



Deyes
High School

Disaster Response and Recovery Plan

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1. INTRODUCTION

A disaster, characterised as a significant event caused by either natural or unnatural events, may be of small or large scale. Such a disaster may be a theft or vandalism after a break-in, water damage from a leaking roof or a burst pipe, or a fire or earthquake causing significant damage to facilities. By its very unpredictable nature, a disaster cannot be readily anticipated or contained, and thus has the potential to significantly affect the business and operations of the Deyes High School (“the Academy”), possibly to the point of business failure if such an event were to strike.

The Academy must be prepared to appropriately handle all disaster cases in order to limit any damage to facilities, human resources, operations systems, or the public perception of the Academy. In all cases, a prompt reaction and the implementation of appropriate recovery measures must be employed to limit such damage and to ensure continued operation of the business.

The Disaster Response and Recovery Plan aims to assess the potential risks and impact to the business and educational operations of the Academy in the event of a disaster. It also outlines a plan of action with allocated responsibilities to be followed in order to provide an adequate immediate response and a responsible follow-up for recovery should a disaster occur.

1.1. The Disaster Response and Recovery Plan

This Disaster Response and Recovery Plan (DRRP) has been written to be an essential component of the Academy’s operational plan. When implemented, it is designed to limit damage in the event of a disaster and maintain the school functions required to support continued education. In order for the DRRP to be effective, it is essential that all members of the staff are made fully aware of its details and the importance of its implementation. The plan should be regularly updated to ensure that the most updated and accurate information is presented.

This document’s emphasis is upon facilitating swift and effective reaction to disaster emergencies and implementing suitable recovery procedures. Disaster prevention methods, whilst important, are nonetheless beyond the scope of this document, as are appropriate building design and maintenance procedures.

This document serves the following purposes:

- To identify a list of possible disasters that may occur and to assess the business impact these disasters would have on the Academy
- To provide a list of staff members who will make up the Disaster Recovery Team and be directly responsible for disaster management operations

- To provide a reference document with an easily accessible list of action points for any manager confronted with a disaster in order to establish initial control of the situation
- To provide a strategic framework by which designated personnel can efficiently manage activities in order to:
 - Protect staff and pupils
 - Minimise interruptions to key operations and the education process
 - Minimise loss of revenue
 - Maintain public confidence and Academy credibility while avoiding public embarrassment
 - Minimise inconvenience to staff and pupils
- To identify a strategy and a timetable for disaster recovery beyond the initial response stage
- To set a procedure by which this document may be continuously reviewed and updated to ensure the best possible responses to disaster situations over time

This plan is the result of much research and an examination of other plans within the education field in order to determine best practices for disaster recovery. Whilst great care has been taken to identify the most evident types of disasters that may befall the Academy's faculties, it is clear that it is impossible to account for every eventuality. This plan is intended to provide a general guideline upon which recovery procedures may be implemented following a disaster.

2. OPERATIONS SUMMARY

The mission statement of the Deyes High School emphasises providing educational opportunities and intellectual enrichment to individuals within a safe environment. Deyes High School's commitment to safety has set the foundation for the operations of the organisation, which employs a number of preventive measures to safeguard itself from disasters, mitigate the impact of a disaster should one occur, and assist in the recovery process following a disaster. This groundwork ensures the continuity and productivity of Deyes High School's core business operations in the event of a disaster. A summary of the Academy's primary operations faculties is provided in the sections below.

2.1. Building Facilities

The facilities of Deyes High School are located close to the M57 and M58 at Maghull. Approximately 200 staff members occupy the facilities on a daily basis along with approximately 1420 students and variable numbers of visitors.

The buildings are situated on one site with a pavilion on the Northway Primary site.

There is sufficient land on the current playing field where portable classrooms may be parked in the event of a major building disaster.

The Fire Risk Assessment has considered the suitability of the emergency exits from the buildings and the location of Emergency Assembly points.

All buildings conform to applicable local fire safety codes and health standards. In addition, all buildings have electronic security systems and security procedures in place to prevent unauthorised access to the buildings and deter theft and vandalism of Academy property.

2.2. Transportation Systems

Deyes High School employs minibuses for the transportation of its students and staff during field trips or events. For other large organised events the Academy will outsource the transportation service to a transportation contractor.

2.3. ICT Systems and telephony

The Information and Communication Technology (ICT) system is the technology backbone of Deyes High School, providing support for the curriculum and instruction materials through its virtual learning environment. The full system documentation including disaster and continuity planning measures are maintained by the Network Manager. As this is a highly technical document and relies on specialist skills to implement, it is not considered in detail here other than to note that this element of the disaster response and recovery plan is updated in line with any significant change in services or technologies employed and is also reviewed annually by the Network Manager.

