



## Business Continuity Plan (BCP)

Completed By:	Hetal Dattani
Head teacher :	Iain Sutherland
Telephone Number:	020 8428 1324
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## Contents

<b>1</b>	<b>Overview .....</b>	<b>4</b>
1.1	Scope .....	4
1.2	Plan Objectives .....	4
1.3	Plan Assumption .....	4
1.4	Plan ownership .....	4
1.5	Plan Exercise and review .....	5
1.6	Invocation .....	5
1.7	Stand Down .....	7
<b>2</b>	<b>Recovery strategies .....</b>	<b>7</b>
2.1	Arrangements to manage a loss or shortage of staff or skills .....	7
2.2	Arrangements to manage denial of access to your premises or loss of utilities .....	7
2.3	Arrangements to manage loss of technology/telephony/ data/ power .....	7
2.4	Arrangements to mitigate the loss of key suppliers, third parties or partners .....	7
<b>3</b>	<b>Incident response .....</b>	<b>9</b>
3.1	Incident response Checklist .....	9
3.2	Damage or Denial of Access to Primary Premises .....	10
3.3	Unavailability of Staff .....	12
3.4	Damage to or Loss of Technical Infrastructure .....	14
3.5	Failure or non performer of the Third Party .....	15
<b>4</b>	<b>Communications .....</b>	<b>16</b>
4.1	Information line/ Answer phone .....	16
4.2	Staff communication .....	16
4.2.1	Office hours .....	16
4.3	Regulators .....	16
4.4	Suppliers & Third Party .....	16
4.5	Media Management .....	17
<b>5</b>	<b>Recovery .....</b>	<b>18</b>
5.1	Strategy Assessment .....	18
5.2	Long term outage School transfer – table added Vital Records .....	19
<b>6</b>	<b>School Emergency Planning Team (SEMT) .....</b>	<b>27</b>
6.1	Roles and Responsibility (SEMT) .....	28

6.2	Call Cascade.....	33
<b>7</b>	<b>Sign off .....</b>	<b>34</b>
	<b>Appendix 1 – Information &amp; Contacts .....</b>	<b>35</b>
1.	School information .....	35
2.	Contact Details - School Staff and Governors.....	37
3.	Contact Details - Extended Services .....	39
4.	Contact Details - Local Authority .....	40
5.	Contact Details - Other Organisations .....	42
6.	Contact Details - For Completion during an Emergency .....	45
	<b>Appendix 6- School Closure .....</b>	<b>47</b>
	<b>Appendix 7 – Communications.....</b>	<b>49</b>
	<b>Appendix 8 - Media Considerations.....</b>	<b>50</b>
	<b>Appendix 9 - Sample Staff and Parent Briefing .....</b>	<b>52</b>
	<b>Appendix 10 - Bomb Threats .....</b>	<b>53</b>
	<b>Appendix 11 - Suspicious Packages .....</b>	<b>56</b>
	<b>Appendix 12- ICT Back Up .....</b>	<b>58</b>
	<b>Appendix 13- Log-Keeping Guidelines .....</b>	<b>58</b>
	<b>Appendix 14- Remote Teaching Policy.....</b>	<b>62</b>

## **1 Overview**

If a school interrupting event necessitates the invocation of Business continuity arrangements, this BCP will outline the actions to be taken to recover Grimsdyke School, and its critical activities such that the continuity of operation is assured followed by a return to normal operations.

This plan provides generic guidance on actions that should be considered by the School Emergency Planning Team [SEMT].

### **1.1 Scope**

This BCP is to be used to ensure that Grimsdyke School is able to recover its critical activities following an incident that has impacted the Schools operations. The BCP addresses the following BCM risks:

- Loss of building, or part of building or access to the building
- Loss of ICT
- Loss/shortage of staff/pupils (Loss of life or serious injury to school staff and pupils)
- Loss of critical supplier or partner

### **1.2 Plan Objectives**

- Grimsdyke School Products and services can be resumed within the maximum tolerable period of disruption.
- Grimsdyke School staff are aware of what is expected of them in an emergency situation;
- Grimsdyke School Vital records are available at the time of recovery and resumption.
- Grimsdyke School reciprocal agreements are in place

### **1.3 Plan Assumption**

- The availability of key staff, (including deputies) who have been suitability trained;
- The Grimsdyke School BCP is maintained and reviewed in line with the Governing Body.
- Recovery solutions outlined within the BCP have been exercised regularly and proven to work to Grimsdyke School management's satisfaction.
- The Recovery time objectives are achievable
- Grimsdyke School team members are aware of the BCP content and are aware of their role
- Grimsdyke School fully endorse the underlying principals of the BCP and its contents.

### **1.4 Plan ownership**

The Grimsdyke School BCP is owned and maintained by the School Business Manager [SBM]. Any plan amendment should be addressed to the SBM who will make any necessary changes. The BCP will be reviewed on annual basis to ensure its viability and correctness.

## 1.5 Plan Exercise and review

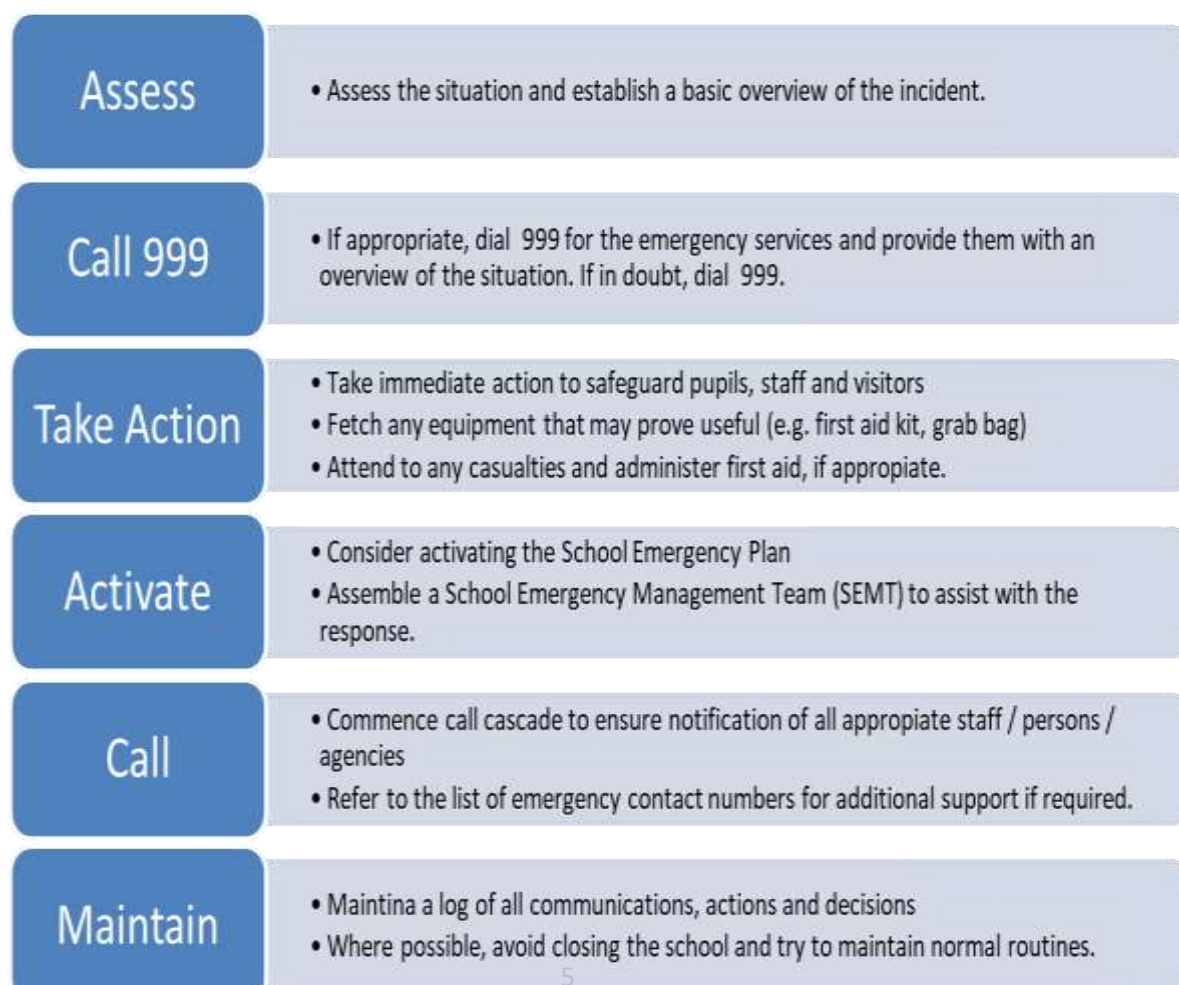
In line with the Governing body, the BCP will be exercised and reviewed as per the following criteria:

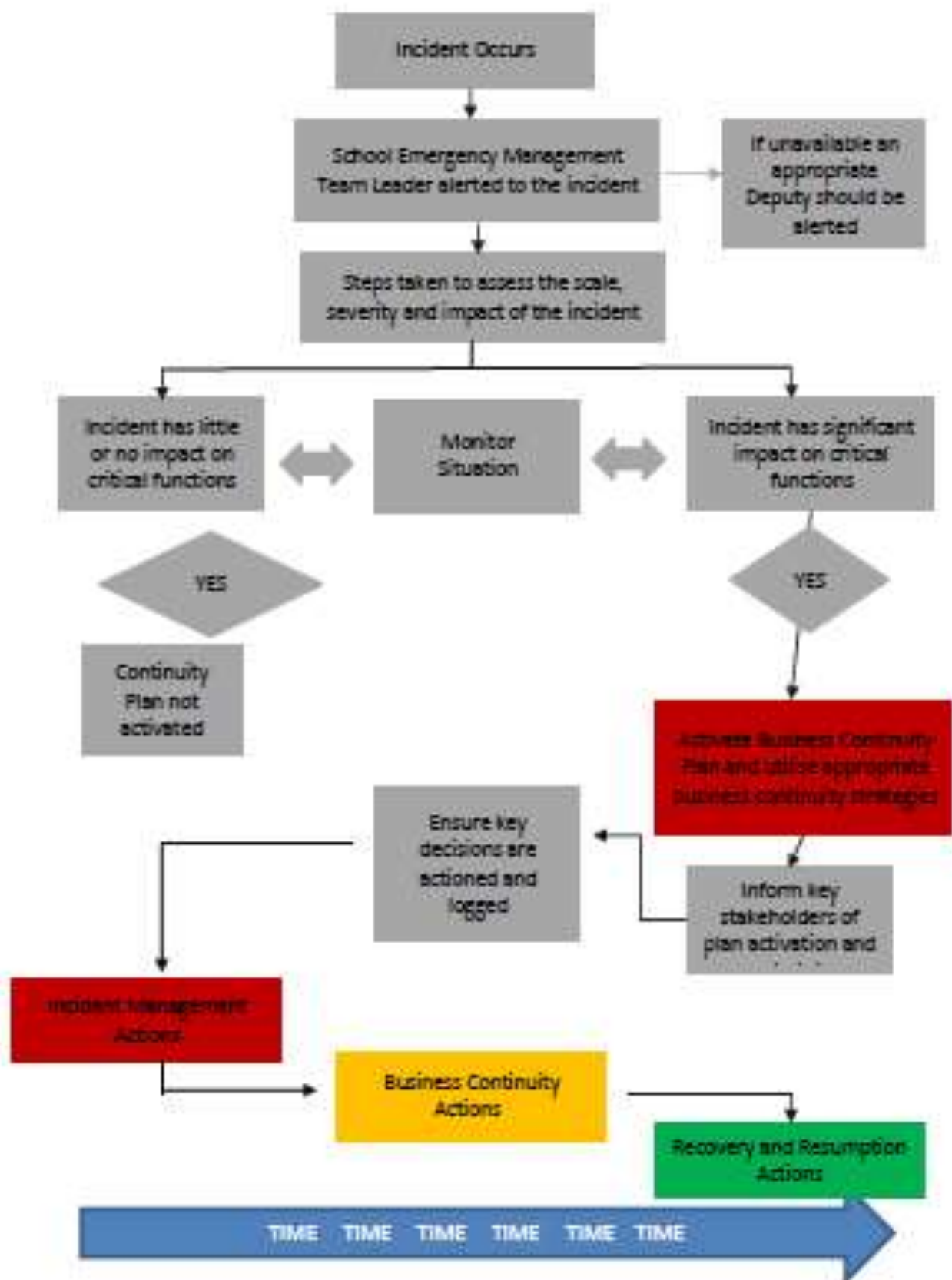
The Governing Body will:

- Work in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents
- Undertake actions as required to support the school’s response to a disruptive incident and subsequent recovery
- Act as a ‘critical friend’ to ensure that the school Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable
- Monitor and evaluate overall performance in developing school resilience and reporting to parents/carers

## 1.6 Invocation

This BCP may be invoked by the Head of Grimsdyke School, or a member of the SEMT in the absence of the Headteacher.





## **1.7 Stand Down**

The Headteacher of Grimsdyke School will determine the time and return to normal operations.

## **2 Recovery strategies**

### **2.1 Arrangements to manage a loss or shortage of staff or skills**

- Use of temporary staff e.g. Supply Teachers, Office Staff etc.
- Multi-skill and Cross-training to ensure staff are capable of understanding different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planning (already known) staff absence e.g. maternity leave
- Use of Teaching Assistants (TAs) to cover teachers
- Using different ways of working to allow reduced workforce, this may include:
  - Larger class sizes (subject to adult and child ratios)
  - Use of Teaching Assistants, Learning mentors, etc.
  - Virtual Learning Environment opportunities
  - Pre-prepared educational materials that allow for independent learning.
  - Team activities and sports to accommodate larger numbers of pupils at once
- Suspending 'non critical' activities and focusing on priorities
- Using mutual support agreements with other schools
- Ensure staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc.

### **2.2 Arrangements to manage denial of access to your premises or loss of utilities**

- Pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.
- Localising the incident e.g. isolating the problem and utilising different sites or areas within school premises portfolio.
- Off-site activities e.g. swimming, physical activities, school trips.
- Virtual learning environment opportunities

### **2.3 Arrangements to manage loss of technology/telephony/ data/ power**

- Back-ups of Key School data back-ups, photocopies stored on and off-site mirrored servers etc.
- Reverting to paper-based systems e.g. whiteboards, paper registers.
- Emergency generators e.g. Uninterruptible power Supply
- Emergency lighting e.g. torches, candles

### **2.4 Arrangements to mitigate the loss of key suppliers, third parties or partners**

- Pre-identified alternative suppliers
- Ensuring all External providers have a Business Continuity Plan
- Insurance Cover

- Using mutual support agreements with other schools
- Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and work around it.

### **3 Incident response**

#### **3.1 Incident response Checklist**

##### Business impact

- Assess how operations have been impacted
- Is the situation likely to get any worse?
- Is the building damaged
- IT systems damaged
- What is the invocation status?

##### Third party impact

- Are dependent third parties impacted by the same incident
- Assess immediate Legal obligations and communicate with Crisis Management Team
- Assess immediate Regulatory obligations and communicate with SEMT

##### Plan to protect the Business Unit in respect of:

- People
- Performance and service delivery – can we continue to meet our pupils'/parents expectations
- Reputation
- Information

##### Resources

- What Internal resources are required to plan an effective response?
- What external resources are required to plan an effective response?
- How will these resources will be coordinated?

##### Coordinating the response

- Who is coordinating the response
- Are all staff/pupils safety measures working correctly
- Is there sufficient information flowing from the SEMT?

### 3.2 Damage or Denial of Access to Primary Premises

Triggers	Action	Responsibility	Procedure/Resources
Closure by Authority, Civil Unrest, police cordons, Bomb threats, Structural problems, Utility Failure, etc (during School hours)	<b>Initial Response</b> <ul style="list-style-type: none"> <li>When notified of an incident, or a confirmed threat, school shall prepare for an immediate evacuation, Lockdown or sheltering procedure.</li> <li>In the process of a Bomb Threat or suspect package Appendix 14 &amp;15 can be used as a guideline</li> </ul>	<b>Senior Leadership team and Site Supervisors</b>	Lockdown/Lockout Procedure Fire and Emergency Evacuation Procedures  down procedures or use forms Appendix 3- Evacuation & Relocation Arrangement Appendix 4 - Shelter Appendix 5 - Lockdown Appendix 10- Bomb threat Appendix 11 – Suspect package
	<b>Building Evacuation/Invacuation:</b> <ul style="list-style-type: none"> <li>Follow directions and advice given by fire marshals. If evacuated, await further instructions at the assembly point. If evacuation is not a viable option due to external risks, staff should listen for announcements on a Public address system or a notification (from their internal communication system, e.g. call cascade)</li> </ul>	<b>All Fire Marshalls and all members of staff have Fire Awareness training in Nov 2023</b>	Insert site Map for assembly points. Use your internal communication process and refer to section 6.2 Call cascade  <b>Reference : Fire and Emergency Evacuation Procedures</b>
	<b>Accounting for staff /pupils/ visitors</b> <ul style="list-style-type: none"> <li>All staff and pupils should be accounted for following an incident and subsequent evacuation; unaccounted staff should be noted and reported to SEMT to communicate to the emergency services.</li> </ul>	<b>All Staff</b>	Registers are taken for all children. The visitor and staff signing in/out system is checked for attendance
	<b>Escalation</b>	<b>All Staff</b>	Ensure all staff/pupils are

