



Disaster Recovery Plan Policy

Review Date: January 2022

Agreed by Governors January 2020

This policy is the responsibility of the Head teacher

This document gives details of the arrangements for incident management, continuity and the recovery and resumption of normal school activity. This guidance has been designed to complement and enhance existing Local Authority procedures and guidance, such as those covering Educational Visits and Health and Safety in Education Premises. It does not supersede those procedures or any existing arrangements for contacting key partners and the emergency services during a critical incident. On receipt of the document, users should familiarise themselves with it and raise any queries immediately with the Head Teacher.

This Disaster Recovery Plan Policy was approved by governors in January 2020 and signed by the Chair of Governors.

.....Chair of Governors

.....Date

It will be reviewed in January 2022 or sooner in the case of new information, changes or legislation.

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1.0 About this Plan

1.1 Plan Purpose

To provide a flexible response so that Blue Gate Fields Infant School can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery)

1.2 Plan Remit

- *School functions* such as teaching, school administration, catering, out of hours clubs and school trips are covered by this plan:
- *School premises* such as classrooms, kitchen, offices, hall are covered by this plan:

1.3 Plan Owner

The Headteacher is this plan's owner and responsible for ensuring that it is maintained, exercised and updated annually.

1.5 Plan Distribution

This Disaster Recovery Plan is distributed as follows:

NAME	ROLE	ISSUE DATE
Catherine Jones	Head Teacher	January 2020
Rebecca Phillips	Assistant H Teacher	
Jo Rudwick	Office Manager	
Terry McCarthy	Premises Manager	
Patricia Lowe	Home Liaison Officer	

1.6 Plan Storage

All parties on the distribution list above are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home/ in vehicles (if appropriate) / in grab bags.

1.7 Plan Review Schedule

This plan will be updated as required and formally reviewed annually.

2.0 Plan Activation

2.1 Circumstances

This plan will be activated in response to an incident causing significant disruption to the school, particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this plan include:

- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency that results in access to the school being prevented by Emergency Services, school facilities in use for General/Local Elections, severe weather or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical school activity such as the catering provider or any providers of transport

