪ Finance</li> <li>▪ Monitoring the situation</li> <li>▪ Reporting</li> <li>▪ Stakeholder engagement</li> <li>▪ Any welfare issues</li> <li>▪ Planning the recovery of non-critical activities</li> </ul>	<input type="checkbox"/>	
3.	Identify any other stakeholders who may be required in the business continuity response.	Depending on the incident, you may need additional/specific input from your external partners.	<input type="checkbox"/>	
4.	Log all decisions & actions, including what you decide not to do & include your decision-making rationale.	The Log of Events, Decisions & Actions can be found in the <i>Schools Business Continuity Plan Guidance. (Appendix 5)</i> .	<input type="checkbox"/>	
5.	Log all financial expenditure incurred as a result of the incident.	Use the Financial Expenditure Log which can be found in the <i>Schools Business Continuity Plan Guidance. (Appendix 6)</i> .	<input type="checkbox"/>	
6.	Deliver appropriate communication actions as required/further develop your media strategy in consultation with the Council Press Office where required.	Ensure methods of communication & messages are developed as appropriate to the needs of your key stakeholders e.g. pupils, staff, parents/carers, Governors.	<input type="checkbox"/>	

## 4.2 BUSINESS CONTINUITY STRATEGIES

<b>Purpose</b>	<ul style="list-style-type: none"> <li>▪ To document alternative ways of working designed to maintain your critical activities in the event of a disruption</li> <li>▪ To ensure alternative ways of working have been agreed, tested &amp; are fit for purpose</li> </ul>
<b>Circumstances when business continuity strategies may be activated</b>	<p>Whatever the cause of disruption, the impacts commonly fall within one or more of the below categories:</p> <ul style="list-style-type: none"> <li>▪ Loss of key people (staff or students/pupils) above normal levels of absenteeism due to illness/injury death or other scenarios such as severe weather, changes in school structures, staff leaving the school etc.</li> <li>▪ Loss of critical systems e.g. ICT network disruption, telephony outage or power outage.</li> <li>▪ Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time, utilities failure etc.</li> <li>▪ Loss of a key resource such as an external supplier or partner vital to the delivery of a key activity</li> <li>▪ There will be more specific key business continuity risks that you will have covered in your risk assessment, for example, terrorism threat, extreme weather, school trip incident &amp; reputational risks. The final section below provides space for you to document your strategies to respond to these risks where appropriate.</li> </ul>

### TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF PREMISES

1	Identification of alternative buildings designated as the agreed relocation site. You will need to consider transport requirements, ICT equipment & accessibility for these identified premises. It is recognised that you may not be able to find a building that can locate all of your school pupils – in this case consider priority groups that could be relocated. Also ensure that you have a plan for alternative premises for relocation of groups of pupils/students undertaking statutory exams. Consider where school lunches would be held in the event of relocation.	<b>Karen Stephenson</b> <b>Children's Services Capital Programme Manager</b> <b>Email:</b> <b>karen.stephenson@bolton.gov.uk</b> <b>Phone: 07759 707468</b> <b>Security &amp; Response: 01204 336900</b>
2	Creating an emergency 'grab bag' that contains essential information & equipment needed for both incident management & business continuity, & should be stored in a secure place on & off site. The contents of the bag should be the responsibility of a named person & should be regularly checked & updated. See <i>Schools Business Continuity Plan Guidance</i> .	<b>Log on to network via laptop/iPad. All documents, pupils relevant information will be contained there.</b>
3	Mutual support agreements with schools where there is capacity for schools to accommodate each other in the event of an incident.	<b>Contact Sunning Hill &amp; Clarendon Primary Schools</b>
4	Virtual learning environment opportunities	<b>Pupils can access learning hubs off site.</b>
5	Localising the incident, e.g. isolating the problem & utilising different sites or areas within the school premises	<b>Close off unusable areas.</b>
6	Offsite activities e.g. physical activities, school trips	<b>Activities can continue, all relevant information stored on line.</b>
7	Ensure that anyone who requires ICT to undertake critical activities has the ability to work at home where possible & appropriate so that in the event of a school premises incident there is the option for some staff to work from home where appropriate.	<b>All admin &amp; teaching staff have remote access.</b>
8	In the event of a loss of utilities (include water/gas/electricity)	<b>National Gas Emergency: 0800 111 999.</b> <b>Electricity: 105 or 0800 6783 105</b> <b>Water: 0345 672 3723</b>

### TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF CRITICAL ICT SYSTEMS (INCLUDING TELEPHONY)

		<b>ADDITIONAL INFORMATION</b>
1.	Teaching using manual methods	
2.	Use of a secure external network, or secure cloud that can be accessed via the internet to allow extra back up & protection for your files	<b>All teachers have remote access to access files</b>
3.	Manual workarounds: ensure there are critical manual records available & hard copies of critical forms or processes where appropriate	<b>All files are retained in the SBM office</b>
4.	Cloud based applications which allow access via the internet.	<b>MS Teams available for remote teaching</b>

5.	Redirection of the reception phone line to an alternative number or to your office mobile phones	<b>School mobile phones available - numbers will be distributed via text message</b>
6.	Ensure that ICT providers have given explicit assurance regarding back up processes for your data & have a Disaster Recovery Plan that sets out the service they will provide to you in the event of a failure of their system	<b>All files and servers are backed up remotely by Bolton ICT Unit &amp; can be accessed remotely</b>
<b>TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF PEOPLE (STAFF OR STUDENTS/PUPILS)</b>		<b>ADDITIONAL INFORMATION</b>
1.	Use of temporary staff (teaching/non-teaching)	<b>Contact relative agency</b>
2.	Multi-skilling/cross training/ to ensure staff can undertake different roles & responsibilities. Ensuring that staff share essential information so in the event of staff absence there are no 'single points of failure'.	
3.	Using different ways of working to allow for a reduced workforce. This could include: Use of pre-prepared educational materials that allow for independent learning Team activities & sports to accommodate larger numbers of pupils at once Larger class sizes (subject to relevant ratios)	
4.	Using mutual support agreements with other schools – e.g. 'sharing' of teaching staff within a specific discipline in an incident	
5.	Ensuring that the business continuity aspects of staff management are considered in management arrangements, e.g. flexibility in job descriptions, robust attendance policies	
6.	Engage resources to support students/pupils & staff dealing with emotional impacts in the case of injury, accident or death where appropriate	<b>Access Winston's Wish Resources &amp; EP if required</b>
<b>TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF A KEY SUPPLIER, THIRD PARTY OR PARTNER AGENCY</b>		<b>ADDITIONAL INFORMATION</b>
1.	Pre-identified alternative suppliers	
2.	Ensuring external providers have a fit for purpose Business Continuity Plan or Disaster Recovery Plan (ICT providers)	<b>Bolton ICT Unit</b>
3.	Using alternative ways of working to mitigate the loss, e.g. suspending activities.	
<b>TACTICAL OPTIONS TO MITIGATE AGAINST ANY OTHER TYPE OF BUSINESS CONTINUITY RISK</b>		<b>ADDITIONAL INFORMATION</b>
1.		
2.		
3.		
4.		
5.		
6.		

## 5.0 RECOVERY & RESUMPTION

### 5.0 RECOVERY & RESUMPTION PHASE

<b>Purpose</b>	<ul style="list-style-type: none"> <li>▪ To return to 'business as usual' as quickly as possible</li> <li>▪ To ensure any non-critical activities suspended as part of your business continuity response are recovered within appropriate timescales</li> <li>▪ Where the impact of the incident is prolonged, normal operations may need to be delivered under new circumstances e.g. from a different building on a longer term basis.</li> </ul>
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	REQUIREMENT	ACTION	ACTION DONE? <i>(Check box accordingly) (To be completed after the incident)</i>	BY WHO? <i>(Insert details of responsible Officer) (To be completed after the incident)</i>
1.	Agree & plan the actions required to enable recovery & resumption of normal working practises.	Agreed actions will be detailed in an action plan & set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>	
2.	Continue to record all expenditure incurred as a result of the incident.	Use the Financial Expenditure Log to record any expenditure which can be found in the <i>Schools Business Continuity Plan Guidance</i> .	<input type="checkbox"/>	
3.	Respond to any ongoing & long term support needs of staff & pupils.	Depending on the nature of the incident, the schools Incident Management Team may need to consider the use of health services, for example counselling.	<input type="checkbox"/>	
4.	Once recovery & resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the Business Continuity Plan is no longer in effect.	<input type="checkbox"/>	
5.	Carry out a 'debrief' of the incident with Staff & Suppliers/Partners if appropriate.  Complete a post incident report to document opportunities for improvement & any lessons identified. A template can be found in the <i>Schools Business Continuity Plan Guidance</i> .	The incident de-brief report should be reviewed by all members of the Schools Incident Management Team to ensure that key actions resulting from the incident are implemented within designated timescales.	<input type="checkbox"/>	
6.	Review this Business Continuity Plan in light of lessons learned from the incident & the consequent response to it.	Implement recommendations for improvement & update this Plan.	<input type="checkbox"/>	

