



BLACKBURNE  
HOUSE

# Blackburne House

## Business Continuity Plan

<b>Version</b>	Version 4
<b>Title of Policy</b>	Business Continuity Plan
<b>Policy Owner</b>	Andrea Rushton
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## Contents

Aim of Business Continuity Plan .....	3
Scope .....	3
What is an Incident, Crisis, or Disaster?.....	3
What to Report? .....	4
Responsibilities of Managers .....	5
Core Business Objectives .....	6
Action Log relating to Covid-19 .....	<b>Error! Bookmark not defined.</b>
Contact Information .....	8
Education Continuity .....	9
Education Actions Regarding Site Closure.....	10
Bomb Threat- Procedure.....	11
BOMB THREATS- Caller Record .....	16
SUSPICIOUS PACKAGES .....	18
Roles and Responsibilities- Co-ordination.....	19
Roles and Responsibilities- Business Continuity.....	22
Roles and Responsibilities- Business Continuity.....	23
Roles and Responsibilities- Log Keeping .....	24
Roles and Responsibilities- Media Management .....	25
Roles and Responsibilities- Resources .....	26
Roles and Responsibilities- Welfare.....	27

### Aim of Business Continuity Plan

To provide all Management and Staff of Blackburne House Group with the information needed to report, manage, and recover from all incidents or emergencies.

Crises or disasters start with an incident, an occurrence with an impact on and implications for the business. They can happen at any time.

This document has been designed to provide the staff within Blackburne House with a step-by-step guide, detailing how best to respond to all potential incidents that are likely to be encountered.

Blackburne House plan to recover quickly and resume business operations after a significant business disruption and respond by safeguarding our employees, students, visitors and property and resume operations as quickly as possible.

### Scope

The plan covers the building fabric, critical systems, data backup, finance, and alternative communication systems with our customers, stakeholders, staff, students, critical suppliers, contractors, and movement of business to alternative premises.

### What is an Incident, Crisis, or Disaster?

**Incident** – a sudden, unplanned event that has a meaningful impact and implications for the respective business within Blackburne House

**Crisis** – an occurrence with a major impact on people, property, profit, and the brand for example bomb threat, kidnap, serious fire, terrorism, major system failure, scandal or corruption

**Disaster** – an occurrence with a catastrophic impact on people, property, profit, and the brand affecting the loss of the building for a lengthy period of time

## What to Report?

All incidents should be reported using the form provided which is available on the shared file, or from the admin office, Reception or Facilities Manager. Here are some examples:

- Near misses
- Minor theft
- Robbery or burglary
- Verbal abuse and threatening/abusive behaviour.
- Assault or wounding
- Serious accidents and injuries
- RIDDOR reportable accidents and injuries
- Customer safety/health complaints
- Spillage or accident likely to cause pollution.
- Illness and epidemics
- Flood
- Fire
- Damage to the building or general building maintenance issues
- Engineering service failures
- IT system and telecommunications failures
- Power failures
- Protesters
- Civil disorder
- Suspect packages and letters
- Bomb threats
- Telephone threats
- Media approaches and press enquiries

Though it may seem unnecessary, reporting all incidents is essential and will ensure that:

- 1 The necessary support is provided to all Managers and their teams by all relevant BBH functions.
- 2 All incidents are logged and recorded, thus ensuring a high standard of due diligence is maintained and repetitive issue patterns are more easily identifiable.
- 3 Correct legal governance is followed, as the law requires certain types of incidents to be reported.

As much detail as possible must be included when reporting any incident as this will ensure that the utmost support is given and that all contributing factors to and outcomes of the incident are resolved

## Responsibilities of Managers

As Managers, you are responsible that all incidents that occur within your department (whether you are present or not) are reported before they escalate any further, thus avoiding the potential for a crisis or a disaster.

### **Disaster Recovery Team**

Implementation of the plan will be undertaken by the Disaster Recovery Team.

The team will consist of the Following:

- Chief Executive Officer
- Head of Education and Compliance
- Director of Business Development and Communications
- Executive Assistant
- Facilities Manager (Disaster Recovery co-ordinator)

Should access to the building be restricted the Disaster Recovery Team will meet at the Hope Street Hotel. The Disaster Recovery Co-ordinator will contact all members of the team and convene a meeting.