2.2 Responsibility for Plan Activation

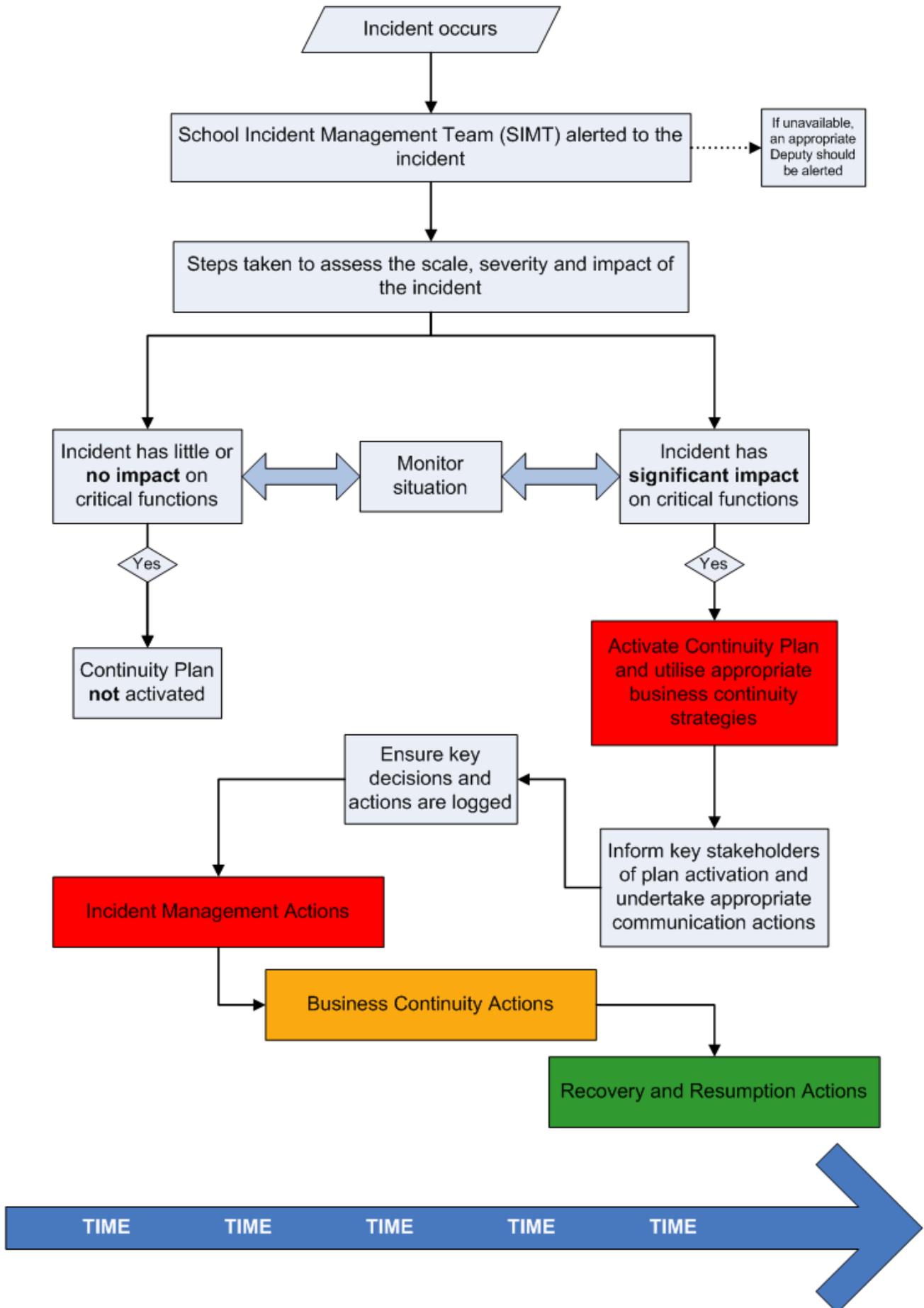
A member of the nominated **School Incident Management Team**¹ will activate and stand down this plan.

2.3 Escalating a Serious Incident

All serious incidents should be reported to the Director's Office on Management Support to Schools. The office will cascade action/information as appropriate.

¹ See Section 3.1 for the responsibilities the school's Incident Management Team

2.4 Activation Process



3.0 Roles and Responsibilities

3.1 School Incident Management Team

Role	Responsibilities	Accountability / Authority
Head Teacher	<ul style="list-style-type: none"> ▪ Senior responsible owner of Disaster Recovery Management in the School ▪ Ensuring the school has capacity within its structure to respond to incidents ▪ Determining the school's overall response and recovery strategy 	The Head Teacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
Assistant Head	<ul style="list-style-type: none"> ▪ Disaster Recovery Plan development ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc ▪ Involving the school community in the planning process as appropriate ▪ Plan testing and exercise ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved ▪ Training staff within the school on Disaster Recovery ▪ Embedding a culture of resilience within the school, involving stakeholders as required 	Will report directly to the Head Teacher and be a member of the School Incident Management Team.
School Incident Management Team	<ul style="list-style-type: none"> ▪ Leading the school's initial and ongoing response to an incident ▪ Declaring that an 'incident' is taking place ▪ Activating the Disaster Recovery Plan ▪ Notifying relevant stakeholders of the incident, plan activation and on-going response actions ▪ Providing direction and leadership for the whole school community ▪ Undertaking response and communication actions as agreed in the plan ▪ Prioritising the recovery of key activities disrupted by the incident ▪ Managing resource deployment ▪ Welfare of students ▪ Staff welfare and employment issues 	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

The following staff have been identified as the School's Incident Management Team:

Name	Role	Contact Details (delete/amend as necessary)
Catherine Jones	Head Teacher	
Rebecca Phillips	Assistant Head Teacher	
Terry McCarthy	Premises Manager	
Jo Rudwick	Office Manager	
Patricia Lowe	Family Engagement Officer	

3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Head Teacher / Office Manager	<ul style="list-style-type: none"> ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately 	Reporting directly to the Head Teacher, Governing Body or School Incident Management Team.
Head Teacher / Office Manager	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in press statements ▪ Liaison with Tower Hamlets Borough Council 	
Assistant Head	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers ○ Key London Borough of Tower Hamlets Officers. ○ School transport providers ○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc 	All communications should be agreed by the School Incident Management Team. Information sharing should be approved by the Head Teacher (or School Incident Management Team if the Head Teacher is unavailable).
Premises Manager	<ul style="list-style-type: none"> ▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the School Incident Management Team to advise on any issues relating to the school physical infrastructure ▪ Lead point of contact for any contractors who may be involved in incident 	Reporting directly to the Head Teacher or School Incident Management Team.

	response	
ICT Coordinator Rob Talks	<ul style="list-style-type: none"> ▪ Ensuring the resilience of the School's ICT infrastructure ▪ Liaison with London Borough of Tower Hamlets ICT support 	ICT Coordinator reports directly to the Head, for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Head Teacher / Office manager	<ul style="list-style-type: none"> ▪ Leading and reporting on the School's recovery process ▪ Identifying lessons as a result of the incident ▪ 	Is likely to already be a member of the School Incident Management Team, however will remain focused on leading the recovery and resumption phase. Reports to Head Teacher.
Home Liaison Officer	<ul style="list-style-type: none"> ▪ Main contact for the parents and carers. 	

3.3 The Role of Governors

Role	Responsibilities	Accountability / Authority
Governing Body	<ul style="list-style-type: none"> ▪ Working in partnership with the Head Teacher to provide strategic direction in planning for and responding to disruptive incidents ▪ Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery ▪ Acting as a 'critical friend' to ensure that the Disaster Recovery Plan is fit-for-purpose and continuity arrangements are robust and reliable ▪ Monitoring and evaluating overall performance in developing school resilience and reporting to parents/carers 	<p>Liaising with the Head Teacher or School Incident Management Team in response to a crisis.</p> <p>Reporting progress in developing Disaster Recovery planning to parents/carers</p>

4.0 Incident Management

Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt school activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy snow or a power outage etc

4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> ▪ Survey the scene ▪ Assess (i.e. scale/severity, duration & impact) ▪ Disseminate information (to others) 	Gather and share information to facilitate decision-making and enhance the response <i>A full impact assessment form can be found in Appendix A</i>	<input type="checkbox"/>
2.	Call the Emergency Services (as appropriate)	TEL: 999 Provide as much information about the incident as possible	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> ▪ Evacuate the school building, if necessary. ▪ Consider whether it may be safer or better for the welfare of pupils to stay within the school premises and congregate at a relative place of safety indoors. ▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities ▪ Notify relevant stakeholders of site evacuation 	<ul style="list-style-type: none"> ▪ Use normal fire evacuation procedures for the school ▪ Consider the special needs of the students and any staff with special needs, and make relevant arrangements ▪ If the decision is to stay within the school, ensure the assembly point is safe and take advice from Emergency Services as appropriate 	<input type="checkbox"/>
4.	Ensure all students, staff and any school visitors report to the identified Assembly Point.	The normal Assembly Point for the school is: Playgrounds / Outdoor Car park	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
5.	Check that all students, staff, contractors and any visitors have been evacuated from the building and are present. Consider the safety of all pupils, staff, contractors and visitors as a priority	Use the school Fire Drill Register for all students/ visitors and the staff signing in and out book	<input type="checkbox"/>
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	<input type="checkbox"/>
8.	Identify School Incident Management Team to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix A</i>	<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff, contractors or visitors who 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 either during or following the incident	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> ▪ Take further steps to assess the impact of the incident ▪ Agree response / next steps 	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix B.</i>	<input type="checkbox"/>
12.	Log details of all items lost by students, staff, visitors etc as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix C</i>	<input type="checkbox"/>
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the following Teams in Children's Services may be approached to assist with incident management: <ul style="list-style-type: none"> ▪ Management Support for Schools ▪ Planning and Accommodation Support Service ▪ Education Psychology Service 	<input type="checkbox"/>
14.	If appropriate, arrange contact with the Council Press Office	Establish a media area if necessary.	