<b>SCHOOL INCIDENT MANAGEMENT ROLES</b>		
<b>Role &amp; Name</b>	<b>Responsibilities</b>	<b>Accountability</b>
Incident Manager(s). <b>Mrs A Holmes (HT)</b>  <b>Miss C Lund (Deputy Head Teacher)</b>  <b>Mrs R Cameron (Deputy Head Teacher)</b>	<ul style="list-style-type: none"> <li>▪ Determining the overall response &amp; recovery strategy</li> <li>▪ Activating &amp; standing down the Business Continuity Plan</li> <li>▪ Ensuring key stakeholders are kept informed during an incident &amp; in the recovery phase</li> <li>▪ Authorising the use of response &amp; communication actions as agreed in this plan</li> <li>▪ Prioritising the recovery of key activities disrupted by the incident</li> <li>▪ Safeguarding the welfare of all pupils, staff, contractors &amp; visitors</li> <li>▪ Staff welfare &amp; employment issues</li> <li>▪ Responsible for effective communication with pupils, parents/carers &amp; other key stakeholders as necessary</li> </ul>	Incident Managers have the delegated authority to authorise all decisions & actions required to respond & recover from the incident.  Depending on the significance of an incident, An Incident Manager should activate a management support provider /Bolton Council response where required.
Incident Loggist (record keeper) <b>Miss V Lowe (SBM)</b>	<ul style="list-style-type: none"> <li>▪ Ensuring that all key decisions, supporting rationale &amp; all actions taken in relation to the incident are recorded clearly, accurately &amp; stored confidentially &amp; are able to withstand scrutiny e.g. in a Public Enquiry.</li> </ul>	Reports directly to the Incident Manager.
<b>Site Manager</b> (or point of contact for Building Issues)	<ul style="list-style-type: none"> <li>▪ Undertaking duties as necessary to ensure site security &amp; safety in an incident</li> <li>▪ Liaison with the Incident Management Team to advise on any issues relating to the physical infrastructure of the building</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> <li>▪ Co-ordination of inventory of damaged assets/equipment when/if safe to do so</li> </ul>	Reporting directly to the Incident Manager
Emergency Evacuation Marshall(s) <b>All teaching &amp; support staff</b>	<ul style="list-style-type: none"> <li>▪ To ensure everyone has evacuated the floor/building when required to do so, following the Evacuation Plan, making sure nobody is left behind</li> <li>▪ Report to the Incident Manager confirming their area of responsibility is completely evacuated (or that the search was not thoroughly completed)</li> <li>▪ Report to the Incident Manager the numbers &amp; locations of any mobility impaired person(s) remaining in the building e.g. in a safe refuge</li> </ul>	Reporting directly to the Incident Manager.
First Aider(s) Joanne Blakemore Shannon Johnson Claire Kirkham Samim Malji Bethany Martin Julie McLaren Zahida Mogra Rukayya Patel Julie Pugh Zuhairah Shah Sufia Ughradar Sabeeha Voraji	<ul style="list-style-type: none"> <li>▪ To ensure that the Emergency Services are immediately called when they are required to treat any casualties</li> <li>▪ To provide immediate 'first aid' in line with training received in order to preserve life, prevent the condition getting worse &amp; to promote recovery</li> <li>▪ To keep individuals as comfortable as possible until professional help arrives</li> </ul>	Reporting directly to the Incident Manager.

