



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

BUSINESS CONTINUITY MANAGEMENT PLAN

For

**L.E.A.D. Teaching School Hub/L.E.A.D. Professional
Development**

**Suite 1-3, The Regatta,
Henley Way,
Lincoln,
LN6 3QR**

September 2026

Detailing arrangements for:

Incident Management

Business Continuity

**Recovery and Resumption of Normal Teaching School
Hub Activity**

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1.0 About this Plan

1.1 Document Control

Date	Revision/Amendment Details & Reason	Author
1 st September 2026	Revision	Sophie Hayes-Watson

1.2 Plan Purpose

To provide a flexible response so that L.E.A.D. Teaching School Hub/L.E.A.D. Professional Development can:

- Respond to a disruptive incident (incident management)
- Maintain delivery of critical activities during an incident (business continuity)
- Return to 'business as usual' (resumption and recovery)

1.3 Plan Remit

The following delivery of training and services are covered by this Plan:

1.4 Plan Owner

Amanda Griffiths is this Plan's Owner and responsible for ensuring that it is maintained, exercised and updated in accordance with L.E.A.D. Academy Trust Policy for reviewing business continuity and emergency response plans. L.E.A.D. Professional Development includes, L.E.A.D. Teaching School Hub, The Witham St.Hughs English Hub, L.E.A.D. Equate and L.E.A.D. Active Programmes.

1.5 Plan Distribution

This Business Continuity Plan is approved by the L.E.A.D. Services Teaching School Hub Trust Board. This is then distributed to all employees at L.E.A.D. Teaching School Hub/L.E.A.D. Professional Development annually.

1.6 Plan Storage

All parties on the distribution list (all employees of L.E.A.D. Teaching School Hub/L.E.A.D. Professional Development) are required to safely and confidentially store a copy of this plan at their regular place of work **and** off-site i.e. at home (if appropriate)

1.7 Plan Review Schedule

This Plan will be updated as required and formally reviewed in line with the L.E.A.D. Professional Development review timetable.

2.0 Plan Activation

2.1 Circumstances

This Plan will be activated in response to an incident causing significant disruption to L.E.A.D. Professional Development particularly the delivery of key/critical activities.

Examples of circumstances triggering activation of this Plan include:

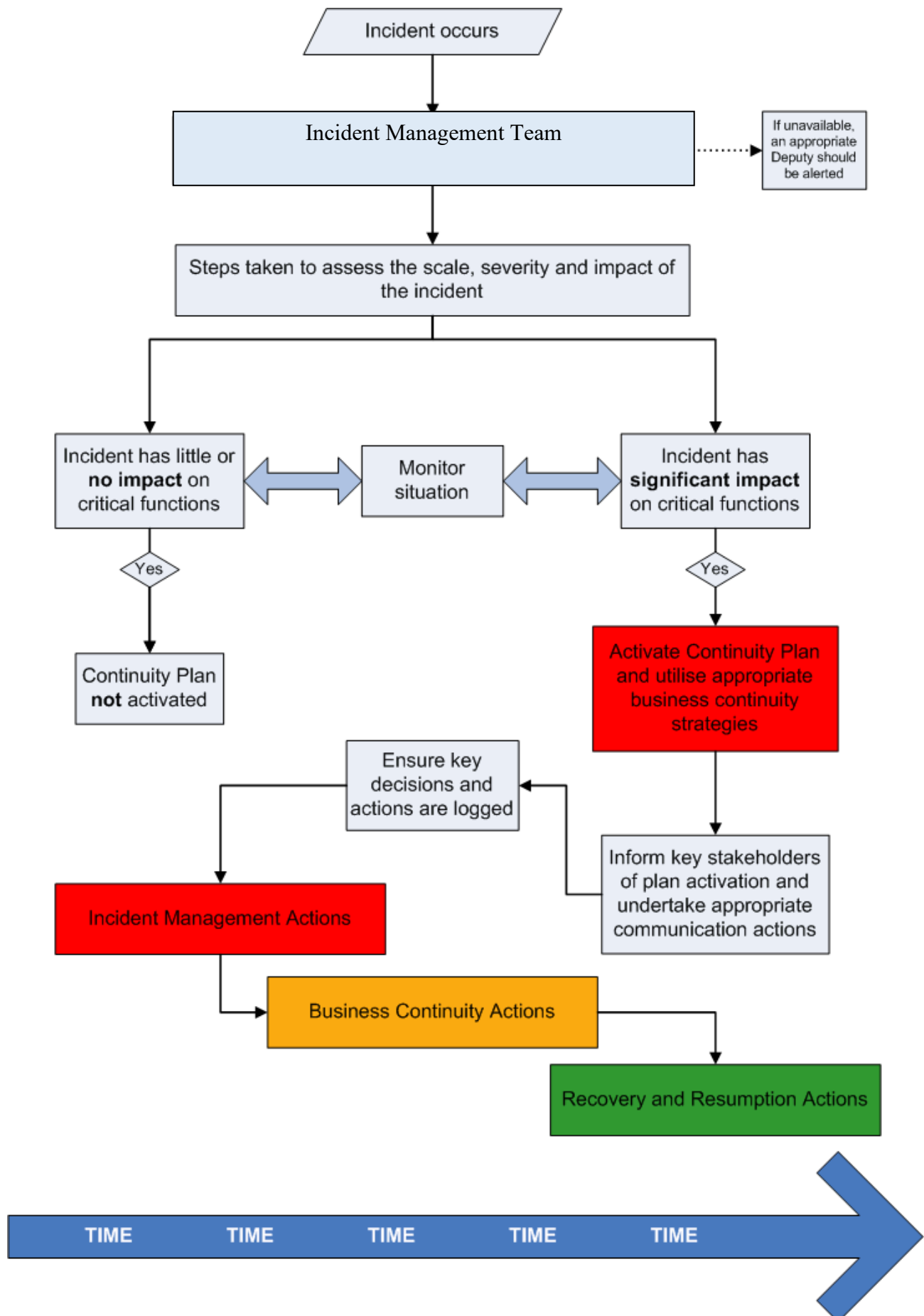
- Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption
- Loss of critical systems e.g. ICT failure, power outage
- Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency with the Teaching School Hub in the Emergency Service's cordon preventing access, , Teaching School Hub facilities in use for General/Local Elections, severe weather scenarios or utilities failure
- Loss of a key resource e.g. an external supplier/partner vital to the delivery of a critical L.E.A.D. Professional Development activity such as your catering provider or key facilitators

2.2 Responsibility for Plan Activation

A member of the nominated **L.E.A.D. Professional Development Incident Management Team**¹ will normally activate and stand down this Plan.

¹ See Section 3.1 for the responsibilities your Teaching School Hub Incident Management Team

2.3 Activation Process



3.0 Roles and Responsibilities

3.1 L.E.A.D. Professional Development Incident Management Team

Role	Responsibilities	Accountability / Authority
Director	▪ Senior responsible owner of Business Continuity Management in the L.E.A.D. Professional Development Team ▪ Ensuring that L.E.A.D. Professional Development has capacity within it's structure to respond to incidents ▪ Determining the L.E.A.D. Professional Development's overall response and recovery strategy	The Director has overall responsibility for day-to-management of the L.E.A.D. Professional Development , including lead decision-maker in times of crisis.
Deputy Director	▪ Business Continuity Plan development ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc ▪ Involving the L.E.A.D. Professional Development community in the planning process as appropriate ▪ Plan testing and exercise ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved ▪ Training staff within the L.E.A.D. Professional Development on Business Continuity ▪ Embedding a culture of resilience within the L.E.A.D. Professional Development , involving stakeholders as required	Deputy Director and will usually be a member of the L.E.A.D. Professional Development Incident Management Team.
Teaching School Hub Incident Management Team	▪ Leading the L.E.A.D. Professional Development's initial and ongoing response to an incident ▪ Declaring that an 'incident' is taking place ▪ Activating the Business Continuity Plan ▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions ▪ Providing direction and leadership for the whole Teaching School Hub community ▪ Undertaking response and communication actions as agreed in the plan ▪ Prioritising the recovery of key activities	The L.E.A.D. Professional Development's Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

	disrupted by the incident ▪ Managing resource deployment ▪ Staff welfare and employment issues	
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The following Staff have been identified as the L.E.A.D. Professional Development's Incident Management Team:

Name	Role	Contact Details (delete/amend as necessary)
Amanda Griffiths	Director	Amanda@leadtshub.co.uk
Colette Duggan	Deputy Director	colette@leadtshub.co.uk
Sophie Hayes-Watson	Finance & Operations Lead	sophiehwatson@leadtshub.co.uk

3.2 Additional Response and Recovery Roles

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

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper)	Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Director L.E.A.D. Professional Development/Teaching School Hub Incident Management Team.
Media Coordinator	- Collating information about the incident for dissemination in Press Statements - Liaison with Press Office to inform media strategy	The Media Co-ordinator should assist with providing information to the Press Office but should not undertake direct contact with Media. This would require close communication with the Trust Directors.
Stakeholder Liaison	- Co-ordinating communication with key stakeholders as necessary. This includes: - L.E.A.D. Academy Trust Senior Executive Management Team - Teaching School Hub 'designated patch' and Trust Schools - English Hub 'designated patch' and Trust Schools - Active English Schools - Teaching School Hub Partners	All communications activities should be agreed by the L.E.A.D. Professional Development's Incident Management Team. Information sharing should be approved by the Director (or L.E.A.D. Professional Development's Incident Management Team if the Director is unavailable).

	and Curriculum Hubs ○ All L.E.A.D. Professional Development facilitators and contractors ○ Building Management/ contractors ○ Teaching School Hub catering Providers ○ External and Trust based agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc, media	
Facilities Manager	▪ Undertaking duties as necessary to ensure site security and safety in an incident ▪ Liaison with the L.E.A.D. Professional Development Incident Management team to advise on any issues relating to the physical infrastructure ▪ Lead point of contact for any Contractors who may be involved in incident response	Reporting directly to the Director or L.E.A.D. Professional Development Incident Management Team.
ICT Coordinator	▪ Ensuring the resilience of the L.E.A.D. Professional Development ICT infrastructure ▪ Liaison with ICT support or external providers (if applicable e.g. website company, ECT Manager) ▪ Work with the Business Continuity Coordinator to develop proportionate risk responses	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the L.E.A.D. Professional Development Incident Management Team.
Recovery Coordinator	▪ Leading and reporting on the L.E.A.D. Professional Development recovery process ▪ Identifying lessons as a result of the incident ▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development	Is likely to already be a member of the L.E.A.D. Professional Development Incident Management Team, however will remain focussed on leading the recovery and resumption phase. Reports directly to Director.

The following L.E.A.D. Professional Development staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
Sophie Hayes Watson	Facilities Manager	sophiehwatson@leadtshub.co.uk
Lee Jepson	ICT Coordinator	Lee.jepson@leaditservices.co.uk
Deputy Director	Incident Loggist	colette@leadtshub.co.uk
Lucy Foster	Media Coordinator	lucy.foster@leadacademytrust.co.uk
Amanda Griffiths	Recovery Coordinator	Amanda@leadtshub.co.uk

4.0 Incident Management

Turn immediately to Section 5.0 for pre-planned incidents or slowly developing scenarios that are not 'no notice' emergencies but have the potential to disrupt L.E.A.D. Professional Development activities e.g. computer virus, flu pandemics, a pre - planned strike, forecast for heavy

4.1 Purpose of the Incident Management Phase

The purpose and priorities for this phase are to:

- Protect the safety and welfare of visitors, staff and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase

4.2 Incident Management Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
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	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Make a <i>quick</i> initial assessment: ▪ Survey the scene ▪ Assess (i.e. scale/severity, duration & impact) ▪ Disseminate information (to others)	Gather and share information to facilitate decision-making and enhance the response <i>A full impact assessment form can be found in Appendix A</i>	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
2.	Call the Emergency Services (as appropriate)	TEL: 999 Provide as much information about the incident as possible	☐
3.	▪ Evacuate the L.E.A.D. Professional Development building, if necessary. ▪ Consider whether it may be safer or better for the welfare of visitors and staff onsite to stay within the Teaching School Hub premises and congregate at a relative place of safety indoors. ▪ If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical Teaching School Hub activities ▪ Notify relevant stakeholders of site evacuation ▪ Go to the Duncan and Toplis firm with all Stakeholders if it is safe to do so.	▪ Use normal fire evacuation procedures for the L.E.A.D. Professional Development - Consider arrangements for visitors and staff with additional needs or disabilities ▪ If the decision is to stay within the L.E.A.D. Professional Development, ensure the assembly point is safe and take advice from Emergency Services as appropriate	☐
4.	Ensure all visitors and staff and any L.E.A.D. Professional Development Visitors report to the identified Assembly Point.	The normal Assembly point for the L.E.A.D. Professional Development is: on the far side of the car park	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
5.	Check that all visitors, Staff, Contractors and any Visitors have been evacuated from the building and are present. Consider the safety of all visitors and staff as a priority	Visitor and staff register for accounting for all people.	☐
6.	Ensure appropriate access to site for Emergency Service vehicles	Ensure any required actions are safe by undertaking a dynamic risk assessment	☐
7.	Establish a contact point for all supporting personnel	Consider the availability of staff and who may be best placed to communicate information	☐
8.	Identify L.E.A.D. Professional Development Incident Management Team to undertake specific emergency response roles	<i>Information on roles and responsibilities can be found in Section 3.0</i>	☐
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident	<i>The Log template can be found in Appendix A</i>	☐
10.	Where appropriate, record names and details of any staff, contractors or visitors who may have been injured or affected by the incident as part of your incident record keeping	This information should be held securely as it may be required by Emergency Services or other agencies either during or following the incident	☐
11.	▪ Take further steps to assess the impact of the incident ▪ Agree response / next steps	Continue to record key decisions and actions in the incident log <i>The impact assessment form can be found in Appendix B.</i>	☐
12.	Log details of all items lost by Staff, Visitors etc as a result of the incident, if appropriate	<i>A form for recording this information is in Appendix C</i>	☐
13.	Consider the involvement of other Teams, Services or Organisations who may be required to support the management of the incident in terms of providing additional resource, advice and guidance	Depending on the incident, the Local Authority may be approached to assist with incident management: ▪ Planning and Accommodation Support Service ▪ Education Psychology Service	☐
14.	If appropriate, arrange contact with the Council Press Office via consultation with L.E.A.D. Academy Trust.	Establish a media area if necessary.	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
15.	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of the L.E.A.D. Professional Development community at all times. Consider your business continuity strategies i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimised. <i>Business Continuity Strategies are documented in Section 5.3</i> Consider the L.E.A.D. Professional Development's legal duty to provide free meals and how this will be facilitated, even in the event of emergency closure.	☐
16.	Ensure Staff are kept informed about what is required of them	Consider: ▪ what actions are required ▪ where staff will be located ▪ Notifying Staff who are not currently in work with details of the incident and actions undertaken in response	☐
17.	Ensure Governors and the Executive Management Team at L.E.A.D. are kept informed as appropriate to the circumstances of the incident	As needed	☐
18.	Consider the wider notification process and the key messages to communicate including Partners and Stakeholders- Hub Board, Curriculum Hubs, LA.	Local radios may be useful in broadcasting key messages	☐
19.	Communicate the interim arrangements for delivery of critical L.E.A.D. Professional Development activities	Ensure all stakeholders are kept informed of contingency arrangements as appropriate, website/telephone etc.	☐
20.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident <i>The Financial Expenditure Log can be found in Appendix D</i>	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? <i>(tick/cross as appropriate)</i>
21.	Seek specific advice/ inform your Insurance Company as appropriate	Insurance Policy details can be found with James Beighton or Sophie Hayes Watson.	☐
22.	Ensure recording process in place for visitors leaving the site	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required	☐

