

ST. URSULA'S CONVENT SCHOOL
EMERGENCY & BUSINESS CONTINUITY MANAGEMENT PLAN

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1. Aim and Objectives

The aim of this plan is to provide the school with a framework to mitigate and cope with the effects of an unexpected emergency or crisis, either directly or indirectly adversely affecting the school.

The objectives of this plan are to allow the school staff and governors to:

- Analyse and respond to emergencies and major incidents
- Provide a detailed, risk prioritised and timetabled response to an emergency
- Understand and activate the key roles, responsibilities and partners in the response to an emergency
- Continue critical functions and activities during an emergency
- Protect the staff, pupils, stakeholders and reputation of the school
- Ensure the continuance of education in adverse circumstances

2. Scope of the Plan

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

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3. Characteristics

The school has the following characteristics:

Type of school	Secondary
Status of school	Voluntary Aided
Age range of pupils	11 – 16
Number of pupils	634
Number of staff:	
• Management	7
• Teaching	39
• Office	9
• Catering	5
• Support	23
• Premises	2

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4. Command and Control

4.1 School Emergency Management Team (SEMT)

The lead responsibility for the school's response to an emergency will fall to its own School Emergency Management Team (SEMT). This group will also have the responsibility for invoking and activating this plan, and for making the "difficult" decisions. This will be chaired by the most senior member of staff available (usually the Head Teacher), and will be comprised of the staff named in ***Appendix A - Command and Control Contact Details***. These are the staff considered most appropriate by the Plan Owner, along with a list of potential deputies.

4.2 Local Authority Support

Greenwich Council will provide support if appropriate from a number of sources:

- **Children's Services Management Support Team** has primary responsibility for liaising with the school in an emergency. They will deal with smaller events without the need to call upon wider resources from the Council or partners. They will also pass on emergency alerts (e.g. severe weather, air pollution, etc) to schools. Schools in any area with the potential for flooding will be registered with Floodline themselves so that any alerts from the Environment Agency may be received directly (both during and outside of school hours).
- Schools may have a **Local Authority Liaison Officer (LALO)** sent to them to communicate and coordinate any efforts required from the Council as a whole to assist the school and emergency services in response to a major incident. The LALO will be sent by and act as the on-site conduit to the Council's Emergency Planning & Resilience Unit (EPRU).

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- The **Emergency Planning & Resilience Unit** will coordinate the Council's response to an emergency in accordance with the Council's Generic Emergency and Business Continuity Management Plan (see [www.greenwich.gov.ukhttp://www.greenwich.gov.uk/CommunityLiving/CrimeSafety/PlanningForEmergencies/EmergencyAndBusinessContinuityManagementPlan.htm](http://www.greenwich.gov.uk/CommunityLiving/CrimeSafety/PlanningForEmergencies/EmergencyAndBusinessContinuityManagementPlan.htm) on the Greenwich Council website)
- The **Communications Unit** will assist the school in handling any media interest. The primary (and potential deputy) spokespersons for the school are named in ***Appendix A – Command and Control Contact Details*** though it is preferable that they await assistance from the Communications Unit before talking to the press and other media reporters.

Contact numbers for this local authority support may be found in ***Appendix A – Command and Control Contact Details***.

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5. General Principles – Initial Actions

This page should be used as a checklist by the SEMT to cover their initial minimum activities in the event of invoking and using this plan, and can be used as an agenda for the first meeting if required.

Task	Completed (date, time, by)
Actions within 24 hours:	
Ensure the safety of pupils, staff and visitors (expect to see identification)	
Convene the SEMT in Head Teacher's office. Should this site be unavailable potential alternative locations are L7, Hilltops, classroom	
Confirm decision to invoke use of this plan, and then communicate that decision to staff, Chair of Governors and Children's Services Management Support Team	
Start a log of actions, decisions and expenses undertaken (see <i>Appendix B – Emergency Log</i>)	
Identify and quantify any damage or harm to the school. This includes pupils, staff, premises, equipment, data, records, supplies, reputation, etc.	
Identify if any critical school functions have been disrupted (put into action Business Continuity Management planning if appropriate – see section below)	
Decide upon the actions to be taken, and in what timeframes (put into action Business Continuity Management planning if appropriate – see section below)	
Be prepared to receive large volumes of queries from staff, parents, media, etc (see item directly below)	

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Decide upon the immediate message to be provided to stakeholders and other agencies below. If possible, place message on school telephone / answer phone to reduce the number of calls being handled. Provide briefing for parents - either verbally in main hall or as a written sheet (seek advice from the local authority Communications Unit first). Ensure that all staff and governors are aware of the message to be given.

