



Laleham Gap School Emergency Management & Business Continuity Plan

School Address	Ozengell Place, Ramsgate, Kent CT12 6FH
School Contact Number	(01843) 570598

Plan Administration		
Version number	New version 1 - for new school site	
Date of issue	26.01.17	
Electronic copies of this plan are available from	SBM	
Hard copies of this plan are available from	SBM	
Location of emergency grab bag(s)	Main school office	
Date of next review	26.01.18	
Person responsible for review	SBM	
Plan Distribution		
Name	Role	Issue Date
Mr Leslie Milton Mrs Katie Reeves Mr Ady Young Mrs Sue Scobie Mrs Nicola Elson Mr Jonathon Deslandes	Headteacher Deputy Headteacher Deputy Headteacher Assistant Headteacher Assistant Headteacher Head of Care	26.01.17
Mrs Lucy Chapman	Chair of Governors (Acting)	26.01.17
Mr John Fry & Mr John Lawrence	Caretakers	26.01.17

This plan is protected and confidential. Do not give any contact details or sensitive information to the media, pupils, parents/carers or members of the public.

CONTENTS

Page 3	Section 1	Introduction
	1.1	Aims and Objectives
	1.2	Scope of the Plan
Page 4	Section 2	Activation Triggers and Initial Action
Page 5 – 6	Section 3	Contact Details
	3.1	School Emergency Management Team
	3.2	Local Authority
	3.3	Stakeholders and Extended Services
	3.4	Other School Staff
	3.5	Other Organisations
Page 7	Section 4	Local Authority Support Network
Page 8 - 11	Section 5	Roles and Responsibilities
	4.1	Headteacher
	4.2	Deputy Headteacher
	4.3	Office Manager/Secretary
	4.4	Site Manager/Caretaker
Page 12	Section 6	Business Continuity
	6.1	Purpose of the Business Continuity Phase
	6.2	Critical Function Analysis and Recovery Resources
Page 13 - 15	6.2.1	Strategies for Continuity of Services
Page 16	Section 7	Recovery and Resumption
	7.1	Purpose of the Recover and Resumption Phase
	7.2	Recovery and Resumption Actions
Page 17	Appendix 1	Sample Log Sheet
Page 18	Appendix 2	Site Information
Page 19	Appendix 3	Evacuation
Page 20	Appendix 4	Rest Centre

SECTION 1 – INTRODUCTION

1.1 Aims and Objectives

To provide a flexible response to an emergency or disruptive incident so that Laleham Gap School can:

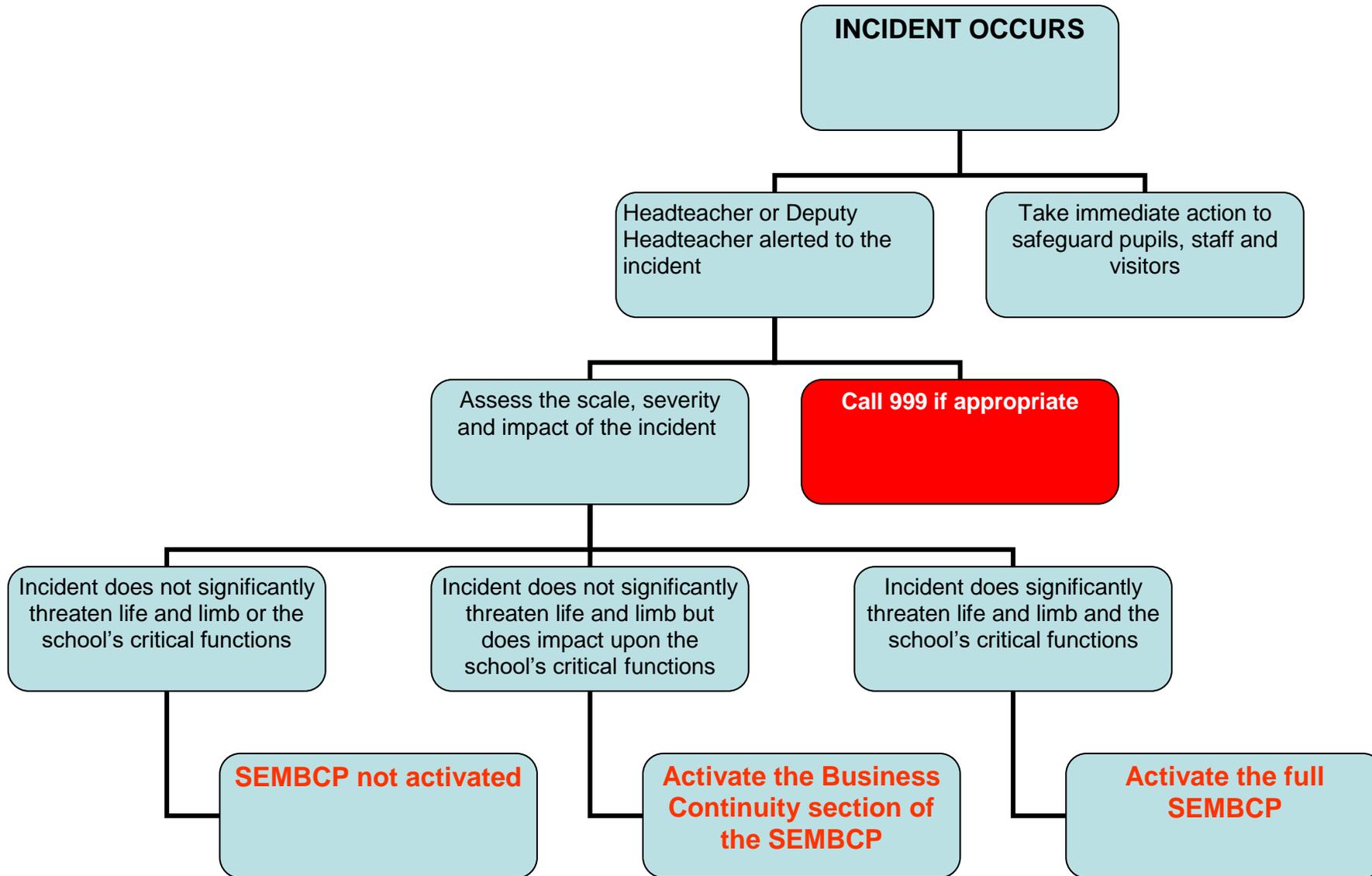
- minimise the impact of an emergency or major incident,
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling support arrangements to be rapidly activated,
- maintain high standards of welfare and duty of care arrangements for pupils, staff and carers,
- ensure that decision making and actions during the emergency situation are properly recorded,
- to minimise educational and administrative disruption within a school,
- to facilitate the return to normal working arrangements at the earliest time.

1.2 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.

SECTION 2 – ACTIVATION TRIGGERS AND INITIAL ACTION



SECTION 3 – CONTACT DETAILS - Please see Original Policy for Contact Details

3.1 School Emergency Management Team				
Name & Title	24hr Tel contact	Key Holder	Personal Email (if checked at least twice daily)	Home town
Headteacher Leslie Milton	XXXXXXXXXXXX	Yes		...
Deputy Headteacher, Katie Reeves	XXXXXXXXXXXX	Yes		...
Deputy Headteacher, Danny Ralph	XXXXXXXXXXXX	Yes		...
SBM, Sophie Conroy	XXXXXXXXXXXX	No		...
School Secretary, Clare Dicks	XXXXXXXXXXXX	No		...
Caretaker, John Fry	XXXXXXXXXXXX	Yes		...
Caretaker, John Lawrence	XXXXXXXXXXXX	Yes		...
Chair of Governors, Roly Speller	XXXXXXXXXXXX	No		...

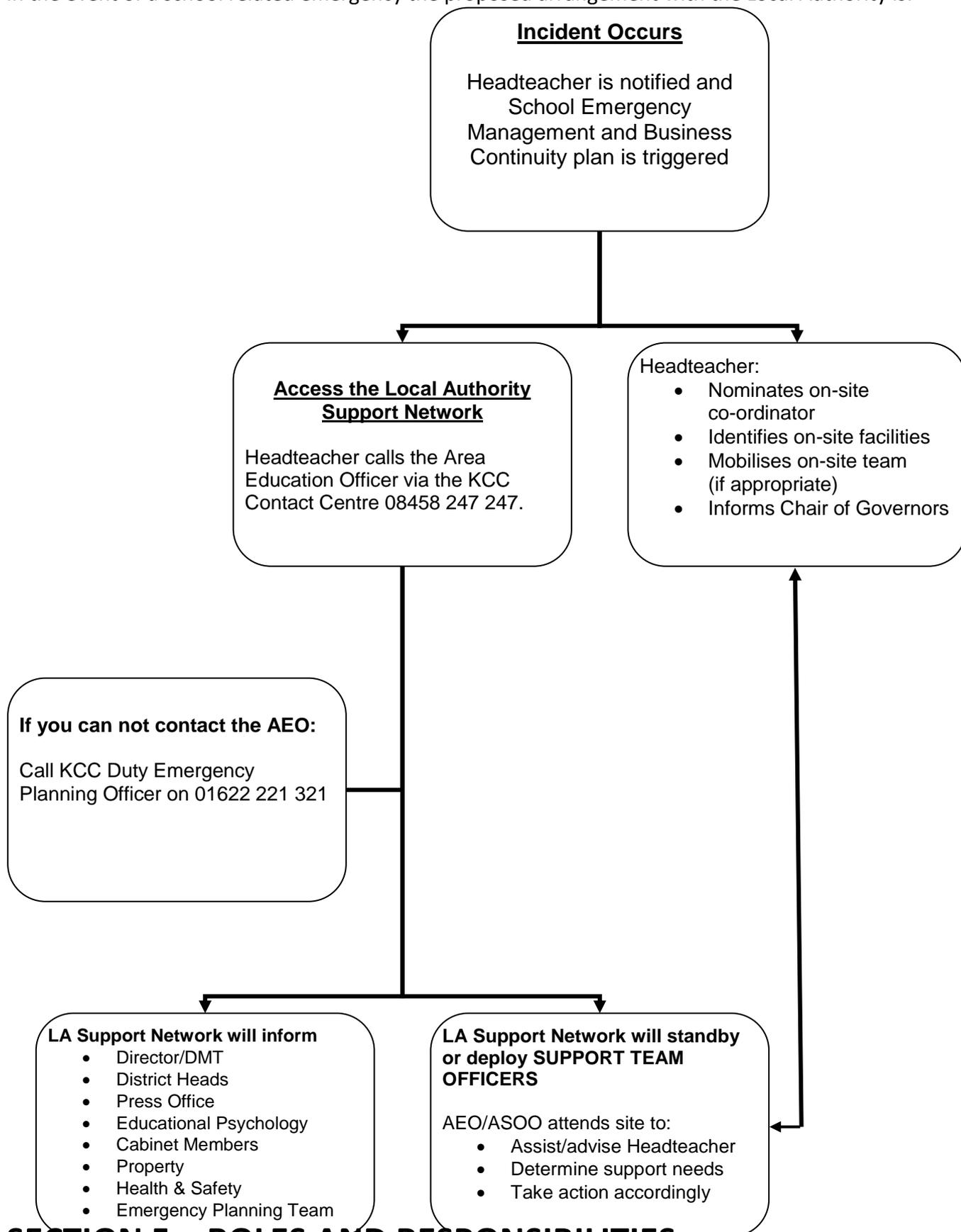
3.2 Local Authority			
Name & Title	24hr Tel Contact	Email	Address
Area Education Officer	XXXXXXXX XXX		
Duty Emergency Planning Officer	XXXXXXXX XXX		...
Contact Centre	XXXXXXXX XXX		

3.3 Stakeholders and Extended Services			
Name & Title	Day Tel Contact	Email	Address
Therapy Lead Manager Lucy Erasmus	XXXXXXXXXXXX	...	

Name & Title	24hr Tel Contact	Address
Assistant Headteacher Sue Scobie	XXXXXXXXXXXX	...
Head of Care Jon Deslandes	XXXXXXXXXXXX	...

SECTION 4 – LOCAL AUTHORITY SUPPORT NETWORK

In the event of a school related emergency the proposed arrangement with the Local Authority is:



SECTION 5 – ROLES AND RESPONSIBILITIES

The following checklist is provided to assist the School Emergency Management Team to carry out their roles and responsibilities once the SEMBCP has been activated. These checklists are a general guide, further actions may be required that are specific to the incident as it occurs.

4.1 Headteacher

Action	Completed by	Time
Activate the School Emergency Management Team.		
Commence a log of all action and decisions (see Appendix 1).		
Ensure safety/welfare of pupils and all adults in the care of the school.		
Identify any vulnerable pupils or adults needing specific support.		
Activate the Local Authority Support Network.		
Decide whether to keep pupils in classrooms and safe areas or consider evacuation (see Appendix 3).		
Consider activating school closure arrangements.		
Ensure that the SEMT are effectively carrying out their designated roles and responsibilities.		
Ensure that the school emergency grab bag has been collected.		
Liaise with the emergency services.		
Keep staff informed of the situation.		
Ensure Chair of Governors is kept informed of the situation and the response arrangements.		
Prepare information and advice to parents.		
Call meetings of the SEMT as required and ensure that the SEMT and LA receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.2 Deputy Headteacher

Action	Completed by	Time
In the absence of the Headteacher adopt their roles and responsibilities.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Obtain as much information as possible from the Headteacher about the situation.		

Commence a log of all action and decisions.		
Lead arrangements to ensure safety/welfare of pupils and all adults in the care of the school.		
Lead and direct all school staff to support decisions taken by the Headteacher.		
Seek advice from the Headteacher on whether to keep pupils in classrooms and safe areas or consider evacuation.		
If directed by the Headteacher – make arrangements for the evacuation of the school to designated evacuation points or back up location.		
If directed by the Headteacher – make arrangements to activate closure arrangements.		
Keep staff informed.		
Assist the Headteacher in providing consistent advice/information to parents.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.3 SBM

Action	Completed by	Time
Obtain as much information as possible from the Headteacher and/or Deputy Headteacher about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Support the Headteacher and/or Deputy Headteacher in contacting all members of the SEMT and request they carry out their roles and responsibilities as described in the SEMBCP.		
Advise the Headteacher and/or Deputy Headteacher if any member of the SEMT is unavailable and cannot carry out their roles and responsibilities.		
Ensure copies of the SEMBCP are available for the SEMT.		
Ensure that pupil records and registers are available.		
Ensure that pupil medical records are available.		
Highlight to SEMT any pupils that may need specific support.		

Ensure that parental/carer records and contact numbers are available.		
Ensure that staff records and contact details are available.		
Ensure that the visitor and pupil signing in/out book is available.		
Lead the office staff in assisting the SEMT with information needs and the emergency response.		
Assist the Headteacher and/or Deputy Headteacher in providing consistent advice/information to parents.		
Where possible cancel any planned visitors to the school.		
Advise service providers of the interruption to the normal arrangement for provision of goods/services to the school (catering/transport etc).		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.4 Caretaker

Action	Completed by	Time
Obtain as much information as possible from the SBM about the situation.		
Commence a log of all actions and decisions.		
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Ensure that emergency services are able to access the incident quickly and without obstruction.		
Ensure all building and gate keys are available.		
If required <ul style="list-style-type: none"> • Immobilise the gas supply, electricity or water supply (see Appendix 2). 		
If required assist with evacuation.		
Where possible assist with ensuring the security of the school site.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

4.5 Chair of Governors

Action	Completed by	Time
Ensure that all staff are aware that you are carrying out your designated roles and responsibilities as a member of the SEMT.		
Obtain as much information as possible from the Headteacher and/or Deputy Headteacher about the situation.		
Commence log of all actions and decisions.		
Assist the Headteacher and/or Deputy Headteacher in providing consistent advice/information to parents.		
Attend meetings of the SEMT as required, and ensure that you receive regular situation updates.		
Consider business continuity arrangements to assist the school in delivering critical functions to a minimum service level and making a speedy return to normal functions.		

SECTION 6 – BUSINESS CONTINUITY

6.1 Purpose of the Business Continuity Phase

The purpose of the business continuity phase of your response is to ensure that critical functions are resumed as quickly as possible and/or continue to be delivered during any disruption. This may involve activating one or more of your business continuity strategies to enable alternative ways of working. During an incident it is unlikely that you will have all of your resources available to you, it is therefore likely that some ‘non critical’ functions may need to be suspended at this time.

6.2 Critical Function Analysis and Recovery Resources

Resource Requirements								
	Critical Function	MTPD	Minimum Service Level	Staff	Data/ Systems	Premises	Equipment	3 rd Party Dependencies
1	Education of the children, class by class	7 days	Current levels of staffing	Teachers & Teaching Assistants	If possible	Heated rooms with access to water and toilet facilities	Tables / chairs / learning resources	N/A
2	Maintain Attendance Records	7 Days	Maintain paper records	1 trained member of staff	N/A	N/A	Paper record sheets	N/A
3	Residential care	7 days	Current levels of staffing	Care staff	N/A	Purpose built residential accommodation	Everything necessary for week day boarding including facilities for meals	N/A

6.2.1 Strategies for Continuity of Services

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Use of temporary staff e.g. Supply Teachers, Office Staff etc.	To be decided by the Headteacher depending on the buildings/staffing/type of emergency.
b.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities	Already in place.
c.	Using different ways of working to allow for reduced workforce, this may include: <ul style="list-style-type: none"> • Larger class sizes & use of HLTAs. • 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. 	To be decided by the Headteacher depending on the buildings/staffing/type of emergency and bearing in mind the special educational needs of each child.
d.	Using mutual support agreements with other Schools: emergency secondments.	Unable to do this due to the special educational needs of the pupils.
e.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.	To be considered by the Headteacher depending on the buildings/staffing/type of emergency.
f.	As a last resort, providing a child-minding (rather than educational) service using the above volunteers and remaining staff (to less impact on local and wider economy).	The Head would consider keeping the children safe and warm for a limited period but sudden changes and then containment would be difficult for children with ASD.
	Arrangements to manage loss of technology / communication / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Back-ups of key school data e.g. CD or Memory Stick back-ups, photocopies stored on and off site, mirrored servers etc.	Jon Shaw - IT Manager - ensures back up of all electronic school data off site which is then retrievable in an emergency.
b.	Reverting to paper-based systems e.g. paper registers, whiteboards etc.	An interim situation if necessary.

c.	Flexible lesson plans.	An interim situation if necessary.
d.	Emergency generator e.g. Uninterruptible Power Supply (UPS).	Not on site - would contact KCC for this if necessary.
e.	Contact the utility company responsible or appropriate repair contractor.	Check with KCC Laser for contact details of current suppliers as suppliers change regularly.
f.	Emergency lighting.	Regularly checked.
Arrangements to manage denial of access to your premises or loss of utilities		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Using mutual support agreements with other Schools.	Unable to do this due to the special educational needs of the pupils.
b.	Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges etc.	Unable to do this due to the special educational needs of the pupils.
c.	Virtual Learning Environment opportunities.	
d.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the school premises portfolio.	To be decided by the Headteacher depending on the buildings/staffing/type of emergency.
e.	Off-site activities e.g. swimming, physical activities, school trips.	Would depend on KCC transport providers to bring in and pick up the children so not likely to work for whole days.
f.	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.	To be decided by the Headteacher depending on the buildings/staffing/type of emergency.
g.	Residential week day care	Unable to provide if the residential block is not fit for purpose, consult KCC about possible alternative s in the nearest school with residential provision for pupils with ASD.
Arrangements to mitigate the loss of key suppliers, third parties or partners		Further Information (e.g. Key contacts, details of arrangements, checklists)
a.	Pre-identified alternative suppliers.	This would depend on the type of loss of key suppliers. The school is not reliant on contracted services for cleaning or catering. KCC supply most other services or goods and alternative suppliers would be available at any time.
b.	Ensuring all external providers have business continuity plans in place as part of contract terms.	The basic contracted services are with KCC.
c.	Insurance cover.	The school is covered by KCC Insurance
d.	Using mutual support agreements with other schools.	Unable to do this due to the special educational needs of the pupils.

SECTION 7 – RECOVERY AND RESUMPTION

7.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume ‘business as usual’ working practises 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.

7.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED?
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 pupils.	Depending on the nature of the incident, the School Emergency 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 SEMBCP is no longer in effect. Place information on KCC website, school website, text and email all parents/carers and staff.	<input type="checkbox"/>
4.	Carry out a ‘debrief’ of the incident with staff (and possibly with pupils). Complete a report to document opportunities for improvement and any lessons learnt.	The incident de-brief report should be reviewed by all members of the School Emergency Management Team to ensure 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"/>
5.	Review this SEMBCP in light of lessons learnt 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 SEMT.	<input type="checkbox"/>

APPENDIX 2 - SITE INFORMATION

Utility Supplies	Location	Notes/instructions
Gas	x	
Water	x	
Electricity	x	
Heating	x	

Internal Hazards	Location	Notes/instructions
Asbestos	None	
Chemical Store (s)	xxx	

Pre-designated areas	Location	Notes/instructions
SEMT briefing area	Review Room if needing somewhere without a window	Drama Room as alternative
Media briefing area	Will not do without consulting KCC Media team for advice	

APPENDIX 3 - EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	xxx
Signal for all-clear	xxx

Assembly points - fire evacuation	
Fire evacuation assembly point A	Primary Playground
Fire evacuation assembly point B	Secondary Muga

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	The Royal Harbour
Bomb evacuation assembly point B	

If the school has been evacuated and pupils are not able to return to school (or go home) it will not be possible to relocate temporarily to another building except the residential block on a short term basis, provided that is still functioning.

School Closure - www.kentclosures.co.uk	
Email: Please see Original Policy for Contact Details	Password: xxxxxxxxx