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
15.	Assess the key priorities for the remainder of the working day and take relevant action	<p>Consider actions to ensure the health, safety and wellbeing of the 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. <i>Business Continuity Strategies are documented in Section 5.3</i></p> <p>Consider the school's legal duty to provide free school meals and how this will be facilitated, even in the event of emergency school closure.</p>	<input type="checkbox"/>
16.	Ensure staff are kept informed about what is required of them	<p>Consider:</p> <ul style="list-style-type: none"> ▪ what actions are required ▪ where staff will be located ▪ Notify staff who are not currently in work with details of the incident and actions undertaken in response 	<input type="checkbox"/>
17.	Ensure students are kept informed as appropriate to the circumstances of the incident	<p>Consider the students' special needs and whether communication strategies are appropriate and additional support is necessary. Consider the notification of pupils not currently in school. Patricia Lowe to communicate with parents/carers</p>	<input type="checkbox"/>
18.	<p>Ensure parents/carers are kept informed as appropriate to the circumstances of the incident. Parents/carers of those immediately affected by the incident will require additional considerations to ensure information is accurate and up-to-date.</p>	<p>Agree arrangements for parents/carers collecting pupils at an appropriate time. Consider how emergency communication needs will be established e.g. phone lines, answer machine message, website update</p>	<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident	Head Teacher to communicate with Chair of Governors	<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate	Local radio may be useful in broadcasting key messages	<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical school activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
22.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
23.	Seek specific advice/ inform your insurance company as appropriate	Insurance policy details can be found via website and telephone.	<input type="checkbox"/>
24.	Ensure recording process in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	<input type="checkbox"/>

5.0 Business Continuity

5.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of the school's response is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may involve activation of one or more of the school's business continuity strategies to enable alternative ways of working. During an incident it is unlikely that all the school's resources will be available, and some 'non critical' activities may need to be suspended.

5.2 Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, the school may involve external partners to drive the recovery of critical activities	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
2.	Evaluate the impact of the incident	<p>Communicate with key stakeholders to gather information on the impact of the incident.</p> <p>Consider the following questions:</p> <ul style="list-style-type: none"> ▪ Which school activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: <ul style="list-style-type: none"> ○ Manageable? <input type="checkbox"/> ○ Disruptive? <input type="checkbox"/> ○ Critical? <input type="checkbox"/> ○ Disastrous? <input type="checkbox"/> ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are our recovery time objectives? ▪ What resources are required to recover critical activities? 	<input type="checkbox"/>
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	<p>Consider:</p> <ul style="list-style-type: none"> ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement <p>Produce an action plan for this phase of response.</p>	<input type="checkbox"/>
4.	Log all decisions and actions, including what you decide not to do and include your decision-making rationale	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	<input type="checkbox"/>
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D</i>	<input type="checkbox"/>
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	<input type="checkbox"/>
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	<input type="checkbox"/>
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. staff, parents/carers, Governors, suppliers, Local Authority, Central Government agencies etc.	<input type="checkbox"/>

5.3 Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Supply teachers, office staff etc	Horizon Agency – 0207 444 0009
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities may involve identifying deputies, job shadowing, succession planning and handover periods for planned staff absence e.g. maternity leave	
3.	Using different ways of working to allow for reduced workforce may include: <ul style="list-style-type: none"> • Larger class sizes (subject to adult and child ratios) • Use of teaching assistants, student teachers, learning mentors etc • Virtual Learning Environment opportunities • Pre-prepared educational materials that allow for independent learning • Team activities and sports to accommodate larger numbers of pupils at once 	Two HLTAs to cover Classes to be split Use ICT suite if appropriate
4.	Suspending 'non critical' activities and focusing on your priorities	
5.	Using mutual support agreements with other schools	
6.	Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other schools	
2.	Pre-agreed arrangements with other premises in the community i.e. libraries, leisure centres, colleges, university premises	
3.	Virtual Learning Environment opportunities	
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the School premises	
5.	Off-site activities e.g. swimming, physical activities, school trips	

