**School Recovery Plan Template**



|  |
| --- |
| **TABLE OF CONTENTS Pages**  |
| **School Information**  | **1** |
| **Purpose of Plan**  | **2** |
| **Objectives of the Plan**  | **2** |
| **Critical Functions Checklist**  | **2** |
| **Activation of Plan**  | **3** |
| **Critical Functions restoration procedure**  | **3-6** |
| **Contact lists**  | **7** |
| **Expense log**  | **8** |
| **Welfare Issues**  | **9-12** |
| **Blank Event logs**  | **13-16**  |

***Note: All examples in green bold italics in this document are only examples of what could be placed in suggested columns. It is down to the originator to place the relevant details for their school in the given area.***

# School Name:

#### Recovery and Restoration Plan

Date: ***01/06/2015***

Distribution list:

|  |  |
| --- | --- |
| Copy No | Issued to |
| ***1*** | ***Mrs Briggs (Headteacher)*** |
| ***2*** | ***Mr Scott (Head of Mathematics)***  |
| ***3*** | ***Mr Jones (Deputy Head)*** |
| ***4*** | ***Mr Philips (Head of Sixth Form)*** |
| ***5*** | ***Mr Elliot (Head of Science)*** |
| ***6*** | ***Mr Reynolds (Caretaker)*** |

**Amendment record:**

|  |  |  |
| --- | --- | --- |
| Issues No | Date | Amended By |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Completed by \_\_\_\_\_\_ *Mr Scott*\_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Checked by \_\_\_\_\_ *Mrs Briggs* \_\_\_\_ Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***Once you have dealt with the emergency – you need to look at restoring functions***

**1. Purpose of the Plan**

The aim of this designed Business Continuity plan is to mitigate the effects of any crises or emergency that may affect schools***,*** which could disrupt the critical activities to such an extent that it may damage the schools reputation, loss of premises and effect the ability to provide education.

**2. Objectives of the Plan**

* Provide a clearly defined course of action.
* Identify Critical functions and devise rapid restoration.
* Identify short-term resources required for supporting partial operation.
* Document the location of documents/data/equipment/resources located in an off-site location.

**3. Critical Function Checklist**

|  |  |  |
| --- | --- | --- |
| **No** | **Critical function** | **Timeframe** |
| 1 | ***Transport*** |  ***0-24hrs*** |
| 2 | ***Catering***  | ***0-24hrs*** |
| 3 | ***Building***  | ***3-7 days*** |
| 4 | ***Staff*** | ***3-7 days*** |

**The functions listed above are only suggestions the list should be changed as appropriate to your school.**

This list may be used as a checklist to ensure that critical tasks are completed on time and according to a pre-agreed priority schedule. It may also be used to provide a hand-over document between different shifts in the recovery process.

**4. Activation of the plan**

The decision to activate this plan will be made by the senior member of staff or by the school or the schools Emergency Management team.

**5. Critical Function Analysis and Restoration Procedures**

***Please note below functions are examples ONLY, please amend as appropriate to your school.***

|  |  |
| --- | --- |
|  **Critical function:** | **Function : Transport** |
|  **Transport** | ***The movement of pupils to and from school.*** |
| Potential impact on organisationif interrupted: | ***Ability to get pupils to & from school affected***  |
| Likelihood of interruption to organisation: | ***Low (and what implications would this have)*** |
| Is this service was not provide what would be the impact.  | ***Medium*** |
| Recovery timeframe:*(minimum timeframe that this function needs to be restored)* | ***0-24hrs*** |
| **Resources required for restoration:** |
| Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)* | ***2 Drivers with PCV*** ***1 driver D1 + MIDAS******1 support member of staff CRB checked*** |
| Data/IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)* | ***N/A*** |
| Premises*(potential relocation address or work-from-home options)* | ***N/A*** |
| Equipment*(key equipment recovery or replacement processes; alternative sources)* | ***2 - 50 seat buses******1 -12 seat mini bus with tail lift*** |
| Alternative arrangements.  | ***E.g.: private hire firm or another school or local authority.******Goldbeaters School 0207 580 5858******TRP Transport 0207 560 4567/7654/6547*** |