## Appendix Two

### Key Council Contacts for Schools in Major/Significant Incidents

#### 1. Introduction

- 1.1 The Council is committed to supporting schools maintain continuity of teaching & learning during a major or significant disruption. School management teams are responsible for having a robust Business Continuity Plan in place & managing any incident that threatens continuity; the Council is responsible for providing a co-ordinated response.
- 1.2 These contacts have been provided to help schools deal with the most serious & significant incidents where there is support required from the Council. This relates to incidents that cannot be dealt with as part of normal day to day disruptions & schools cannot deal with them independently.
- 1.3 There are a number of common major & significant risks to schools Business Continuity where the council can provide support & these are detailed below, with the appropriate Council contact or method of notification. Schools are responsible for making the contact, the Council will ensure that relevant officers are notified & a response is co-ordinated. The below contacts should be made after, where appropriate, emergency services have been notified.
- 1.4 Security & Response provide a year round contact point for Civil Contingencies matters & a response is available 365 days a year, 24 hours a day, 7 days a week. They will instigate emergency Civil Contingency plans & contact the Civil Contingencies Forward Incident officer if required. The emergency number for Security & Response is 01204 336900. Schools who have the key holding & alarm service SLA with Security & Response will receive additional services that include, for example, site attendance, boarding up, alarm engineer call out, incident reporting to the police & other guarding services.
- 1.5 The Council's Civil Contingencies arrangements are in place for the whole of the Bolton Community (including schools) 365 days a year, 24 hours a day, 7 days a week. This support is in place to help the community respond to any type of incident that puts people in immediate danger, such as a collapsing building or bridge. The Civil Contingencies Team will be notified by Emergency Services or Security & Response in this eventuality.
- 1.6 Safeguarding incidents should be dealt with separately in line with normal processes.
- 1.7 You may wish to include other key Council contacts within your Business Continuity Plan that are useful for more minor or planned disruptions (for example a strike)

Major/Significant Business Continuity Risks & Key Council Contacts		
Type of Incident/Risk	Description	Key Council Contact/s or Notification arrangements
Significant premises incident that could lead to school closure	This relates to a premises incident of such seriousness that there could be denial of access & closure – such as a significant fire or flood in the premises.	Karen Stephenson Children's Services Capital Programme Manager Email: karen.stephenson@bolton.gov.uk Phone: 07759 707468 Security & Response: 01204 336900  Corporate Property - Repairs and Maintenance Helpdesk Email: rmhelpdesk@bolton.gov.uk Phone: 01204 331234  School's Facilities Manager: Stuart Murphy Email: stuart.murphy5@bolton.gov.uk Mobile: 07469 037518

Major/Significant Business Continuity Risks & Key Council Contacts		
Type of Incident/Risk	Description	Key Council Contact/s or Notification arrangements
Serious Accident/Injury	This does not relate to injuries that can be managed by the school, this refers to life threatening injuries to pupil/s and/or staff that could cause significant disruption to the school.	Health and Safety Team Office 4 Ashburner Street Market Ashburner Street Bolton Email: CHST@bolton.gov.uk Tel: 01204 336968  Security and Response Team Email: securityandresponsesupervisors@bolton.gov.uk Phone: 01204 336900  Head of Service: Elaine Grundy Email: elaine.grundy@bolton.gov.uk Phone: 01204 336893
Significant Disease outbreak	Outbreak of disease so significant in terms of risk to health or numbers affected that there is a risk of school closure.	Public Health England are the first point of contact who will notify the Council in line with the Greater Manchester Outbreak Plan In/out office hours: 0344 225 0562, Option 3
Reputational Incident	Incident causing significant disruption & reputational damage to the school such as malicious use of social media to criticise or denigrate the school or staff & where involvement of the Council & strong press management is required.	Communications and Marketing Head of Service: Nicola Littlewood Email: nicola.littlewood@bolton.gov.uk Phone: 01204 334072
Extreme weather	Extreme weather which can cause such significant disruption that there is a threat of school closure such as heavy snowfall or floods.	Report through the extranet.
Significant Information Security Breach	A major information security breach that could cause significant disruption to the school such as 'hacking' of the school's ICT system leading to compromise of pupil's sensitive information.	Paul Rankin, Performance, Planning & Resources Manager 01204 332011/07392108201 Email address: paul.rankin@bolton.gov.uk
Any other type of major/significant incident	This could include, for example a terrorist threat/attack, serious criminal activity & major school trip incident.	Sandra Bruce Director of Children's Services Bruce.sandra@bolton.gov.uk Tel: 01204 332010 Security & Response (where this is Civil Contingencies matter). 01204 336900

