



Document Control

Version: 1.3

Date Published: Jan 2023

To be Reviewed By: Board of Trustees annually

Training & Exercising

Date(s) Staff Trained:

Date Plan Exercised:

The Athelstan Trust

Business Continuity Plan



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Richard Boggis-Rolfe	Chair of Board of Trustees	1	January 2023

Version Control

Version	Comments	Reviewer
0.1	Version	
1.1	Version March 2022	Richard Blacker
1.2	Version Sept 2022 – minor amendments following Financial Controls Assurance report Wilts CC July 2022	Richard Blacker
1.3	Version Jan 2023 – SWR headteacher updated	Richard Blacker

Protective Marking

This document is protectively marked as OFFICIAL as the plan contains information which is locally sensitive. This document should not be made publicly available and it should only be seen by those with a specific need to know the information contained within the plan.

The Athelstan Trust

Business Continuity Plan



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1. Introduction

Purpose	This plan has been designed to prepare The Athelstan Trust with the information to respond to a business disruption. It is intended as a document to support the schools within the Trust in returning to business as usual.
Background Information	<p>Summary of Schools</p> <p>Bradon Forest School – Wiltshire: Students = 988 Staff = 143 Malmesbury School – Wiltshire: Students = 1442 Staff = 194 The Dean Academy – Gloucestershire: Students = 561 Staff = 128 Sir William Romney’s – Gloucestershire: Students – 525 Staff = 98 Chipping Sodbury School – South Gloucestershire – Students 744 Staff 95</p> <p>Key Times of Year / Month: September (new academic year) January/May & June (exams)</p>
Definition	<p>Business Continuity is the ability of the organisation to continue the delivery of its functions at acceptable predefined levels following a disruptive incident.</p> <p>The Business Continuity Plan is a set of procedures and supporting information, that guide services to respond, recover, resume and restore to a predefined level of operation following a disruption.</p>
Aim	The aim of this plan is to provide The Athelstan Trust with a framework for a coordinated response to a business disruption.
Objectives	<p>The objectives of this plan include:</p> <ul style="list-style-type: none"> • To establish key service information • To detail the activation process for the plan • To identify priority functions undertaken by the service and the resources and timescales associated with their recovery • To outline the incident management procedures • To identify and provide contact details for staff, suppliers and partners
Scope	The plan will support The Athelstan Trust to continue to deliver priority functions and a minimum acceptable level of service through business disruption as far as reasonably practicable.
Links to other plans/documents	<p>The plan also links to the following organisation plans / procedures:</p> <ul style="list-style-type: none"> • Trust Emergency Evacuation (exams) Policy • Trust Risk register • Risk Assessments (each school) • Health and Safety Procedures (each school) • Asset register and contents insurance cover

2. Activation

The CEO in consultation with The Chair of Trustees should consider activating the Business Continuity Plan in response to any incident with the potential to impact (examples below) on the delivery of priority services:

Threats	Examples
Staff shortage	e.g. pandemic flu (inc. Covid-19) / industrial action
Loss of access	e.g. fire / flood / unsafe building
Loss of ICT	e.g. loss of server access / loss of information
Loss of Communications	e.g. power failure / adverse weather
Loss of supply from external provider	e.g. adverse weather / utility failure
Fuel Shortage	e.g. industrial action / scarcity of supply
Financial loss	e.g. significant unexpected expenditure
Loss of Reputation	e.g. National / International media interest

Activation Decision Process

The Athelstan Trust Business Continuity plan can be activated by the CEO, the Head Teacher of a Trust School or a nominated deputy through a process identified by the school (call cascade, meeting on-site or in person etc).

Relevant staff and managers should be notified that the business continuity plan has been activated as a minimum.

