



Crisis Management Plan

MISSION STATEMENT

Christ is our teacher.

At St Bernard's we believe that all persons are created by God, unique and equal. We strive to create a caring Christian community in which we provide education based on Gospel values where all people reach their full potential. We aim to develop positive relationships with every individual and family, the parishes and the wider community.

"I have come that they may have life and have it to the full"

John 10:10

Reviewed by:	A Riding (Principal), July 2026
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Signed:	Sue Kelly, Chair of Governors

ST BERNARD'S CATHOLIC HIGH SCHOOL

INTRODUCTION

A crisis/disaster, characterised as a significant event caused by either natural or unnatural events, may be of small or large scale. Such a crisis 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 operations of St Bernard's Catholic High School (SBCH), possibly to the point of a failure to provide education if such an event were to strike.

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

The Crisis Management Plan described herein aims to assess the potential risks and impact to the educational operations of the school 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. The Crisis Management Plan

This Crisis Management Plan (CMP) has been written to be an essential component of the school's operational plan. When implemented, it is designed to limit damage and maintain the school's functions required to support continued education. In order for the CMP 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 have the potential to befall the school and assess the business impact these disasters would have on the school
- To provide a list of staff members who will make up the Crisis Management Team (CMT) 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 students
 - * Minimise interruptions to key operations and the education process
 - * Minimise loss of revenue
 - * Maintain public confidence and school credibility while avoiding public embarrassment
 - * Minimise inconvenience to staff and students
 - * 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 intended to provide a general guideline upon which recovery procedures may be implemented following a disaster.

2. OPERATIONS SUMMARY

The 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 the St Bernard's Catholic school's core business in the event of a disaster. A summary of the school's primary operations faculties is provided in the sections below.

2.1. Building Facilities

The facilities of St Bernard's Catholic High School are located on Herringthorpe Valley Road, Rotherham. There are approximately 120 staff members and approximately 820 students that occupy the facilities on a daily basis.

Floor plans of all buildings within the site, showing with their internal security systems can be found in the Fire Box located in Reception.

All buildings conform to applicable local fire safety codes and health standards.

In addition, the Main Entrance has electronic security systems and security procedures are in place to prevent unauthorised access to the buildings and deter theft and vandalism of school property.

2.2. Transportation

Students make their own arrangements for travelling to and from school. For transportation during field trips or other large organised events the school will outsource the transportation service to a registered and approved transportation contractor. Transport to alternative provision, will be by taxi or minibus outsourced from an approved and registered provider, presently A1 Taxis, Rotherham. All drivers are DBS checked.

2.3. ICT Systems

The Information and Communication Technology (ICT) system is the technology backbone of the school, providing support and information for business administration and the curriculum and instruction materials through numerous media environments.

2.3.1. Infrastructure

The ICT network infrastructure is comprised of a series of CAT5e copper and fibre optic cables that extend throughout the building from the main communications cabinet situated in the server room, to satellite switches. Our link to the Internet is a broadband connection which is an uncontended 300Mbps service provided by an ISP.

2.3.2. Servers

The majority of the Academy's servers are located in the server room with others located in the bungalow. All core servers are VMWare hosts and have redundant power supplies and network cards. All data is hosted on a single 12TB SAN which also has redundant power supplies, network cards and disks.

All active equipment is connected to the mains power supply via UPS devices. This is to protect the equipment and in case of power failure allows servers and other systems to be safely shutdown if necessary preventing possible data loss/corruption.

The Senior Technician maintains a list of all operating servers. A list details the make, role and their location.

2.3.3. Backup Systems

The school currently operates backup strategy using various methods.

- Redundant disks which mirror data
- Disk to disk backup server which stores data for a minimum of 30 days
- A tape backup library. Tapes are stored in a fire proof safe offsite. Staff/student data is archived for 6 months.

2.3.4. Telephony

Telephony runs on an LG VOIP system which is situated in the server room. A dedicated broadband connection for outgoing calls is also terminated and labelled within the server room. The system utilises LG phones of various models which all link over the school network infrastructure. This is managed and maintained by Daisy Communications.

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 facilities and operations of the school. The examples given are not necessarily mutually exclusive, as the manifestation of one disaster may lead to the propagation of others.