### Appendix 3

STAKEHOLDER KEY CONTACT LIST – SETS OUT KEY CONTACTS OTHER THAN LOCAL AUTHORITY CONTACTS DETAILED IN APPENDIX TWO	
Contact	Telephone number
<b>School Contacts</b>	
Head Teacher	Mrs Amy Holmes (07828122890)
Assistant Head Teacher	Miss Chloe Lund (07807923893)
Site Manager	Mrs Julie Pugh (07917228990)
Chair of Governors	Mr Martin Simpson (07483840683)
Deputy Chair of Governors	Mr Imtiyaz Kola (07966909150)
<b>Other Local Contacts</b>	
Police	999 / 0161 872 5050/101 (for general enquiries)
Police – your local station/community officer	
Greater Manchester Fire & Rescue Services	999 / 0161 736 5866 (for general enquiries)
Hospital – your nearest A&E	Royal Bolton Hospital 01204 390300
Your Local Church or Religious Centre	NA
BBC Manchester	0161 335 6000
NHS – Non-Emergency Care	111
<b>Other Useful Contacts</b>	
Management Support provider (where appropriate)	Corporate Property (01204) 331234
Foreign Office	020 7270 1500
Public Health England	0344 225 0562 (Option 3) For out of hours call Tameside Hospital & ask for Health Protection on Call 0161 922 6000
Information Commissioner's Office	0303 123 1113
Health & Safety Executive	0345 300 9923
Water	0345 672 3723
Electricity:	105 or 0800 6783 105
National Gas Emergency	0800 111 999

## Appendix 4

### INCIDENT IMPACT ASSESSMENT

The purpose of this form is to assess the impact of the incident in order that the appropriate action can be taken in managing the response.

<b>Completed By</b>	
<b>Date</b>	
<b>Time</b>	

Consideration	Logged Response
<p>How is the incident currently affecting the running of your school?</p> <p><i>Which department/s or classes are affected?</i></p>	
<p>What is the nature of the incident?</p> <p><i>(Describe the type of incident, location &amp; severity)</i></p>	
<p>Are there any staff/pupil/visitor casualties or fatalities?</p> <p><i>(Complete casualty / fatality sheets if needed)</i></p>	
<p>What is the estimated duration of the incident?</p>	
<p>Has access to the whole of the school site been denied or part of it? If so, which area/s &amp; for how long?</p>	
<p>Have any work areas been destroyed, damaged or made unusable? Is there evidence of structural damage?</p>	
<p>Are any systems &amp; other resources such as data unavailable?</p> <p><i>(include computer systems, telecoms &amp; any other assets)</i></p>	
<p>Have any utilities been affected?</p> <p><i>(E.g. gas, electricity or water)</i></p>	
<p>Other Relevant Information</p>	

<b>POST INCIDENT REPORT FORM</b>
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1.0 INCIDENT INFORMATION		
BACKGROUND		
1.	Incident date	◆
2.	Time incident started	◆
3.	Time incident ended/closed	◆
4.	Description of incident <ul style="list-style-type: none"> <li>What happened?</li> <li>How each stage was dealt with</li> <li>Involvement of other services/orgs</li> <li>Recovery details</li> </ul>	◆
5.	Details of any casualties or fatalities	
6.	Details of Incident Management Team & who invoked response to business continuity incident? <i>(Include details of names &amp; roles)</i>	
IMPACT ASSESSMENT		
7.	Impact on school <ul style="list-style-type: none"> <li>How long was the school affected?</li> <li>What was the effect?</li> <li>What systems &amp; other resources were unavailable? (include computer systems, telecoms, other assets)</li> </ul>	
8.	Impact on pupils <ul style="list-style-type: none"> <li>Loss/relocation of teaching &amp; learning?</li> <li>Directly involved in incident?</li> </ul>	1.
9.	Impact on staff <ul style="list-style-type: none"> <li>Relocated</li> <li>Emotionally affected by incident</li> <li>Loss of personal belongings</li> </ul>	2.
10.	Impact on other stakeholders	3.
11.	Impact on the building/site <ul style="list-style-type: none"> <li>Were any utilities (gas, electricity or water) affected?</li> <li>What was the effect?</li> <li>Which work areas were inaccessible but intact?</li> <li>Is there evidence of structural/asset damage – or a potential insurance claim?</li> </ul>	4.
12.	Long term impact <ul style="list-style-type: none"> <li>Financial loss</li> <li>Data/file loss</li> <li>Relocation/rebuilding</li> <li>Reputational impact</li> </ul>	5.
13.	Detail action being taken post incident to respond to its impact <ul style="list-style-type: none"> <li>Counselling for staff /pupils</li> <li>Information to parents/carers/wider community</li> <li>Changes to procedures or relationships e.g. with suppliers</li> </ul>	6.
INCIDENT COMMUNICATION		
14.	Details of communication to pupils/parents/carers	7.
15.	Details of communication to staff	8.
16.	Details of communication to other stakeholders	
17.	Involvement of Bolton Council	
GENERAL LEARNING		
18.	Details of BCP operation <ul style="list-style-type: none"> <li>How successful</li> </ul>	