Ensure that an independent telephone line is available for outgoing calls e.g. using a school mobile phone

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Task	Completed (date, time, by)
Actions within 24 hours:	
<p>Liaise with and advise:</p> <ul style="list-style-type: none"> • Stakeholders in the school - parents, governors, pupils, suppliers, other users of the school premises, supporting organisations (e.g. faith leaders, business support), etc as appropriate (see <i>Appendix C - Emergency Cascades</i>) • Emergency services or other responding agencies if applicable • Children's Services Management Support Team • Emergency Planning & Resilience Unit if applicable • Communications Unit if applicable 	
Ensure that the SEMT and staff do not work excessive hours during incidents, and that relief shifts have appropriate hand-over arrangements	

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6. General Principles – On-Going Actions

This page will be used as a daily checklist to ensure progress is maintained, and may be expanded to include specific recovery objectives as they are identified.

Task	Completed (date, time, by)
Daily actions during the recovery process:	
Convene SEMT to: <ul style="list-style-type: none"> • Understand progress made • Analyse obstacles or difficulties encountered • Decide continuing recovery process 	
Continue to log actions, decisions and expenses undertaken (see <i>Appendix B – Emergency Log</i>)	
Be prepared to receive large volumes of queries from staff, parents, media, etc (see item directly below)	
Decide upon the current message to be provided to stakeholders and other agencies below. If possible, place message on school telephone / answer phone to reduce the number of calls being handled. Provide briefing for parents – either verbally in main hall, as a written sheet or using the school texting service (seek advice from the local authority Communications Unit first).	
Ensure that an independent telephone line is available for outgoing calls – using a school mobile phone	
Continue to liaise with and advise: <ul style="list-style-type: none"> • Stakeholders in the school – parents, governors, pupils, suppliers, other users of the school premises, supporting organisations 	

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<p>(e.g. faith leaders, business support), etc as appropriate (see <i>Appendix C - Emergency Cascades</i>)</p> <ul style="list-style-type: none"> • Emergency services or other responding agencies if applicable • Children's Services Management Support Team • Emergency Planning & Resilience Unit if applicable • Communications Unit if applicable 	
<p>Ensure that the SEMT and staff do not work excessive hours during incidents, and that relief shifts have appropriate hand-over arrangements</p>	

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7. General Principles – Post Event Actions

This page will be used to define when the response to the incident is deemed to have finished, and provide some actions after the event in moving, over a period of recovery, towards a “business as usual” environment.

Task (Short Term)	Completed (date, time, by)
The SEMT will decide when the response phase to the incident has been reached and will communicate the “standing down” of the emergency response to all stakeholders and partners as listed above.	
The SEMT will seek to recover activities to their pre-incident level, by the SEMT appointing a senior member of staff to project manage this phase	
Ensure that those affected by the incident are debriefed and any emotional or physical impacts are appropriately handled. This could involve the services of outside agencies such as faith leaders, bereavement counsellors, etc. Advice and guidance will be available via the local authority. See the <i>Welfare</i> section below.	
Seeking reimbursement (via insurance claim) for repairs and costs incurred in handling the incident	
Ensure that stakeholders are aware of what has been done, what is being done, and what will be done; along with any potential obstacles (they may be able to provide solutions).	
Thank those involved for their efforts during the incident, perhaps marking their achievements officially if appropriate.	
Remember that media interest in a high profile incident could persist for a considerable time – the	

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Communications Unit will advise on the best course of action.

Using lessons learned from the incident to improve the emergency and business continuity management plan further, and then briefing and training staff and governors accordingly. Determine who will be responsible for this task, and that all involved in the incident are asked their views on what worked and what didn't.

Ensure that all staff, governors and volunteers are made aware of the changes made to the plan, and that they are able to talk through and desktop exercise those changes

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Task (Longer Term)	Completed (date, time, by)
<p>Determine appropriateness of marking the event. This could take the form of an appeal for a recovery fund, holding a service or memorial event (in extreme cases this might have to be an event for the wider community or an internal annual event). The local authority can provide guidance on these matters. See the <i>Welfare</i> section below.</p>	
<p>Ensure that stakeholders are aware of what has been done, what is being done, and what will be done along with any potential obstacles (they may be able to provide solutions).</p>	
<p>Ensure that those affected by the incident are monitored for any emotional or physical impacts, and that these are appropriately handled. This could involve the services of outside agencies such as faith leaders, bereavement counsellors, etc. Advice and guidance will be available via the local authority. See the <i>Welfare</i> section below.</p>	
<p>Be prepared for renewed media interest on the anniversary of any high profile incident. Take advice and guidance from the local authority Communications Unit.</p>	

8. Planning for Emergencies

This section of the plan provides an overview of the types of emergency that could be encountered by the school, and some suggestions for the way in which specific events could be managed. This is not an exhaustive list but tries to cover the most likely types of incident, and the possible responses to them.