3. Action Card

3.1 CEO/Head Teacher / Plan Activation Action Card	
Role	Responsibilities
<p>CEO/Head Teacher To coordinate the response to and recovery of your school to a business continuity incident</p>	<ul style="list-style-type: none"> Maintain overview of situation Identify the impacts of the disruption on the school Coordinate the response
Activation Process	Information Required
<pre> graph TD Business[Business] --> Manager((Manager)) Public[Public] --> Manager Incident[Incident] --> Manager Staff[Staff] --> Manager </pre>	<ul style="list-style-type: none"> Impacts on your service delivery (particularly Priority 1 (key) functions) Confirm the staffing levels available Confirm potential impacts, if possible.
	Advice Available from
	<ul style="list-style-type: none"> School staff Emergency services Local authority Gov departments (Public Health England, PHE)
Actions to Consider within the Role	
<ul style="list-style-type: none"> <input type="checkbox"/> Activation of the business continuity plan <input type="checkbox"/> Contacting all necessary members of staff <input type="checkbox"/> Inform the local authority of the situation <input type="checkbox"/> Start a log for the incident and record information on the options available, decisions on actions to take and justification of those decisions <input type="checkbox"/> Determine services to be provided / recovered in priority order <input type="checkbox"/> Consider whether the disruption will lead to media interest <input type="checkbox"/> Contact contractors / partner organisations and inform them that you are activating your business continuity procedures <input type="checkbox"/> Identify the resources that you have available and call out additional staff if needed <input type="checkbox"/> Identify gaps in critical service provision (checking with partner organisations / supplier to ensure they are still able to deliver services) <input type="checkbox"/> Consider information that is required for students and parents 	
Plans/Procedures to Consider	Standing Down
<ul style="list-style-type: none"> Trust Emergency Evacuation (exams) Policy Risk Assessments (each school) Health and Safety Procedures (each school) Insurance policies/contents/asset registers 	<ul style="list-style-type: none"> Notify staff that the business disruption is over Give a full briefing when handing over Carry out a full debrief when moving towards recovery (what went well, what didn't go well).

4. Management

4.1 Response Arrangements

Flat hard standing for air ambulance at each site. Easy vehicle access for emergency services

Each school has different building issues

Malmesbury School is a PFI so liaison with G4S needed

4.2 Critical Functions required to continue education.

Critical Function	Requirement
Examinations	Staff and facilities should be available to continue this function for the pupils.
Teaching staff	In order to deliver the National curriculum suitable, qualified teachers should be available.
Support staff	Suitable support staff should be available to assist in the education of pupils.
Safe and secure premises	Consider Health and Safety Legislation. In order to deliver education and to meet the school's duty of care requirements a safe, secure environment, in terms of accommodation and environment is essential.
Provision of ICT (education)	Necessary provision of ICT to deliver education
Provision of ICT (administrative)	ICT provision to enable the establishment to run effectively.
Safe keeping of records	The safe keeping of records in relation to staff/pupils and administrative functions
Catering facilities and staff	The provision of suitable catering facilities to enable the preparation of school meals, including all free school meals. The provision of suitably trained catering staff to prepare and serve school meals.
Utilities-gas	The supply of gas to enable heating and preparation of school meals etc.
Utilities-water	The supply of clean water for drinking, flushing of toilets, preparation of meals, washing etc.
Utilities-electric	The supply of electricity to enable ICT, lighting of premises, heating etc.
Provision of cleaning contractors/staff	A suitable number of cleaners sufficient to carry out general cleaning duties throughout the school

4.3 Typical Impacts.

Impact area	Example descriptor
Education	Impacts on education may include loss of large number of days of teaching, disruption to education, loss of coursework etc.
Child welfare/well-being	Impacts on a child may include physical impacts (e.g. hunger, cold etc), psychological impacts (e.g. loss of course work, having to move school), future prospects and educational abilities.
Parents/Guardians	Impacts on parents/guardians may include loss of earnings (taking time off work), disruption to work, perception of establishment and the Authority.
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide free school meals etc.
Reputation	Reputation may be the reputation to the establishment AND the Authority.
Extended Services	Extended services may include Breakfast Clubs, After School Clubs, Children's Centres, hiring of rooms/halls etc.
Staff	Impacts on staff can be financial, physical, psychological.

5. Scenario Based Planning

5.1 Loss of Workspace

Scenario: Loss of access to all or a significant part of the building(s)

Trigger & Considerations:

- Could be due to a fire, gas leak, storm damage or flooding
- What would the impact be on staff and students?
- What procedures will you need to put in place if you have to relocate?