	<ul style="list-style-type: none"> <li>• How relevant</li> <li>• Gaps</li> <li>• Areas for amendment</li> </ul>	
19.	Issues or actions that need to be escalated	

2.0 ACTIONS RESULTING FROM INCIDENT			
	ACTION NEEDED	LEAD	TIMESCALE
1.	<i>E.g. Liaise with ICT Service to switch a series of fixed landline phone numbers to the specified recovery site</i>	<i>Detail who will action this</i>	<i>Detail when action will be completed</i>
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

**Appendix 6**

**FINANCIAL EXPENDITURE LOG**

*This form should be used to record any expenditure made in connection with the incident e.g. emergency supplies purchased etc. This form only records the additional expense generated by the incident which may need to be referred back to e.g. if an insurance claim is made. Accounting of the expenditure should be done in accordance with normal school financial procedures.*

<b>Name of School</b>		<b>Completed By</b>	
<b>Date</b>		<b>Time</b>	

<b>Expenditure Details (what, for whom etc)</b>	<b>Cost</b>	<b>Method of payment</b>	<b>Transaction made by</b>

**Appendix 7**

<b>INJURIES &amp; FATALITIES LOG</b>			
<b>Date of Incident:</b>		<b>Contact Number:</b>	
<b>Completed by:</b>		<b>Brief Description Of Incident:</b>	
<b>Date of Incident:</b>			
<b>Location of Incident:</b>			

<b>Name Of Injured/Deceased</b>	<b>Status</b> <i>E.g. Staff, Public, Pupil, Contractor etc</i>	<b>Nature/ Extent Of Injury</b> <i>E.g. Broken Leg, Emotional Distress etc</i>	<b>Present Location</b> <i>E.g. Hospital Name, Home etc</i>	<b>Source Of Information</b> <i>Include Name &amp; contact details if known</i>	<b>Date &amp; Time Of Information</b>	<b>Information Confirmed?</b> <i>Yes/No</i>

**Appendix 8**

**LOST PROPERTY FORM**

*This form should be used to record the details of any possessions staff, pupils or visitors have lost or have left behind as a result of the incident. It can then be referred back to as needed e.g. if the emergency services allow access to collect items or if required for insurance claims.*

<b>Name Of School</b>	<b>Brandwood Community School</b>	<b>Completed By</b>	
<b>Date</b>		<b>Time</b>	

<b>Name</b>	<b>Status</b> <i>(E.g. Staff, Pupil, Visitor)</i>	<b>Contact Info</b>	<b>Details Of Possessions Lost/Left Behind:</b>	
			<b>What?</b>	<b>Where Left/Lost?</b>

## Appendix 9

### BOMB THREAT

If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

INCIDENT INFORMATION	
Time of call	
Time call ended	
Telephone number you were contacted on	
Exact wording of the threat	

Stay calm. Being cautious & without provoking the caller, try to ask the questions below.

ADDITIONAL INFORMATION	
Where is the bomb right now?	
When will it explode?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb? If so, why?	
What is your name?	
What is your telephone number?	
What is your address?	

Try dialling 1471 from a landline. You may get information on where the phone call was made from.

Contact the Police (999) & Head Teacher/deputy/nominated person. Carry out further actions based on Police advice.

CALLER INFORMATION	
What gender was the caller?	<input type="checkbox"/> Male <input type="checkbox"/> Female
Approximately how old was the caller?	
Did the caller have an accent?	
Did the caller use a codeword?	
Did the caller sound familiar?	