The Disaster Recovery Co-ordinator will hold a full pack that contains the following essential items:

- A full copy of the Business Continuity Plan
- Plans of the building
- COSHH
- Torch
- Batteries
- First Aid Kit
- High Visibility Jacket
- Asset Register
- Staff Contact Details
- Keys

After the initial meeting information will be cascaded down to other members of staff via their respective line management structures.

The role of the Disaster Recovery Team is to:

Control the situation.

The disaster recovery coordinator should take control and assign all relevant people their roles and responsibilities as planned.

Communication

Key personnel within the organisation will be kept informed on what is happening and how the recovery process is progressing.

## Time Management

To ensure smooth running and effective mobilisation of resources

## Damage Limitation

It is key to the organisation that the damage caused is kept as low as possible. The damage may be reputation, life-threatening, financial or have several combinations of the consequences.

## Core Business Objectives

Blackburne House Group consists of several different businesses.

- 1 Education
- 2 Conference and Events
- 3 SSE
- 4 Nursery
- 5 The Wellness Centre
- 6 Bistro

## Immediate Action

This business continuity plan is based on a major incident such as the destruction of the building but can be adapted for less severe situations.

Contact the Chief Executive and all members of the Disaster Recovery Team

Role	Name	Contact Tel no
Chief Executive (Disaster Recovery Lead)	Andrea Rushton	07989278575
Executive Assistant	Pam Dwyer	07904287329
Head of Education & Compliance	Louise Nixon	0151 709 4356
Director of Business Development & Comms	Lisa Mariah	0151 709 4356
Facilities Manager (Disaster Recovery co-ordinator)	TBC	
SEN Co-ordinator	Tracy Ryan	0151 709 4356

## Business Contact List

Security to secure the premises	Samson Security	0845 4303 999 0151 548 2996
Electricity Supply	Manweb	0845 2722424
Gas Supply	Transco	0800 111 999
Water Supply	United Utilities	0845 7462200
IT	Chess	01282 418855
Telecommunications	Lake	0151 432 5600
Alarm Company	Mercury	01704 873980 office hours 0870 6060959 out of hours

Monitoring Company	Custodian	0844 8791703 (Password postman)
Maintenance Company	H E Simms	Out of hours 07623 958246 8.30 to 5.30 0151 707 3224
Insurance Company	Hiscox	0808 2527 973
Loss Adjustor	Geoff Ditchfield	0788 499440
LCRCA	Julie Byrne	07717 888486
Express Lifts	Lift Engineers	0116 272 0800
Controls BMS	Nobbs and Jones	01625 444080
Heating	Mechair	0151 336 3676
Waste	B & M	0151 346 2900
	EWR	0151 707 7717
	UK Hygiene	01942 407999

## Contact Information

Blackburne House Group consists of several different business areas. The core business objective for each section of the business will be outlined in appendices 1-7

Name	Contact Details	Notes
Gas	National Grid (emergency 24hr line) 0800 111 999	
Water	Severn Trent (emergency 24-hour line) 0800 783 4444	
Electricity	National Grid (emergency 24-hour line) 0800 40 40 90	
Insurance	Geoff Ditchfield- 07880 499440	
Regional Prevent Co-ordinator	Nigel Lund M 07384452146 nigel.lund@education.gov.uk	
Environmental Health	Enquiry- <a href="tel:01512333000">01512333000</a>	
Legal - MSB	0151 281 9040	
Liverpool Police	999/101	
Hotel	Hope Street Hotel	
Merseyside Fire and Rescue	999/0800 7315958	
Environmental Agency	Floodline 0845 988 118 (24-hour)	Environmental / Air Pollution 0800 807060
Department of Health	Customer Care Service 020 7210 4850	
Crime Stoppers	0800 555 111	
Department for Education	Enquiry line 0370 000 2288	
Health and Safety Executive HSE	Infoline 08453450055 Incident Contact Centre 0845 300 9923	
Local Hospital	0151 706 2000	
Useful Websites		
BBH website	<a href="https://www.blackburnehouse.co.uk">https://www.blackburnehouse.co.uk</a>	
NHS Direct	<a href="http://www.NHS_direct.nhs.uk">www.NHS_direct.nhs.uk</a>	
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>	
Foreign & commonwealth office	<a href="http://www.gov.uk/fco">www.gov.uk/fco</a>	
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>	
Health & Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	



