**Business Continuity Planning**

**Identifying risks, making a plan, and incident management**

**Guidance**

The purpose of a Business Continuity Plan (BCP) is to enable the school to:

• Identify risk areas – **Business Impact Analysis (BIA)**

• Prepare and react, to any incident – **Incident Management**

• Maintain delivery of critical activities/services during an incident - **Business Continuity**

• Recover to its pre-incident capabilities – **Recovery**

The BCP should give details of the school’s business continuity arrangements. It is intended to be used wherever disruption or crisis occurs and is reviewed and updated annually. There are many reasons why a BCP may be invoked such as pandemic, cyber attack, loss of Information Technology (IT), fuel shortages, flooding, staff shortages or lockdown to name a few. Although, each incident is different the general response to disruption to your usual services remains the same. Start with identifying risk areas within your services and think about how you could recover them quickly.

Before starting your **Business Continuity Plan** you should undertake a **Business Impact Analysis** to identify any risks for the functions or services that you deliver.

**From your BIA any risk areas or functions that are identified as being time critical should be then included in your BCP.**

**All templates included in this guide are examples and final versions should be specific to your school and branded with your own logo and details.**

**Contents**

* **Business Impact Analysis (BIA)**
	+ [**Identifying risks**](#BIA_Identifying_Risks)……………………………………………………………………………………………Page 3
	+ [**BIA templates**](#BIA_templates)……………………………………………………………………………………………Page 3
* **Business Continuity Plans**
	+ [**Things to consider**](#Business_Continuity_Plans) ……………………………………………………………………………………..……Page 13
	+ [**BCP template**](#Business_Continuity_Plan_Template) ……………………………………………………………………………………..……Page 14
	+ [**BCP Glossary**](#BCP_Glossary)  ……………………………………………………………………………………..……Page 23
	+ [**Testing the robustness of your plan**](#Testing_the_robustness) ……………………………………………….………………..……Page 24
	+ [**Reviewing your plan**](#Reviewing_your_plan) ……………………………………………….……………………………..……..…...Page 24
* **Incident Management**
	+ [**Roles of the team**](#Incident_Management_roles) ……………………………………………….……………………………..……..…..Page 25
	+ [**Information Management Team (IMT) templates and checklists**](#Incident_Management_templates)……...…..…..Page 25

**Business Impact Analysis (BIA) – identifying risks**

When the school day is running as normal everything and everyone is important. However, during and following a critical incident you may have reduced resources available to recover or resume regular school activities. Therefore, it is important to deal with the time critical activities first... First does not mean most important, it just means first.

For example: day to day schooling requirements may need to be resumed first, in advance of an after school club, while the after school club may need to be reinstated prior to any evening classes. Your BIA will help you determine what is first and what should be included in your BCP.

The following BIA template is used to gather information on functions that are critical to your school. This includes the minimum resources needed to recover those functions following a disruption; the Maximum Acceptable Outage (MAO) and the Recovery Time Objective (RTO) for each of the functions. This means that priorities are agreed in advance of an incident to avoid any disputes and uncertainty on the day.

**BIA Templates**

It is recommended that this analysis is completed by a small team. It is a good idea to involve the individuals who would convene following a critical incident, this group would be called the **Incident Management Team (IMT).**

The following questions should be answered for each function within your school. Once complete, the data will be collated and will determine the priorities for recovery.

**Section 1** – to be completed to give an overview of the entire school

**Section 2** – to be completed for each function/process within the school

Please note that these are generic templates for all schools and therefore some areas may not be relevant to your school – if this is the case, just leave them blank.