<b>What sort of voice did the caller have?</b>	<input type="checkbox"/> Normal <input type="checkbox"/> Loud <input type="checkbox"/> Quiet <input type="checkbox"/> Whispered <input type="checkbox"/> Clear <input type="checkbox"/> Disguised <input type="checkbox"/> Well spoken <input type="checkbox"/> Poorly spoken <input type="checkbox"/> Deep <input type="checkbox"/> High pitched <input type="checkbox"/> Hoarse <input type="checkbox"/> Nasal <input type="checkbox"/> Impediment <input type="checkbox"/> Stutter <input type="checkbox"/> Lisp <input type="checkbox"/> Slurred <input type="checkbox"/> Other
<b>At what pace did the caller speak?</b>	<input type="checkbox"/> Normal <input type="checkbox"/> Quick <input type="checkbox"/> Slow
<b>What manner did the caller have?</b>	<input type="checkbox"/> Normal <input type="checkbox"/> Calm <input type="checkbox"/> Excited <input type="checkbox"/> Laughing <input type="checkbox"/> Upset <input type="checkbox"/> Angry <input type="checkbox"/> Rational <input type="checkbox"/> Irrational <input type="checkbox"/> Irritated <input type="checkbox"/> Muddled <input type="checkbox"/> Other
<b>Were there any distinguishable background noises?</b>	

<b>ADDITIONAL NOTES</b>

## DEATH OF A PUPIL

*Every school community is different, & the death of a pupil is a uniquely challenging event which will inevitably put a school community under considerable pressure.*

*This checklist sets out a number of actions which schools are strongly advised to consider in the event of the death of a pupil. Although situations where a pupil dies unexpectedly will be the most challenging, some aspects of this checklist may also be of use where a pupil has died after a lengthy period of illness.*

*The precise detail of the actions that will need to be carried out by schools in the event of the death of a pupil will vary depending on the individual circumstances of the death. Similarly, the order in which actions recommended under this guidance will vary according to the specific circumstances of the pupil's death. If help or guidance is needed schools can seek the support of the Critical Incident Support Service, who can be contacted on 01204 338060*

### IMMEDIATE ACTIONS

Identify a single point of contact within the school to receive queries

Identify a family member or their representative to act as a point of contact & liaison between the school & the pupil's family

Confirm the wishes of parents/carers of the child who has died in respect of sharing information about the child's death

Consider seeking support from the Critical Incident Support Service (CISS)

Confirm whether the pupil has close family members at other schools & liaise with those schools to ensure that information about the death is shared with family members in an appropriate & timely way

Identify the people on the staff team who need to be informed of the death & the most appropriate order in which for them to be told.

This will be dependent on the size of the school & the specific circumstances of the death but you may wish to consider the need to inform the following staff alongside any wider notification to the staff group as a whole:

- The Head Teacher & SLT
- The Chair of Governors
- The Child's Form or Class Teacher & others who taught the child
- The School's Pastoral Care Staff
- The School's Administrative staff.

Develop a plan for telling pupils at the school about the death. The way the plan will be structured will depend on:

- The size of the school
- The ages of pupils within the school
- The specific circumstances of the death

CISS will be able to support you in the development of a plan.

Dependent on the age of the child & the specific circumstances of the death you may wish to consider specifically how you will inform:

- The child's form or tutor group

- Any members of the child’s family who are pupils at the school
- The child’s friends

In larger schools, you may wish to consider providing class or form teachers with a “script” for use with their classes

Develop a plan for telling parents & carers of pupils at the school about the death. The way the plan will be structured will depend on:

- The size of the school
- The ages of pupils within the school
- The specific circumstances of the death
- The mechanism(s) that the school usually uses to communicate with parents.

You may wish to consider whether parents or carers are informed about the death before pupils in the school.

You may also wish to consider the extent to which information about the death may be circulating among parents & carers of pupils at the school.

CISS will be able to support you in the development of a plan. CISS will be able to provide you with sample letters for parents & families.

Develop a plan for providing staff & pupils in the school with access to emotional support. The way the plan will be structured will depend on:

- The size of the school
- The ages of pupils within the school
- The specific circumstances of the death

CISS will be able to support you in the development of a plan.