3. RISK ASSESSMENT

3.1. Types of Disaster

A disaster can take many forms, and may be the result of a natural event, an accident, or malicious intent or terrorism. The following list is not exhaustive but demonstrates the wide range of threats that could affect the faculties and operations of the Academy. The examples given are not necessarily mutually exclusive, as the manifestation of one disaster may lead to the propagation of other disasters.

- **Aircraft** – Crash landing of an aircraft or falling debris could cause from minor to significant damage to buildings. Such an event is unlikely given the location of Academy facilities away from flight paths.
- **Adjacent Building Instability** – Damage, fire, or structural instability of a building adjacent to an Academy building could cause a varying degree of damage to the Academy building. Due to the distances between academy buildings and the nearest neighbouring buildings this is not likely to have significant impact.
- **Bomb Attack** – A bomb detonated or dropped in the vicinity of an Academy building could cause partial or total loss of one or more Academy structures.
- **Bus Incident** – A bus accident or a terrorist incident involving a bus would have minimal direct impact on the operations of the Academy, but could have a much greater impact on the Academy's business in terms of public perceptions and relations.
- **Computer or Telecommunications Network Failure/Virus** – Computer or telecommunications network failure either from software error, physical failure, or malicious intent could significantly interrupt educational activities and communications and be detrimental to the ongoing business operations if data or electronic communications could not be restored.
- **Death** – Death includes shooting, knife violence, and public suicide. While the number of students or staff impacted by such an act would likely be minimal, an event like this could have disastrous consequence on the public perception of the Academy and morale of students and staff.
- **Earthquake** – A severe earthquake could significantly damage one or more Academy structures, thus having a significant impact on continued operations. Such an event, however, is unlikely.
- **Epidemics** – A widespread disease could cause a significant number of staff to be unable to fulfil their duties, causing considerable disruption to Academy operations.
- **Fire** – Fire, whether by accidental or deliberate origins, could damage part or all of an Academy building and its contents.
- **Flooding/Water Damage** – Flooding caused by rain ingress, drainage failure, or burst supplies would result in buildings or parts of buildings being rendered unusable, with potential for atmospheric problems due to mould growth.
- **Gas Explosion** – Gas explosion caused by gas ignition from neighbouring buildings or gas supplies, causing partial to total loss of an Academy building.
- **Industrial Espionage** – Loss of sensitive data may compromise the business activities or public relations image of the Academy.
- **Lightning** – If lightning were to strike an Academy building, damage could take the form of destruction of electronic equipment or partial or total loss of buildings from fire.
- **Pollution** – Chemical leaks or the propagation of biological agents could lead to widespread sickness of staff members who would be unable to fulfil their duties,

- to parts of Academy buildings being rendered unusable, and to the Academy's image becoming tarnished.
- **Power Failure** – Disruption to the building's power supply would have a minor impact on Academy operations in the short term (less than two hours), but could have a more severe impact if a power failure was ongoing, especially during normal working hours.
 - **Subsidence or Building Collapse** – Damage to buildings or total loss of buildings could occur as a consequence of soil instability or structural movement.
 - **Theft** – Theft could be small-scale in nature, involving only a few items, or could be much larger, affecting a significant number of computers or a server, for example. The disruption of normal business operations depends on the severity of the theft. A theft of significant size could have significant impact upon continued operations of the Academy.
 - **Vandalism** – Vandalism could be minor, such as graffiti on an exterior building wall, or more serious, such as a fire causing partial or total loss of use of a building.
 - **Wind Damage** – Damage to buildings as a result of high winds, usually localized.
 - **Ashworth Prison** – Close location to prison could be an issue if a patient escaped.

3.2. Business Impact

Disasters can have a profound impact on every area of the Academy's business in varying degrees of severity. The Academy's facilities may be affected, with partial or complete loss of buildings or access to buildings, loss of equipment, or loss of vital data or ICT systems. While these things represent a loss of investment, much more severe is the loss of lives that could happen as a result of certain disasters.

From a business activity perspective, a disaster has the potential to affect the public's perception of the Academy. Without a public relations strategy, a disaster could cause a loss of confidence in the Academy as a business, leading to a loss of revenue and a loss of the Academy's competitive advantage.

A disaster, in all cases, causes some level of increase in the Academy's workflow due to the procurement of remedial works. This increase is a function of the severity of the disaster, as are the cost of remediation and the time required to recover fully from the disaster. Disasters therefore can be categorised into five classification levels in terms of increasing severity, with a "1" signifying a relatively low level of disaster impact and "5" signifying a very high level of disaster impact.