- **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 school facilities away from the Doncaster Airport flight path(s).
- **Adjacent Building Instability** – Damage, fire, or structural instability of a building adjacent to a specific school building could cause a varying degree of damage to the school building.
- **Bomb Attack** – A bomb detonated in the vicinity of a school building could cause partial or total loss of one or more school structures.
- **Bus Incident** – A bus accident or a terrorist incident involving the service buses could have a significant impact on the operations of the school, and could also have an impact on the school'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 or Serious Injury** – Death or Serious injury could be caused by 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 school and morale of students and staff.
- **Earthquake or Tremor** – A severe earthquake or tremor could significantly damage one or more school structures, thus having a significant impact on continued operations. Such an event, however, is unlikely.
- **Epidemics** – A widespread disease/infection/virus could cause a significant number of staff to be unable to fulfil their duties, causing considerable disruption to school operations.
- **Fire** – Fire, whether by accidental or deliberate origins, could damage part or all of a school 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 a school building.
- Industrial Espionage – Loss of sensitive data may compromise the business activities or public relations image of the school.
- Lightning – If lightning were to strike a school 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 school community including students and staff members who could be unable to fulfil their duties, to parts of school buildings being rendered unusable, and to the school's image becoming tarnished.
- Power Failure – Disruption to the building's power supply would have a minor impact on school 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 school.
- 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 localised.

3.2. Business Impact

Disasters can have a profound impact on every area of the school's business in varying degrees of severity. The school'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 school. A disaster, in all cases, causes some level of increase in the school'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.

4. MANAGEMENT AWARENESS AND NOTIFICATION

4.1. Crisis Management Team (CMT)

In the event of a crisis, it is important to have a Crisis Management Team (CMT) in place to be in responsible charge when the school is forced to deal with such a crises.

This section identifies the CMT and the role each members will have.

The permanent members of the CMT will be comprised of:

- Principal (Chair and Disaster Controller)
- Vice Principals (Teaching staff co-ordinator)
- Finance & Operations Manager (Finance/Premises/Insurance/support staff co-ordinator)
- Site Manager (Buildings and Infrastructure Co-ordinator)
- Senior ICT Technician (Network Infrastructure Co-ordinator)
- ICT Technician (Technical support)
- Senior Admin Officer (Cover/Timetable)
- Chaplaincy Co-ordinator

ICT Strategy Group comprises of: Principal; Finance & Operations Manager; Vice Principals; technicians and admin manager.

The Chair of the CMT is the Principal, in his/her absence, the responsibility falls to the Deputy Chair. In the absence of both the Principal and Deputy Chair, the responsibility falls to the Vice Principals/Finance & Operations Manager.

In addition to this list, the permanent members of the CMT can supplement the team as they deem necessary in response to a particular disaster. The contact details of the permanent CMT members have been circulated to the team.

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

4.2. Training

All members of staff should be fully informed of the Crisis Management Plan and its strategically-placed location. The CMP should be reviewed annually by the CMT.

ST BERNARD'S CATHOLIC HIGH SCHOOL

Students and parents should also be informed that the school has a CMP as reassurance of the school's commitment to safety in the event that there is an emergency. A copy of the CMT can be found on the staff intranet.

4.3. Plan testing

The CMP should be tested where applicable. This would include fire and evacuation drills for all members of staff and students. This will help to ensure that the plan is effective and functional within the school. In addition, the CMT 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 the 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 CMP is updated or edited, all staff must reread the document and confirm with the Finance & Operations Manager that they have done so. When the CMP is reviewed, staff should be given the opportunity to make suggestions to update and improve the Plan.

5. IDENTIFICATION OF DISASTER AND SEVERITY

The Principal (or in his/her absence, the Deputy Chairs) must determine if the incident the school 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. The Principal, 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 school, 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, activating fire/evacuation alarm if appropriate.

ST BERNARD'S CATHOLIC HIGH SCHOOL

- Call emergency services.
- Confirm nature and scale of event.
- Inform the Principal or the Deputy Chair if the Principal 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 CMT.
- Listen to instructions given by emergency services or the CMT.

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

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 if not already evacuated. The Site Manager, assisted by the Assistant Site Manager will be called upon to help with the safe evacuation of the building affected. No person shall enter a building that has been damaged until a building surveyor or emergency services member declares the accommodation to be safe and then only on the say so of the Principal.