## Education Continuity

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Backup measures / restorative arrangements
Coursework	Muirhead	Short- term	Emailed to tutors
Examination papers	Exams Cupboard	Short- term	Sent straight away recorded delivery
Assess registers/equipment inventories	Muirhead	Short- term	One Drive online backup
Insurance documentation	Muirhead	Short- term	Online backup
Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Backup measures / restorative arrangements
Coursework	SharePoint	Short- term	Hosted Server
Contact details	Pro Solution	Short- term	Hosted Server
Financial information	Head Office	Short- term	Hosted Server
Medical information	EP	Short- term	Hosted Server
Remote learning	Notes / Instructions		
Teams		Short- term	Hosted Site

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Learners	Email	Prosolution
Parents / carers	Email	Prosolution
Colleagues	Staff briefing or email	Outlook Address Book.
Extended services	Email	As above

## Education Actions Regarding Site Closure

<b>Initial response</b>
Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"><li>• partially opening the site to some learners</li><li>• purchasing infection control supplies (in the event of a public health incident)</li></ul>
Seek support from other organisations.
Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in section 7. It may be appropriate to inform: <ul style="list-style-type: none"><li>• learners</li><li>• parents / carers</li><li>• colleagues</li><li>• extended services</li><li>• local radio stations</li></ul>
If the closure takes place during the working day, arrange transport for learners as necessary.
If the closure takes place outside delivery hours, at least one colleague should be present at the entrance. This is to ensure that any learners who do arrive are informed of the closure and can return home safely.
Make alternative arrangements for exams if necessary.

If BBH is closed for a significant period, consider the below.

<b>Ongoing response</b>
Ensure learners, parents/carers and the media are regularly informed of developments.
Consider how learners with Special Educational Needs (SEN) or medical needs may be affected if the BBH remains closed for an extended period of time.
Ensure the security of the BBH premises.
Put in place arrangements for remote learning (please see section 5).

## Bomb Threat- Procedure

### **Activation**

Information about an incident may come from several sources (e.g. a member of staff, learner, parent/carer, member of the public, the emergency services) Whoever receives the alert should ask for, and record, as much information as possible.

- **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.7**
- **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- **Find out what has happened. Obtain as clear a picture as you can.**
- **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:	Date and time of call:
Contact details of informant:	Date and time of incident:
The exact location of the incident:	
Details of incident:	
Where is the informant now and where are they going?	

People affected (including names. Injuries, where they are, and where they are being taken to):
What arrangements are in place for people not directly involved in the incident?
What advice have the emergency services given?

Who has been informed?			
<input type="checkbox"/>	Colleagues	<input type="checkbox"/>	Police
<input type="checkbox"/>	Learners	<input type="checkbox"/>	Fire & Rescue Services
<input type="checkbox"/>	Parents / Carers	<input type="checkbox"/>	Ambulance Service
<input type="checkbox"/>	Extended Services	<input type="checkbox"/>	Health & Safety Executive
<input type="checkbox"/>	Media	<input type="checkbox"/>	Insurance Company

Does anyone else need to be informed?
Are any other actions required?

## 2.2 Activation – initial action

Immediately inform Andrea Rushton or a member of the Critical Management Team. If neither can respond (they may be involved in the incident) the Senior person present should follow the instructions below.

- Assess the situation and establish a basic overview of the incident.
- Take immediate action to safeguard learners, colleagues and visitors.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt dial 999
- Attend to any casualties and administer first-aid, if appropriate

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

These contact details should only be used in an emergency. Do not give them to the media, learners, parents/carers or members of the public.

Dial 999, if appropriate. Speak to each emergency service required

- Fetch any equipment that may prove useful (e.g. first-aid kit grab bag).
- Log all communications and actions

- Notify colleagues and consider assembling a Crisis Management Team (CMT)
- Refer to the list of emergency contact numbers for additional support if required.