Site / Location	Preventative Measures	Contingency Plan
School sites and off-site Alternative provision	Fire alarms Smoke detectors Annual servicing of electrical and gas appliances Security measures Insurance. Health & Safety: BF & MS Wilts Council for advice & inspection. G4S H&S officer also monitors at MS TDA - Ellis Whittam Ltd monitors/audit and support SWR - GCC for advice and audits CSS – Delegated Services for advice and inspection	<ul style="list-style-type: none"> • Emergency plans in place at each school regularly reviewed and updated by SLT. High risk currently due to COVID-19. Resources adapted for home schooling. Social distancing adhered to for children and workers at each school. Employees working from home as much as possible. • Using mutual support agreements with other Schools. • Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises. • Remote learning opportunities via Microsoft Teams including Live lessons (Online Learning Trust Principles document). • Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio. • Off-site activities e.g. swimming, physical activities, school trips. • Stagger lessons across break times and lunch to maximise use of available space and extend the school day to expand the time available in classrooms.

5.2 Loss of IT

Scenario: The partial or total loss of IT systems, including access to systems, internet connectivity, or specific programs.

Trigger & Considerations:

- The complete loss of a pc or the information held could cause disruption to records, systems or education.

IT Systems	Preventative Measures	Contingency Plan
Sims	<ul style="list-style-type: none"> • Information is backed up daily between 6-10pm and stored off-site. It is kept for 365 days then data from first Friday of each month is kept for 5 years • Paper copies of essential information are stored in addition to computer copies (e.g. registers for fire drills/evacuation) • Firewalls sufficient, up dated virus protection software 	<ul style="list-style-type: none"> • Back-ups of key school data • Reverting to paper-based systems e.g. paper registers, whiteboards etc. • Flexible lesson plans. • If internet is lost, connection can be made from another school site • If file servers are damaged, replacements can be installed and staff/student data reloaded from back up
Microsoft 365	Cloud based	Supplier has contingency plans
Sage	Cloud based	Supplier has contingency plans
HR provider software	Cloud based	Supplier has contingency plans
Payroll provider software	Cloud based	Supplier has contingency plans

Additional considerations for Covid-19

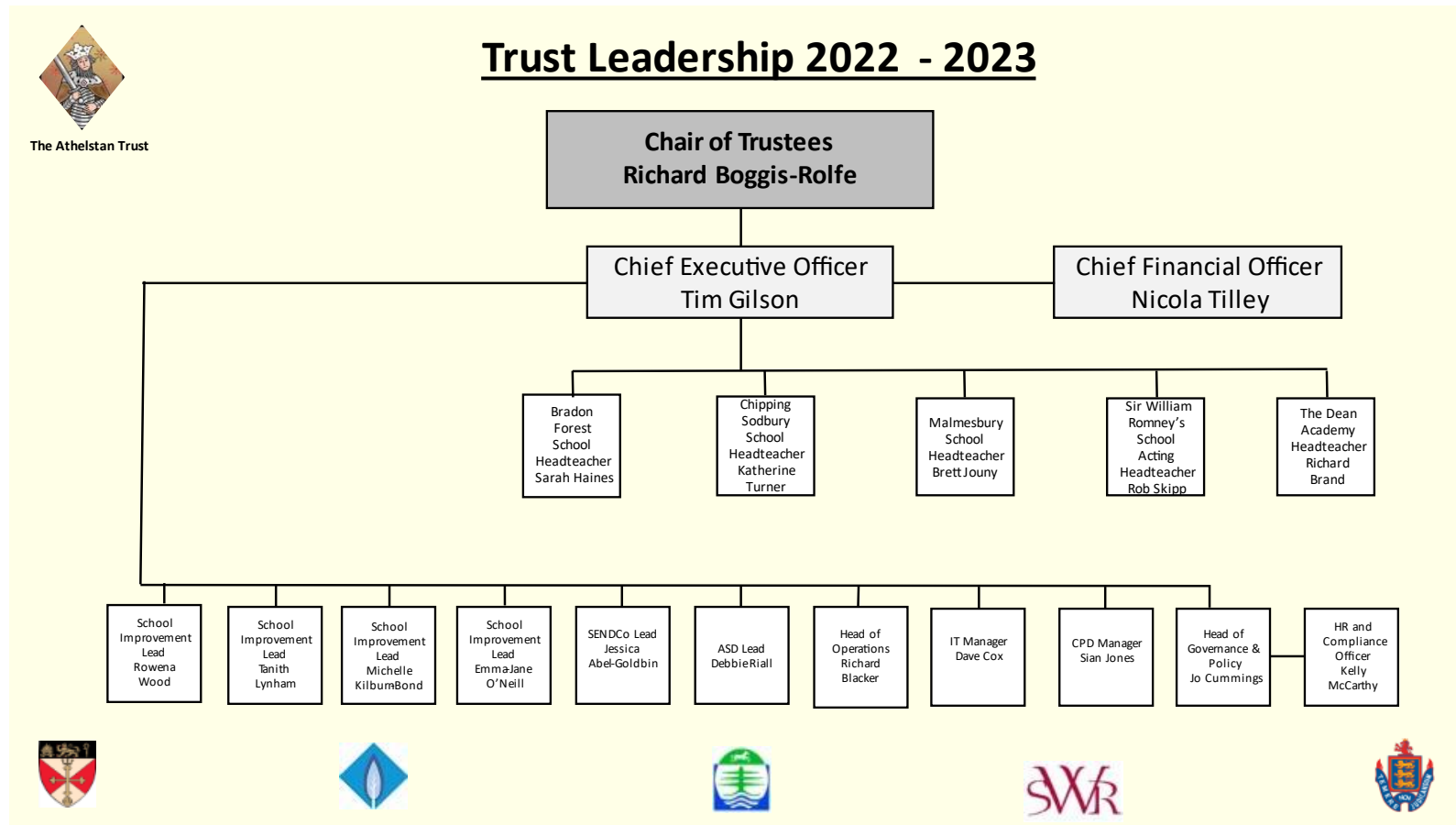
The Trust will ensure IT systems and the internet for remote teaching are as secure and resilient as possible. Alternative methods of remote teaching are in place such as pre-recording lessons and sending them out in advance, or letting students know what their next lesson will be on at the end of the previous lesson.