Chart 1: Business Impact Summary					
Description Impact Classification Recovery Resources Required	Minor	Moderate	Major	Significant	Severe
	1	2	3	4	5
		Low		Medium	
	Cost Time				

Chart 2: Business Impact Classification		
Classification	Examples	Severity Description
1	Short-term ICT Failure, Petty Theft, Vandalism (exclusive of fire)	Minor disruption to organisational activities; Academy activities maintained with little to no interruption; minimal amount of resources required for full recovery
2	Small (contained) Fire, Bus Accident	Medium disruption to organisational activities, with a partial cessation of school activities for a period of hours
3	Wide-spread ICT Failure, Industrial Espionage, Lightning (exclusive of fire), Long-term Power Failure, Major Theft, Wind Damage	Major disruption to organisational activities, with a full cessation of Academy activities for a period of days
4	Death, Epidemics, Major Fire, Flooding/Water Damage, Gas Explosion, Pollution, Subsidence or Building Collapse, Major Bus Incident	Significant disruption to organisational activities, with loss of buildings and/or lives, for a period of weeks
5	Bomb Attack, Earthquake	Total loss of all buildings, and/or lives with disruption to organisational activities for a period of months; extensive amount of resources required for full recovery

4. MANAGEMENT AWARENESS AND NOTIFICATION

4.1. Disaster Response and Recovery Team

In the event of a disaster, it is important to have a Disaster Response and Recovery Team (DRRT) in place to be in responsible charge when the Academy is forced to deal

with such a crises. This section identifies the DRRT and role each of the members will have in disaster response and recovery.

The permanent members of the DRRT will be comprised of:

- Chair of Governors
- Headteacher (Chair and Disaster Controller)
- Deputies (Deputy Chair)
- School Business Manager
- Site Manager
- Network Manager
- Assistant Headteacher responsible for Safeguarding

In the absence of the Headteacher, the responsibility falls to the Deputy Chair. In the absence of both the Chair and Deputy Chair, the responsibility falls to the School Business Manager.

In addition to this list, the permanent members of the DRRT can supplement the team as they deem necessary in response to a particular disaster. The contact details of the permanent DRRT members are contained in Appendix A.

The Headteacher responsibilities of the DRRT, outlined in Appendix B, will vary dependent upon the nature of the disaster.

If the Chair is unreachable, contact the Deputy Chair of the DRRT.

4.2. Training

All members of staff should be fully informed of the Disaster Response and Recovery Plan and its strategically-placed location. The DRRP should be reviewed periodically by all staff members, who should sign the review document stating that they have reviewed the Plan. This should be covered once a term in the Senior Leadership Team Meetings. Students and parents should also be informed that the school has a Disaster Recovery Plan as reassurance of the Academy's commitment to safety in the event that there is an emergency.

4.3. Plan testing

The Disaster Recovery Plan should be tested where applicable. This would include fire and evacuation drills for all members of staff and students. Working with the local fire brigade and police station prior to an emergency will establish a better working relationship and understanding of the Disaster Response and Recovery Plan. This will

help to ensure that the plan is effective and functional within Deyes High School. In addition, the DRRT should practice the telephone chain of command emergency response structure in Section 5.3 of this plan. ICT personnel should continuously test their system with available programs that include virus protection and firewalls and train staff to recognise the first signs of an ICT disaster, such as a computer virus or system failure that could directly affect the entire ICT system.

4.4. Review and Updating of Recovery Plan

The plan should be reviewed at the time of testing to ensure that it remains a current document. The Appendices should be audited and updated at least once a year. Staff should be made aware of the importance of updating any personal information at the annual review. Every time the Disaster Response and Recovery Plan is updated or edited, all faculty and staff must reread the document and confirm with Administration that they have done so. During the Leadership meetings in which the DRRP is reviewed, staff should be able to make suggestions to update and improve the Plan.

5. IDENTIFICATION OF DISASTER AND SEVERITY

The Chair (or in her absence, the Deputy Chair) must determine if the incident the Academy is facing is a disaster and, if so, qualify it according to the descriptions of types and levels outlined in Sections 3.1 and 3.2.

5.1. Assessment of Situation

The degree of damage and impact sustained must be assessed by the Chair of the DRRT. The Chair, in conjunction with the Deputy Chair, will then decide the best course of action required to address the incident and minimise any damage resulting from the incident.

5.2. Action List

5.2.1. General

The initial response for all disaster types and severity levels is the same. Proper procedures should be followed in order to minimise damage to the Academy, its people, facilities and operations as a result of a disaster.

The first person that witnesses an incident that may be classified as a disaster should follow the following procedures:

- Stay calm and personally assess the situation.
- Call 333 and ask for emergency services to be contacted.

- Confirm nature and scale of event.
- Call the chair of the DRRT or the most senior officer of the DRRT if the chair is not available.
- Solicit help of others as needed.
- Attend the scene, and take mental or written notes of details.
 - Coordinate information with members of emergency services.
 - Continue to relay information to the DRRT officer.
 - Listen to instructions given by emergency services or the DRRT officer.