8.1 On school site emergencies during school day

These could include:

- An incident that requires evacuation of (part of) the school, e.g. due to a fire, gas leak, etc
- An incident that requires invacuation of staff and pupils, e.g. a chemical fire creating a cloud containing toxins, incident outside of the school buildings, etc

Important items to note are:

- In the event of an evacuation, the school office manager will collect the emergency grab-bag (see ***Appendix D – Grab Bag Contents***)
- If on evacuation the weather is likely to create ill-health (heavy rain, snow, high winds), pupils and accompanying staff will walk to the nearest school (James Wolfe Primary School) and wait in the school hall or gymnasium (this “buddy” arrangement has been agreed with the Head teacher of James Wolfe – contact details are given in ***Appendix C – Emergency Cascade.***) Pupils and staff with mobility issues will be transported using staff cars or by requesting local authority assistance.
- If pupils are taken to the “buddy” school, parents must be informed; also any pupils and staff on off-site trips must be

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contacted and advised; similarly any school transport must be advised of the location of pupils for collection

- If pupils are brought inside the school due to an external incident or hazard they will be taken to their classrooms until further instruction is given.

- Registration should be carried out as soon as possible

8.2 On school site emergencies outside of school hours

These could include a number of issues that could impact on activities within the school, potentially requiring closure for a period:

- Fire or vandalism at the school
- Heating, electric or water supply failure
- Severe weather

Important items to note are:

- Parents have been advised to listen to “Time” local radio station for school closure information in severe weather or industrial action situations – this message is activated by the SAO
- Staff and other stakeholders should be contacted using ***Appendix C – Emergency Cascades***
- A message for staff may be left on the Staff Emergency Information Helpline (see ***Appendix C – Emergency Cascades***) via the local authority Emergency Planning and Resilience Unit
- Parents’ contact numbers are held off site by Head Teacher (as part of the offsite school grab bag – see ***Appendix D***) and they will be contacted if the school is going to be closed for reasons not relating to severe weather or industrial action
- Staff will ensure a presence/notice at the school gate to advise and guide pupils and / or parents of closure if they have not been contacted due to lack of time between the incident and the start of the school day
- Unaccompanied pupils that can not be sent home will be directed to either Greenwich Park or Our Ladye Star of the Sea Church to wait? Parents or alternative responsible adults will then be contacted to arrange collection.

8.3 Trips and journeys

This covers all types of trips and journeys made by pupils. Incidents can include:

- Transport problems (especially if caused by external events)
- Accidents or sudden illness involving the school party
- Severe weather

Important items to note are:

- Both school office and school party leader will maintain communications via school-owned mobile phones, numbers of which are contained in **Appendix C – Emergency Cascades**
- Each trip will have an agreed mobile phone contact number for use in emergencies – this will be held by the school office and off-site for any contact required outside of school hours
- The school party has contact numbers for the school which are held by all members of staff on the trip or journey. These encompass the school mobile, school office landline and numbers for use outside of school hours – these are all listed in **Appendix C – Emergency Cascades**
- If mobile phones become inoperative, staff will use whatever landline they are able to access, either at the venue they are visiting or from business premises
- Should the school become aware of an impending problem for the school party (e.g. transport disruption), they will contact them to provide advance warning
- Part of the planning for school trips will include determining an alternative route home from the venue being visited, so this may be used in the event of transport disruption

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- In the event that a school party has severe problems returning home, it will seek shelter from the venue being visited, transport hubs where possible, public buildings, restaurants/cafes or business premises. In extreme events, the school, Travel Company or local authority can send alternative transport (coaches or minibuses).
- School party leaders will have the means to purchase basic emergency refreshments for the group if required
- Parents are advised who to contact (and how) for any emergency communications to students on school trips and journeys. This is especially important for events outside of school term time.

8.4 Outside of school

This section covers incidents which affect pupils outside of school, and which could necessitate providing warnings to parents, or complete or partial closure of the school, including:

- Attempts to abduct a child
- Other criminal activity
- Accident outside of the school gates
- Infectious disease outbreak (e.g. measles)

Important items to note are:

- Staff and other stakeholders will be contacted using ***Appendix C – Emergency Cascades***
- A message for staff may be left on the Staff Emergency Information Helpline (see ***Appendix C – Emergency Cascades***) via the local authority Emergency Planning and Resilience Unit
- Parents' contact numbers are held off site by Head Teacher (as part of the offsite school grab bag – see ***Appendix D***) and they would be contacted if the school was going to be closed or there was a known potential threat to pupils
- Staff would ensure a presence/notice at the school gate to advise and guide pupils and / or parents of closure if they have not been contacted due to lack of time between the incident and the start of the school day
- Unaccompanied pupils that could not be sent home would be directed to Greenwich Park or Our Ladye Star of the Sea Church to wait. Parents or alternative responsible adults would then be contacted to arrange collection.