5.3 Staff Shortage

Scenario: A number of staff members report in sick or do not turn up for work. Insufficient staff to meet ratio requirements

Preventative Measures	Contingency Plan
<p>Off duty staff may be asked to cover for staff vacancies at short notice if they are available (although the Trust will consider when they last worked or are next scheduled to work to meet employment regulations)</p>	<ul style="list-style-type: none"> • Use of temporary staff e.g. Supply Teachers, Office Staff etc. • Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this involves identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave. • Using different ways of working to allow for reduced workforce, this may include: • Larger class sizes. • Use of Leadership Teams for cover • Remote Learning via Microsoft Teams • Pre-prepared educational materials that allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils at once. • Using mutual support agreements with other Schools: emergency secondments. • Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc. • As a last resort, providing a child-minding (rather than educational) service using the volunteers such as Teaching Assistants, student teachers and remaining staff (to less impact on local and wider economy). • In the event of closure or partial closure - remote Learning via Microsoft Teams to include live timetabled lessons • All Looked after children (LAC) and students with an EHCP will be asked to ensure that they have access to an appropriate device/internet. • Students for whom we have significant safeguarding concerns will be prioritised for weekly phone-calls.

Organisation Structure Chart



5.4 Communications Failure

Scenario: Staff unable to make or receive telephone calls

Triggers & Considerations:

- Staff unable to make external calls to any internal or external phone number
- No one able to call the organisation

Phone Systems	Preventative Measures	Contingency Plan
MS - Alcotel system MS bungalow – Fujitsu	Support for technical issues and maintenance – SW Comms. Digital lines (fibre) so more secure. Back-up staff mobiles UPS battery system to cover power outage	<ul style="list-style-type: none"> • Establish whether the fault is with the telephone network within the organisation or outside the organisation • If the fault is with the organisation telephone system contact the supplier (see contact details at end of plan) • Set up a recorded message to advise of the disruption • MS use phones at Bungalow and vice versa.
BF - Panasonic TDA-200 PBX with.	Support - Lister Communications. Analogue and digital phones, with incoming ISDN lines. Back-up staff mobiles UPS battery system to cover power outage	<ul style="list-style-type: none"> • Establish whether the fault is with the telephone network within the organisation or outside the organisation • If the fault is with the organisation telephone system contact the supplier (see contact details at end of plan) • Set up a recorded message to advise of the disruption • BF use phones at St Mary's C of E primary school
TDA - Shoretell	Support for technical issues and maintenance – SW Comms. Digital lines (fibre) so more secure. Back-up staff mobiles UPS battery system to cover power outage	<ul style="list-style-type: none"> • Establish whether the fault is with the telephone network within the organisation or outside the organisation • If the fault is with the organisation telephone system contact the supplier (see contact details at end of plan) • Set up a recorded message to advise of the disruption • DTA use phones at Freedom Leisure Centre Lydney 01594 842 383
SWR – BT Avaya	Support from BT. Analogue lines currently but ISDN changing to digital Oct/Nov 2020 Back-up staff mobiles UPS battery system to cover power outage	<ul style="list-style-type: none"> • Establish whether the fault is with the telephone network within the organisation or outside the organisation • If the fault is with the organisation telephone system contact the supplier (see contact details at end of plan) • Set up a recorded message to advise of the disruption
Chipping Sodbury School - Centrex	Support for the Centrica system run by South Gloucestershire Council – uses Virgin Media network.	<ul style="list-style-type: none"> • Establish whether the fault is with the telephone network within the organisation or outside the organisation