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key school data e.g. CD or memory stick back-ups, photocopies stored on and off site, mirrored servers etc	Back up off site
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	Printed class lists to be used

3.	Flexible lesson plans	
4.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	
5.	Emergency lighting	

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	
3.	Insurance cover	
4.	Using mutual support agreements with other schools	
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	

6.0 Recovery and Resumption

6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practices for the school as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

6.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>
2.	Respond to any ongoing and long term support needs of staff and students	Depending on the nature of the incident, the School Incident Management Team may need to consider the use of counselling services	<input type="checkbox"/>
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. Via Website and telephone.	<input type="checkbox"/>
4.	Carry out a 'debrief' of the incident with staff (and possibly with students). Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the School Incident Management Team to ensure that key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.	<input type="checkbox"/>

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
5.	Review this Disaster Recovery Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan are read by all members of the School Incident Management Team	<input type="checkbox"/>

Log of Events, Decisions and Actions**Appendices**

	Content	Page No.
A	Log Template	
B	Impact Assessment Form	
C	Lost Property Form	
D	Financial Expenditure Log	
E	Contents of Emergency Box / 'Grab bag'	
F	Risk Identification, Evaluation and Management Matrix	
G	Incident Management Decision-Making Tool	
H	Staff Contact List	
I	Key Contacts List	

Impact Assessment Form

Completed By		Incident	
Date		Time	

Question	Logged Response
How were you made aware of the incident?	
What is the nature of the incident? (e.g. type, location & severity)	
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)	
Have the Emergency Services been called?	
Is the incident currently affecting School activities? If so, which areas?	
What is the estimated duration of the incident?	
What is the actual or threatened loss of workforce?	Over 50% <input type="checkbox"/>
	20 – 50% <input type="checkbox"/>
	1 – 20% <input type="checkbox"/>
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)	
Which work areas have been destroyed, damaged or made unusable?	
Is there evidence of structural damage?	

Question	Logged Response
Which work areas are inaccessible but intact?	
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the School's reputation?	
Other relevant information	

CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Section	Details
Disaster Recovery Plan	Disaster Recovery Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
Financial Information	Bank, insurance details etc
Staff Information	Staff contact details
	Staff emergency contact details
Equipment and other items	First Aid Kit
	Portable radio (plus spare batteries)
	Wind up LED torch
	High visibility jackets
	iPad with wireless connection and charger
	Stationery
	Whistle

The following items are kept in the school safe, which is fireproof:

Financial information (Bank, Insurance details, Payroll etc). This information is also held by THBC.

Invoices, purchase orders etc.

Financial procedures and Scheme of Delegation

Assets registry.

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

Impact (or Consequence)	
Description	Indicators
5 (Major)	The risk has a major impact if realised
4 (Significant)	The risk has a significant impact if realised
3 (Moderate)	The risk has a moderate impact if realised
2 (Minor)	The risk has a minor impact if realised
1 (No consequence)	The risk has no consequence impact if realised

Probability (or Likelihood)	
Description	Indicators
5 (Very Likely)	The risk will emerge
4 (Likely)	The risk should emerge
3 (Unlikely)	The risk could emerge
2 (Very Unlikely)	The risk is unlikely to emerge
1 (Impossible)	The risk will not emerge

Score	Risk Description	Action Required
25	Extreme Risk	▪ Immediate escalation to Head Teacher for risk control activities
20 - 15	High Risk	▪ Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	▪ Take appropriate action to manage the risk
5 and below	Low Risk	▪ Risk to be removed from register with monitoring activity to assess changes in risk rating