Issues that you will wish to consider in developing an emotional support plan include:

- The availability of resources within the school
- Help that may be available from external sources
- How you will identify pupils or staff who will need additional support – CISS will be able to discuss the operation of “triage” systems for ensuring that pupils or staff who need additional support are identified appropriately with you,

Consider how the school will respond to parents who wish to show support to the bereaved family by bringing flowers or gifts to the school to be passed on

Ensure that the child’s death is recorded on the school’s pupil database & inform Bolton Council Information Management Unit by calling 01204 337461 (NB. this needs to be done on the day the child dies if possible, to ensure that the child is removed from school & council mailing lists immediately. Instances where school or council mailshots include correspondence to or about children who have died may be extremely distressing for families)

If the child is a Looked After Child, or subject to a safeguarding intervention, inform Business Support on 01204 332010, who will inform the relevant Assistant Director(s)

Consider need to seek support to manage media or public interest in the death from Bolton Council’s Press Office. The Press Office can be reached on 01204 331015, 01204 331021 or 01204 333582. You are reminded of the need to ensure that all public statements are in accordance with the wishes of the parents/carers of the child who has died

## STAFF & PUPIL WELFARE – MEDIUM TERM ACTIONS

Take account of religious & cultural factors. Consider identifying a liaison or link person within the community for support in accordance with the wishes of the parents/carers of the child who has died

Consider the implications of the death for any extra-curricular activities such as celebration evenings or school shows

If necessary inform UCAS & examination bodies of the pupil's death. If parents wish to have examination results sent to the school rather than to their home address, make the necessary arrangements.

Identify the best way for school to pass on its condolences to the family of the pupil who has died – this may be through a card, through setting up a condolence book or through another means dependent on the nature of the school's relationship with the family & the specific circumstances of the pupil's death.

Consider the extent to which staff supporting pupils will be unavailable for their normal duties & consider whether it is necessary to provide staff cover for this

Consider the need to identify a "quiet space" or "community space" that pupils, parents/carers or staff can go to if necessary

Contact the person identified as liaison with the family of the child who has died to confirm arrangements for the funeral & the extent to which the family wants the school community to attend or take part in the service. This may involve managing the expectations of either the family or of pupils & families within the school community.

Consider any practical arrangements that will need to be made in respect of the funeral:

- Arranging transport for staff or pupils attending the funeral if a group of pupils will be attending as part of a school day.
- In schools with 6<sup>th</sup> forms, staff may wish to ask pupils who have passed a driving test & who drive to school to consider the advisability of driving while they are distressed if they plan to drive to the funeral.
- Arranging cover for staff attending the funeral
- Liaison with the parents or carers of pupils who will be attending the funeral
- Ensuring that support services such as school catering are aware of any change to the numbers of pupils who will be in school (NB, for any services bought in from Bolton Council, you should contact [policyandperformance@bolton.gov.uk](mailto:policyandperformance@bolton.gov.uk) who will inform support services on your behalf)

Consider how best to gather the pupil's/child's possessions & return them to the family. Ensure that lockers/drawers/trays are emptied with respect & items are checked (e.g. exercise books, learning journals) & returned to the family. This may mean returning artwork displayed in the school & PE kit to the family as well as the contents of the child's personal storage space.

Review the plan developed immediately after the pupil's death to consider the ongoing need for pupils & staff in the school to have access to emotional support. The way the plan will be structured will depend on:

- The size of the school
- The ages of pupils within the school
- The specific circumstances of the death

CISS will be able to support you in the development of a plan.

Issues that you will wish to consider in developing an emotional support plan include:

- The resources available within the school
- Whether outside agencies can offer support.

## STAFF & PUPIL WELFARE – LONGER TERM ACTIONS

Consider the best way to hold an act of remembrance. The way this will be structured will depend on:

- The size of the school
- The ages of pupils within the school
- The specific circumstances of the death

Any act of remembrance must be in accordance with the wishes of the family of the child who has died.

CISS will be able to support you in the design of an act of remembrance.

Issues that you will wish to consider may include:

- The form that the act of remembrance will take
- Which pupils should be invited to take part if the act of remembrance is not being opened up to the whole school

Review the plan developed immediately after the pupil's death to consider the ongoing need for pupils & staff in the school to have access to emotional support. The way the plan will be structured will depend on:

- The size of the school
- The ages of pupils within the school
- The specific circumstances of the death

CISS will be able to support you in the development of a plan.

Issues that you will wish to consider in developing an emotional support plan include:

- The resources available within the school
- Whether outside agencies can offer support
- Identification of, & response to, complicated or prolonged grief

Ensure that members of staff are aware of the support available to them through the school's Occupational Health provision. Schools taking up the Occupational Health SLA offered by Bolton Council will have access to a 24 hour helpline on 0800 1116 387

Identify key future dates where you may need to pay particular attention to the needs of the school community, such as birthdays or anniversaries. You may consider contacting CISS & the family of the child who has died to discuss their wishes on a permanent memorial to the child who has died within the school