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 staff to pre-determined alternative facilities temporarily until school building facilities are restored. Options for alternative facilities may include other education or government facilities like neighbouring schools or local municipal halls, and temporary portable buildings placed on existing school 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 school building. The Bungalow will be equipped to deal with most situations that do not require evacuation from the whole school site.

In the event of an extended power outage, school 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 may need to be temporarily relocated to another facility until power is restored and environmental concerns are addressed in the affected school facility.

It is critical that the Finance & Operations Manager (Finance/Premises) communicates with insurers and utility providers during this initial phase. The Site Manager should

ST BERNARD'S CATHOLIC HIGH SCHOOL

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 members of the school community from a disaster has the potential to cause considerable damage to the welfare of the school 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. The

line manager of that area may be equally at risk and therefore back-up management shall be immediately available by resourcing it from elsewhere within the school.

Following a disaster, decisions regarding the transferring to other locations or the transferring of functions from the affected location will be taken by the CMT. The CMT must also have access to external agencies capable of providing temporary support staff within numerous disciplines relevant to the operation of the school. The CMT 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 school Chaplaincy Co-ordinator).

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 school facilities. In the event of 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 ICT Strategy Group.

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 Senior ICT Technician should look include unauthorized hardware, software, processes, administrators, and users. The Senior ICT Technician 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 school 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.

ST BERNARD'S CATHOLIC HIGH SCHOOL

It is important that ICT personnel investigating the incident keep a thorough and detailed record of observations organised 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 Principal 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 Principal whether to escalate the situation to legal proceedings or law enforcement based on the evidence ICT personnel have gathered. The Principal, Finance & Operations Manager and ICT Strategy Group should work together at this stage to assess all of the material and labour costs associated with a full ICT system recovery liaising with the Principal and Finance & Operations Manager (Finance/Premises) on their findings.

5.2.5. Transportation

In the event of a transportation disaster, the school driver will likely be the person to first witness the incident. The driver or bus company should notify the school of the incident as soon as possible in order to appropriately address the situation and control the outflow of information.

The school must consistently maintain a constant communication link with the bus company and promptly investigate any unusual situation. The school 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 where appropriate.

In disasters where a bus is damaged (level 4 or 5 disaster) the bus company must be contacted to make arrangements to provide alternative transportation while the bus is either repaired or replaced.

5.3. Reporting

In the event of a disaster, the Principal, in his/her absence the Deputy Chair, should be informed immediately, who will at that point make the decision whether or not to implement the CMP. It will then be the responsibility of the Principal (or Deputy) to communicate with the SLT and/or Strategy/Curriculum Leaders 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 the SLT and SL/CLs are available from the PA to Leadership Team).

The Principal will also arrange for additional management support of the affected area(s) as appropriate.

In addition to other members of the CMT, the Principal, or in his/her absence, the Deputy Chair, will inform 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.

ST BERNARD'S CATHOLIC HIGH SCHOOL

Below is the structure of the call list of those needing to be informed on the CMT. It is very important for the Principal or the Deputy Chair to contact those most relevant to the disaster on the CMT immediately. Every officer of the CMT will call their subordinate within the CMT.

5.3.1. Reporting an ICT Disaster

In the instance of an ICT failure, whether it is due to power, virus, or some other means, the Senior ICT Technician and Site Manager should be contacted immediately for them to assess the situation.

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 a list of all staff members with complete contact information be updated regularly and circulated throughout all school 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 school 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 and distributed to all staff members.

If a disaster strikes, the Principal 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 school's remediation efforts to the degree deemed necessary by the parents. Details of parents' contact information is held in Sims.net which is updated by staff in the administration office. Mobile telephone numbers are also held in the school's text messaging system.

The 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. It is the responsibility of the Finance & Operations Manager (Communications) to make sure that this letter is received by the relevant people or entities.

5.4.2. To the Press

The CMT must work together to control the information regarding a disaster that is given to the public by means of the Press. The Principal and Finance & Operations Manager should create a press release for significant disasters at the discretion of the CMT. This press release should be dispatched as soon as possible to contain the information released to the public and avoid any damage to the school's public image. Staff 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:

Casualties	Details to be provided concerning the number of casualties, the level of injury and the seriousness of their condition.
Hazards	Details of hazards present including the type of hazard and location.
Access	Details of both normal access routes to the building and exceptional access in an emergency.
Location	Details of room locations within the building or which building was affected.
Emergency	Types of emergency services required.
Type	The type of incident as detailed in Section 3.1 above, together with details of the numbers of people involved.