<b>Signals</b>	
Signal for fire evacuation	Fire alarm (continuous)
Signal for bomb evacuation	Fire alarm (intermittent)
<b>Assembly points – fire evacuation</b>	
Fire evacuation assembly point A	Car Park
Fire evacuation assembly point B	Hope Street Hotel
<b>Assembly points – Bomb evacuation</b>	
Bomb evacuation assembly point A	Liverpool Metropolitan Cathedral
Bomb evacuation assembly point B	Liverpool Anglican Cathedral
<b>Signals</b>	
Signal for lockdown	Intermittent Fire Alarm
Signal for all clear	One sounding of a Fire Alarm
<b>Lockdown</b>	
Rooms Lockdown	Stay in the current room, if possible, lock or barricade the door, close blinds and lay quietly on the ground ensuring not visible from windows or doors
Entrance points which should be secured (e.g. doors, windows)	All main doorways
Communication arrangements	Mobile phones on silent – non-vocal communication only. Instant messaging / email using phones or iPad
Notes	Learners not to use mobile phones.

If it is not possible to evacuate, taking shelter may be required. On hearing the shelter signal, take the action below:

Following the advice below may improve the safety of pupils and staff in the event of an intruder entering BBH premises to cause harm. Remember that the event may be unpredictable and evolve quickly.

- Take immediate action to stay safe. Remain as calm as possible.
- Assess the location and nature of the threat. Beware of the possibility of multiple intruders.
- Dial 999 for the emergency services and provide them with an overview of the situation.
- Use all the channels of communication available to inform learners, colleagues, visitors and neighbouring premises of the danger. *Depending on the risk, sound the signal for lockdown or dispersal.*
- Do not set off the fire alarm. Avoid congregating at usual rendezvous points (e.g. fire assembly areas).

Shelter / Lockdown – initial response
Ensure all learners are inside the building, each Tutor taking responsibility for their class.
If appropriate, move learners away from the incident (e.g. to the other side of the building).
Dial 99, if appropriate. Dial once for each emergency service that you require.
If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation/air circulation systems are switched off.
Check for missing/injured learners, colleagues and visitors.
Reassure learners and keep them engaged in an activity or game.
Consider asking a representative from the emergency services to visit the BBH and provide a briefing to learners.
Notify parents/carers of the situation.
Remain inside until an all clear has been given, or unless told to evacuate by the emergency services.

#### **Intruders – contacting the police**

- **Dial 999. Do not assume others have contacted the police.**
- **Inform the police of as much information as possible. Be accurate, clear and brief.**

- The safety of colleagues, learners and other members of the public remains the priority for the police.
- It may be useful to provide the police with a basic overview of BBH (e.g. address, number and age of learners, the layout of the premises).
- Leave a telephone line open if possible.

Name of intruders:	Is the intruder known to the caller?
Current location of intruder:	Is the intruder travelling in a particular direction?
What has happened:	
Are there any casualties/injuries?	
Description of the intruder (e.g. gender, age, height, clothes)	
Is the intruder carrying a firearm? If so, how many firearms and of what type?	
Is the intruder carrying a non-ballistic weapon? If so, how many weapons and of what type?	
What is the intruder doing now?	
Is the intruder communicating with others?	

What actions have you taken (e.g. lockdown, dispersal)?
How many people are there in the vicinity? Where are they located?

Where are you now?
Where will you be moving to?

**Intruders – awaiting the police.**

<b>Awaiting the police – initial response</b>
Remain in close contact with the emergency services.
Check for missing/injured learners, colleagues, and visitors if safe to do so. Administer first aid where possible.
Be aware that someone identifying themselves as a member of the emergency services may be the intruder. Remain cautious of simulated cries for help.
Avoid quick movements towards the emergency services or screaming/shouting. Keep your hands in clear view.
Be aware of the police response. In the event of an attack involving firearms or weapons, their priority is to protect and save lives. Remember that the police might: <ul style="list-style-type: none"> <li>• Not initially be able to distinguish you from the intruder.</li> <li>• Be armed and point firearms.</li> <li>• Shout, treat people firmly or push them to the ground.</li> <li>• Not stop to help the injured to pursue their target.</li> </ul>
Follow the instructions of the emergency services.