	<ul style="list-style-type: none"> <li>when a situation becomes known and a real threat has been confirmed, notification must be made to the SEMT (school emergency management team)</li> </ul>		aware of the escalation process, insert procedure
	<b>School Closures</b> <ul style="list-style-type: none"> <li>The school building is inaccessible, what steps need to be taken to oversee the closure.</li> </ul>	<b>Headteacher/Site Supervisors</b>	Appendix 6 -School Closure Appendix 7- Communication
	<b>Relocate to an alternate school</b> <ul style="list-style-type: none"> <li>Understand at which point will this option be used, ensure reciprocal agreements are in place</li> </ul>		School does not have such links with other schools.
	<b>Communication:</b> <ul style="list-style-type: none"> <li>Notify all stakeholders of the relocation/evacuation (if required) e.g. parents, Local Authority, Department for Education etc.</li> <li>Prepare regulatory report (staff, pupil status, recovery status, services not yet resumed etc.)</li> <li>Consider how staff and parents will be alerted of an incident. Details of the incident and the intended recovery plan should be communicated to staff/parents.</li> <li>Liaise with Education Strategy for Schools</li> </ul>	<b>Headteacher and the Admin Team</b>	Appendix 7 – Communication Appendix 9 – Sample Staff & Parent Briefing – text messaging service/email shot, call cascade amongst staff
	<b>Staff working remotely/school outings</b> <ul style="list-style-type: none"> <li>Staff/pupil outside should contact the SEMT regularly for updated</li> <li>Ensure staff pupils that are off-site are aware of the situation, and are provided guidance.</li> </ul>	<b>Trip Leader</b>	Trip leader to take responsibility for obtaining status updates from SEMT at school via text or call. Appendix 9 - Sample Staff & Parent Briefing – text messaging service/email shot, call cascade amongst staff

### 3.3 Unavailability of Staff

Triggers	Action	Responsibility	Procedure/Resources
Triggers: When staff level have dropped significantly below normal operational levels, due to transport disruptions, inclement weather, strikes, virus or disease	<b>Staff shortage</b> when an unavailability of staff situation becomes such that it may have an adverse impact on the continuity of critical activities, notification must be made to SEMT	<b>All members of staff to inform the Headteacher</b>	Daily monitoring of staff absence
	<b>Staff Communication</b> communicate with staff regarding the organisational approach to staff shortage as a result of any of the listed triggers will be done via email or call cascade.	<b>Headteacher/DHT/AHT/SBM to call cascade</b>	Appendix 7 - Communication
	<b>Transportation Disruption</b> -in the event that a major transportation shuts down, or if there is a rail or transit strike impacting the ability of staff to come into the School.	<b>If the disruption is planned, it will be addressed in the Headteachers' daily communication email</b>	Ensure the school is aware of the percentage of staff using public transport, document the alternative methods for cover,
	<b>Inclement Weather</b> -in the event that a major weather event has impacted the area and the public being advised to stay off the roads and at home,	<b>Headteacher to decide of closure and emails/texts to go out to all along with notice on school website</b>	Appendix - 6 school closure procedure
	<b>Pandemic/ Virus or disease</b> In the event of a significant epidemic or a pandemic, the SEMT will convene and follow the guidance set in place for such incidents.  - Pandemic/ viral/ diseases plans are in place	<b>Headteacher in conjunction with Harrow Council</b>	Lockdown/Lockout Procedures to be followed Appendix 7 - Communication

	<p><b>Loss of Staff</b> In the event of loss of staff due to illness, injury or other exceptional circumstances, the SEMT should be notified ASAP.</p> <ul style="list-style-type: none"> <li>-SEMT will convene to address the situation as required</li> <li>-Skill sets and attributes must be detailed for any staff with the specific or unique skills to perform a critical activity</li> <li>-All requests for temporary staff should be handled as per normal procedure</li> </ul>	<p><b>SEMT are notified immediately, first aid is provided and ambulance called for if necessary. Incident is logged on the RIDDOR website and Carstens &amp; Robinson (H&amp;S SLA)</b></p>	<p>SEMT are notified immediately, first aid is provided and ambulance called for if necessary. Incident is logged on the RIDDOR website and Carstens &amp; Robinson (H&amp;S SLA)</p>
	<p><b>Succession Planning</b> The team shall have in place a clear succession plan, to three levels, in the event of any critical head becomes unavailable.</p>	<p><b>In the absence of the Headteacher, the Deputy Heads will step in with and Phase Leaders to support</b></p>	<p>Provide procedures/plans for deputies and role covers</p> <p>Refer to delegations of power and Phase Leader JDs</p>
	<p><b>Return to normal</b> -Return to BAU once staffing levels have returned to normal -Determine how the disruption was managed within the school -Identify any lessons learned and changes to be made to the plans.</p>		<p>provides log-Keeping guidelines</p>

### 3.4 Damage to or Loss of Technical Infrastructure

Triggers	Action	Responsibility	Procedure/Resources
Loss of server/platform, hardware, software application, utility failure	<b>Problem identified</b> -Identify the nature of the problem. Determine if it's local or if it a wider area infrastructure. -determine if the resolution could happen locally or requires external intervention	<b>Wibird</b>	Consider your backup plans, IT backups, Manual workarounds, Use guidance in Appendix 12
	<b>Communication</b> Notify staff/parent via call cascade/text/Arbor communications Notify IT/utility providers and raise problem/issues	<b>Headteacher/SBM/Admin Team</b>	Document how communication will be relayed;  Appendix 7 - communication
	<b>Workarounds</b> -Determine the impact of the failure -identify options and workarounds, and discuss with SEMT -Inform Staff/pupils/parents about the decisions and workarounds (If applicable)	<b>SEMT and Site Supervisors</b>	Reference to the strategies identified in section 5.  Attached plans and workaround processes
	<b>System recovery</b> Follow establish procedures Inform the staff/pupils about the expected time for restoration of services	<b>Headteacher, ICT Technician, SBM and Wibird</b>	Reference established procedures
	<b>Service resumed</b> -Upon restoration of the IT services, return to 'Business as Usual' processes, and remove any workarounds. -Communicate the exact status and next steps to staff/pupils.	<b>Headteacher/DHT /AHT/SBM</b>	Appendix 7 - communication

### 3.5 Failure or non performer of the Third Party

Triggers	Action	Responsibility	Procedure/Resources
Third party providers fail to deliver services due to being impacted by an incident	<b>Assess the impact</b> Determine what has been affected by the service provider failing to deliver on SLA.	<b>Headteacher/SBM and Site Supervisor depending upon the SLA</b>	Emails Internet Arbor.Net Finance package Premises Management Catering Telephone Alarm system
	<b>Alternate procedures</b> - Are there alternate procedures to continue the service/activity until 3 <sup>rd</sup> party provider is operating as normal - could the service/activity be run by in-house staff (using the minimum number as estimated in the BIA?) - could supplier provide the resources to continue the service/activity in-house	<b>The school cannot run by alternative suppliers in terms of utilities – water/electricity/gas</b>  <b>HT/SBM/SS</b>	Appendix 1 – Supplier contact information.  Consult Procurement at this point
	<b>Alternative Supplier</b> - if an alternative provider has been identified, they should be contracted and the service restarted as soon as possible.		

## **4 Communications**

### **4.1 Information line/ Answer phone**

The school answerphone will be set with the appropriate message. The school website will be updated as well as an email sent out to all parents. Text messaging will also be available via Arbor Communication.

### **4.2 Staff communication**

Information lines [automated school voicemail system]/ call cascade or SMS

#### **4.2.1 Office hours**

During office hour's contact will be made via word of mouth, text/whatsapp messaging system.

#### **4.2.2 Call cascade (outside office hours)**

The Schools call cascade will be facilitated by the Schools appointed BC Coordinator, following an alert from SEMT.

BC coordinator to communicate with the designated representative of the SEMT requesting the following information:

- Full situation briefing
- Where to go
- Reporting time for designated teams

BC coordinator to notify all key personnel, who are detailed on the call cascade table section 6.2, issuing the following details;

- Full situation briefing
- Reporting times
- Where to go

### **4.3 Regulators**

When do the below bodies need to be contacted, Contact information can be found in Appendix 1

- Local Authority
- Department for Education
- Health and safety

### **4.4 Suppliers & Third Party**

The preferred method of communication is details in Appendix 11 -Communication

#### **4.5 Media Management**

The Role allocated to Media management in the SLT will determine the response to the media.

The HT will liaise with the Director of Education Services to determine all media communications.

## 5 Recovery

### 5.1 Strategy Assessment

		Internal Role Cover	Displacement (reciprocal agreement)		Manual Workarounds		Alternate Suppliers	
Activity	Criticality	Are staffs cross-trained to cover critical roles during absences?	Can this activity be carried out from any other location?	How long can this activity be carried out from another location? (Days)	Can this activity be carried out by manual workarounds, if all IT systems were unavailable?	How long can the activity operate for with these work arounds? (Days)	Is there an alternative supplier for this activity?	How long can the interim supplier be used? (Days)
EYFS Teaching	1 (Core Purpose)	Yes	Yes	4 weeks	Yes	Indefinitely	Yes	Indefinitely
KS1 Teaching	1 (Core Purpose)	Yes	Yes	4 weeks	Yes	4 weeks	Yes	Indefinitely
KS2 Teaching	1 (Core Purpose)	Yes	Yes	4 weeks	Yes	4 weeks	Yes	Indefinitely
Safeguarding Children	1 (Core Purpose)	Yes	Yes	4 weeks	Yes	4 weeks	Yes	Indefinitely
Catering	2	Yes	Yes	4 weeks	Yes	4 weeks	Yes	Indefinitely
Access to ICT	2	Wibird would provide deployment of staff under their terms of the service agreement.	Yes	4 weeks	Yes	2 weeks	Yes	Indefinitely
Wrap Around Care	2	Yes	Yes	4 weeks	Yes	4 weeks	Yes	Indefinitely
Facilities	3	Yes	Yes	4 weeks	Yes	4 weeks	Yes	Indefinitely

Management								
Lettings	2	Yes	No	Nil	Yes	Nil	Yes	Indefinitely

## 5.2 Long term outage School transfer – table added Vital Records

What would be the long term strategies if the school site is out of use for a long period?