Example School Risk Assessment (partially complete)

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
1.	Terrorist attack in London	5	5	25	<ul style="list-style-type: none"> Borough's PREVENT strategy School would follow guidance of LBTH All family contact details on system so can keep them advised of any "lock-down" situation and reduce concerns. 		Head Teacher, Assistant Head Teacher Office Manager
2.	Aggressive parents/carers attempting to gain access to SCHOOL	4	3	12	<ul style="list-style-type: none"> Entrances into building and onto site are controlled. CCTV focussed on main entrance. Main Admin Office staffed at all times. Call 999 if event happens 		Head Teacher, or Assistant Head Teacher Office Manager
3.	Child with gun or knife on school premises	5	5	15	<ul style="list-style-type: none"> Liaise closely with School Police Officers for local intelligence of students on roll. 		Head Teacher, or Assistant Premises Manager

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
					<ul style="list-style-type: none"> Constantly reinforce zero tolerance of violence of any kind and weapons on school. Work very closely with families so can thoroughly understand culture and issues. 		
4.	Bomb at tube station	5	4	20	<ul style="list-style-type: none"> Follow TfL and/or LBTH guidelines. Evacuation Plan in place with alternative muster point for this type of situation. Have all family contact numbers so can keep them all advised of situation. 		Head Teacher, or Assistant Head Teacher Office Manager
5.	Computer failure	3	2	6	<ul style="list-style-type: none"> Computer server in separate, locked room which few people have access to. Air conditioning unit (and a reserve unit) in place. Emergency alarm in place with backup procedure for out of hours. 		ICT coordinator
6.	Hostage situation	4	3	12	<ul style="list-style-type: none"> Vigilant about security of building and the school site. Observant of the students' behaviour. 		Head Teacher, or Assistant Head Teacher
7.	Pandemic or epidemic e.g. influenza virus, meningitis	4	3	12	<ul style="list-style-type: none"> Staff absenteeism guidelines Use of Supply Teachers and Teaching Assistants 		Head Teacher, or Assistant Head Teacher

	Risk Description	I	P	Risk Rating	Risk Control(s)	Additional Controls Required (if any)	Lead for Risk Control Activities
8.	Severe weather events e.g. high winds, snow, heat wave, drought	4	3	12	<ul style="list-style-type: none"> • Premises Manager salts the key areas, ensuring sufficient stocks in place. • Follow LBTH advice re closing early or shutting school. • Watch the weather forecast. 		Head Teacher, or Assistant Head Teacher Office Manager
9.	Utilities disruption e.g. gas, electricity or water supply	5	4	20	<ul style="list-style-type: none"> • Follow Health and Safety guidelines – closing school if necessary • Educate off site where possible 		
10.	Fire affecting the school premises	5	4	20	<ul style="list-style-type: none"> • New building and so fire retardant materials used. Arson is therefore main fire risk. • No matches or lighters allowed on site. • Observant staff. • Evacuation procedure. • Fire training for staff and students. • Fire extinguishers regularly checked. • Annual fire assessment conducted and any issues actioned. 		

KEY CONTACTS LIST

CONTACT	TELEPHONE NUMBER
School Contacts	
Head Teacher	
Assistant Head	
Premises Manager	
Chair of Governors	
Vice Chair of Governors	
Key Local Authority Contacts	
	0207 364 5000 – 24/7 number
Stuart McGregor, Team Leader, Corporate Health and Safety	0207 364 4193
Other Local Contacts	
Police	999 for emergencies
Police – your local station/community officer	101 for other inquiries
Fire & Rescue Services	999
Hospital – your nearest A&E	The Royal London Hospital 020 3416 5000
Local BBC Radio	BBC Radio London 020 8743 8000
Other Local Radio	Capital Radio 020 7054 8000
Health Protection Agency via NHS Direct	0845 4647
Meningitis freephone number	080 8800 3344
Other Useful Contacts	
Foreign Office	020 7270 1500