**Section 1**

|  |
| --- |
| **Administration and Management** |
| Name of School |  |
| Address |  |
| Head Teacher |  |
| Chair of Governors |  |
| Plan Owner (responsible for administration and approval) |  |
| Deputy Plan Owner |  |
| Name of person completing BIA and date conducted |  |
| Total number of management team |  |
| Total number of administrative staff |  |
|  |
| **School overview** |
| Brief summary of the principal services being delivered or hosted.For example: Primary School term time curriculum. On site day nursery which runs 48 weeks. Weekday breakfast club, Weekday after school club etc.) |  |
| Does the school provide residential services? |  |

**Resources**

| **Human Resources - People**  |
| --- |
| **National curriculum years** (Please include numerical totals for each year that is relevant for your school) |
| **Years** | **Pupils** | **Teachers** | **HLTAs** | **TAs** | **Volunteers** | **SEN (Special Educational Need)** | **Residential** |
| Eg Early Years  |  |  |  |  |  |  |  |
| Reception  |  |  |  |  |  |  |  |
| 1 etc |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |
| **Please answer these additional questions in relation to Human Resources:-** |
| What is the minimum number of staff by skill set required  |  |
| Key skills/key personnel (in additional to teaching skills, e.g. nursing skills, PCV driving licences, foreign languages, etc.) |  |
| Do you maintain a Skills Register for staff? |  |
| Do staff have any specialist needs? (i.e. aids/ wheel chair)  |  |
| Redundancy exposure? Recruitment issues? Potential Industrial Action? |  |
| Do you have staff/parents/carers Call Plan? |  |

|  |
| --- |
| **Standard/Specialist Equipment and Key Assets**  |
| **Excluding IT**, which assets and equipment do you use? Following an incident, it is possible that there will be limited resources available to the school – which of your key assets would need to be recovered first?[Please add in as many additional items as necessary]  |
| **Equipment and Key Assets**  | **<4 hours** | **1 day** | **3 days** | **1 week** | **2 weeks** | **1 month** | **>1 month** |
| Back office for administration and processing |  |  |  |  |  |  |  |
| Financial Management |  |  |  |  |  |  |  |
| Nurse and medical support |  |  |  |  |  |  |  |
| Reception and telephone answering |  |  |  |  |  |  |  |
| School Vehicles |  |  |  |  |  |  |  |
| Dry-wipe boards (state quantity) |  |  |  |  |  |  |  |
| Stationary Equipment |  |  |  |  |  |  |  |
| Educational Equipment (i.e. books) |  |  |  |  |  |  |  |
| Catering Equipment and facilities (i.e. tables and chairs) |  |  |  |  |  |  |  |
| Personal Protective Equipment |  |  |  |  |  |  |  |
| Others:  |  |  |  |  |  |  |  |

|  |
| --- |
| **Premises Requirements** |
| [Please add in as many additional items as necessary]  |
| **Equipment and Key Assets**  | **<4 hours** | **1 day** | **3 days** | **1 week** | **2 weeks** | **1 month** | **>1 month** |
| Air Conditioning |  |  |  |  |  |  |  |
| Heating  |  |  |  |  |  |  |  |
| Security |  |  |  |  |  |  |  |
| Caretaking |  |  |  |  |  |  |  |
| Industrial Kitchen |  |  |  |  |  |  |  |
| Hall |  |  |  |  |  |  |  |
| Administrative Storage |  |  |  |  |  |  |  |
| Chemical Storage |  |  |  |  |  |  |  |
| Secure Data facilities |  |  |  |  |  |  |  |
| Server Room |  |  |  |  |  |  |  |
| Others: |  |  |  |  |  |  |  |
| Potential issues? (Is the school building in a flood plain, could your neighbours be potentially disrupted, e.g. petrol station, railway line etc.) |  |

|  |  |
| --- | --- |
| Minimum space requirements (e.g. no. of classrooms, space needed) |  |
| **ICT (Information & Communications Technology)** |
| **Which IT systems or applications are most important to your school?**  |
| **System/Application**  | **<4 hours** | **1 day** | **3 days** | **1 week** | **2 weeks** | **1 month** | **>1 month** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Please answer these additional questions about IT  |
| Are work-arounds available? (e.g. can systems be temporarily replaced by paper documents) |  |
| How many staff have remote access to school IT systems (e.g. via Homeworking Citrix or other access token and what is the maximum capacity)  |  |
| Are any aspects of core curriculum available via the internet? |  |
| Are key documents available from alternative facilities? |  |
| If yes to any of the above, please provide further details |  |

**Section 2**

**Function Analysis**

This section allows you to describe the key functions that your school delivers. It is important to be as thorough here as you can be, listing each function individually – even if they seem obvious.