**BOMB THREATS- Caller Record**

**If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:	The telephone number you were contacted on:
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The exact wording of the threat:	
<b>Stay calm. Being cautious, and without provoking the caller, try to ask the questions below:</b>	
Where is the bomb right now?	What will cause it to explode?
When will it explode?	Did you place the bomb? If so, why?
What does it look like?	What is your name?
What kind of bomb is it?	What is your telephone number?
What is your address?	
<b>Try calling 1471. You may get information on where the call was made from.</b>	
Time the original call ended:	Did dialling 1471 work?
Who has been informed?	

- Contact the police (999) and nominated emergency contact immediately.
- Carry out further actions based on police advice.

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What gender was the caller?	
<input type="checkbox"/>	Male
<input type="checkbox"/>	Female
Approximately how old was the caller?	Did the caller have an accent?
Did the caller use a code word?	Did the caller sound familiar?

What sort of voice did the caller have?			
<input type="checkbox"/>	Normal	<input type="checkbox"/>	Well-spoken
<input type="checkbox"/>	Loud	<input type="checkbox"/>	Poorly spoken
<input type="checkbox"/>	Quiet	<input type="checkbox"/>	Deep
<input type="checkbox"/>	Whispered	<input type="checkbox"/>	High-pitched
<input type="checkbox"/>	Clear	<input type="checkbox"/>	Hoarse
<input type="checkbox"/>	Disguised	<input type="checkbox"/>	Nasal
<input type="checkbox"/>		<input type="checkbox"/>	Impediment
<input type="checkbox"/>		<input type="checkbox"/>	Stutter
<input type="checkbox"/>		<input type="checkbox"/>	Lisp
<input type="checkbox"/>		<input type="checkbox"/>	Slurred
<input type="checkbox"/>		<input type="checkbox"/>	Other
<input type="checkbox"/>		<input type="checkbox"/>	
At what pace did the caller speak?			
<input type="checkbox"/>	Normal	<input type="checkbox"/>	Quick
<input type="checkbox"/>		<input type="checkbox"/>	Slow
What manner did the caller have?			
<input type="checkbox"/>	Normal	<input type="checkbox"/>	Upset
<input type="checkbox"/>	Calm	<input type="checkbox"/>	Angry
<input type="checkbox"/>	Excited	<input type="checkbox"/>	Rational
<input type="checkbox"/>	Laughing	<input type="checkbox"/>	Irrational
<input type="checkbox"/>		<input type="checkbox"/>	Irritated
<input type="checkbox"/>		<input type="checkbox"/>	Muddled
<input type="checkbox"/>		<input type="checkbox"/>	Other
<input type="checkbox"/>		<input type="checkbox"/>	
Were there any distinguishable background noises?			
Notes:			

## SUSPICIOUS PACKAGES

Postal bombs or biological/chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope/wrapping.
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals, or powder-like residue on the envelope/wrapping.
- Visible wiring/tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor handwriting, spelling, or typing.

- Delivery by hand from an unknown source
- Wrongly addressed or come to an unexpected/unusual source
- No return address or a postmark that does not match the return address.

The likelihood of the BBH receiving a postal bomb or biological/chemical package is low. However, if you do receive a suspicious package, carry out the actions below.

<b>Suspicious packages – initial response</b>
Remain calm. Put the letter/package down gently on a flat surface and note its exact location.
Walk away from the package: <ul style="list-style-type: none"> <li>• Do not touch the package further.</li> <li>• Do not move the package to another location.</li> <li>• Do not put the package into anything (including water)</li> <li>• Do not put anything on top of the package.</li> <li>• Do not switch any electric switches on or off.</li> <li>• Do not use mobile phones within 15 metres of the package.</li> <li>• Do not sound the fire alarm using 'break-glass' call points.</li> <li>• Do not lock doors</li> </ul>
Evacuate the building, keeping people away from the package as far as possible. Ensure that any assembly points are located away from the danger of flying glass.
Notify the police (999) and the Head / nominated emergency contact immediately.
<b>If anyone is exposed to a potentially hazardous substance carry out the actions below:</b>
<b>Potentially hazardous substances – initial response</b>
Keep all persons exposed to the material separate from others (in the next available unoccupied room to the incident) but available for medical examination by the emergency services. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.
Any person with powder on their clothes should remove their outer layer and leave these belongings in the original room. If possible, they should wash their hands and face as this is likely to remove 90% of the contaminant.
Ensure that ventilation/air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should await the response of the emergency services. People should not self-present at medical establishments as this could spread contamination.