5.6. Insurance

The Finance & Operations Manager (Finance/Premises) 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.

The Site Manager will give advice regarding the acceptance of quotes from local contractors.

6. RECOVERY PROCEDURE

6.1. Strategy

The Crisis Management Strategy is based on the actions required to return the school operations back to pre-disaster conditions. Full recovery will require resources and time, which will vary according to the severity of the disaster. The school's Governors 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 plan 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 school will use other school facilities, temporary facilities on school property, or other local facilities that can accommodate school 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 siting of temporary accommodation on site. The views of insurers should be sought on this point given the cost implications involved.

Buildings should be reconstructed in accordance with the original plans and specifications of the buildings or facilities affected. Alternatively, the school's Governors may elect to contract an architect for design services of a replacement facility. In all cases, current building and fire codes must be reviewed to ensure conformity of any new construction.

With temporary relocation and the completion of all building construction, it is inevitable that furniture and other equipment will need to be acquired. The Site Manager will evaluate the need for furniture and other equipment both in temporary facilities and in permanent replacement facilities. The Site 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 functional ICT network which provides continued operation of critical systems can be made available should the core network systems located in the server room be undamaged and in full working order. Where this is not the case, providing compatible hardware can be sourced, servers and data can be restored from tape archive in a disaster recover scenario.

Full operation of all ICT systems can be brought back online once the original servers/infrastructure have been restored if possible, or replaced like for like. Providing a suitable Internet connection is available, non-classroom based personnel would also be able to connect to their work from home on their personal computers using a remote system. This strategy may also allow costs to be controlled for temporary facilities while allowing continuing educational operations and business functions to take place.

6.1.2. People

The school will need to support those staff members who may be affected by the 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 school can regain its full operation.

The school should have a list of available supply teachers upon which they rely throughout the school year when a teacher is absent. The school's Cover Supervisors, along with these regular supply teachers, should be the first called upon to replace staff members who are unable to perform their duties; they 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 temporarily hired by the Senior Admin Officer (Cover), and approved by the Principal.

Support staff will need to undergo training to become familiar with school. This training will need to cover the everyday schedule and routines of the school, but also include training by the Chaplaincy Co-ordinator on how to assist the students 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

The long-term recovery for ICT systems from a disaster relies upon its readiness and preparation before the disaster. If the ICT system is physically well-coordinated and data is backed up to a remote site, then recovery efforts could be minimal, requiring only minor infrastructure improvements and retrieval of the lost data.

In order to minimise the effects of a disaster, ICT personnel must employ a number of routine precautions:

- Update software and firmware frequently
- Keep records of hardware and software
- Make all software disks easily available to staff
- Save copies of all software needed for the server
- Designate a backup hardware application
- Document all configuration settings and changes made to the server after initial setup and installation
- Train ICT staff to manually re-create key system configuration data
- Monitor servers proactively and verify integrity of backups to validate data restore without error
- Ensure sufficient hard disk storage capacity on servers for full system restore
- Schedule frequent archiving of backup data in an independent secure location, such as an offsite storage facility
- Implement practices to minimise backup and restore times by identifying critical data components that cannot be re-created
- Train staff to identify and protect from suspicious computer failure modes or malicious viruses
- Document and test ICT system recovery procedures
- Train ICT staff to recover from failure, restore a server, and rebuild a damaged server
- Require staff to perform routine ICT disaster recovery simulation drills
- Make sure insurance policy is sufficient to cover ICT hardware equipment and software assets

If a disaster strikes, the recovery effort may begin following a complete investigation into the causing agents of an ICT disaster (detailed in Section 5). In the case of malicious attack, the severity of the damage will determine the restoration methods

ST BERNARD'S CATHOLIC HIGH SCHOOL

employed. A level 1 or 2 disaster will likely only require a partial reconstruction of the existing system, whereas a level 3 or above disaster would likely require a complete reconstruction of the entire system. The extent of the recovery procedures will ultimately be determined by the Senior ICT Technician with cooperation from the ICT Strategy Group.