|  |
| --- |
| **Functions**  |
| **Please describe the individual school functions that you deliver and describe the outcome/end result of the function being delivered.** (Add additional rows as required) |
| **Ref** | **Function Name** | **Outcome of function being delivered** | **Priority Rating (to be completed following completion of all Impact of Business Functions sheets (F1-F9)**  |
| Example | ***e.g. Catering***  | ***Cooking and serving of school meals, both free and paid for*** | 1 |
| F1 |  |  |  |
| F2 |  |  |  |
| F3 |  |  |  |
| F4  |  |  |  |

|  |
| --- |
| **Impact on Business Functions** |
| **This section asks you to consider the impact of not delivering each of the functions you identified in the Function Analysis. If your school has more than 1 function, complete an additional ‘Impact on Business Functions’ sheet for each function making sure that you record the correct reference number and function name.** |
| **F1:** [Insert the name of a function as detailed in the Critical Function Analysis e.g. **Catering]** | **Threat/Risk Key:**

|  |
| --- |
| Low |
| Medium |
| **High** |

 | **Priority Rating:** In the event of a disruption, which functions need to be prioritised for recovery and which could wait? |
| **Specific Impact of Disruption** | **Impact over time:** highlight where, when and at what severity you consider High impact may occur. You may leave blank any impacts that do not apply to that function. | **Comments/justification:** (where an impact over time has been identified) Give some further information about why you have decided upon the’ impact over time rating’ that you have assigned. |
| **<4 hours** | **1** **day** | **3** **days** | **1** **week** | **2** **weeks** | **1** **month** | **>1 month** |
| **Assets** |  |  |  |  |  |  |  |  |
| **Economic and Financial** |  |  |  |  |  |  |  |  |
| **Environmental** |  |  |  |  |  |  |  |  |
| **H and S and Security** |  |  |  |  |  |  |  |  |
| **Growth** |  |  |  |  |  |  |  |  |
| **Information** |  |  |  |  |  |  |  |  |
| **Legal and Regulatory** |  |  |  |  |  |  |  |  |
| **Managerial** |  |  |  |  |  |  |  |  |
| **Partnerships** |  |  |  |  |  |  |  |  |
| **Political** |  |  |  |  |  |  |  |  |
| **Programme/Projects** |  |  |  |  |  |  |  |  |
| **Reputation** |  |  |  |  |  |  |  | ***e.g. Reputational risk of not providing meals for children***  |
| **Social** |  |  |  |  |  |  |  |  |
| **Technological** |  |  |  |  |  |  |  |  |
| **Complete the MAO and RTO using the same timescales as used in the ‘Impact over time’ above** |
| **Maximum Acceptable Outage (MAO)** is the length of time the school can go without operating this function. Consider how long it might be before; reputational damage occurs; physical risks arise to people or property; or financial risks will arise. |  |
| **Recovery Time Object (RTO)** is the realistic time by which you aim to resume this function. This time period should be shorter than your Maximum Acceptable Outage (MAO). |  |
| **F2:** Insert the name of the next function as detailed in the Critical Function Analysis as beforeand continue this process for each of the functions identified | **Threat/Risk Key:**

|  |
| --- |
| Low |
| Medium |
| **High** |

 | **Priority Rating:** In the event of a disruption, which functions need to be prioritised for recovery and which could wait? |
| **Specific Impact of Disruption** | **Impact over time:** highlight where, when and at what severity you consider High impact may occur. You may leave blank any impacts that do not apply to that function. | **Comments/justification:** (where an impact over time has been identified) Give some further information about why you have decided upon the’ impact over time rating’ that you have assigned. |
| **<4 hours** | **1** **day** | **3** **days** | **1** **week** | **2** **weeks** | **1** **month** | **>1 month** |
| **Assets** |  |  |  |  |  |  |  |  |
| **Economic and Financial** |  |  |  |  |  |  |  |  |
| **Environmental** |  |  |  |  |  |  |  |  |
| **H and S and Security** |  |  |  |  |  |  |  |  |
| **Growth** |  |  |  |  |  |  |  |  |
| **Information** |  |  |  |  |  |  |  |  |
| **Legal and Regulatory** |  |  |  |  |  |  |  |  |
| **Managerial** |  |  |  |  |  |  |  |  |
| **Partnerships** |  |  |  |  |  |  |  |  |
| **Political** |  |  |  |  |  |  |  |  |
| **Programme/Projects** |  |  |  |  |  |  |  |  |
| **Reputation** |  |  |  |  |  |  |  | ***e.g. Reputational risk of not providing meals for children***  |
| **Social** |  |  |  |  |  |  |  |  |
| **Technological** |  |  |  |  |  |  |  |  |
| **Complete the MAO and RTO using the same timescales as used in the ‘Impact over time’ above** |
| **Maximum Acceptable Outage (MAO)** is the length of time the school can go without operating this function. Consider how long it might be before; reputational damage occurs; physical risks arise to people or property; or financial risks will arise. |  |
| **Recovery Time Object (RTO)** is the realistic time by which you aim to resume this function. This time period should be shorter than your Maximum Acceptable Outage (MAO). |  |

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| **Dependencies/Supply Chain** |
| **Dependencies** Apart from pupils, who depends on you? **Interdependencies** What are the touch points with other schools, external suppliers (e.g. school meal providers) – contact details will be detailed in the Business Continuity Plan. **Are there any single source suppliers?** Can alternatives be sourced quickly? Or spread the load? **Are there any partnerships which would have an impact on delivery of service?** What contracts are in place? |
| **Please record the name of the dependency/supplier and the goods/services they provide.** Add additional rows as required | **<4 hours** | **1** **day** | **3** **days** | **1** **week** | **2** **weeks** | **1** **month** | **>1 month** |
| **Internal** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **External** |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

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| **Additional Information** |
| **Medical Requirements**Are any medical supplies required (is there a list of requirements, who needs what and when?) If yes, provide detail |  |
| **Fuel dependency** Are you dependent upon fuel for vehicles and/or heating etc If yes, provide detail |  |
| **Home to School Provision**Do any pupils rely on Home to School Transport?How many use the facility?Include relevant details of any transport provider in “Contacts” section of the Business Continuity Plan |  |
| **Peaks and Deadlines**Are there peaks of activity and specific deadlines (e.g. exams)? If yes, include detail (e.g. SATS, GCSE, etc) and their relevant examining boards |  |
| **Single Points of Failure** (e.g. are there any single sources of suppliers, key members of staff?) If yes, include detail |  |
| **Near misses** (have there been any near misses?) If yes, include detail |  |
| **Recovery Concerns**What aspects of the school’s service would be hard to fully recover e.g. lost teaching time-standards |  |

**Business Continuity Plans**

Think about the functions and services you deliver which have been identified in your BIA. How quickly could these be recovered and how? Add this information to your plan. To aid resilience, a hard copy of the BCP should be kept in a secure location with an additional copy being kept securely off-site.

**Things to consider**

**People –** staff, contractors, 3rd parties etc. Consider options and minimum numbers of staff required, skills needed and if you could move staff between teams. Could agencies or other Local Authorities provide enough suitable staff?

**Premises –** where do you normally work from? Could you work from elsewhere/home? Can the core objectives of the service be met without premises? What would be the short-term arrangements (less than four hours, 1 day, 3 days, longer)? Are customer services provided? Where could you relocate these centrally?

**Resources –**in the resource part of your plan consider anything required such as software access, is it cloud based, do you need specialist equipment, phone lines etc. Could you work offline? Could you access equipment in a different way or from other sources? Think about how quickly access is required and whether recovery within this period is possible. As well as IT Systems think about premises, assets, or equipment (any specialist equipment). Could you partner up with a similar local organisation and be supported by them and vice versa?

**Supply chain –** what would you do if key suppliers can’t get a crucial delivery to you or others you support on time or at all? What alternatives are available? How quickly could this be arranged? Wherever possible ask suppliers for their business continuity plans and keep them to hand.

**Communication –** how would you report the incident? How do you report upwards and what do you tell staff? What media arrangements would be made?