	<p>Voice calls routed over Cat5 cable (network). Support from Sedgemoor Telecom for internal line changes and on-site IT technician. Back up staff mobiles UPS battery system to cover power outages</p>	<ul style="list-style-type: none">• If the fault is with the organisation telephone system contact the supplier (see contact details at end of plan) via local authority helpdesk.• Set up a recorded message to advise of the disruption
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5.5 Utility Failure

Scenario: Loss of supply of electricity, gas, water or sewage to the premises

Triggers & Considerations:

- Failure of all electrical appliances
- Loss of gas supply could result in a loss of heating, hot water or cooking facilities
- No water available for personal hygiene, washing clothes, cooking or flushing toilets which may place staff or pupil's hygiene at risk

Utility Suppliers	Preventative Measures	Contingency Plan
Electricity -	Our schools do not have a generator to provide backup power. Each school has emergency contacts to call out in emergency (listed at 6.2)	<ul style="list-style-type: none"> • Contact the electricity supplier and ascertain the likely duration of the incident
Gas -	Each school has emergency contacts to call out in emergency (listed at 6.2)	<ul style="list-style-type: none"> • When gas is lost contact National Grid to identify if there is a failure to the external supply. If this is the case establish the probable duration of the disruption to supply. • If the issue with the gas supply is within the organisation then contact the appropriate maintenance contractor.
Water -	If there is no water available consider closing the school	<ul style="list-style-type: none"> • Contact the water company to establish if this is an external or internal water outage. If it is external establish the probable duration of water outage and identify if any alternative water provisions will be made available (e.g. water bowser / bottled water) • If the repair is going to take more than 4 hours consider the requirement to contact a hire company to arrange for portaloos • If the problem is internal contact the appropriate maintenance contractor

5.6 Loss of Key Partner or Supplier

Scenario: Failure or loss of supply from business partner or supplier

Disruption & Considerations:

- Vital supplies may not be delivered
- There could be financial losses or implications
- Can the supplies be sourced from an alternative location?

Suppliers	Preventative Measures	Contingency Plan
<ul style="list-style-type: none">• Food suppliers• Student transport companies• Safety equipment (fire extinguishers)• Cleaners	<ul style="list-style-type: none">• Ensuring all external providers have business continuity plans in place as part of contract terms.	<ul style="list-style-type: none">• Food supplier – make alternative arrangements by using a local supermarket or caterer?• Consider having contracts with alternative suppliers• Insurance cover.• Using mutual support agreements with other schools.

5.7 Fuel Shortage

Scenario: Significant fuel shortage / disruption affecting the region / country

Disruption & Considerations:

- Vital supplies may not be delivered
- Staff or students may not be able to get to school

Remote learning would be provided via Microsoft Teams. Safeguarding teams would put in place an action plan to monitor vulnerable students.

5.8 Pandemic – Return to Education

Information correct as of March 2022. The current reduction in COVID restrictions is acknowledged.

Scenario: Pandemic resulting in new ways of working, reduced opening capacity, reduced staffing levels, potential for local outbreaks, local lockdowns or wide-spread lockdowns.

The Trust will follow current government advice and guidance, where issued. Current guidance for schools can be found via the link below.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

As employers, we will protect staff, pupils and others within the education setting from harm. This may take different forms depending on those involved and the school setting itself. Sensible and proportionate control measures will be put in place in order to provide a Covid-19 prepared setting.