 **Critical Function Analysis and Restoration Procedures (continued)**

***Please note below functions are examples ONLY, please amend as appropriate to your school.***

|  |  |
| --- | --- |
|  **Critical function:** | **Function: Catering** |
| ***Catering***  | ***To feed pupils and staff*** |
| Potential impact on organisation if interrupted | ***The school would not be able to supply a meal to pupils. (in some cases this may represent some children’s main meal for the day.)*** |
| Likelihood of interruption to organisation: | ***low*** |
| Is this service was not provide what would be the impact.  | ***Medium*** |
| Recovery timeframe:*(minimum timeframe that this function needs to be restored)* | ***0-24hrs*** |
| **Resources required for restoration:** |
| Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)* | ***4 cooks 3 support staff, must have appropriate qualifications*** |
| Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)* | ***N/A*** |
| Premises*(potential relocation address or work-from-home options)* | ***Kitchen that is suitable to cook food for 400 people*** |
| Equipment*(key equipment recovery or replacement processes; alternative sources)* | ***(for example the minimum equipment needs to provide this service). 3 large ovens, 3 fridges 1 freezer,*** |
| Supplies*(processes to replace stock and key supplies required)* | ***Raw ingredients supplied by ??? company*** |
| Alternative arrangements.  | ***Mutual arrangements with another school or local authority to provide meals for a short time.*** ***St James Catholic School 0207 582 2356******Jakes Caterers 0207 845 5421******Bookers Food Supplies 0208 583 2100*** |

 **Critical Function Analysis and Restoration Procedures**

**(continued)**

|  |  |
| --- | --- |
|  **Critical function:** | **Function: School Building** |
| *School Building* | *To provide a premise for the delivery of education*  |
| Potential impact on organisation if interrupted: | ***800 children would not be provided education Major disruption effecting the reputation of the school and its ability to deliver an education service*** |
| Likelihood of interruption to organisation: | ***low*** |
| If this service was not provided what would be the impact.  | ***High*** |
| Recovery timeframe:*(minimum timeframe that this function needs to be restored)* | ***3-7 days*** |
| **Resources required for restoration:** |
| Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)* | ***Builders and engineers including materials (if building can be repaired) or a pre determined alternative site.*** |
| Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)* | ***Enough admin support equipment in order to run the School. (e.g. computers telephones and faxes.)***  |
| Premises*(potential relocation address or work-from-home options)* | ***If alternative sort it must be fit for purpose. I.e. a building that has enough separate areas to act as class rooms and has separate facilities for boys and girls. The building must also have the appropriate level of security. Needs to have catering and transport infrastructure*** |
| Equipment*(key equipment recovery or replacement processes; alternative sources)* | ***For example: 300 desks 600 chairs 10 black boards,*** ***Relevant learning recourses, i.e. books***  |
| Supplies*(processes to replace stock and key supplies required)* |  |
| Alternative arrangements.  | ***Mutual arrangements with another school or local authority to provide premises for a the required period.*** ***St James Catholic School 0208 582 2356******Goldbeaters School 0208 580 5858******St Joseph School 0208 583 5643******Cambridge Ed schools 0208 583 4444*** |

 **Critical Function Analysis and Restoration Procedures (continued)**

|  |  |
| --- | --- |
|  **Critical function:** | **Function** |
| *Staff* | *Allows the school to provide education to its pupils.*  |
| Potential impact on organisationif interrupted: | ***The higher the number of staff sick it will become more difficult for the school to deliver it service.***  |
| Likelihood of interruption to organisation: | ***Low (in the event of a pandemic this could drastically increase)***  |
| Is this service was not provide what would be the impact.  | ***High*** |
| Recovery timeframe:*(minimum timeframe that this function needs to be restored)* | ***3-7 days*** |
| **Resources required for restoration:** |
| Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)* | ***23 teaching staff 10 support staff*** ***(Skills and qualification would have to be appropriate to the role being preformed.)***  |
| Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)* | ***Enough admin support equipment in order to run the School. (E.g. computers telephones and faxes.)*** |
| Equipment*(key equipment recovery or replacement processes; alternative sources)* | ***300 desks 600 chairs 10 black boards,***  |
| Supplies*(processes to replace stock and key supplies required)* |  |
| Alternative arrangements.  | ***Mutual arrangements with another school or local authority to provide staff for the required period. Alternative agency staff could be used.*** ***St Joseph School 0208 583 5643******Adeco Temps 0208 583 4193*** |

**6. Contact Lists**

This section needs to contain the contact details that are essential for continuing the operation of the organisation. These names will be listed in the emergency plan contact list in your schools emergency plan. The list should include, Name, Department or section, Office No, Home No, Work Mobile or Private Mobile, address or area with postcode.

**A) Staff**

**In addition to the staff details listed in emergency response the schools grab bag must contain full contact details**

**B) Key Suppliers and Contractors**

|  |  |  |  |
| --- | --- | --- | --- |
| **Supplier** | **Provides** | **Telephone** | **E-mail** |
| ***EDR*** | ***Transport*** | ***0207 658 9456*** | ***edr@buses.co.uk*** |
| ***Reed Employment*** | ***Staff*** | ***0208 583 5000*** | ***stafft@reed.co.uk*** |
| ***Bishops*** | ***Building staff & materials*** | ***0208 560 2365*** | ***bish@build.co.uk*** |
| ***Securicor*** | ***Security Staff*** | ***0207 856 4938*** | ***secure@tight.com*** |
| ***Matthews*** | ***Catering Supplies*** | ***0208 583 1101*** | ***matt@food.co.uk*** |
| ***Kwick Kwick*** | ***Bulk buy office equipment & stationary*** | ***0208 583 3300******0208 583 3330*** | ***kwick@kwick.co.uk*** |
|  |  |  |  |
|  |  |  |  |