It is recommended that each plan contains, or has attached to it, up-to-date emergency and out of hours contact details for staff.

**Business Continuity Plan Template**

|  |  |
| --- | --- |
| **School Address:** |  |
| **Plan Owner [Head Teacher]:** |  |
| **Plan Maintainers:** |  |
| **Plan Approved by [Chair of Governors]:** |  |
|  |  |
| **Date Approved:** |  |
| **Date of Last Review:** |  |
| **Date of Next Review:** |  |
| **Date of Last Exercise:**  |  |

[Whenever the contents of the plan are revised or amended, make a note of these changes to establish a clear audit trail and version control. Revision to the plan could be prompted as a result of an exercise, an update of contact details or changes to the school, amongst others.]

|  |  |  |
| --- | --- | --- |
| **Date** | **Revision / Amendment Details and Reason** | **By Whom** |
|  |  |  |
|  |  |  |

**[We recommend that you include the following page after your cover page. This will ensure that anyone that is unfamiliar with the plan can immediately initiate the correct response]**

**IF YOU ARE CURRENTLY DEALING WITH AN INCIDENT AND YOU ARE NOT FAMILIAR WITH THE CONTENTS OF THIS BUSINESS CONTINUITY DOCUMENT PLEASE CONTACT: -**

**COMMUNITY ALARM CENTRE Tel: 01908 226699 (24 hrs) AND QUOTE CODE "Children and Families Incident Management Team"**

The following people have access to/a copy of the Business Continuity Plan:

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Version**  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Who will invoke our plan?** |  |
| **In what circumstances?** |  |
| **How will they invoke the plan?** |  |

The Plan will be invoked in response to an incident causing disruption to normal school service delivery, particularly the delivery of time critical functions. The following are examples of circumstances triggering activation of this Plan (this is not an exhaustive list):

* Loss of key staff or skills e.g. above normal levels of absenteeism
* Loss of critical systems e.g. IT infrastructure
* Denial of access, or damage to, facilities e.g. loss of a building(s)
* Loss of a key resource e.g. security system
* Supply chain disruption e.g. key supplier
* Media relations e.g. reputational risk

All schools and settings across Milton Keynes should have a Business Continuity Plan in place that will enable them to manage most critical incidents that may have an impact on their service delivery. Settings and schools are expected to be able to manage such an incident at a local level; however, some critical incidents may require further support from Milton Keynes Council.

**The Children and Families Incident Management Team (IMT)** has been created to provide the necessary business continuity support to all schools and settings when required. Please see diagram below.

The Business Impact Analysis has identified the following activities and functions as time critical. The minimum staff required for recovery has been recorded below. Please describe the alternative arrangements / work arounds that will be put in to place in event of an incident.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Ref** | **Function Name** | **Recovery Time Objective (RTO)** | **Minimum Number of Staff Required** | **Alternate Arrangements for provision of function** |
|  |  |  | **<4 Hours** | **1 Day** | **3 Days** | **1 Week** | **2 Weeks** | **1 Month** | **>1 Month** |  |
| **F1** |  |  |  |  |  |  |  |  |  |  |
| **F2** |  |  |  |  |  |  |  |  |  |  |
| etc |  |  |  |  |  |  |  |  |  |  |

Additional recovery information:

|  |
| --- |
| **People – Shortage or loss of staff** |

|  |  |
| --- | --- |
| **Loss or shortage of teaching staff** |  |
|  |  |
| **Lunch supervision** |  |
| **Emotional support** | In the event there is a critical incident (i.e. death of student or staff), Milton Keynes Council’s Special Educational Needs and Disabilities team operate Educational Psychology support. Contact either the CF: IMT or the team directly for support. (Their details have been added to the MKC contact information below.) |

|  |
| --- |
| **Premises – Denial of Access** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Premises** | **Which school activities/functions are delivered here?** | **Recovery Time Objective (RTO)** | **Alternative arrangements for provision**(Describe alternative arrangements – e.g. is there a cluster school locally whose premises you could use? Is this agreed, how long could you use these premises for?)  |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **Processes – Loss of IT, assets, equipment** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of IT System / Asset / Equipment** | **What is the IT application / asset / equipment used for?** | **Recovery Time Objective (RTO)** | **Alternative arrangements for provision** |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **Providers – Supply Chain Failure**  |
| **Name of Provider** | **What does the provider deliver?** | **Recovery Time Objective (RTO)** | **Alternative arrangements for provision** |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **Contacts**  |