Use discretion when sharing disaster emergency information. Only share information with members of emergency services, the Academy's DRRT, and other staff members who are assisting in the remediation of the situation. Refer all media enquiries to the DRRT.

5.2.2. Building Facilities

In following this emergency response plan for a disaster involving a building facility, it may become necessary once the initial steps are followed to evacuate at least part of a building and contain the disaster. The buildings should be evacuated in accordance with the standard "fire drill" evacuation procedure for each building affected, as regularly practised. Any member of staff or student with a disability who requires mobility assistance should make this fact known to the member of staff responsible for clearing the area, so that appropriate arrangements can be made for safe evacuation. No person shall enter a building that has been damaged until a building surveyor or emergency services member declares the accommodation to be safe.

A level 1, 2, or 3 disaster may only require students and staff to be relocated to another part of a building, or to be evacuated from an entire building for a period of hours or days. In the event of a whole building being destroyed or deemed unusable due to fire, pollution, water damage or another means (a level 4 or 5 disaster), the school will disperse students and faculty to pre-determined alternative facilities temporarily until Academy building facilities are restored. Options for alternative facilities include other Academy facilities, education or government facilities like neighbouring schools or local municipal halls, and temporary portable buildings placed on existing Academy property. Arrangements for use or acquisition of these facilities must be in place prior to a disaster to facilitate ease and efficiency of operational transition. Administrative support staff may be easily relocated to another Academy building office.

In the event of an extended power outage, Academy buildings may also become uninhabitable because of environmental concerns and health and safety requirements imposed by the government and/or local authorities. In this instance, educational instruction will need to be temporarily relocated to another facility until power is restored and environmental concerns are addressed in the affected Academy facility.

It is critical that the Academy communicates with insurers and utility providers during this initial phase. The Academy should also start working with construction and environmental service contractors in order to facilitate the restoration of building facilities as quickly and efficiently as possible.

5.2.3. People

Loss of employees from a disaster has the potential to cause considerable damage to the welfare of the Academy and the maintenance of educational instruction.

It is possible that, for a time, the total staff within a part of the school could be incapacitated due to an epidemic or severe shock and trauma following an incident. Following a disaster, decisions regarding the transferring to other locations or the transferring of functions from the affected location will be taken by the DRRT. The DRRT must also have access to external agencies capable of providing temporary support staff within numerous disciplines relevant to the operation of the schools. The DRRT will be responsible for providing specialist resources to advise upon all human resource issues as part of the recovery, including the provision of assistance with recruitment of replacement staff and referral to counselling services. This duty would fall under the direction of the appointed Assistant Head with responsibility for Safeguarding.

5.2.4. ICT Systems and Equipment

Many different disasters have the potential to affect the ICT Systems to the point that the entire system is disabled, causing an interruption to educational activities and the basic functionality of Academy facilities. In the event of such a disaster, it is critical that an initial assessment of the attack or damage be made, followed immediately by actions to secure the system from further damage. This would almost always include taking compromised systems offline. Other specific actions will vary according to the type of disaster and will be at the discretion of the Network Manager.

Some ICT disasters may be the result of an incident in the system that has corrupted data for an extended period of time. File integrity software must be in place to alert ICT administrators at the first sign of a problem.

In the case of malicious intent, it is important that the attacker's point of entry be identified and shut down. Items for which the Network Manager should look include unauthorised hardware, software, processes, administrators, and users. The Network Manager should also look closely at system logs to detect any possible security compromise. Any actions to secure the ICT system must be done inconspicuously so that attackers remain unaware of Academy countermeasures. Once actions have been taken to secure the ICT system, ICT personnel should immediately investigate the extent of the system damage or failure and understand what areas of the system need urgent

data restore or repair. Comparison should be made against a fully functioning baseline backup. A partial disabling of the ICT system would likely qualify as a level 1 or 2 disaster; a total disabling of the ICT system would likely qualify as a level 3 disaster.

It is important that ICT personnel investigating the incident keep a thorough and detailed record of observations organized chronologically and checked by more than one person; these records may be used in legal proceedings or be given to law enforcement officers.

In keeping with standard disaster recovery procedures, the Chair of the DRRT must be notified of the disaster and the actions taken to address it. In the case of malicious attack, it will be the decision of the Chair whether to escalate the situation to legal proceedings or law enforcement based on the evidence ICT personnel have gathered. The Chair and Network Manager should work together at this stage to assess all of the material and labour costs associated with a full ICT system recovery.

5.2.5. Transportation

In the event of a transportation disaster, the bus driver will likely be the person to first witness the incident. The bus driver should notify the chair of the DRRT of the incident as soon as possible in order to appropriately address the situation and control the outflow of information. There must always be one member of staff designated responsible on each trip who will have emergency mobile phone contact details.