8.5 Using the School as a Rest Centre

In major incidents where residents or communities need to be evacuated from their homes or businesses, school halls or gymnasias could be used to provide temporary accommodation.

This option would normally only be used outside of the school term, or in extreme circumstances (other potential venues either being full or unavailable, or due to the urgency).

The Emergency Planning & Resilience Unit would activate such arrangements using the contacts provided to them by Children's Services.

Should a school be required as a rest centre then the following should be noted:

- The premises manager or key-holder of the nominated Rest Centre will attend the site as quickly as possible and will be the primary point of contact for the emergency services and Rest Centre Manager (this will be a local authority officer with social care experience).
- To enable the building to be set up as a rest centre, the Premises Manager should provide the Rest Centre Manager with the information and advice listed in **Appendix E – Rest Centre Requirements**.

8.6 Wider Area Emergencies

Schools may be impacted by events outside of their own area, including pan-London events and incidents, e.g. widespread transport problems, the bombings in London in 2005, severe weather, etc. Quite often the impact, on primary schools especially, will be a requirement

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to keep children safe until parents or alternative relatives can collect the children from school.

- The school will use staff members who live locally to the school to fulfil this role.
- In addition, CRB checked governors and volunteers may also assist.
- The school office telephone will remain staffed so that parental fears and concerns may be allayed.
- The school will contact Children's Services Management Support Team if further resources are required, or children require additional care beyond that available from the school.

9. Business Continuity Management

This section of the plan provides an overview of the types of potentially harmful interruptions that could be encountered by the school, and some suggestions for the way in which specific situations could be managed. This is not an exhaustive list but tries to cover the most likely circumstances, and the possible responses to them.

These circumstances could occur due to an emergency incident as described above, or by some other internal or external factor, e.g. vandalism, data failure, staff or fuel shortage, etc. Whatever the cause, it is important to have a framework in place to cope with the potential denial of key or critical elements of school procedures and business.

The primary aim is to ensure that, unless there is an overwhelming pressure or necessity, the school remains open during term times and that normal routines and timetables are maintained as far as possible.

Any decision on school closure or a reduction in education provision will be jointly determined by the Head Teacher and Greenwich Council's Children's Services Directorate.

Children's Services (in their "Schools Recovery Plan") expect that, in all but the most widespread and serious situations, they would assist to recover basic educational functions within 3 days of the incident occurring. Within 14 days the intention is to have fully recovered the educational service, either at the normal site or through alternative means.

Different sets of circumstance are considered below:

9.1 Premises

This section presents a number of options that would be considered in the denial of part or the entirety of school premises. The response will be dependent upon the extent and type of the denied premises.

9.1.1 Classroom(s)

The SEMT will consider a number of options.

Within the school if available:

- Use of other classrooms within the school
- Adding to class numbers in rooms still available
- Using other rooms within the school premises, e.g. halls, gymnasias, resources and training rooms, laboratories, design and technology rooms, school library, ICT suite, etc.
- Prioritise available space for pupils preparing for exams and for English, Maths and Science lessons
- Extending the school day, to expand the time available for using classrooms (this will also require teaching staff hours to be staggered in the same way)
- Deployment of temporary classrooms/buildings in the longer term (using advice from Children's Services Management Support Team)

Outside of the school if available (any transport requirements will be directed to the Children's Services Management Support Team):

- Using similar facilities in "buddy school" if available (James Wolfe Primary School – contact – Nicola Dean)
- Local authority controlled training and community rooms (nearest is Greenwich Town Hall)
- City Learning Centres (nearest is Eltham Green)
- Libraries (nearest is Greenwich)

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- Church or other faith community halls (nearest is Our Ladye Star of the Sea)
- Provision of education “at home” using worksheets, email, distance learning websites, etc. Parents and pupils will be advised on how to interact with the school regarding submission and feedback on work.

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9.1.2 Specialist Education Facilities

This section includes gymnasia, sports pavilions, ICT suites, laboratories, design and technology rooms, music rooms and food technology rooms.

The SEMT will consider a number of options.