The school would need to consider re-location with the assistance of the Director of Education Strategy School Organisation (ESSO) Harrow Council

Activity	Document Name	Reason Required	Type	Current location	Is it backup (e.g nightly backups) or are there multiple copies held in different locations	Location of Copies	Frequency of update	How often should this record be backed up? (Days)	Can this record be recreated?	Possible Single point of Failure
Pupil Records	Paper Records	Admission records	Manual Paper Records		Electronic record on ARBOR	ARBOR Server	At point of admission & when changes to record	Paper records backed up	Yes	No single point of failure.
	ARBOR Pupil Records	Maintain admission and attendance records & class register overview	Electronic Records	ARBOR Server/ web-based	Weekdays – two local back-ups  Monthly back up – two local	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.

					back-ups					Back-up server not required being online
Welfare Records	Health Care Plans	Safeguarding & Wellbeing  Understanding of medical needs	Electronic Records	ARBOR Server/ web-based	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes – also held paper version in medical room	No single point of failure of hardware, all data local.  Back-up server not required being online
SEN Records	EHCP	Understanding of SEN needs	Electronic Records & Paper Copies	School Management Drive (O Drive) – SEND Folder	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.
	Support Plans	Planning to meet needs of SEN children	Electronic Records & Paper	School Management Drive (O Drive) – SEND Folder	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	Back-up server not required being online

Safeguarding	Vulnerable Children overviews	Capture of records of concern	Electronic Records	School Staff Shared Drive (T Drive) – Key Information for Staff – Start of the year 2023	Daily back-ups	Back-up from the cloud	Daily	Each working day	Yes	No single point of failure
				&		NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	
				Policy tracker	Online server		Daily	Each working day	Yes	
	Pupil risk assessment	Understanding of vulnerable children	Electronic Records							No single point of failure
		Understanding of pupil	Electronic Records							No single point of failure

	s	related risk assessments								
Personnel records	Paper Records	Staff Application forms & contracts of employment	Manual Records	Filing cabinets in SBM's office	Contracts issued by Harrow Council available on server [ADMIN O Drive, Personnel folder]	Employee Relations/payroll Dept	Adhoc	As required	Yes	No single point of failure
	ARBOR Personnel Records	Staff contact details, employment contracts and payroll	Electronic Records	ARBOR Server	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.  Back-up server not required being online
Asset Inventory	Asset register	Inventory of high value goods for insurance claims	Electronic Records	Register kept with Wibird	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.  Back-up

										server not required being online
Insurance Documents	Insurance Policy	Statutory document & for the purposes of making insurance claims	Electronic Record	School Management Drive (O Drive) – Premises – Insurance - RPA	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.  Back-up server not required being online
Examination Papers	Statutory Assessments	Statutory Assessments for the purposes of measuring pupil attainment	Manual Paper Records	Locked cupboard in Staff Workroom	N/A	New copies of blank papers could be obtained from the STA	N/A	N/A	Yes	No single point of failure.

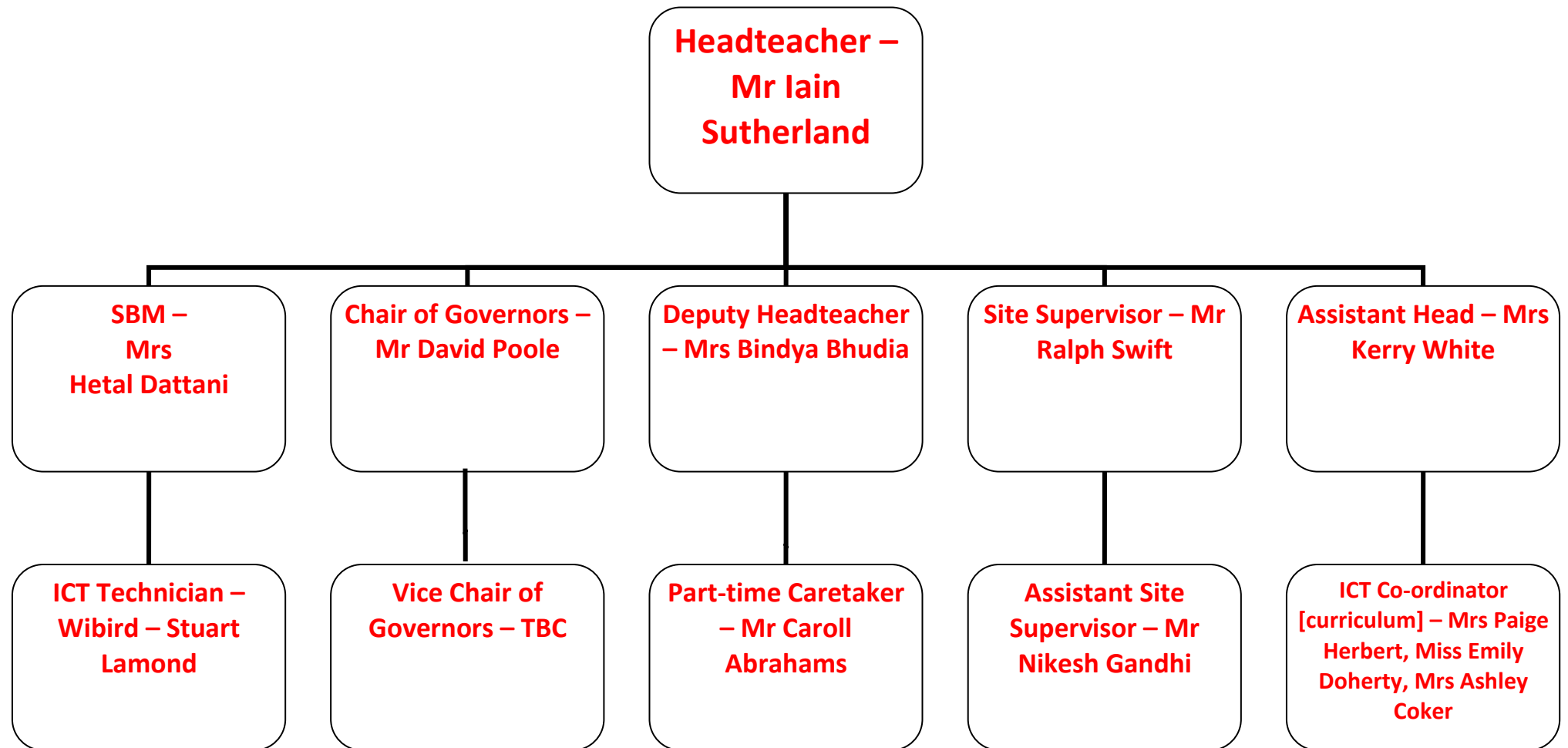
School Policies & Procedures	School Development Policy	School Improvements and priorities. Regulatory compliance	Electronic Record	Drive &  Policy tracker	Daily back-ups  Online software	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.  Back-up server not required being online
	Financial Regulations	Financial Management & Regulator Compliance	Electronic Record	School Management Drive (O Drive) –SBM – Finance - Budget	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.
	Staff Code of Conduct	Policy outlines standards expected from staff members	Electronic Record	School Staff Shared Drive (T Drive) – Key Information for Staff – Start of the	Daily back-ups	NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.

		and to promote Grimsdyke Schools Values.		year 2023						
				&						
				Policy tracker	Online software					Back-up server not required being online
	Business Continuity Plan	Business recovery Plan assists the school in the event of disaster/ failure at the school site	Electronic Record	School Management Drive (O Drive) – School Admin – Policies		NAS (Network Attached Storage) in server room	Daily	Each working day	Yes	No single point of failure of hardware, all data local.
				&						
				Policy tracker	Online software					Back-up server not required being online

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Refer to Appendix 3 for Evacuation and relocation arrangements

## 6 School Emergency Planning Team (SEMT)



## 6.1 Roles and Responsibility (SEMT)

Role	Responsibilities	Accountability / Authority
Headteacher / DHTs/SBM	<ul style="list-style-type: none"> <li>▪ Senior responsible owner of Business Continuity Management in the School</li> <li>▪ Ensuring the School has capacity within it's structure to respond to incidents</li> <li>▪ Determining the School's overall response and recovery strategy</li> </ul>	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator (SBM/DHT)	<ul style="list-style-type: none"> <li>▪ Business Continuity Plan development</li> <li>▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc.</li> <li>▪ Involving the School community in the planning process as appropriate</li> <li>▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved</li> <li>▪ Training staff within the School on Business Continuity</li> <li>▪ Embedding a culture of resilience within the School, involving stakeholders as required</li> </ul>	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the School Incident Management Team.
School Emergency Planning Team <i>(including Business Continuity Coordinator and Headteacher)</i>	<ul style="list-style-type: none"> <li>▪ Leading the School's initial and ongoing response to an incident</li> <li>▪ Declaring that an 'incident' is taking place</li> <li>▪ Activating the Business Continuity Plan</li> <li>▪ Notifying relevant stakeholders of the incident,</li> </ul>	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from

	<p>plan activation and ongoing response actions</p> <ul style="list-style-type: none"> <li>▪ Providing direction and leadership for the whole School community</li> <li>▪ Undertaking response and communication actions as agreed in the plan</li> <li>▪ Prioritising the recovery of key activities disrupted by the incident</li> <li>▪ Managing resource deployment</li> <li>▪ Welfare of Pupils</li> <li>▪ Staff welfare and employment issues</li> </ul>	the incident.
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The following Staff have been identified as the School's Incident Management Team:

Name	Role	Contact Details (delete/amend as necessary)
Mr I Sutherland	Head teacher	<a href="mailto:isutherland@grimsdyke.harrow.sch.uk">isutherland@grimsdyke.harrow.sch.uk</a>
Mrs Bindiya Bhudia	Deputy Head teacher	<a href="mailto:bbhudia@grimsdyke.harrow.sch.uk">bbhudia@grimsdyke.harrow.sch.uk</a>
Mrs Kerry White	Assistant Head teacher	<a href="mailto:kwhite@grimsdyke.harrow.sch.uk">kwhite@grimsdyke.harrow.sch.uk</a>
Mrs Hetal Dattani	School Business Manager	<a href="mailto:hdattani@grimsdyke.harrow.sch.uk">hdattani@grimsdyke.harrow.sch.uk</a>
Mr Ralph Swift	Premises Manager	<a href="mailto:rswift@grimsdyke.harrow.sch.uk">rswift@grimsdyke.harrow.sch.uk</a>
Mr David Poole	Chair of Governing Body	<a href="mailto:dpoole@grimsdyke.harrow.sch.uk">dpoole@grimsdyke.harrow.sch.uk</a>

## 6.2 Additional Response and Recovery Roles

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

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper) Admin Team	<ul style="list-style-type: none"> <li>Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately</li> </ul>	Reporting directly to the Headteacher or School Incident Management Team.
Media Coordinator (Headteacher and Harrow Council – Patrick O'Dwyer)	<ul style="list-style-type: none"> <li>Collating information about the incident for dissemination in Press Statements</li> <li>Liaison with Harrow Council's Press Office to inform media strategy</li> </ul>	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media.
Stakeholder Liaison Headteacher	<ul style="list-style-type: none"> <li>Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all): <ul style="list-style-type: none"> <li>Governors</li> <li>Parents/Carers/carers</li> <li>Key Harrow Council Services</li> <li>External agencies e.g. Emergency Services, Health and</li> </ul> </li> </ul>	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable).

	Safety Executive (HSE) etc	
Facilities Manager (Site Supervisors)	<ul style="list-style-type: none"> <li>▪ Undertaking duties as necessary to ensure site security and safety in an incident</li> <li>▪ Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure</li> <li>▪ Lead point of contact for any Contractors who may be involved in incident response</li> </ul>	Reporting directly to the Headteacher or School Incident Management Team.
ICT Coordinator (curriculum) – Mrs Paige Herbert, Miss Emily Doherty, Mrs Ashley Coker  Mr Stuart Lamond – Wibird – ICT Technician	<ul style="list-style-type: none"> <li>▪ Ensuring the resilience of the School's ICT infrastructure</li> <li>▪ Liaison with external providers – Beebug</li> <li>▪ Work with the Business Continuity Coordinator to develop proportionate risk responses</li> </ul>	ICT Coordinator reports directly to the Headteacher for plan development issues.  In response to an incident, reporting to the School Incident Management Team.
Recovery Coordinator SEMT	<ul style="list-style-type: none"> <li>▪ Leading and reporting on the School's recovery process</li> <li>▪ Identifying lessons as a result of the incident</li> <li>▪ Liaison with Business Continuity Coordinators / Headteacher to ensure lessons are incorporated into the plan development</li> </ul>	Is likely to already be a member of the School Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Headteacher.

Role (Primary} (secondary)	Responsibilities	Accountability/ authority
Head Teacher (Deputy Head)	<ul style="list-style-type: none"> <li>• Senior responsible owner of Business Continuity Management in the School</li> <li>• Ensuring the school has capacity within its structure to respond to incidents.</li> <li>• Determining the school's overall response and recovery strategy</li> </ul>	The Head Teachers has an overall responsibility
BC Coordinator (SBM)	<ul style="list-style-type: none"> <li>• Business Continuity plan development</li> <li>• Developing continuity arrangements and strategies e.g. alternative relocation sites, use of temporary staff; etc.</li> <li>• Involving the school community in the planning</li> </ul>	Business Continuity coordinator reports directly into the Head Teacher

	process as appropriate <ul style="list-style-type: none"> <li>• Plan testing and exercising</li> <li>• Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved.</li> <li>• Training stay within the school on Business Continuity</li> <li>• Embedding a culture of resilience within the school, involving stakeholders as required</li> </ul>	
Media Management (Head Teacher) (Deputy Head) ESSO	All press communication will be handled by Harrow Council Communications Team.	
ICT Coordinator (curriculum) – Mrs Paige Herbert, Miss Emily Doherty, Mrs Ashley Coker  Mr Stuart Lamond – Wibird – ICT Technician	-Ensuring the resilience of the school's ICT infrastructure -Liaison with ICT support or external providers -work with the BC team to develop proportionate risk responses	ICT coordinator reports directly to the BC coordinator for plan development and issues.  During an incident would form part of the SEMT
Log keeping (Admin staff)	Log keeping and admin management during an incident	
Communication	Head teacher/Admin Team	Headteacher

**Please note:** Responsibilities fall to Deputies when Primary members are unavailable

## 6.2 Call Cascade

1 <sup>st</sup> Level Direct Reports:	2 <sup>nd</sup> Level Direct Reports	3 <sup>rd</sup> Level
Iain Sutherland	Hetal Dattani	Bindiya Bhudia
		Kerry White
		David Poole
		Ralph Swift

2<sup>nd</sup> and 3<sup>rd</sup> level contact the relevant staff as shown on page 25

## 7 Sign off

It is important to complete this page, it will provide assurance that plans are kept up to date, whilst providing an initial guide to the member of the recovery operations team should the plans need to be invoked.

	Name	Signature	Date
Completed by			
Head Teachers Name:			
<i>Once completed this document will need to be circulated at the governors meeting</i>			

## Appendix 1 – Information & Contacts

### 1. School information

---

School details	
Name of school	GRIMSDYKE SCHOOL
Type of school	PRIMARY
School address	SYLVIA AVENUE, HATCH END, PINNER, MIDDLESEX, HA5 4QE
School operating hours (including extended services)	06:00-18:00 (MONDAY-FRIDAY)
Approximate number of staff	90
Approximate number of pupils	630
Age range of pupils	4 YEARS – 11 YEARS

Office contact details	
Office telephone number	020 8428 1324
Office fax number	N/A
Office email address	OFFICE@GRIMSDYKE.HARROW.SCH.UK

Useful websites	
School website / extranet	<a href="http://WWW.GRIMSDYKE.HARROW.SCH.UK">WWW.GRIMSDYKE.HARROW.SCH.UK</a>
Local authority	HARROW
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</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 and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>



## 2. Contact Details - School Staff and Governors

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\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

**LEFT BLANK FOR THE PUPOSE OF GB REVIEW – ORIGINAL HAS HARD COPY IN THE SCHOOL GRAB BAG**

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)


### 3. Contact Details - Extended Services

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
PT Coaching	Afterschool and in day club		<a href="mailto:admin@ptcoaching.co.uk">admin@ptcoaching.co.uk</a> 07597 727 810	07802 344 852	
Primary Sporting Development (PSD)	PPA cover and Afterschool club		<a href="mailto:info@primarysportingdevelopment.co.uk">info@primarysportingdevelopment.co.uk</a>	020 3397 7409	
Tonic & Cogs	Afterschool Adult Choir		<a href="mailto:Bryan_kesselman@yahoo.co.uk">Bryan_kesselman@yahoo.co.uk</a>		
The London Lens Projects	After school photography club	3.30pm-4.30pm	<a href="mailto:patrick@thelondonlensproject.com">patrick@thelondonlensproject.com</a>	07843932254	
PPA Cover	Afterschool French Club	3.30pm-4.30pm	<a href="mailto:kimberleyisherwood@schoolppacover.co.uk">kimberleyisherwood@schoolppacover.co.uk</a>	0800 448 0404	
Robothink	Afterschool Technology Club	3.30pm-4.30pm	<a href="mailto:stanmore@robothink.co.uk">stanmore@robothink.co.uk</a>	07723 190 333	