Academy officials must consistently maintain a constant communication link with the bus driver and promptly investigate any unusual situation. The Academy must prepare students to act appropriately and communicate with Academy offices in the event of a disaster where the bus driver is incapacitated. The Academy should recognise the presence of a bus problem and take responsive action immediately.

In transportation disaster situations, counselling resources must be available for students and staff affected. In disasters where a bus is damaged (level 4 or 5 disaster) arrangements must be in place to provide alternative transportation while the bus is either repaired or replaced. This service will be contracted with a third party transportation provider.

5.3.Reporting

In the event of a disaster, the Chair of the DRRT (or in her absence the Deputy Chair) should be informed immediately, who will at that point make the decision whether or not to implement the Disaster Response and Recovery Plan. It will then be the responsibility of the Chairman (or his/her substitute) to communicate with the

departmental heads and managers in charge of the areas that have been affected by the disaster and ensure that all relevant staff are notified and given proper instructions (contact details for departmental heads are available from the SBM). The Chair will also arrange for additional management support of the affected area(s) as appropriate.

In addition to other members of the DRRT, the Chair (or her substitute) will inform the Board of Governors and all other permanent members of the committee to arrange a meeting at a suitable venue as soon as possible; a sample agenda for this meeting is contained in Appendix C.

Below is the structure of the call list of those needing to be informed on the DRRT. The rank of each officer will vary depending on the situation. It is very important for the Chair of the DRRT or Deputy Chair to contact those most relevant to the disaster on the DRRT immediately. Every officer of the DRRT will call their subordinate within the DRRT (all contact information is contained in Appendix A).

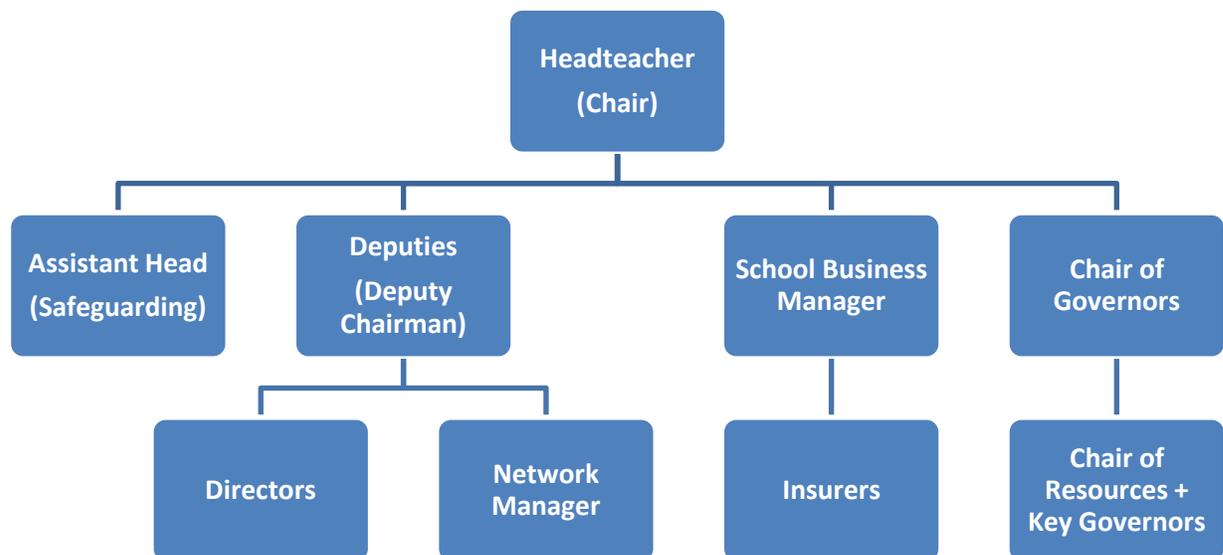


Figure 1: DRRT Communication Chain

5.3.1. Change in Reporting Order for ICT Disaster

In the instance of an ICT failure, whether it is due to power, virus, or some other means, the Network Manager and Site Manager should be contacted immediately. In this instance, the Chair of the DRRT would reorder the chain of command to include the

Network Manager first and then the Site Manager. Once these two members of the DRRT have been informed, the chain of command can resume its normal sequence.

5.4.Communication

5.4.1. To the Staff, Parents, and Those Affected

In order to best communicate a disaster with all staff members, it is essential that the list of all staff members on SIMS be updated regularly with complete contact information and circulated throughout all Academy facilities. It should be recognised that, in an emergency, one or more methods of communication (office phone, home phone, mobile phone, and e-mail) may have to be attempted before the disaster message may be effectively communicated. It is therefore imperative that complete information for all staff members be recorded and regularly updated.