It is very important that students and staff feel supported during a pandemic, the situation should be explained as required, but without the cause of undue fear.

Each school will consider:

- How to continue education when experiencing any of the below;
- Recording any new ways of working which work particularly well and making sure they are adopted where necessary, consider sharing this learning with other schools and colleagues.
- Impact of an outbreak in the local community
- Impact of an outbreak in the school
- Consider impacts of opening the school fully again; measures needed (social distancing, pupil bubbles etc)
- Specific risk assessments must be revised and updated regularly.

Each school will consult with the local authority and other organisations such as Public Health England (PHE) as required in regards to appropriate messaging.

All national and government guidance, rules and advice will be followed where available.

Examples of actions include:

- Increasing use of online/virtual teaching.
- Socially distancing class rooms – desks further apart, students kept in ‘bubbles’ with the same classmates etc.
- Teachers moving classrooms rather than students.
- Smaller class sizes.
- Staggered start, finish and break times to ensure as little mix with other ‘bubbles’ as possible – also limits numbers of people waiting to pick pupils up.
- Local or national lockdown procedures (where applicable) may cause short-term closures of schools, with a need to return to more restrictive measures with limited warning.

Local outbreak

Schools may be asked to close temporarily to help control transmission, contingency plans will be in place to cover this. These plans may include staying open for vulnerable children or those whose parents are critical workers. Students outside of these groups will need to be taught remotely. Gov guidance has been issued for remote education support.

Section 5 of the gov guidance (as of July 2020) details contingency planning for outbreaks.

NHS Test and Trace

Engage with the NHS Test and Trace system when needed.

Up-to-date advice can be found on the link at the start of this section, and on the gov.uk website.

Local Health Protection Teams

See guidance through link at the start of this section.

Who to contact?

School staff and parents

Public Health, Wiltshire Council

Public Health England (PHE)

6. Appendix

6.1 Appendix A: Key Contacts

Key Contacts		
Tim Gilson	CEO	
Nicola Tilley	CFO	
Dave Cox	IT Manager	
Jo Cummings	Company Secretary	
Richard Blacker	Head of Operations	
Richard Boggis-Rolfe	Chair of Trustees	

Central Team Office: 01666 501084. (Personal numbers are available in a separate appendix available to limited staff)

6.2 Appendix B: Service Contact Details

Head Teacher (& nominated deputies):

ROLE Name	Contact	
Headteacher – Bradon Forest School Sarah Haines Email: HainesS@bradonforest.wilts.sch.uk	Office	01793 770570
Headteacher – Malmesbury School Brett Jouny Email: bjouny@malmesbury.wilts.sch.uk	Office	01666 829700
Headteacher – The Dean Academy Richard Brand Email: richard.brand@thedeacademy.org	Office	01594 843202
Headteacher – Sir William Romney’s School Rob Skipp Email: R.Skipp@swr.gloucs.sch.uk	Office	01666 502378
Headteacher – Chipping Sodbury School Katherine Turner Email: Katherine.turner@chippingsodbury.school.com	Office	01454 862900

Zurich Insurance emergency contact/call out claims number – 0800 028 0336

Main Schedule policy number – KSC-24205208773

Bank signatories – there are sufficient signatories on the bank account mandate to cover any eventualities with absent staff and allow payments to be made as required.

Emergency Call out contacts	
BF	Boiler: AHS Heating and Plumbing Tel: 01793 533577 Plumbing: Steele Davis (Swindon) Ltd Tel: 01380 728738 William Hale Fire & Security Ltd 01793 205078 Electrical Wason Webb Ltd 01793 851582

Malmesbury	G4S (on site)
TDA	Pasquet Heating - 01452 554300 RCL Electrical – 01594 842214 Plumbing – Site managers (on site)
SWR	<ul style="list-style-type: none"> ○ Boiler/Gas Axioms (service and emergency contact) 01452 888888 ○ William Hale Fire & Security Ltd 01793 205078 ○ Electrical Contractor Worldnetwork Electrical contractors 01452 811775 ○ Plumber: Marlon Hypolight; 07833 306583
CSS	<ul style="list-style-type: none"> ○ Boiler/Gas/plumbing – EJ Heating 0117 965 3703 (Andy Jefferson mobile – 07946 268438) ○ Intruder and Fire Alarm, access control – BAC Security 0117 958 3838 ○ Electrical – Trimby Electrical - 01179721745 ○ Security/key holders – BAC Security and NSG (sub contract) ○ Telephones – SGC 01454 865050

6.3 Appendix C: Grab Bag

It is recommended that key staff should have a grab bag containing key information and equipment required to respond to a business disruption.