Within the school if available:

- Use of equivalent facilities within the school
- Adding to class numbers in rooms still available
- Prioritise available space for pupils preparing for exams
- Prioritise available rooms for those lessons that require a practical element, moving theoretical work lessons to normal classrooms or other such facilities
- Extending the school day, to expand the time available for using specialised facilities (this will also require teaching staff hours to be staggered in the same way)
- Using outdoor space (playgrounds and fields) for PE lessons if weather permits

Outside of the school if available (any transport requirements will be directed to the Children's Services Management Support Team):

- Using similar facilities in "buddy school" if available (James Wolfe Primary School – contact – Nikki Dean)
- Leisure centres for sport activities (nearest is "The Arches" Greenwich)
- City Learning Centres for ICT rooms (nearest is Eltham Green)

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9.1.3 Office space

The SEMT will consider a number of options.

- Using other office space within the school (e.g. management offices)
- Using the ICT suite or other education rooms when not in use for classes
- Having school mobile phones will provide an alternative to the normal school landlines
- Ensuring that some ICT equipment can operate independently of the school network will ensure that alternative pre-arranged web-mail accounts (roamers to connect wireless laptops to accounts) may be used for email
- Fax machines are available as an alternative to email
- Relocation/changes to contact details will be immediately advised to the relevant stakeholders

9.2 Staff

This section presents a number of options that would be considered in the event of large scale non-availability of staff, or the non-availability of specific-skilled staff.

9.2.1 Management Team

Maintaining the leadership of the school is essential and resilience measures to be considered are:

- Deputising by other pre-prepared staff
- Documented procedures
- Emergency secondments from other schools

9.2.2 Teaching staff

Insufficient teaching staff resulting in an inadequate teacher/pupil ratio could be overcome by:

- Using agency staff
- Supervised student teachers using pre-arranged lesson plans
- Increased reliance on support staff, e.g. teaching and classroom assistants
- Combining classes (presuming that pupil/adult ratio numbers permit)
- Emergency secondments from other schools
- Using CRB-checked volunteers (e.g. volunteers, governors) to assist available teachers with combined classes where sizes exceed permitted ratios
- As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to lessen impact on local and wider economy)

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- Provision of education “at home” using worksheets, email, distance learning websites, etc. Parents and pupils will be advised on how to interact with the school regarding submission and feedback on work.

9.2.3 Catering Staff

See separate section **9.4 Catering** below.

9.2.4 Office and Other Support Staff

This section includes school reception, administration and bursarial staff, as well as premises and caretaking staff.

- Concentration on critical activities, especially those relating to the safety, welfare and security of the pupils and staff, plus reception duties
- Some (non-confidential) tasks may be undertaken by CRB cleared volunteers and governors
- Agency staff
- Bursarial advice from Children’s Services Management Support Team
- If the service can continue from the normal site, services and additional resources may be transferred from other establishments to assist
- All critical procedures are clearly documented to enable others to continue and maintain key tasks using the manuals and guidelines provided

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9.2.5 Pandemic Planning

A widespread pandemic would potentially result in large-scale staff absence (planning assumptions are that up to 50% of the population would be affected, with absence levels peaking at around 25% to 30% for a period of around three weeks).

The major challenges that this would present to schools would be faced by employing many of the options given above, though there is the likelihood that schools could be closed if infection levels in young people could be reduced by closure. This would be based on central and local government advice. There would then be a need to ensure that an education service could still be provided at home for pupils (see the *Premises* section above for potential methods).

9.3 Examinations and Tests

GCSE and other external examinations are usually held in St. Joseph's and/or St. Angela's. If these venues were not available, then the following options would be considered by the SEMT:

- Main hall, St. Benedict's, Hilltops, dining room (as appropriate)
- "Buddy School" (James Wolfe Primary School) halls or gymnasium (if capacity available)
- Local authority controlled training and community rooms (nearest is Greenwich Town Hall)
- City Learning Centres (Eltham Green)
- Libraries (nearest is Greenwich)
- Church or other faith community halls (nearest is Our Ladye Star of the Sea)

9.4 Catering

School meals are eaten in the dining hall. Hot meals are provided for around 280 pupils each day (of which 70 are classified as free school meals). Meals are cooked on the premises. The meals are provided by the Council Passenger and Catering Services.