5.0 Business Continuity

5.1 Purpose of the Business Continuity Phase

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

5.2 Business Continuity Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Identify any other stakeholders required to be involved in the Business Continuity response	Depending on the incident, you may need additional/specific input in order to drive the recovery of critical activities, this may require the involvement of external partners	☐
2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on 'business as usual' L.E.A.D. Professional Development activities by communicating with key stakeholders to gather information. Consider the following questions: ▪ Which L.E.A.D. Professional Development activities are disrupted? ▪ What is the impact over time if these activities do not continue? ▪ Would the impact be: ○ Manageable? ☐ ○ Disruptive? ☐ ○ Critical? ☐ ○ Disastrous? ☐ ▪ What are current staffing levels? ▪ Are there any key milestones or critical activity deadlines approaching? ▪ What are your recovery time objectives? ▪ What resources are required to recover critical activities?	☐

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
3.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies (See Section 5.3)	Consider: ▪ Immediate priorities ▪ Communication strategies ▪ Deployment of resources ▪ Finance ▪ Monitoring the situation ▪ Reporting ▪ Stakeholder engagement Produce an action plan for this phase of response.	☐
4.	Log all decisions and actions, including what you decide not to do and include your decision making rationale	Use the Decision and Action Log to do this. <i>The log template can be found in Appendix A</i>	☐
5.	Log all financial expenditure incurred	<i>The Financial Expenditure Log can be found in Appendix D</i>	☐
6.	Allocate specific roles as necessary	Roles allocated will depend on the nature of the incident and availability of staff	☐
7.	Secure resources to enable critical activities to continue/be recovered	Consider requirements such as staffing, premises, equipment, ICT, welfare issues etc	☐
8.	Deliver appropriate communication actions as required	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders e.g. Partners, MATs, Schools, visitors, Governors, Suppliers, Local Authority, Central Government Agencies etc.	☐

5.3 Business Continuity Strategies

	Arrangements to manage a loss or shortage of Staff or skills	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Use of temporary staff e.g. Staff from L.E.A.D. Academy Trust	Louise Bird, Trust Business Manager, louise.bird@leadacademytrust.co.uk
2.	Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave	The majority of staff are cross-trained, particularly in the administration team. Teaching staff are able to pick up parts of others roles, due to the extensive education knowledge and

		experience
3.	Using different ways of working to allow for reduced workforce, this may include: - Virtual Learning Environment opportunities - Pre-prepared educational materials that allow for independent learning	All staff are able to work from home
4.	Suspending 'non critical' activities and focusing on your priorities	Staff are able to identify non-critical tasks themselves
5.	Using mutual support agreements with other Teaching School Hubs	See contact details below
6.	Ensuring Staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc	hr@leadacademytrust.co.uk

	Arrangements to manage denial of access to your premises or loss of utilities	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Using mutual support agreements with other Teaching School Hubs/ The Trust/ L.E.A.D. IT	See contacts below
2.	Pre-agreed arrangements with other premises in the community i.e. L.E.A.D. IT, Schools, LA premises, Colleges, University premises	ict@leaditservices.co.uk Schools service at LCC
3.	Virtual Learning Environment opportunities	All team have access to Teams and Zoom
4.	Localising the incident e.g. isolating the problem and utilising different sites or areas within the Teaching School Hub premises portfolio	BCW consultancy Shane Cook L.E.A.D. Estates Manager

	Arrangements to manage loss of technology / telephony / data / power	Further Information (e.g. Key contacts, details of arrangements, checklists)
1.	Back-ups of key L.E.A.D. Professional Development data e.g. mirrored servers etc	All information is stored in the cloud L.E.A.D. IT Services
2.	Reverting to paper-based systems e.g. paper registers, whiteboards etc	All have access to stationery cupboard at the Hub
3.	Emergency generator e.g. Uninterruptible Power Supply (UPS)	BCW consultancy managers
4.	Emergency lighting	BCW consultancy managers