#### 4. Contact Details - Local Authority

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Emergency Services	999		FIRE/POLICE/AMBULANCE SVS
Children's services	GENERAL NUMBER	020 8901 2690		HARROW COUNCIL
Media / communications	Communication	07927 548140		HARROW COUNCIL
Building Maintenance	B38 Group	0800 086 247	office@b38group.com / helpdesk@b38group.com	EXTERNAL TO COUNCIL
FMS	School Finance – on-going	020 8424 7601	<a href="mailto:fmsteam@harrow.gov.uk">fmsteam@harrow.gov.uk</a>	HARROW COUNCIL
Access	School Finance – since 01/09/2022	01509279160 / 01509279162/	<a href="mailto:Jordan.Coulter@theaccessgroup.com">Jordan.Coulter@theaccessgroup.com</a> 07918270360	Jordan is A/C Manager
Arbor	MIS System	0208 050 2086	Jacqueline Bateson <a href="mailto:myteam@arbor-education.com">myteam@arbor-education.com</a>  Charlie Preston charlie.preston@arbor-education.com	Jacqueline is A/C Manager  Charlie is Senior Partnership Manager
Educational visits	Carstens & Robinson Ltd	0330 111 0914	<a href="mailto:Jon@carstensandrobinson.co.uk">Jon@carstensandrobinson.co.uk</a>	EXTERNAL TO COUNCIL
Emergency Incident Response	Kan Grover	020 8420 3919	<a href="mailto:kan.grover@harrow.gov.uk">kan.grover@harrow.gov.uk</a>	NOT SIGNED UP TO SLA

Health and safety	Carstens & Robinson Ltd	0330 111 0914	<a href="mailto:Jon@carstensandrobinson.co.uk">Jon@carstensandrobinson.co.uk</a>	EXTERNAL TO COUNCIL
Risk / insurance	RPA	0117 976 9361	Membership No. 102187 RPAAdvice@willistowerswatsonsecure.com	SLA – Central Government
Legal	sarah.wilson@harrow.gov.uk	020 8424 1417	020 8424 1291	HARROW COUNCIL SLA
Human resources/Payroll	hres@harrow.gov.uk	020 8901 2655	askhr@harrow.gov.uk / <a href="mailto:payroll@harrow.gov.uk">payroll@harrow.gov.uk</a>	HARROW COUNCIL SLA
Procurement	Nimesh Mehta - head	07949 054 739	<a href="mailto:Nimesh.mehta@harrow.gov.uk">Nimesh.mehta@harrow.gov.uk</a>	
Educational psychology	gladys.degroot@harrow.gov.uk	020 8966 6480	Hugh.Watson@harrow.gov.uk	HARROW COUNCIL SLA
Occupational health	Health Management Ltd	0845 504 1000	HARROW COUNCIL 020 8424 1426	HARROW COUNCIL SLA
Payroll –	Dataplan	03331 128 000	Geraldine Noyes <a href="mailto:geraldine.noyes@dataplan.co.uk">geraldine.noyes@dataplan.co.uk</a>	Geraldine is Customer Services Manager EXTERNAL SLA

## 5. Contact Details - Other Organisations

\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		

Health and Safety Executive		<p>Infoline: 0845 345 0055</p> <p>Incident contact centre: 0845 300 9923</p> <p>Duty officer: 0151 922 9235 (24 hour)</p> <p>Duty press officer: 0151 922 1221 (24 hour)</p>		
Trade union				
Protocol Education	020 8371 7915	Glen Cunningham	<a href="mailto:Branch-LondonPrimaryNorthWest@protocol-education.com">Branch-LondonPrimaryNorthWest@protocol-education.com</a>	
Engage Education	01923 281 040	Alice King	<a href="mailto:alice.king@engagepartners.co.uk">alice.king@engagepartners.co.uk</a>	
Veritas Education	0203 026 6154		<a href="mailto:enquiries@veritas-education.com">enquiries@veritas-education.com</a>	
Utility supplier (gas)	NPower	0800 111 999		
Utility supplier (water)	Affinity	0345 357 2407		(water Water 0200980 8800)
Utility supplier (electricity)	Npower	0800 028 0427		From mobile 0333 202 2022
Health & Safety	Carsten & Robinson	07769 882 900	<a href="mailto:Jon@carstensandrobinsons.co.uk">Jon@carstensandrobinsons.co.uk</a>	0330 111 0914
Premises Management	B38	0800 0806 247	<a href="mailto:office@b38group.com">office@b38group.com</a>	A/C: GRI01001

Telephones	O2	+44 (0)113 272 2000	myO2Business@O2.com	A/C 5904256
Teacher Support Network		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
COVID-19 Advice	Government / NHS	0800 046 8687 / 111	<p><a href="https://www.harrow.gov.uk/managingcovid">https://www.harrow.gov.uk/managingcovid</a></p> <p><a href="https://request-testing.test-for-coronavirus.service.gov.uk">https://request-testing.test-for-coronavirus.service.gov.uk</a></p> <p>patrick.odwyer@harrow.gov.uk</p>	The advice service will be open Monday to Friday from 8am to 6pm and 10am to 4pm on Saturdays and Sundays

## 6. Contact Details - For Completion during an Emergency

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This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

## Appendix - 2 Site Information

Utility supplies	Location	Notes / instructions
Gas	BASEMENT OF SCHOOL & WHITE BRICK STORE IN CAR PARK	BOX ON FRONT OF HOUSE (CARETAKER HOUSE)
Water	OUTSIDE SCHOOL GATES	
Electricity	INTAKE ROOM & CARETAKERS HOUSE	WHITE DOOR IN LIBRARY AREA. UNDER STAIRS IN CARETAKERS HOUSE
Heating	BASEMENT SCHOOL & CARETAKERS HOUSE	MEETING ROOM (CARETAKER HOUSE)

Internal hazards	Location	Notes / instructions
Asbestos	BOILER ROOM OUTSIDE FLASHING	DENOTED BY THE BLACK AND RED LABELS – FASCIA BOARD
Chemical store(s)	ROOM AT BACK OF BASEMENT	NONE

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Headteacher's office/Staff House Meeting Room	
Media briefing area	Staff House Meeting Room/Hall	

## Appendix 6- School Closure

Ref'	Generic actions – initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref'	Generic actions – ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	

SC11	Put in place arrangements for remote learning (please see appendix 2).	
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## Appendix 7 – Communications

Designated telephone lines	Contact number	Location of telephone
Incoming/outgoing calls	I.Sutherland – 07748 130 835 B.Bhudia – 07816 982 198 K. White – 07949 278 471 H.Dattani – 07590 403 071 D. Poole – 07951 748 708 R. Swift – 07786 530 542	PERSONAL MOBILE NUMBERS     RS – 07587 172916

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site? No</li> </ul>
School website	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised – Kamala Savan (KS); Shilpa Bharadia (SB); Shilpa Patel (SP)</li> <li>▪ Can it be updated remotely or only from the school site – KS; SB; SP</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to use the text messaging system – KS</li> <li>▪ Can it be used remotely or only from the school site? Yes</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	<ul style="list-style-type: none"> <li>• Use the call cascade in section 6.2</li> </ul>
Sign at school entrance	Headteacher to confirm the wording at the time
Newsletter	Headteacher with Data & Comms Manager to construct
Email	Headteacher to word with Admin Team sending it out through Schoolcomms
Letter	Headteacher with Data & Comms Manager to construct
School notice board	Headteacher with Data & Comms Manager to construct

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
Pupils	Google Classrooms	Class teachers
Parents / carers	Email/push notification	Kamala Savan – Data & Comms
Governors	Call / Text / Whatsapp / Email	Iain Sutherland - Headteacher
Supplier services	Email / Telephone	Hetal Dattani - School Business Manager

## Appendix 8 - Media Considerations

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Our Media lead and Spokesperson is [Harrow Council Communications Team](#)

The room designated for media briefings and press personnel will be allocated by the Harrow Council Communications Team

Templates for press holding and pupil and parent briefings are kept with the Harrow Council Communications Team

The school has agreed the following guidelines in the event of an incident.

General advice:

- No member of staff will talk to journalists alone. Rather, they will be accompanied by a colleague who can note what is said.
- Staff talking to the press will provide nothing more or less than the facts.
- Staff will provide a prepared statement rather than an interview.
- A later time to undertake an interview/issue a further statement will be arranged and this will be honoured.
- Personal information will not be released.
- No blame will be apportioned.

Other than the Media representative the rest of the Senior Incident Management Team will not be directly involved in media communications

The school should agree a template media holding statement, which can be used in the initial stages of an incident. This will be followed up with a more detailed statement as soon as possible.

Additionally, a template briefing for staff and parents should be agreed with staff. Both of these will be amended to suit the situation.

In the event of a major incident the school will hold media briefings in cooperation with external agencies involved to keep the media updated. These briefings will be organised by the Local Authority Incident Management Team and fronted by the school spokesperson.