Options for the SEMT to overcome the failure of normal catering services due to school catering staff illness, denial of eating area, denial of cooking area or supplier problems could include:

9.4.1 Catering Staff

The following responses to a shortfall in catering staff will be considered:

- Reducing the number of options available for meals

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- Use of CRB checked and suitably able and qualified volunteers to assist available staff
- Re-allocating available catering staff from other schools to provide minimal service
- Having meals prepared at another school and transported (using local authority vehicles requested via Children's Services Management Support Team)
- Special dietary needs will be observed

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9.4.2 Cooking Facilities / Supplier Failure

The following responses to the denial of the normal cooking facilities or failure to deliver hot meals by a supplier will be considered:

- Transporting hot meals from one school to another where catering staff are ill or unavailable (using local authority vehicles requested via Children's Services Management Support Team)
- The local authority has the capability to hold frozen food at Birchmere Depot and may be contacted via Children's Services Management Support Team
- Providing sandwiches instead of hot meals. Consider M&S or similar as suppliers. The nearest supermarkets that would be used for this purpose are located in Greenwich and Charlton. (contact details are given in *Appendix C - Emergency Cascade*).
- Church or other faith community halls with cooking facilities (nearest is Our Ladye Star of the Sea)
- Staggering lesson and lunch times to accommodate a longer period over which pupils are fed if the alternative premises are smaller than those usually operated
- Encouraging parents to send pupils in with packed lunches (if appropriate bearing in mind free school meals provision)
- Both the local authority Passenger Services and the frozen food suppliers to the local authority for bulk school meals have their own business continuity management plans. These are reviewed and exercised at least annually.

9.4.3 Eating Premises

If the food can still be prepared at the school but can not be eaten in the normal area, then the following options are available:

- Armidale, St. Benedict's. Main School Hall, St. Joseph's
- Classrooms and other education rooms

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- Allowing packed lunches to be eaten outside (weather permitting) or in classrooms, allowing limited available space to be used for cooked meals
- Church or other faith community halls with cooking facilities (nearest is Our Ladye Star of the Sea)
- Staggering lesson and lunch times to accommodate a longer period over which pupils are fed if the alternative premises are smaller than those usually operated

9.5 Essential Equipment

This section covers the critical equipment used by the school, and the options available to the SEMT to avoid and mitigate failures.

9.5.1 IT

This section includes data and systems used by:

- School office, especially attendance information, child protection and safety data, financial data and contact details
- Pupils for their work, especially course work for examinations
- Teachers, especially for lesson plans and pupil evaluation data
- Management, especially staff records and performance management and development
- Email for communications

The following are available to the SEMT to mitigate the effects of the full or partial failure of IT systems:

- The school will request assistance from the IT provider as part of their contract in the event of any hardware or software failure – see ***Appendix F – IT Resilience*** for details
- All systems, applications and data are backed up and held separately away from the school. Details regarding these backups are given in ***Appendix F – IT Resilience***.
- Backups are tested for recovery purposes at least annually
- Failure of email may be mitigated by the use of fax and phones

9.5.2 Communications

The primary communications means used by the school are as follows:

- Telephone

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- Fax
- Email
- Text

Failure of any of these options will be mitigated by use of the remaining options and the school mobile phone(s). Contact telephone and email details are held for all key stakeholders in the school.

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9.5.3 Heating, Power and Water Supply

Failure of any of the above will immediately be referred by the Premises Manager/s to the utility company responsible or appropriate repair contractor (contact details are in *Appendix C - Emergency Cascade*).

Should the response from the utility company be inadequate, the matter will be referred to Children's Services Management Support Team so that additional pressure may be brought to bear on the situation.

In the event of a widespread fuel shortage, schools are considered a priority under the National Emergency Plan for Fuel, to ensure that they may remain open.

All equipment is regularly maintained by Thames Water, EDF Energy and British Gas.

9.5.4 Other Essential Equipment

Refuse collection and telephone links

Potential failure or denial of the above items is mitigated through:

- Regular maintenance program for which Veolia Services and British Telecom are responsible
- Maintenance of contact details for manufacturer and repair companies (see *Appendix C - Emergency Cascades* for details)
- Failure of the above will be referred for action by Premises Manager/s or Bursar

9.6 Transport

This section describes the potential transport problems that could affect the school operations directly (i.e. denial of the school's own vehicles) or indirectly through issues affecting staff travel to and from the workplace (e.g. through a petrol shortage, or transport provider strike action).

9.6.1 School Vehicles

- The school does not have its own transport
- The local authority Passenger Services (contacted via Children's Services Management Support Team) may be contacted to ascertain availability of alternative transport resources
- Use of available vehicles for the most critical requirements (e.g. where pupil safety is paramount) rather than for school trips (instead using public transport or hire or Passenger Services vehicles)

9.6.2 Restricted Availability of Transport for Staff

- Encouraging car-sharing rotas (among schools local to each other)
- Walking and cycling to work if possible
- Public transport
- The local authority will consider the use of Passenger Services vehicles to bus-in staff

10. Welfare

Going through a major incident or an emergency situation can result in adverse levels of concern and stress for those who have been through the event. It is therefore essential to ensure that the people affected by the event are monitored and given the appropriate support during and after the incident has been resolved.