Grab Bag Location:

Role	Located	Number of Bags
Finance Managers	Finance Managers Office	1

Grab Bag Contents

#	Items	Quantity
1	Paper Copy of Trust Business Continuity Plan	1
2	First aid kit to include an inhaler and an epipen	1
4	Essential equipment (e.g. high-viz jackets, whistle)	1
5	Building keys (if appropriate)	1
6	Torch (with spare batteries)	1
7	Mobile phone charger (compatible with team's mobile phones)	1
9	2 litre bottle of water	1
10	Ordnance survey map showing the school	1

The following pages are templates for documents which can be used when an incident occurs. Please amend or change them as you wish in order to make them more usable for your school. These documents should only be filled out when an incident is occurring, and are designed to help the decision making process, and make sure that important information is recorded for when it may be needed at a later date.

6.4 Appendix D: Service Situation Report

OFFICIAL

		Situation Report			Report:	1	Of	1
					Date:	dd/mm/yy		
					Time:	hh:mm		
Incident	[Insert Incident Title Here]							
1. School Information								
Head Teacher:	Insert Here							
Deputy:	Insert Here							
Additional staff assisting (if applicable):	Insert Here							
2. Impacts on the school								
Percentage of staff available:								
Situation Overview:								
3. Service Status								
Red	<input type="checkbox"/>	Amber	<input type="checkbox"/>	Green	<input type="checkbox"/>			
<i>Critical roles are currently not able to be covered</i>		<i>Staff have been moved to cover critical roles and there is some impact on non-critical areas</i>			<i>Limited or no impact</i>			
Comments:	<i>Provide details of the red / amber impacts.</i> <i>Include details of any mitigating actions taken or outstanding actions to be taken</i>							
4. Additional Information								
Issues Identified:	<i>Details of any issues identified</i>							
Horizon Scanning:	<i>Details of any potential future issues</i>							
Requests	<i>List any specific requests to the Council Incident Room e.g. Office Space / Fuel</i>							
5. Completed By								
Name:								
Contact Number:								
Email:								

6.7 Appendix G: Maximum Recovery Time Criteria

For each of the functions that your service provides, select the priority that best describes the possible affect(s) of a loss of your service as a result of a business disruption / emergency. One or more of the criteria in the category need to be met to be classified in the relevant priority.

If the service is not available within (x time) there could possibly be:

Priority 1 - Within 24 hours (e.g. Christmas Day)

- Loss of Life
- Immediate risk to public health / public safety
- Involved in Emergency response
- National/International media interest in disruption affects
- Significant financial loss (>£5 million)

Priority 2 - Within 72 hours (e.g. bank holiday weekend)

- Short term risk to public health / public safety
- Breach of standard set by Governing body
- Regional media interest in disruption events
- Large financial loss (>£1 million)

Priority 3 - Within 7 days (e.g. Christmas – New Year)

- Minor risk to public health / safety
- Failure to meet statutory duty within 7 days
- Localised media interest in disruption to service
- Moderate impact on the delivery of Service Plan / Council Business Plan
- Limited number of complaints

Priority 4 - More than 7 days

- Any Services not covered by Priority 1, 2 or 3

LOCAL AUTHORITY EMERGENCY CONTACTS

Wiltshire Council Emergency Planning Resilience
and Response

County Hall

Trowbridge

Wiltshire

BA14 8JN

Tel: 01225 713159

Email: EPRR@wiltshire.gov.uk

Gloucestershire Council Emergency Duty Contact

Shire Hall

Westgate Street

Gloucester

GL1 2TG

Tel: 01452614194

Email: edt@gloucestershire.gov.uk

South Gloucestershire Council Emergency Duty
Contact

Council Offices

Badminton Road

Yate

South Gloucestershire

BS37 5AF

Tel: 01454 868009

Email: CAHBusinessSupportBMR@southglos.gov.uk