Factual news releases may also be issued to support the process of informing members of the public with a direct interest in the incident.

Advice: The reason for the rest of the Incident Management team getting less involved with the media is to ensure that they have time and space to take an overall strategic view of the incident as a whole.

In general, it is useful for the spokesperson to already have a good understanding of the incident and experience dealing with the media. The spokesperson role should be his or her top priority for the duration of the incident. The deputy will also need to be briefed in case the lead is unavailable.

## Appendix 9 - Sample Staff and Parent Briefing

Below is a sample staff and parent briefing statement, this should be amended to reflect the type of incident.

You will be aware of the recent incident that has affected our school. We are currently working closely with the Local Authority to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from *[INSERT DATE]*.

As from today we will be using *[INSERT LOCATION]* as the school office:

Please note that our contact numbers are:

*[INSERT TELEPHONE NUMBER]*

*[INSERT FAX NUMBER]*

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the school or the Local Authority must be treated with considerable caution. We will provide updated information as frequently as possible both via the board at the entrance to the school and a weekly update letter to every family.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

**Head Teacher**

## Appendix 10 - Bomb Threats

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- + **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:

.....

Telephone number you were contacted on:

.....

Exact wording of the threat:

.....

.....

- + **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

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?

.....

**+ Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999) and Head Teacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- ☐ Male  
☐ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

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"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

- |                                 |                                |                               |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- |                                   |                                     |                                    |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Upset      | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Angry      | <input type="checkbox"/> Muddled   |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Rational   | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational |                                    |

Were there any distinguishable background noises?

.....  
.....

## Appendix 11 - 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 hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"><li>▪ Do not touch the package further</li><li>▪ Do not move it to another location</li><li>▪ Do not put the package into anything (including water)</li><li>▪ Do not put anything on top of it.</li></ul>	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	

SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	
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If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	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.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

## Appendix 12- ICT Back Up

It is essential to maintain suitable ICT back up arrangements in order to prepare for, and recover from, any loss of information.

Beebug are responsible for regular ICT backups. All backups are cloud based called Gridstore. The back is conducted daily and held under encryption.

## Appendix 13- Log-Keeping Guidelines

	Thursday, 19/05/2012
7.40pm	Received call from Jane Smith at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 020 8432 3556 0208 420 3121
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Harvey (deputy Head Teacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, ...

Dynamic lockdown is the ability to quickly restrict access and exits to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of lockdown is to prevent people moving into danger areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature some sites may not be able to physically achieve total lockdown.

At Grimsdyke School it is expected that all staff follow the Dynamic Lockdown Procedures as part of their duties to Safeguard the children in their care.

**How to achieve dynamic lockdown:**

- When the alarm is raised and if possible the Senior Leadership Team will deploy staff to secure all access points if safe to do so. No member of staff is to put themselves in a point of danger.
- The main access/exit points are front entrance gates; inside infant and junior school gates; front entrance and back gate. These are locked during school hours and should just need monitoring to limit further access/exit.
- If safe all children to be gathered into a safe area e.g. brought inside to the main building if the threat is external or taken upstairs if the threat is downstairs.
- Class Teachers and Teaching Assistants will be responsible for supervising and safeguarding the children in their care and ensuring they take them to the nearest safe point if possible. If that is not possible then they should hide see 'Stay Safe Guidelines'.
- Staff will be trained annually to act effectively and made aware of their responsibilities
- No one should leave or enter the site except for the police etc once lockdown has been initiated.
- Once our lift is installed this must be disabled and left on the upper floor.

**Notifying all staff that a dynamic lockdown has started:**

- Dependent where the threat is initiated and where possible a member of the office or school staff will alert the most senior school member of staff (now the Lockdown Lead) that a serious threat has taken place.
- If possible another member of staff will ring the police as soon as it is safe to do so.
- The school tannoy system will be used to alert all staff using the code '**No Choir!**' – Staff will stay in their classrooms until told to remove.
- The Premises Manager will be informed by walkie talkie and he/she will liaise with the Lockdown Lead on the best course of invacuation or evacuation.
- Dependent on where the threat is non classroom based staff will visit toilets etc and escort children back to their classrooms or another place of safety.
- Dynamic Lockdown will cease with a message over the tannoy system

**Staff are to remain calm at all times and ensure they try to keep the pupils calm to avoid panic spreading.**

#### **Training your staff**

- Training will be given annually to ensure staff are able to act quickly and effectively.
- They will be trained using the principles of 'Stay Safe';
- New staff will be inducted on Dynamic Lockdown Procedures.
- An annual practice exercise will be undertaken to ensure all staff understand their roles and responsibilities

#### **Stay Safe**

##### Firearms and weapons attack

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website <https://www.gov.uk/government/publications/recognising-the-terrorist-threat>.

##### **Run**

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE.
- Can you get there without exposing yourself and the pupils to greater danger?
- Insist others leave with you.
- Leave belongings behind.

##### **Hide**

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped. Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

##### **Tell**

**It doesn't matter if the police get told more than once.**

Call 999 - What do the police need to know?

- Location - Where are the suspects?
- Direction - Where did you last see the suspects?

- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so.

**For further advice and guidance please visit the NaCTSO web site.**

## Appendix 14- Remote Teaching Policy

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<b>Approved by:</b>	Iain Sutherland	<b>Date:</b> September 2020
<b>Last reviewed on:</b>	January 2022	
<b>Next review due by:</b>	January 2023	

## **1. Aims**

This remote teaching and learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school for an agreed reason such as self-isolation, illness or their well-being as well as for any periods of school closure
- Set out expectations for all members of the school community with regards to remote learning
- Be consistent with our approach to teaching and learning for students who are on site
- Provide appropriate guidelines for data protection
- 

## **2. Provision of remote education for pupils**

The school will provide remote education for pupils in the following circumstances:

- Where there is a full or partial closure of the school which leads to a suspension of onsite provision.
- Where a student is absent from school for more than three days for a medical reason and it is appropriate for them to engage with study at home or in hospital.
- Where a student is being supported by a hospital education service, Grimsdyke School will liaise to ensure that curriculum coverage is in line with that taking place by the student's peer group onsite.
- Where a student is required to self-isolate at home in order to reduce the risk of community transmission of infection or illness.
- Where a student is not able to follow the safety or behaviour expectations on site that ensure the health and safety of others.
- Where a student is subject to a fixed term exclusion period as per the school exclusion policy. Where a student needs a considerable period of respite then the school may delegate responsibility for this educational provision to an appropriate offsite provider, e.g. The Helix but will maintain oversight and will monitor this provision.
- Where the Head Teacher has agreed with a family that it is appropriate for a student to receive remote education for a period of time.

The school will not provide remote education for students:

- Who have been taken out of school for an unauthorised period of absence, for example to go on holiday or go overseas to visit relatives.

- Where medical advice indicates that it would not be in the child's best interest for a period of time.
- Who are absent for less than three days due to routine childhood illness such as colds, diarrhoea or vomiting.
- Who have been permanently excluded from the school. The local authority will then have responsibility to ensure educational provision is made for the student.

### **3. Roles and responsibilities**

#### **3.1 Teachers**

##### **Provision as a result of individual student absence or closure of class, group or whole school for a period of up to 10 days:**

Year groups will prepare a pack for students who are going to need remote education for periods of up to 5 working days. These packs will:

- A plan for remote education over a period of 10 days which will include a detailed plan for the first 5 days with further guidance for study should the isolation period extend beyond day 7 as the child is still testing positive for Covid.
- Address end of year expectations for English and Maths as well as curriculum subject knowledge from the year group planning for the appropriate term. One topic may be chosen as the focus for the pack and cross-curricular links will be made where appropriate.
- Links to video lessons for English and Maths expectations from the Oak Academy and BBC provision
- Appropriate resources and activity sheets to support the plan will be made available to the students via Google Classroom.

Students and families will be able to submit work via Google Classroom for feedback or bring their work into school on their return for teachers to mark and give the student appropriate feedback. Google Classroom will be used to provide access to supporting resources. Families with difficulty accessing material will be provided with paper copies and will have the option to return the paper copies to school for teachers to mark and give the student appropriate feedback

The remote education plan will be emailed to parent within 24 hours of the school being provided with appropriate notification. Additional resources and materials for children to access will be made available on Google Classroom. Class teachers will contact the family by phone or email to ensure that they have received their remote education plan and that students are able to begin study.

##### **Provision for class, group or whole school closure:**

**In these circumstances the staff involved may also be required to be absent from school and working from home.**

When providing remote education, teachers will be available for a minimum of 1 online interaction each day via Google Classroom. Families will be notified of the timings for this so that students can engage with these sessions or request support with their learning in real time. Teachers will also be expected to be available for contact by the school during normal working hours, i.e. 8.30am to 3.45pm.