Measures for the SEMT to consider that will help those affected include:

10.1 Within 24 to 48 hours

- Hold briefings for staff, students, parents, governors, volunteers and other stakeholders, providing opportunities for them to talk about the incident
- Explore the need for counselling services for affected staff and pupils – this can be arranged via the local authority Children's Services Management Support Team
- Try to restore the normal running of the school as quickly as possible, getting staff and pupils back into a "business as usual" mind-frame as soon as is reasonable
- Keep parents and other stakeholders informed by letter, then update via text messages, emails or follow-up letters. Initial letter should be signed by the Head Teacher and Chair of Governors to show high level ownership and involvement.

10.2 Within the first month

- Continue to brief staff, students, parents, governors, volunteers and other stakeholders through meetings and letters, encouraging attendance
- Consult with, and remain sensitive to, the wishes and needs of the families of any victims of the incident. This is especially important when organising any form of event, charity fund or memorial to mark the event.

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- Arrange with the local authority Children's Services Management Support Team to keep a dedicated help-line available
- Maintain the availability of counselling services
- Talk about any victims sensitively, but do not fail to mention or remember them
- Allow pupils the opportunity to express their feelings and emotions through artwork, writing, music or drama.
- Consult and cooperate with faith and community leaders when organising any memorial events
- Ensure that staff are able to identify any behavioural changes in pupils following the incident, and have the means to refer any problems to social and health care professionals for appropriate intervention and guidance
- Monitor progress of staff, pupils and others injured during the incident

10.3 Longer Term

- Continue to monitor staff and students for delayed reaction to the incident
- Maintain communications and support to all affected by the incident either directly or indirectly
- Be sensitive to anniversaries of the incident, determining how the anniversary should be marked
- Remember that any inquest or public enquiry is likely to produce further distress to those affected by the incident
- Ensure that pupils and staff records contain information about the incident if they move on to other schools, ensuring that their welfare will continue to be monitored
- Ensure that any new staff to the school are aware of the incident and the impact that it has had on staff and pupils

10.4 Basic Principles to Remember

The SEMT should consider the following when enacting the above actions:

- Be honest
- Present facts, not speculation
- Be sensitive to different groups, ages, etc
- People need information to make a choice
- Encourage openness
- Assure people that there are no “stupid” questions or “wrong” / “bad” answers or reactions

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11. Training and Exercising

The plan has been compiled by SLT involving staff, governors and other stakeholders in the process. It has been signed off by the Governors' Curriculum and Policy Committee and reviewed by the Chair of Governors.

All staff are briefed about the plan at least annually during staff meetings. This forms part of the annual review and sign-off process. All staff members and governors have copies of this plan at home, as well as copies being held in school (by the Head Teacher, Premises Managers and School Office in the "Grab Bag").

The plan will be exercised (via a desktop walkthrough of the plan) at least annually. This exercise will involve at least the plan owner, the SEMT and a representative(s) of the Governing Body (ideally a parent governor and/or any stakeholder governors to ensure that their perspective is satisfied and included). Other staff and stakeholders may be included as required.

The results of the exercise will be recorded by the plan owner along with any actions points arising and the agreed timescale for resolution. The identified actions will be incorporated into the annual review of the plan, which will then be reissued to staff, along with a briefing on the changes.

The annual desktop exercise, review and sign-off process, including re-issue of the plan, will be monitored by the Governing Body annually as an agenda item.

Guidance on this process may be sought from Children's Services Management Support Team or the Emergency Planning and Resilience Unit.

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Appendix A – Command and Control Contact Details (part 2)

Local Authority Support

Children's Services Management Support Team

Office hours: 020 8921 8233 or 8234

Out of hours (via Emergency Control): 020 8854 8888

Emergency Planning & Resilience Unit

Office hours: 020 8921 6258, 5868 or 5448

Out of hours (via Emergency Control): 020 8854 8888 (ask for the Emergency Planning Officer, who will be contacted)

Communications Unit

Contact: 020 8854 8888 (ask for the Press Office, which will be contacted)

When making contact with any of the above, ensure that you provide as much information as accurately as possible. If you don't know the answer, please say so. You may be asked to repeat the information to ensure that the recipient has fully understood the situation, so that they may activate and coordinate the necessary resources.

Ideally the information on the following page should be provided. However the lack of any of this information should not delay reporting an incident.

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Appendix A – Command and Control Contact Details (part 3)

Reporting an Incident – Please have as much of this information ready as you can:

- Your name
- The name and address of the school

- Telephone number on which you can be contacted (both landline and mobile if possible)
- Who else may be contacted (and how)

- What has happened
- When it happened
- Where within the premises it happened and how much of the site is affected
- Who has been involved
- Numbers of those affected or injured
- Location of those affected
- Is the danger still on-going?