### Roles and Responsibilities- Co-ordination

Person Responsible- Andrea Rushton

<b>Co-ordination – initial response</b>
Establish a basic overview of the incident.
Wherever possible, assign colleagues to relevant Crisis Management Team (CMT) roles: <ul style="list-style-type: none"> <li>• Business continuity</li> <li>• Communications</li> <li>• Log keeping</li> <li>• Media management</li> <li>• Resources</li> <li>• Welfare</li> </ul>

Remember to.
<ul style="list-style-type: none"> <li>• Allocate tasks amongst the CMT</li> <li>• Ensure that colleagues are clear about their designated responsibilities.</li> <li>• Establish the location and frequency of CMT / colleague briefings</li> <li>• Ask colleagues to maintain a log of actions made and decisions taken.</li> <li>• Assign a log-keeper to provide administrative/secretarial support.</li> </ul>
Inform all other colleagues of the incident. Ensure colleagues are briefed (and given tasks) regularly.
Take action to protect property.
Work closely with other organisations (e.g. the emergency services) as required. Provide accurate information to those arriving on-scene.
Ascertain the whereabouts of all learners, colleagues, and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone unaccounted for.
Decide the most appropriate method of contacting relatives of learners/colleagues affected by the incident. If the matter is very serious (such as a fatality or severe injury) liaise with the police about informing next of kin.
Act as the main contact for the coordination of the response. Continue to liaise with the emergency services and other organisations.
Continue to allocate tasks amongst the CMT. Work closely with the CMT to coordinate their actions and help to resolve any complications or difficulties that arise.
Seek immediate advice from health & safety colleagues if a serious injury or fatality has occurred. These types of incidents may need to be reported to the Health & Safety Executive.
Seek advice on legal and insurance issues, if appropriate.
If the incident is a crime scene or subject to a fire investigation seek advice from the police/fire & rescue service as appropriate.
Appoint media spokesperson. Should not be ELT. This person liaises with the emergency services media department before speaking to the press so that all same agreed messages are given out. Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if required.
Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Learners</li> <li>• Parents / Carers</li> <li>• Extended services</li> </ul>
Check that everyone who should have been notified of the incident has been informed.
If the response is likely to last for a significant amount of time, consider colleague rotation/shift patterns.
<b>Co-ordination – recovery</b>

Act as the main contact for the recovery process. Continued to allocate tasks amongst the CMT and other staff.
Ensure that post-incident support is available to all who may require it (please refer to section 4 for more information).
Work closely with the 'resources' role in organising remedial work for property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.
Complete any necessary forms/paperwork.
Arrange a debrief for colleagues involved in the response.
Initiate a review of the BBH emergency plan.

## Roles and Responsibilities- Business Continuity

Person Responsible- Andrea Rushton

<b>Business continuity – initial response</b>
Assess the nature of the incident, e.g.;
<ul style="list-style-type: none"><li>• Loss of utility supply</li><li>• Loss of supplier</li><li>• Loss of premises</li><li>• Loss of personnel</li><li>• Loss of telecommunications</li></ul>
Establish what effect the emergency services will have on the operation of BBH. Try to ascertain how long the disruption will last.
Consider how the incident will affect any extended services that use the premises. Liaise with these services as necessary.
Attempt to recover important documentation, records, and equipment if safe to do so (consult the emergency services for advice if necessary).
If appropriate, contact organisations which can assist in document restoration.
<b>Business continuity – ongoing response</b>
Minimise any disruption to the provision of the learner. Put arrangements in place to keep BBH open and try to maintain normal BBH routines (e.g. teaching, exams) wherever possible.
Seek support from other organisations (suppliers/contracts) as required.
Work with the 'communications' role to ensure colleagues, learners, and parents/carers are informed of any changes to the BBH routine.
In the event of a public health incident (e.g. pandemic influenza) consider ordering infection control supplies and increasing the cleaning regime.
<b>Business continuity – recovery</b>
Work with colleagues and other organisations to restore the usual BBH routing as a matter of urgency.
Put in place arrangements for remote learning, if necessary.
Make an inventory of any equipment which has been damaged. Arrange for important items/documentation to be salvaged, restored or replaced.

## Roles and Responsibilities- Business Continuity

Person Responsible-Pam Dwyer

<b>Business continuity – initial response</b>
Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.
Record a new message on BBH and answer the phone if appropriate. Consider setting it to 'answer only' mode.
Support colleagues with any communication need they may have.
Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).
<b>Business continuity – ongoing response</b>
Ensure regular information is provided to: <ul style="list-style-type: none"><li>• Learners</li><li>• Parents / Carers</li><li>• Extended services</li></ul>
Consider the most effective arrangements for contacting learners and parents/carers (please refer to section 7). Ensure that records of calls made to parents/carers are maintained.
Liaise with the 'media management' role about contacting local radio stations.
Update BBH answer phone regularly.
Liaise with the 'Co-ordination' role in sending letters to parents/carers. This could include information on: <ul style="list-style-type: none"><li>• What has happened?</li><li>• How their child involved</li><li>• The actions are taken to support those involved.</li><li>• Who to contact if they have any concerns or queries?</li></ul>
In the event of a major emergency, seek support from other organisations. They may be able to establish a helpline for enquiries from the public.

<b>Business continuity – recovery</b>
Provide regular briefings to learners and parents/carers.
Assist the 'business continuity role in providing remote/virtual learning.
Check that any information in the public domain (e.g. website content) is accurate and up to date.

## Roles and Responsibilities- Log Keeping

Person Responsible- Pam Dwyer

<b>Log-keeping – initial response</b>
Attend Crisis Management Team (CMT) briefings. Keep a log of important information, actions taken, and decisions made.
Ensure that each colleague keeps an incident log
<b>Log-keeping – ongoing response</b>
Provide administrative/secretarial support to the CMT
Keep accurate records of anyone admitted to the hospital or treated by the emergency services.
Record details of any expenditure incurred by BBH.
<b>Log-keeping - recovery</b>
Collate all incident logs, making copies if necessary.
Ensure records related to the incident are archived securely but make these available to authorised colleagues for future reference (e.g. in the event of a debrief or enquiry).



## Roles and Responsibilities- Media Management

Person Responsible- Lisa Mairah

<b>Media management – initial response</b>
Seek support from other organisations (e.g. the emergency services) in responding to media requests.
Ensure media access to the site, colleagues and learners are controlled. Do not let the media onto the BBH site or give them access to learners unless there is a specific reason for doing so and permission/consents are in place. Ask for support from the police if necessary.
Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people from entering and leaving the site.
Develop a brief media statement (designed to provide reassurance) on behalf of BBH. Information given must be limited until the facts are clear and all parents/ carers have been notified.
Arrange for an appropriate colleague to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the emergency services may be able to undertake this role.
Be prepared to be interviewed by the media. This should be assigned to an appointed media spokesperson, who should not be a member of the SMT, liaising with the emergency services media department.
<b>Media management – ongoing response</b>
Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.
Gather information from the Crisis Management Team (CMT), emergency services and other organisations as appropriate.
Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed upon by the emergency services (and other organisations as appropriate).
Advise colleagues on where to direct media enquiries. Ask colleagues, learners and parents/carers to avoid speculation when talking to the media.
Try to prevent the spread of misinformation (especially through the use of mobile phones).
Be aware of media interest in memorials or anniversaries of the vent.

## Roles and Responsibilities- Resources

Person Responsible- Facilities Manager

<b>Resources – Initial response</b>
Take action to protect property. Consider turning off utility supplies.
Ensure the emergency services can access / egress BBH without hindrance. Consider sending a colleague to the BBH entrance to prevent people from restricting access by parking in unsuitable places.
Advise the emergency services of any property-related issues/hazards (e.g. asbestos, chemical stores) Provide personnel with a site map, door access cards and digital codes to all buildings.
Work with other colleagues and the emergency services to control access to the school: <ul style="list-style-type: none"><li>• Advise colleagues that they might have to prove their identity before the emergency services will grant them access.</li><li>• Provide authorised visits with identification badges and ensure they sign in and sign out.</li><li>• Ensure that media access to the site is controlled.</li></ul>
<b>Resources – ongoing response</b>
Liaise with utility suppliers as required
Establish safe and secure areas to assist the response. E.g. ; <ul style="list-style-type: none"><li>• Crisis Management Team (CMT) Briefing room</li><li>• Briefing area for parents/carers</li><li>• Media briefing room</li></ul>
Work closely with colleagues and other organisations (e.g. the emergency services, contractors, utility suppliers) to provide access to facilities and resources as required. This may involve opening or closing parts of the school.
Ensure the BBH site is secure (e.g. provide temporary fencing around damaged areas, and arrange for broken windows to be boarded).
Work with the 'Business Continuity role to arrange temporary accommodation if required.
<b>Resources – recovery response</b>
Work closely with the 'co-ordination' role in organising remedial work to the property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.
Arrange a site visit with relevant personnel (e.g. the emergency services, contractors, utility suppliers) involved in the recovery phase.
Procure temporary classrooms if appropriate.