**Incident Management Team** (see Incident Management section for role information)

|  |  |  |
| --- | --- | --- |
| **Role** | **Nominated Contact** | **Deputy Contact** |
| Incident Management team leader: | Name:Mobile:Home: | Name:Mobile:Home: |
| Incident Management Team log keeper: | Name:Mobile:Home: | Name:Mobile:Home: |
| Incident Management team communicator: | Name:Mobile:Home: | Name:Mobile:Home: |
| Incident Management team member 1: | Name:Mobile:Home: | Name:Mobile:Home: |
| Incident Management team member 2: | Name:Mobile:Home: | Name:Mobile:Home: |
| Building Evacuation Manager | Name:Mobile:Home: | Name:Mobile:Home: |

**Milton Keynes Council Contacts**

|  |  |  |
| --- | --- | --- |
| **MKC Contacts** | **Name** | **Contact Details** |
| **PLEASE NOTE:**In event of invoking your business continuity plan, all contact with the Council should be directed through the Milton Keynes Council Community Alarm Service | Milton Keynes Community Alarm Service | 24hr telephone number: **01908 226699** |
| Special Educational Needs and Disabilities Team | Educational Psychology | **01908 367333** |
|  |  |  |

**Staff Contacts**

|  |  |  |
| --- | --- | --- |
| **Name** | **Contacts** | **Next of Kin Contacts** |
|  | Home Phone:Mobile Phone:Home Address:E-mail Address: | Name:Contact Number: Relationship: |
|  | Home Phone:Mobile Phone:Home Address:E-mail Address: | Name:Contact Number: Relationship: |

|  |  |  |
| --- | --- | --- |
| **School Contacts** | **Name** | **Contact Details** |
| **Governors** |  |  |
|  |  |
|  |  |
| **Professional Services** (delete if not appropriate) |  |  |
| Supply Teacher Agencies |  |  |
| Grounds Maintenance |  |  |
| Boilers |  |  |
| CCTV |  |  |
| Caterers |  |  |
| Computer Equipment |  |  |
| Insurance Company and Policy Details |  |  |
| Intruder Alarm Company |  |  |
| Lifts |  |  |
| Locksmiths |  |  |
| Security Company |  |  |
| Property Services |  |  |
| Plumber |  |  |
| Building |  |  |
| Decorating |  |  |
| Electrics |  |  |
| Drain Clearing |  |  |
| Mechanical Engineers |  |  |
| **Out of Hours Users** |  |  |
| [Insert Out of Hours Users] |  |  |
| [Insert Out of Hours Users] |  |  |
| [Insert Out of Hours Users] |  |  |

**Call Out Directory – Neighbouring MK Schools**

|  |  |  |
| --- | --- | --- |
| **School**  | **Telephone (main)** | **Telephone (out of hours)** |
| [Insert School and Specific Location] |  |  |
| [Insert School and Specific Location] |  |  |

**Emergency Services**

|  |  |  |
| --- | --- | --- |
| **Emergency Services** | **Location** | **Telephone** |
| MK Hospital Accident and Emergency | Milton Keynes University HospitalEaglestoneMK6 5LD | 01908 660033 |
| MK Police  | [insert local police station details] | [insert local police station details] |
| MK Fire and Rescue Service | [insert local Fire and Rescue Station] | [insert local Fire and Rescue Station] |

**Regulators**

|  |  |  |
| --- | --- | --- |
| **Regulators** |  |  |
| Health and Safety Executive (HSE) | WoodlandsManton LaneManton Lane Industrial EstateBedfordMK41 7LW | 0345 300 99230151 922 9235 (Out of Hours) |
| Public Health England (PHE) | Public Health Milton KeynesCivic Offices1 Saxon Gate EastCentral Milton KeynesMK9 3EJ | 01908 254241public.health@milton-keynes.gov.uk ***To contact a public health doctor in an emergency out of hours; in the evenings, at weekends or during bank holidays, please call:* NHS 111** |
| Environment Agency | National Customer Contact CentrePO Box 544RotherhamS60 1BY | General Enquiries - 03708 506506 (Mon – Fri, 8am – 6pm)Environmental Incident - 0800 807060 (24-hour service)Flood line - 0345 988 1188 (24-hour service)Hazardous Waste – 03708 502 858 (Mon – Fri, 8am – 6pm) |

**Utilities**

|  |  |  |
| --- | --- | --- |
| **Utilities** | **Location** | **Telephone** |
| Electric |  |  |
| Gas |  |  |
| Water and Sewerage |  |  |
| Telephone |  |  |

**Don’t forget….**

You will need to communicate a “stand down” of the invokation of the plan and continue “business as usual” ensuring all lessons learned from the incident are logged and your BCP updated accordingly.

**BCP Glossary / Useful terms**

**Assets –** MK growth and development, land, property or infrastructure, repairs and regeneration, buildings.

**Economic and Financial –** budgets, control (financial), costs, charges, penalties, debts, economy, grants (giving and receiving income), value.

**Environmental –** carbon, pollution, energy.

**Growth –** improve services, meet new demands, business generation.

**Health, Safety and Security –** personal safety and protection, fraud (whistle blowing), health and safety compliance.

**Information –** professional advice/opinion, data processing, storage and disposal, knowledge, know-how, skill, freedom of information, marketing, information governance, networking/sharing information, communications.

**Legal and Regulatory –** equalities, insurance, laws, and regulations (new and existing), procurement contract, procurement process.

**MAO** - Maximum Acceptable Outage

Maximum time you could go without this service

**RTO** – Return to Operation

Approx. time period you would like services to resume

**RTC** – Recovery Time Capability

An IT or other pre-set minimum time it will take for recovery

**Testing the robustness of your plan**

Ensuring that your plan works is essential. Exercising the plan should take place to test the robustness of the plan and so that lessons can be learned. This is usually done by way of an example exercise where scenarios build and your preferred response is outlined. This method has been found to be a good way to identify and strengths or weaknesses within a plan so that it can be modified accordingly.

If you need help or guidance on how to go about this, please contact businessresilience@milton-keynes.gov.uk , T: 01908 252213

**Reviewing your plan**

**Put a note in your diary!** BCPs should be reviewed and updated **annually** (sooner if a big change or incident occurs) or following an exercise which identifies changes needed. The annual review period gives you an opportunity to update any changes to your functions or services and to review any staff or supplier details which may have altered during the year.

**Incident Management**

All staff within the school need to understand the schools **incident management** procedures and should be familiar with their individual role following a major disruption, no matter how small that role may be.

**Incident Management roles**

The Incident Management Team (IMT) has responsibility for:

* Providing direction, leadership, oversight, and forward planning in response to, and recovery from, an incident whereby the BCP is invoked;
* Ensuring that the appropriate liaison arrangements are in place with the emergency services and other agencies;
* Ensuring effective internal and external communications are in place and act as a conduit for the transfer of information to staff, customers, and suppliers;
* Ensuring that the next appropriate management levels are fully briefed on all actions, needs and areas of concern;
* Managing any media enquiries through the correct channels via the Milton Keynes Council Communications Team

It is recommended that you form a **Team A** and a **Team B** in the event of a emergency 12 hour shift pattern being required to ensure handovers, continuity, and rest breaks.

**Team leader:** coordinates the incident, using the IMT agenda as a prompt of actions to be completed

**Team log keeper:** completes the incident log; listing key actions and responses. (This role may require more than one person.)