- What action has been taken so far
- Which emergency services and other responders are already on site

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Appendix B – Emergency Log (note that these pages may be photocopied to maintain records during the emergency)

Page No: _____

No.	Event	Action or decision	By / Time	Completed

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Appendix C – Emergency Cascades

Staff Contact Numbers

(in larger schools it will be best to break this contact system down into manageable chunks, with no-one being expected to phone more than ten others, e.g. with senior management contacting curriculum heads who then contact those in their own departments)

Name	Role	Home telephone	Mobile	Home email
School text service will apply				

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Appendix C – Emergency Cascades

Partners and Suppliers Contact Details (part 1)

This section contains the contact numbers for partner and supplier organisations who could need to be contacted either in response to, or because of, an emergency affecting the school.

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		Local radio			

Appendix C – Emergency Cascades

Site Users Contact Details

This section contains the contact details for any other organisations that use the school site and which are not already listed above. These would need to be contacted if there was an incident which affected or prevented access to the premises or facilities that they use.

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Organisation	Contact names	Role	Working hours contact	Out of hours contact

Parents and Guardians

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These contact details are kept separately within the emergency grab bag (see *Appendix D* below). Contact details contain mobile phone numbers as well as home telephones. Mass text messages may be sent to mobiles. Where available, these contact details also include alternative numbers for when the primary contacts cannot be reached.

Appendix D – Grab Bag Contents

The school has two pre-prepared grab bags:

The *Primary School Grab Bag* is securely kept in the Head Teacher's office and will be taken outside by the Head (or Office Manager in their absence) in the event of an evacuation of the school.

The *Secondary School Grab Bag* is held securely off-site by the Head Teacher who would use its contents to aid in the recovery process following an incident affecting the school outside of normal school hours.

The Grab Bags contain:

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- A copy of this plan including all appendices
- Contact details for parents / guardians
- School Office Mobile phone and charger
- Site plan of the school including electricity, gas and water supply shut-off points, along with the location of any potentially hazardous materials (this will be given to the emergency services upon arrival to aid their work)
- Message pad and pens
- Disposable camera (useful for recording damage for insurance purposes)
- Torch and batteries (especially for the grab bag held off-site)

Maintenance:

These bags are checked monthly and maintained by The Head Teacher and Office Manager, including ensuring that the mobile phones are charged

Appendix E – Rest Centre Requirements

To enable the building to be set up as a rest centre, the Premises Manager should provide the Rest Centre Manager with the information and advice listed below (note that this is not an exhaustive list and circumstances may require additional information):

Information and advice required (part 1)	Initial when complete
An overview of the building with floor plans if available	

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Upper floor access, i.e. lifts, stairs	
Toilets (including toilets for disabled)	
<p>Rooms that will be available for use - this should include smaller rooms (if available) that could be used for:</p> <ul style="list-style-type: none"> • Children's play area • Nursing mothers • Pregnant women • Quiet rooms (potentially for different faiths to pray, and /or just to sit) • Staff rest room • Rest Centre Manager's office • Those that are unwell, First Aid • Those that are grieving or require counselling • Smoking area (outside) 	
Refreshment facilities - tea-making, cups & saucers, cutlery, etc	
Fire exits and assembly points; fire extinguishers (for those trained)	
Availability of TV or radio	
Information and advice required (part 2)	Initial when complete

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Light switches, inside and outside of the building; electrical sockets	
Chairs, tables, etc that may be used	
Wheelchair access; sensory impairment issues	
How to turn the heating on / off	
How to open the windows if not immediately obvious	
Car parking, delivery vehicle access	
Is there an area where pets could be kept?	
Building phone and fax numbers (for staff use); public telephone availability	
Internet access (public and staff) and email addresses	
Photocopier for rest centre staff use	
Security - door locking, alarm setting	

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Own contact details if further information is required	
Any other advice that you consider useful	

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Appendix F – IT Resilience

IT Provider	Responsibility	Office hours contact	Out of hours contact

Data backups:

Type of data / system	Back up frequency	Back up type	Back up location	Responsibility of
Attendance data	Daily / weekly / monthly (as applicable)	Disk / tape / web (as applicable)	Should be away from the school	Name of staff member
Child protection & safety				
Finance				
Pupil course work				
Lesson plans				
Pupil evaluation data				
Staff records				
Emergency and BCM plan				
Others as applicable				

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Recovery:

Frequency of backup recovery exercise:	Annual (or more often?)
Responsibility of:	Name of staff member
Overseen and signed off by:	Member of management team
Results presented to:	Chair of Governors