It is important that the Academy maintains partnerships and open communication channels with all local emergency response groups, including fire rescue, police, and emergency medical units. This relationship will help ensure timely responses from the emergency response groups in case of a disaster. A list of emergency services with their respective contact information and locations (including the location of the closest hospitals) shall be maintained.

When a disaster strikes, the Chairman of the DRRT must release written communication to all parents and staff informing them of the situation within 24 hours of the event. It should advise parents how to communicate to the students the disaster events, its implications, and the Academy's remediation efforts to the degree deemed necessary by the parents. The database of parents' contact information on SIMS should be maintained regularly.

This letter should also be sent to community leaders and others affected by the disaster. This could include emergency responders, local city council members, suppliers, contractors, and others.

5.4.2. To the Press

The DRRT and Deyes High School's marketing team must work together to control the information regarding a disaster that is given to the public by means of the Press. The Chair and Vice Chair with responsibility for Publicity, along with the associated public relations firm, should create a press release for significant disasters at the discretion of the DRRT. This press release should be dispatched as soon as possible to contain the information released to the public and avoid any damage to the Academy's public image. Administration officers should not offer information to the Press.

5.5.Documentation of Disaster Reporting

In following the action procedures, the first persons that witness an incident that affects people or property should assess the situation and record observations immediately on the Disaster Reporting Form (found in Appendix D). Completing the form will aid Emergency Services in efficiently assessing the situation and providing the correct level of emergency support at the right time. The following protocol is the format preferred by Emergency Services:

C asualties;	Details to be provided concerning the number of casualties, the level of injury and seriousness of their condition.
H azards;	Details of hazards present including the type of hazard and location.
A ccess;	Details of both normal access routes to the building and exceptional access in an emergency.
L ocation;	Details of room locations within the building or which building was affected.
E mergency;	Types of emergency services required.
T ype;	The type of incident as detailed in Section 3.1 above, together with details of numbers of people involved.

5.6.Insurance

The School Business Manager will be responsible for advising and liaising with the insurance company with regard to an insurance claim resulting from a disaster. Depending on the scale of the disaster an independent loss adjustor may be required on site to help assess damage and recovery options.

6. RECOVERY PROCEDURE

6.1.Strategy

The Disaster Recovery Strategy is based on the actions required to return the Academy Operations back to pre-disaster conditions. Full recovery will require resources and

time, which will vary according to the severity of the disaster. The Academy's Board of Directors must ensure that fund availability is in place to handle the most severe (level 5) disasters if such an event were to strike.

Response actions detailed in Section 5 of this report form the basis for strategies in this section.

6.1.1. Buildings and Facilities

Generally, the long-term strategy for buildings and facilities will involve the reconstruction or repair of damaged buildings. Until this can be accomplished, the Academy will use other Academy facilities, temporary facilities on Academy property, or other local facilities that can accommodate Academy operations. Arrangements must be secured to allow for long-term use of these temporary facilities. These arrangements, depending upon the extent of the loss in terms of buildings may involve decanting students to under-utilised areas of the same Estate, decanting students to an alternate site which itself may include partnership arrangements with other local education providers or the procurement and siting of temporary accommodation on site. The views of insurers should be sought on this point given the cost implications involved.

With temporary relocation and the completion of all building construction, it is inevitable that furniture and other equipment will need to be acquired. The School Business Manager will evaluate the need for furniture and other equipment both in temporary facilities and in permanent replacement facilities. The School Business Manager must be able to act on short notice to provide furniture and other equipment to students and staff members in all situations, through renting or purchasing.

A restored and functioning ICT system may provide a critical backbone in continuing operations if long-term building repair becomes a reality following a disaster. The ICT business continuity plan addresses these specific issues.

6.1.2. People

Deyes High School will need to support those staff members who may be ill as a result of a disaster, hire temporary staff to support continuing education while staff members affected by the disaster are away, or hire replacement staff members as needed to replace those lost from a disaster. One or more of these things can be done as needed until the Academy can regain its full operation.

The Academy has contacts with agencies and a list of available substitute teachers upon which they rely throughout the school year when a teacher is absent. These regular substitute teachers should be the first called upon to replace staff members who are unable to perform their duties; these substitute teachers are a logical first choice since they are already knowledgeable about the school and will not require further training. If

further staff members are needed, they should be agreed with the Cover Manager by the head of the department requiring the staff, and approved by the School Business Manager or the Headteacher.

Support staff will need to undergo training to become familiar with Deyes High School. This training will need to cover the everyday schedule and routines of the Academy, but also include training by the Assistant Head responsible for Safeguarding on how to assist the children in dealing with the recent disaster. The additional staff will need to be available to talk about the recent disaster if they are approached by their students.

6.1.3. ICT Systems

Please refer to the separate ICT business continuity plan.