**Team Communicator(s):** ensures communications are made with MK Council and all relevant internal and external parties, including staff, suppliers, media, utilities and customers.

|  |  |  |
| --- | --- | --- |
| **Incident Management Team Roles** | **Nominated Contact** | **Deputy Contact** |
| **IMT Leader** |  |  |
| **IMT Log Keeper** |  |  |
| **IMT Communicator** |  |  |
| **IMT Member** |  |  |
| **IMT Member** |  |  |

**Incident Management templates and checklists**

|  |
| --- |
| **Incident Management Team initial meeting agenda** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **Convene the Team (either virtually or face to face)**1. Appoint Chair
2. Appoint Log Keeper
3. Determine if others need to join
4. Confirm the facts – what type of Incident are you dealing with:

|  |  |  |  |
| --- | --- | --- | --- |
| Denial of access/disruption to workplace premises |  | Prolonged interruption of utilities/essential supplies |  |
| Human disasters – serious injury or death |  | Natural disasters (e.g. extreme weather, flood, earthquake) |  |
| Terrorist attack |  | Pollution |  |
| Health/Pandemic |  | Cyber attack |  |
| Financial crisis |  | Other, please state: |  |

1. Call home (if necessary)
2. Notify Milton Keynes Council (if necessary)
 |
| **2** | **Facility Status**1. Safety – account for all staff, pupils, visitors, and contractors
2. Notify key teachers and send warning messages to put other staff on standby
3. Establish Emergency Services liaison (if required)
 |
| **3** | **PR and Communications**Use holding statement template for guideline of information required and contact MK Council (Children’s and Families Incident Management Team) for support. |
| **4** | **Status of IT Infrastructure**Network / ApplicationsPowerTelecoms / Website / social media |
| **5** | **Status of External Infrastructure**UtilitiesMedical Supplies (where appropriate)Mail / Courier Services |
| **6** | **Communicate with external business functions**Parents / Carers/ GuardiansSuppliersOut of Hours Hirers |
| **7** | **Employee Issues**Staff briefingStaffing arrangements (key skills/ shifts)Payroll / Cash availability |

**Incident Management Checklists**

These are suggested considerations, listed in no particular order and can be adapted for your school.

**Immediate (No heroics please, don’t put anyone at risk) **

 When completed

|  |  |
| --- | --- |
| Raise the alarm (call emergency services, if appropriate) |  |
| Activate the Incident Management Team (IMT) by telephone or face to face  |  |
| Refer to plans and IMT Agenda  |  |
| Start log – IMT Log Keeper  |  |
| Collect Grab Bag - [Insert Location] |  |
| Account for staff and pupils – See Contacts Section  |  |

**Fire Evacuation Point(s)**

|  |
| --- |
| [Insert Location] |

**Golden Hour (Control, contain or limit the damage quickly) **

 When completed

|  |  |
| --- | --- |
| Move to IMT meeting point  |   |
| Use whiteboard and flipcharts as required |   |
| Tune into news, set up briefing times |   |
| Call home, request one family member to contact other friends and family to reduce volume of calls being received (advise of next briefing time) |   |
| Liaise with Milton Keynes Council/emergency services  |   |
| Brief staff using template and send non-essential staff home, as appropriate |   |
| Prepare details for holding press statement - use template and provide relevant details to Communications Team (See Appendices – “Media Statement”) |   |
| Upload hotline and web messages with next briefing time |   |
| Contact insurance company with policy details |  |

**Incident Management Team Meeting Points**

|  |  |  |
| --- | --- | --- |
| **A** | [Insert Location – on site] | Number meeting there:  |
| **B** | [Insert Location – off site] | Number meeting there:  |

*Map to meeting points:*

Insert Map(s)

**First Day (Gain time and plan for the worst) **

 When completed

|  |  |
| --- | --- |
| Put resources on standby (i.e. IT, Telecoms, facilities, HR, PR, and communications etc.) |   |
| Call forward where available |   |
| Contact customers and suppliers  |   |
| Casualty assessment |   |
| Staff briefing venue, time, and documents |   |
| Activate and invoke responders |   |

**First Night (Pace yourselves – do it in sequence) **

 When completed

|  |  |
| --- | --- |
| Check fatigue, stress, and access to drinks/meals  |  |
| Implement shift system  |  |
| Plan to populate alternative site  |  |
| Prepare notification to insurers and loss adjusters  |  |
| Prepare notification to legal and finance teams  |  |
| Prepare notification to Royal Mail and couriers (if new site is an option)  |  |
| Check and increase where appropriate security arrangements |  |