	Arrangements to mitigate the loss of key suppliers, third parties or partners	Further Information (e.g. Key contacts, details of arrangements, checklists)
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1.	Pre-identified alternative suppliers	Full list of approved suppliers available from finance@leadacademytrust.co.uk
2.	Ensuring all external providers have business continuity plans in place as part of contract terms	TBA
3.	Insurance cover	Arranged centrally by the Trust
4.	Using mutual support agreements with other Teaching School Hubs and English Hubs for Support	<u>Harris Federation:</u> Mark Beyer-Woodgate m.beyer-woodgate@harrischaffordhundred.org.uk <u>Unity:</u> A Samways ASamways@unitysp.co.uk <u>Cambridge:</u> Lynne Birch Lynne.Birch@cptshn.co.uk
5.	Using alternative ways of working to mitigate the loss e.g. suspending activities, adapting to the situation and working around it	All staff save work to a cloud location to avoid loss of work

6.0 Recovery and Resumption

6.1 Purpose of the Recovery and Resumption Phase

The purpose of the recovery and resumption phase is to resume 'business as usual' working practises for L.E.A.D. Professional Development as quickly as possible. Where the impact of the incident is prolonged, 'normal' operations may need to be delivered under new circumstances e.g. from a different location.

6.2 Recovery and Resumption Actions

	ACTION	FUTHER INFO/DETAILS	ACTIONED? (tick/cross as appropriate)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐
2.	Respond to any ongoing and long term support needs of Staff and Partners	Depending on the nature of the incident, the L.E.A.D. Professional Development Incident Management Team may need to consider the use of Counselling Services	☐
3.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the business continuity plan is no longer in effect. Local Authority will be informed via website/telephone/ L.E.A.D. Professional Development Comms text.	☐
4.	Carry out a 'debrief' of the incident with Staff . Complete a report to document opportunities for improvement and any lessons identified	The incident de-brief report should be reviewed by all members of the L.E.A.D. Professional Development Incident Management Team and in particular by the Business Continuity Coordinator to ensure key actions resulting from the incident are implemented within designated timescales. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the L.E.A.D. Professional Development team.	☐
5.	Review this Continuity Plan in light of lessons learned from incident and the response to it	Implement recommendations for improvement and update this Plan. Ensure any revised versions of the Plan is read by all members of the Business Continuity Team	☐

7.0 Appendices

	Content	Page No.
A	Log Template	
B	Impact Assessment Form	
C	Lost Property Form	
D	Financial Expenditure Log	
E	Contents of Emergency Box / 'Grab bag'	
F	Risk Identification, Evaluation and Management Matrix	
G	Incident Management Decision-Making Tool	
H	Staff Contact List	
I	Key Contacts List	

Impact Assessment Form			
Completed By		Incident	
Date		Time	

Question	Logged Response	
How were you made aware of the incident?		
What is the nature of the incident? (e.g. type, location & severity)		
Are there any staff or pupil casualties or fatalities? (Complete casualty / fatality sheets if needed)		
Have the Emergency Services been called?		
Is the incident currently affecting Teaching School Hub activities? If so, which areas?		
What is the estimated duration of the incident?		
What is the actual or threatened loss of workforce?	Over 50%	☐
	20 – 50%	☐
	1 – 20%	☐
Has access to the whole site been denied? If so, for how long? (provide estimate if not known)		
Which work areas have been destroyed, damaged or made unusable?		
Is there evidence of structural damage?		
Which work areas are inaccessible but intact?		

Appendix B

Question	Logged Response
Are systems and other resources unavailable? (include computer systems, telecoms, other assets)	
If so, which staff are affected by the ICT disruption and how?	
Have any utilities (gas, electricity or water) been affected?	
Is there media interest in the incident? (likely or actual)	
Does the incident have the potential to damage the Teaching School Hub's reputation?	
Other Relevant Information	

Lost Property Form			
Completed By		Incident	
Date		Time	

[illegible]

Appendix D

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

[illegible]

CONTENTS OF EMERGENCY BOX / 'GRAB BAG'