6.1.4. Transportation

If buses are damaged or destroyed as a result of a disaster (level 4 or 5), Academy officers must immediately begin working with the Academy's insurance carrier to address the financial loss. A quick response from Academy officers is critical in order to ensure a timely recovery from transportation property loss. Resources then may be secured to repair or replace minibuses affected in the disaster. Auto repair shops will then be identified to repair a damaged bus, or the Academy will work with a dealer to purchase a new minibus if the insurance carrier determines that, financially, the damaged minibus is a total loss.

In the time required to restore transportation property, the Academy should continue with alternate transportation arrangements to ensure operational continuity. Alternate arrangements will likely include the contracting of all transportation services to an outside agency.

6.1.5. Press

Deyes High School's Headteacher should work with the Marketing Committee to maintain or restore the reputation of the Academy. The Headteacher may want to hire a marketing director for the school if it has succumbed to a severe disaster that has tainted or ruined the reputation of Deyes High School.

6.2. Time Table

Day 1

- Evacuation of the affected premises
- Safety and security of staff / students
- Calls to emergency services

- Liaison with contractors re' making safe of buildings and services
- Notification to public / stakeholders – local radio bulletin
- Decanting of staff / students
- Security of premises
- Notify insurance company (see Appendix E)
- Personnel liaison
- Temporary accommodation (if necessary)
- Temporary phones/communications/data until system can be restored, if possible
- Computer provision
- Contact suppliers for temporary furniture and other equipment
- Press release

Week 1

- Liaison with insurance company and loss adjusters
- School Business Manager receives quotations for repair
- Redirection of post – if moved to a new location
- Liaison with utilities regarding damaged premises
- Meeting of DRRT to plan recovery and allocate details of responsibilities
- Write and distribute letter to all parents and staff
- Liaison with the surveyors regarding structural damage
- Temporary hire of buildings and relocation to alternate premises
- Hire / purchase of equipment needed to continue school services
- Data recovery and improvement of storage system
- Pollution control
- Provision of temporary staff
- Provision of any counselling services to both students and staff members

Month 1

- Regular updates from service recovery owners and disaster owners
- Progress insurance claim, liaise with loss adjustors and submit quotations
- Possible repair/refurbishment work commences
- Regular staff updates
- Contact the YPLA to gain funding for necessary work
- Make necessary changes to the DRRP
- Improve ICT security systems and firewalls if necessary
- Permanent improvement to security (can be done along with repairs/refurbishment)

Month 2

- Repair/refurbishment work continues, with weekly progress update to maintain on track

- Continue to progress insurance claim and liaise with loss adjustors
- Regular staff updates
- Maintain contact with the YPLA to continue funding for necessary work

Month 3

- Repair/refurbishment work continues with weekly progress update to maintain on track
- Continue to progress insurance claim and liaise with loss adjustors
- Regular staff updates
- Maintain contact with the YPLA to continue funding for necessary work
- Reevaluate the DRRP once the staff has had time to reflect on the disaster and what could have been done differently
- Document the recovery stage

7. EVALUATION PHASE

Immediately after a disaster has taken place and been addressed, this DRRP should be reviewed. This document will again be reviewed three months after the disaster; this will allow enough time for immediate changes to be made as well as time for staff members to reflect on the disaster recovery progress and methods for improvement.

7.1.Documentation of Recovery

The Chair of the DRRT should work with the team to prepare a report on the disaster recovery procedure and its implementation. This will help prepare future Chairs and staff for the recovery stage and set forth expectations. This report should be presented to the Academy's Board of Governors. This document should be compared to the current DRRP to highlight further changes that need to be made. It should emphasise which actions were successful and which were not with the current procedure. It should also examine the timeliness, effectiveness, and efficiency of the recovery. These factors should be incorporated in the updated revision of the DRRP for future use.

Appendix A

CONTACT INFORMATION FOR DRRT

DRRT	Name	Mobile
Headteacher	Ann Stahler	
Deputy	Kath Edmunds	
Deputy	Jane Baldwin	
School Business Manager	Annette Cunningham	
Chair of Governors	John Graham	
Resources Chair	John Graham	
Assistant Head (Safeguarding)	Fiona Elder	
Network Manager	Mark Hoban	
Site Manager	Brian Prince	

Assistant Heads/Key Staff	Mobile
Derek Birch	
Pauline Treanor	
Wendy Jack	
Natalie Bouyioukkas	
Insurance Brokers – MARSH LTD	
Account Manager	John Riley - 07771667201
Property claims	David Hamper - 01444313177
Out of hours property claims	01444458144
Claims relations manager –	Kevin Birch - 01444415088

Appendix B

DRRT RESPONSIBILITIES

Chair / Disaster Controller

- Chairs DRRT.
- Informs and liaises with faculty, staff and the Board of Governors.
- Holds authority to take all necessary action to minimise loss.
- Documents all crises management activity for later review
- Co-ordinates announcements to parents and students.
- Deals with press releases and public statements.
- Deals with all enquiries from press and media.
- Co-ordinates overall Academy effectiveness during recovery period.
- Liaises between sites (if appropriate).
- Evaluates resource requirement and availability of persons based at field locations.
- Overviews all activity to ensure that control is maintained and that short term action does not jeopardise the longer term well-being of the school.