For disasters involving the loss of equipment (a level 4 or 5 disaster), the school will have to acquire new equipment or reconstitute existing equipment to perform functions lost from the disaster. The school should have sufficient resources and insurance for this specific purpose.

Once new equipment has been purchased and installed, a complete system restoration may begin.

In performing a full ICT system restoration, it is critical that the compromised system, especially where problems that have been in the system for an extended period of time, is restored with files that predate the introduction of the incident; these files should be obtained from the offsite system backup rather than the replication system. Corrupted hard disks should be saved as needed for legal evidence.

Following the complete restoration of the server and associated systems, all administrative and user account passwords must be changed to ensure continued security.

6.1.4. Press

The Principal should quickly work towards maintaining or restoring the reputation of the school. The Principal may want to hire a marketing company's services for the school if it has succumbed to a severe disaster that has tainted or ruined the reputation of the 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 where appropriate
- 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 where necessary
- Press release

Week 1

- Liaison with insurance company and loss adjusters
- Site Manager receives quotations for repair
- Redirection of post – if moved to a new location
- Liaison with utilities regarding damaged premises
- Meeting of CMT to plan recovery and allocate details of responsibilities
- Write and distribute letter to all parents and staff (by email or letter on the website with a link sent by text)
- Liaison with the surveyors regarding structural damage
- Temporary hire of buildings and relocation to alternate premises
- Hire / purchase of equipment needed to continue Curriculum 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 DfE/Diocese to gain funding for necessary work
- Make necessary changes to the CMP
- 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 DfE/Diocese 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 DfE/Diocese to continue funding for necessary work
- Re-evaluate the CMP 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

ST BERNARD'S CATHOLIC HIGH SCHOOL

Immediately after a disaster has taken place and has been addressed, the CMP 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 Principal should work with the team to prepare a report on the disaster recovery procedure and its implementation. This report should be presented to the school's Governors. The document should be compared to the current CMP 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 CMP for future use.

Appendix A - CONTACT INFORMATION FOR CMT/SLT/CHAIRS

Appendix B - CMT RESPONSIBILITIES

Principal - Disaster Controller

- Chair CMT.
- Informs and liaises with Chair of Governors, Deputy and Assistant Principals and Finance & Operations Manager.
- Holds authority to take all necessary action to minimise loss.
- Documents all crises management activity for later review by the Board of Governors.
- Co-ordinates announcements to staff, parents and students.
- Deals with press releases and public statements.
- Deals with all enquiries from press and media.
- Co-ordinates overall school effectiveness during recovery period.
- Evaluates resource requirement and availability of persons (staff members).
- 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.

Vice Principals

- Fulfil the role of Chair of the CMT in the absence of the Principal.
- Provide support to the Principal

ST BERNARD'S CATHOLIC HIGH SCHOOL

- Assist the Principal with dealing with Press releases.
- Assist the Principal with producing a letter for parents, staff and other persons/ companies affected by the disaster.
- Issues notifications, via local radio Hallam FM, Radio Sheffield, Rother FM) to keep stakeholders aware of relevant developments and information.
- Co-ordinate text updates to staff/governors/parents
- Instructs and liaises with management and staff as appropriate.
- Utilises resources to minimise reduction in service to clients.
- Instructs and liaises with management and staff as appropriate.
- Provide through alternate arrangements a temporary replacement of staff for school.
- Maintains open communication chain to all members of the CMT.
- Assist the staff responsible for Student Welfare and Communication, when needed.

Finance & Operations Manager

- Liaise with insurance company
- Liaise with loss adjustors
- Instructs and liaises with ICT and Site staff as appropriate

Site Manager

- 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.
- Reports to Finance & Operations Manager (Finance/Premises)

ICT Strategy Group

- 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.

Vice Principal (Student Welfare Services)

- 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 CMT/SLT are expected to assist wherever there is the greatest need.

Appendix C

CMT MEETING AGENDA

- 1) Names of any CMT 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 CMT 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 CMT member clearly understood.
- 17) Date, time and place for the next meeting.

Appendix D

DISASTER REPORTING FORM

The boxes below should be completed before 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 school staff, Emergency Services and the general public.

Category	Information required
Casualties	
Hazards	
Access	
Location	
Emergency	
Type	

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

MAINTENANCE DEPARTMENT PREFERRED CONTRACTORS

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