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
	Key contact details, including: Governors, Parents/Carers, Local Authority, Suppliers etc
Organisational Information	Staff Handbook (policies and procedures)
	Teaching School Hub branding material and stationery
	Teaching School Hub logo
	Other key documents
Financial Information	Bank, insurance details, Payroll etc
	Invoices, purchase orders, etc
	Financial procedures
	Assets Register and Insurance Policy
Staff Information	Staff contact details
	Staff emergency contact details
IT / Equipment Information	Software licence agreement and key codes
	Office telephone list (for phone divert)
	Back-up rota and data restoration routine
Equipment and other items	First Aid Kit
	Back-up tapes
	Laptop with wireless connection
	Pay-as-you-go mobile phone
	Permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Hazard barrier tape
	A cheque book or spare credit card
	Transport providers
	Teaching School Hub Floor Plans
	Spare keys
	Whistle / megaphones
	High visibility jacket

IDENTIFYING, EVALUATING AND MANAGING RISKS

GUIDANCE FOR COMPLETING THE RISK MATRIX:

LEGEND	
I	Impact
P	Probability
I x P	Risk Rating

To establish your risk rating, it is necessary to multiply the perceived consequence (or impact) of the risk (score 1 - 5) with the perceived likelihood (or probability) of that risk occurring (score 1-5). Please see tables below for guidance on risk rating scores.

Impact (or Consequence)	
Description	Indicators
5 (Major)	The risk has a major impact if realised
4 (Significant)	The risk has a significant impact if realised
3 (Moderate)	The risk has a moderate impact if realised
2 (Minor)	The risk has a minor impact if realised
1 (No consequence)	The risk has no consequence impact if realised

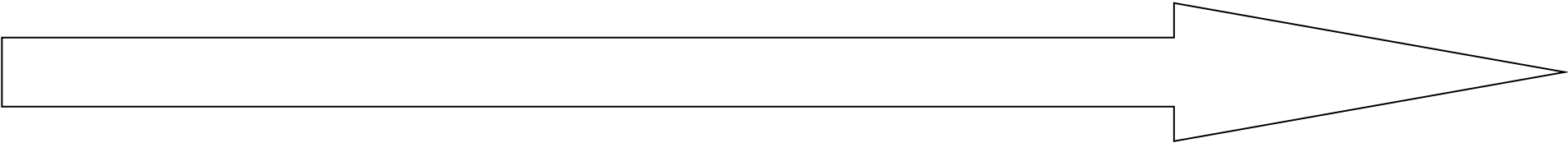
Probability (or Likelihood)	
Description	Indicators
5 (Very Likely)	The risk will emerge
4 (Likely)	The risk should emerge
3 (Unlikely)	The risk could emerge
2 (Very Unlikely)	The risk is unlikely to emerge
1 (Impossible)	The risk will not emerge

Score	Risk Description	Action Required
25	Extreme Risk	▪ Immediate escalation to Headteacher for risk control activities
20 - 15	High Risk	▪ Risk to be actively managed with appropriate risk control activities
12 - 6	Medium Risk	▪ Take appropriate action to manage the risk
5 and below	Low Risk	▪ Risk to be removed from register with monitoring activity to assess changes in risk rating

Teaching School Hub Risk Assessment kept as a separate document

Critical Incident Decision-Making Tool

Information	Issues	Ideas	Actions
<i>What do you know/what do you not know?</i>	<i>What are the problem/issues arising from that piece of information</i>	<i>What are the ideas for solving the issues/problems?</i>	<i>What are you going to do? What are you not going to do? Who is responsible? What are the timelines?</i>



STAFF CONTACT LIST

Name	Role	Contact Details
Amanda Griffiths	Director	amanda@leadtshub.co.uk
Colette Duggan	Deputy Director	colette@leadtshub.co.uk
Sophie Hirst	English Hub Lead	sophiehirst@leadtshub.co.uk
Ria Lane	Primary Strategic Lead	ria@leadtshub.co.uk
Emily Broadley	ITT Lead/Active Lead	emily@leadtshub.co.uk
Sophie Hayes-Watson	Finance & Operations Lead	sophiehwatson@leadtshub.co.uk
Helen Wise	Finance Admin	helenwise@leadtshub.co.uk
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Other Local Contacts	
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Police – non emergency	111
Fire & Rescue Services	999
Hospital – your nearest A&E	Lincoln
Your Local Church or Religious Centre	
Local Radio	
NHS – your local clinic	
Other Useful Contacts	
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