When providing remote education during an extended period of group absence, teachers working as part of their year group team are responsible for:

#### **Setting work –**

- Staff will work in year group teams to provide work appropriate for all the students in their year group
- Task will include appropriate differentiation to allow all students accessibility. Where a student with special educational needs requires specialist or individual provision, teachers will liaise with the Inclusion Manager to ensure this is put in place.
- There will be tasks set within each recommended video lesson (from the Oak Academy or other online provider) that the students should complete. This will equate to 5 English and 5 maths tasks, along with between 5 tasks relating to the wider curriculum. From these at least one English, one maths and one foundation will be a 'hand in task' which children will submit and receive feedback for.
- This provision will begin immediately in any period of class, group or whole school closure. The plans for each week along with information and resources will be available for parents via Google Classroom and email.
- As far as possible students will be asked to upload their work to the Google Classroom virtual learning platform by the end of each week so that staff can review it and provide feedback. Where this is not possible, parents should inform the school so that appropriate measures can be put in place through the provision of support to access IT or paper versions of the materials for students.
- Class teachers will monitor the work relating to their students in their class unless the year group designates this task otherwise (for example with one staff member reviewing all students work on a particular task or subject).
- Teachers are responsible for making initial contact with families that are not engaging with home study. Issues that are identified which cannot be addressed by them will be passed on to a member of SLT. Where no response is received, staff will ask a member of SLT to contact the family.

#### **Providing feedback on work:**

- In the main, staff will receive work from pupils electronically. As far as possible they will be encouraged to use the Google Classroom task and mark books to track and respond to work. Work may be emailed to the year group email address where this has been agreed with the teacher in advance.
- Staff will be asked to respond to work by the end of the week following the due date.
- Where students are using paper versions of the programme, staff will review and respond to the work when it is returned to school.
- Staff are expected to respond to work submitted via Google Classroom tasks. Feedback should be in line with the school marking policy in that one English and one maths task per week will receive 'deep marking' and detailed feedback. Staff may use a whole class feedback slide as a way of providing detailed feedback. This will be shared during any live sessions and discussed with pupils. Any children who miss online sessions will be able to download a copy of this from Google Classroom.

#### **Keeping in touch with pupils who aren't in school and their parents:**

- Year group staff will respond to messages from students usually within 1 working day.
- Year group staff will respond to messages from parents via the year group email within 1 working day.
- Staff are not expected to respond to emails outside of normal working hours, that is 8.30 to 3.45pm.
- Where a message from a parent constitutes a complaint or significant concern, class teachers should forward this to a member of SLT. Where the nature of the concern addresses safeguarding, refer to the specific safeguarding section below.
- Where a student is not behaving appropriately online, for example in messages to peers, staff should deal with this following the school behaviour and computing policies. Significant issues of this kind should be escalated to a member of SLT. If the behaviour presents a safeguarding concern, please refer to the safeguarding section below.

In situations where there is to be a blended provision of onsite and remote education, staff responsibilities will be shared between those staff members working in different locations with due regard to appropriate work load and the work-life balance responsibilities of the school.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

### **3.2 Teaching assistants**

During a period of class, group or whole school closure leading to the provision of remote education, teaching assistants must be available for contact by the school during their contracted hours.

When assisting with remote education, teaching assistants are responsible for:

Supporting pupils who are not in school with learning remotely through tasks such as:

- Responding to students in forums or posts
- Responding to student email
- Regularly contacting a student, they support one to one electronically
- Managing the response to an agreed task through the mark book

Attending virtual meetings with other school staff:

- Online meetings may be arranged via Zoom
- Staff are expected to follow the school dress code in any online meetings with parents and other professionals
- Staff are expected to attend these meetings from an appropriate location where there is minimal background interference or interruption.

In situations where there is to be a blended provision of onsite and remote education, staff responsibilities will be shared between those staff members working in different locations with due regard to appropriate work load and the work-life balance responsibilities of the school.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

### **3.3 Inclusion Manager/ SENCO**

When there is a period of class, year group or school closure leading to the provision of remote education the Inclusion Manager will:

- Complete risk assessments for students not attending school with EHCPs, safeguarding concerns or otherwise considered vulnerable
- Support year groups in the provision of suitable remote education tasks for students who need personalised provision
- Liaise with families who may have issues accessing remote education to ensure students are able to engage with school provision
- In the case of extended periods of school closure, contact families of all students on the SEN register at the end of each half term that they are absent from school

- Manage liaison with and access to the support needed from other agencies e.g. speech therapy, CAMHS etc.

Where vulnerable students require remote education, for example as a result of a positive Covid test, the Inclusion Manager/SENCO will monitor provision and provide support to teachers or families as appropriate.

#### **Attending virtual meetings with staff, parents and pupils:**

- Online meetings with appropriate external professionals e.g. doctor, educational psychologist, speech therapist may be arranged at that professional's request via an online platform with appropriate safeguarding and confidentiality protocols, provided SLT approval has been given.
- Staff are expected to follow the school dress code in online meetings with parents and other professionals.
- Staff are expected to attend these meetings from an appropriate location where there is minimal background interference or interruption.

### **3.4 Senior leaders**

When individual or groups of students are required to engage with remote education senior leaders are responsible for:

- Co-ordinating the remote education approach across the school – the Deputy Heads will be responsible for collating and posting the remote education programme weekly onto the school website in the event of whole school or year group closure.
- The Deputy Heads will also provide information to year groups about students needing individual remote education. The Welfare Officer will provide regular Covid reports detailing students who are absent as a result of Covid. The frequency and timing of these will be agreed with the Head Teacher and may vary as the numbers of cases varies. This information will then be processed and shared with year group leaders so that they know which students need remote education provision to be set up within the next 24 hours.
- Monitoring the effectiveness of remote learning – for example through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **3.5 Designated safeguarding lead**

The DSL is responsible for implementing the school safeguarding policy and ensuring that reported concerns and existing cases are appropriately managed. This applies whether the students are being educated on or offsite whilst they are on roll.

### **3.6 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day and to respond to a message within 48 hours if using electronic communication
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Monitor their child's use of online communication and ensure the school computing agreement is adhered to

### **3.7 Governing Body**

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that standards and attainment at the school remain as high quality as possible
- Monitoring the school's work to ensure that due regard is given to staff and student well-being as well as educational provision
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## **8 4. Who to contact**

If parents have any questions or concerns about remote education, they should contact the following individuals:

- Issues in setting work – contact the class teacher or year group via the year group email address.
- Issues with wellbeing or pastoral care – contact the Deputy Head (Pastoral).
- Concerns about data protection – contact a member of SLT or the School Office Manager

- Concerns about safeguarding – Contact the Headteacher (Designated Safeguarding Lead).
- Unresolved issues – contact Deputy Head (Teaching and Learning) or Deputy Head (Pastoral).

If staff have any questions or concerns about remote education, they should contact the following individuals:

- Issues in setting work – contact the relevant curriculum team/ year group leader, Deputy Head (Teaching and Learning) or Deputy Head (Pastoral).
- Issues with student engagement in remote education – to follow the relevant protocol and contact relevant member of SLT
- Issues with behaviour – contact year group leader, relevant phase leader or member of SLT
- Issues with IT – contact the computing team or Wibird as appropriate
- Issues with their own workload or wellbeing – contact their year group leader or phase leader
- Concerns about data protection – contact a member of SLT or the School Office Manager
- Concerns about safeguarding – contact the DSL

## **9 5. Data protection**

### **5.1 Accessing personal data**

When accessing personal data for remote education and support purposes, all staff members will:

- Use their school laptop to access and store any personal data or information required
- Use remote access to the school server and shared drives for school tasks
- Where personal data for students is provided to staff for example parent email addresses, staff will maintain the confidentiality of this information

### **5.2 Processing personal data**

Staff members may need to collect and/or share personal data such email addresses as part of the remote education provision. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### **5.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Reporting an issues with the antivirus and anti-spyware software on school devices
- Keeping operating systems up to date – always install the latest updates

## **10 6. Safeguarding**

The school safeguarding policy will still be applied during any period of school closure or whilst individual or groups of students are being provided with remote education.

The Designated Safeguarding Lead will be the Head Teacher. The Deputy Designated Safeguarding Leads who are the Deputy Head teachers should be contacted in this role if the Head Teacher is not available.

Staff and parents are made aware of the Harrow Golden Number (020 8901 2690 between 9am and 5pm, Monday to Friday) and this should be called if there are immediate concerns that a student is at risk and no-one from school can be contacted.

## **11 7. Monitoring arrangements**

This policy will be reviewed regularly for academic years 2021-2022 and 2022-2023 and annually thereafter by the Quality of Education Committee of the Governing Body. At every review, it will then be submitted for approval at the next full governing body meeting.

## **12 8. Links with other policies and documents:**

This policy is linked to our:

- Published guidance for parents on how to use video material and foster independent learning (available on the remote education page of the school website).
- Behaviour policy (Behaviour Policy: Coronavirus Addendum)
- Safeguarding policy
- Teaching and Learning policy
- Responding to learning - Feedback and Marking Policy
- Computing Policy (teaching and learning)
- Special educational needs policy
- Data protection policy and privacy notices
- Home learning policy
- ICT and internet acceptable use policy
- Staff Handbook