## Roles and Responsibilities- Welfare

Person Responsible-Tracy Ryan

<b>Welfare – recovery</b>
Please refer to section 4 for information on welfare arrangements and post-incident support after the emergency response.
<b>Post-incident support – assistance for pupils and parents/carers</b>
Introduce a strategy to monitor pupils and colleagues who may be particularly affected by the incident. Ensure that staff are aware of this strategy.
Offer pupils and colleagues the opportunity for psychological support and counselling. Ensure colleagues and learners know that support is available and arrange access to these services as necessary.
Consider which learners need to be briefed, how, and by whom.
Provide opportunities for learners to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage learners from talking about their experiences.
Arrange a colleague to visit those affected (at home or hospital). Ask for consent from parents/carers before doing this.
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards/messages to those affected.
Be sensitive about the demands practical issues might make on learners (e.g. deadlines for coursework, imminent exams).
Send a letter to parents/carers with information on; <ul style="list-style-type: none"><li>• The nature of the incident</li><li>• How their learner was notified of the incident</li><li>• Arrangements for support organised by BBH.</li><li>• Who to contact if they would like additional support?</li></ul>
Maintain regular contact with parents/carers.
Do not make public any sensitive/confidential information about individuals unless consent has been given by pupils and parents/carers.
Consider organising an event for parents/carers to discuss any issues or concerns they might have.
If pupils who were particularly affected by the incident leave BBH, consider, sensitively and confidentially, notifying the new provider.
<b>Post-incident support – general actions</b>
Request support from educational professionals, trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.
Consider requesting support from other organisations. E.g. <ul style="list-style-type: none"><li>• Health Assured</li><li>• Samaritans</li><li>• Cruse Bereavement care.</li></ul>
Manage any distress that could be caused by ongoing police enquiries, legal proceedings and media attention.
Cancel or rearrange any appropriate events.
Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.
Ensure that any new roles given to colleagues do not place too great a burden. Over time, colleagues may need to be relieved of any additional responsibilities given to them.
Ensure that new colleagues are aware of the incident, which learners were involved and how they were affected.
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fundraising).
<b>Post-incident support – returning after a period of absence</b>

Negotiate with parents/carers a suitable date for returning to BBH after a period of absence.
Consider if any additional support could be provided which would make the return easier. E.g. <ul style="list-style-type: none"> <li>• Initial part-time attendance</li> <li>• Alternative methods of teaching</li> <li>• A sanctuary that learners could use if upset during the working day.</li> </ul>
Brief learners who may be able to help in the process of resettling (e.g. close friends).
Ensure all colleagues are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>• Missed work</li> <li>• Rescheduling projects</li> <li>• Exams</li> </ul>
<b>Post-incident support – funeral arrangements</b>
Contact bereaved families to express sympathy on behalf of BBH.
Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.
Consult parents/carers sensitively about funeral arrangements. Try to establish if representatives from the BBH will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> <li>• Closing BBH on the day of the funeral as a mark of respect</li> <li>• A senior colleague attending the funeral on behalf of BBH.</li> <li>• If colleagues and learners can be allowed time off from BBH to attend a funeral.</li> <li>• Providing transport to take learners and colleagues to the funeral.</li> <li>• Providing learners with information about what happens at funerals.</li> <li>• Arranging floral tributes and/or donations.</li> </ul>
<b>Post-incident support – remembrance</b>
Taking into account the wishes of the family, consider providing a suitable memorial at BBH:
Be aware of renewed media interest near anniversaries of the event.