Deputy Chair

- Acts as Deputy Chair of the DRRT.
- Fulfil the role of Chair of the DRRT in the absence of the Chairman.
- Utilises resources to minimise reduction in service to clients.
- Instructs and liaises with management and staff as appropriate.

School Business Manager

- Fulfil the role of Chair of the DRRT in the absence of the Chair and Deputy Chair.
- Provide support to the Chair of the DRRT
- Liaise with insurance company
- Liaise with loss adjustors
- Instructs and liaises with management and staff as appropriate.
- Arranges alternative accommodation for staff including transport when necessary.
- Gets site clearance from building contractors.
- Arranges for resumption of mains services.
- Arranges for provision of equipment, as appropriate.

Cover Manager

- Provides through alternate arrangements a temporary replacement of staff for school.

Site Manager

- Manages security arrangements and site access
- Assists the School Business Manager as needed

Network Manager

- Leads computer/machinery recovery effort.
- Activates specific contingency plan.
- Liaises with suppliers.
- Deals with all hardware/engineering support.
- Liaises with back-up site.
- Organises shifts/overtime to speed recovery in the least possible time.
- Deals with interruptions in telecommunications including the re-routing of voice and data.

Office Manager

- Assist the Chair and with dealing with Press releases.
- Assist the Headteacher with producing a letter for parents, staff and other persons/companies affected by the disaster.
- Issues notifications, via local radio (BBC Radio Merseyside) to keep stakeholders aware of relevant developments and information.

Assistant Head for Safeguarding

- Arrange opportunities for council to student and staff.
- Offer advice on problem solving.
- Counsel students in the case of unexpected death, severe trauma, or other events.

Please Note: The above is only a brief and general outline of individual responsibilities. These responsibilities may be altered as deemed necessary. In the event of a disaster, the DRT is expected to assist wherever there is the greatest need.

Appendix C

DRRT MEETING AGENDA

- 1) Names of any DRRT members not successfully contacted – reasons / difficulties.
- 2) Details and latest report of disaster as known – damage to people, premises, and equipment.
- 3) Likely timing and contact for next report – future reports.
- 4) Initial extra management resource sent as back-up to the disaster location.
- 5) Extent of physical damage – habitable/part habitable/not habitable.
- 6) Success in contacting all staff based at damaged location.
- 7) Extent and type of media attention.
- 8) Spokesman appointment confirmed/statement issued.
- 9) Clients informed.
- 10) Specific contingency plans activated.
- 11) Define immediate needs.
 - a) Accommodation
 - b) Transport
 - c) Telecom
 - d) People
 - e) Furniture and equipment
 - f) ICT
 - g) Temporary task force
- 12) Need for additional resource to provide immediate needs.
- 13) Own insurance informed.
- 14) Date and time of DRT visit to site to verify facts and plan future action.
- 15) Location of meeting place close to damaged site e.g. meeting room in local hotel etc.
- 16) Future action to be taken by each DRT member clearly understood.
- 17) Date, time and place for the next meeting.

Appendix D

DISASTER REPORTING FORM

The boxes below should be completed as soon as possible after first phoning for emergency assistance.

This information will assist Emergency Services to provide the right level of support at the right time, minimising risk of injury to Academy staff, Emergency Services and the general public.

Category	Information required
C asualties	
H azards	
A ccess	
L ocation	
E mergency	
T ype	

To gain access to Emergency Services, please dial 9 999 from any School telephone.

Ref	Notes (information or instructions from Emergency Services)

Form completed by _____.

Emergency reported at _____ hours by _____ date _____

Appendix E

INSURANCE REPORTING

When notifying the insurers, it would be of assistance if the following details are immediately available;

- The exact location of the incident
- The time of the incident
- Brief details of the circumstances giving rise to the incident
- The extent of damage (best estimate including consequential losses)
- The present situation (eg attendance of emergency services/emergency repairs already in hand)
- The name and telephone number of the key contact on site

Appendix F

PREFERRED CONTRACTORS

The Site Manager maintains a list of preferred contractors and suppliers who carry out various works on behalf of the Academy and will, inevitably, be involved in remedial works as part of any disaster recovery.

Accordingly, the latest version of the list is incorporated behind this page as a reference document.

The list is the subject of ongoing review and updating over time so periodically the School Business Manager will update this Plan with a new / revised copy.