###### C) Insurance and Finance Companies

|  |  |  |  |
| --- | --- | --- | --- |
| **Service** | **Company** | **Telephone** | **E-mail** |
| Banking |  |  |  |
| Insurance |  |  |  |

**7. Expenses Log**

Costs need to be logged. This can either be on the form like the one below or it can be recorded on the emergency log. This will provide information for the post-recovery debriefing, and help to provide evidence of costs incurred for any claim under an insurance policy.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/time** | **Item** | **By whom** | **Costs incurred**  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

####  Welfare issues

* The recovery plan mainly deals with the recovery of the school in terms of a business. However, because the schools business is education thought must be given to the stress and upset that would be suffered by the school community following an incident.

###  At the time of the event

* Speeding recovery and minimising the impact of an event begins at the time of the event. At the time of the event the following should be endorsed:
* Communications – set up communication lines as quickly as possible. (follow procedures in your emergency plan)
* Inform staff as soon as possible. Keep them informed of the facts, try to avoid speculation.

###  Within 24- 48 hours

* Hold briefing meetings for staff/students/parents
* Explore counselling for affected staff and/or pupils as needed; Seek guidance from educational psychologists to see if this is appropriate.
* Provide opportunities for staff, pupils and parents to talk about the incident;
* Restore normal functioning and service delivery as soon as possible;
* Plan reintegration of pupils/staff
* Keep parents informed of the fact through letters and meetings.
* Head should consider writing a letter to all parents
* Statutory reporting of accidents
* If necessary consult with the educational psychology department

 **Within the first month**

* Consult and remain sensitive to wishes of victims families;
* Encourage parents to participate in meetings to discuss students welfare and changes post incident;
* Keep open a contact or phone helpline for affected and other concerned parents, staff and students;
* Keep counselling available for students and staff, if possible parents too;
* Set up a room, on or off site for regular meetings of support groups. This may need to run for a couple of years on a diminishing basis;
* Talk about victims sensitively but do not fail to mention them;
* Consult with families over memorial services, charity, use of money sent/donated;
* Allow pupils opportunity to express themselves emotionally e.g. through music, art, writing and drama;
* Arrange/attend condolences/memorial service, visits to the family if appropriate; consider any religious/community issues.
* Encourage parents to participate in meeting to discuss students' welfare;
* Identify behavioural changes and the possibility of post traumatic stress disorder and refer to child and adolescent mental health services as appropriate.
* Monitor progress of hospitalised staff or students;
* Monitor mental and physical health of all helpers;
* Review critical incident response (lessons learned) and policy and procedure.

###  People focus is the main priority.

 This involves:

* Honesty / Facts not speculation
* Sensitivity
* Giving people information and choice

###  Medium to long term

* Monitor staff and students for signs of delayed stress and the onset of post traumatic stress disorder (discus with – relevant professionals such as educational psychology)
* Continue to communicate with families of victims and respect their wishes re: contact;
* Provide support if needed;
* Consider including grief as a topic in the personal development, health and physical education because it is a key learning area. (See SEAL materials on DFES website <http://www.dfes.gov.uk>)
* Plan for and be sensitive to the disturbing influences (anniversaries, memorial services, inquests and legal proceedings.)
* Access specialist support if needed.
* Ensure information is passed on to relevant parties as to the incident and its impact on the individual. When the pupils move school, ensure the destination school will continue to monitor and provide support as needed.

#  Post incident review

After any incident you should perform a post incident review as a school.

**Consider:**

* What happened?
* How did you respond?
* What worked well? And why?
* What didn’t work? And why?
* What made the situation worse or hampered your response?
* How would you respond next time? (i.e. what would you do differently / not do?)
* What could be done to minimise the chance of such an incident occurring again in the future? (e.g. training / awareness training, etc)
* What changes need to be made to plans, procedures, environment, etc.?
* What (additional / different) materials or equipment did / do you need?
* How does this impact on your response and preparedness for other incidents?
* What things could you do to minimise the chance of other incidents occurring in the future?
* Who is going to be responsible for making any changes? Timescales?
* How are you going to monitor that these changes have taken place?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Time** | **Event** | **Action****EMERGENCY EVENT LOG** | **Completed** | **Entry By** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**EMERGENCY EVENT LOG**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Time** | **Event** | **Action** | **Completed** | **Entry By** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

**EMERGENCY EVENT LOG**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Time** | **Event** | **Action** | **Completed** | **Entry By** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |