Business Continuity Plan

Committee:	Trust Board
Approved on:	June 2021
Next review date:	July 2023
Updated/Reviewed on:	January 2022

1.1   Background Information

Esprit Multi Academy Trust is required by the Department for Education to develop plans to manage business continuity in the event of a range of disruptions to services. Most recently we have responded to the Covid 19 Pandemic and the need to partially close and reopen our schools.

No-notice disruptions are, by definition, impossible to predict. This plan deals with the ones most likely to occur:

- Global pandemic – Coronavirus
- loss of premises (through fire, flood etc.)
- loss of utilities (electricity, gas, water, fuel)
- failure of IT and telephony
- staff shortage

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences.

1.2   Aim of Plan

The aim of this plan is to use learning from recent events, provide guidance and support to enable our academies to tackle the impact of severe disruptions due to a variety of unlikely, but credible, causes, with the following objectives.

1.3   Objectives of Plan

The plan is designed to achieve the following strategic objectives:

a.   To safeguard the safety and welfare of pupils, staff and visitors;
b.   To resume provision of education services at the earliest opportunity and, where possible, secure a continuation of learning;
c.   To maintain the community and identity of the Trust;
d.   To return the Trust to normality.

1.4   The Plan-Do-Check-Act (PDCA) Model

The International standard applies the "Plan-Do-Check-Act" (PDCA) model to planning, establishing, implementing, operating, monitoring, reviewing, maintaining and continually improving the effectiveness of the organisation.
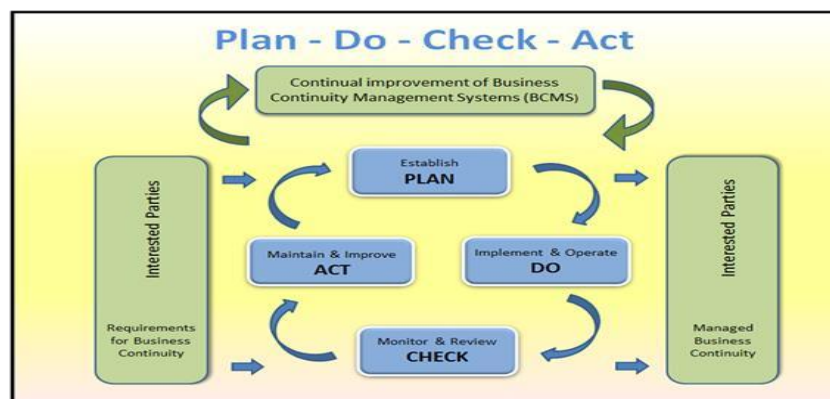
Plan (Establish)	Establish Business Continuity policy, objectives, targets, controls, processes and procedures relevant to improving Business Continuity in order to deliver results and align with the organisations overall policy and procedures.
Do (Implement and operate)	Implement and operate the Business Continuity policy, controls, processes and procedures.
Check (Monitor and review)	Monitor and review performance against Business Continuity policy and objective, report the results to management for review, and determine and authorise actions for remediation and improvement.
Act (Maintain and Improve)	Maintain and improve the BCMS by taking corrective action, based on the results of management review and reappraising the scope of the BCMS and Business Continuity policy and objectives.

1.5   Related Plans and Procedures

This plan should be read in conjunction with the academy's other evacuation plans and emergency procedures that deal with the immediate response to an emergency situation, including;

- Fire Evacuation Procedure
- Invacuation procedure
- Home working policy
- Recovery planning
- Individual School Risk assessments

1.6   Plan Review and Testing

This plan should be reviewed for currency and accuracy every 2 years or in the event of significant structural or organisational change.

1.7 Business Continuity/Emergency Grab Bag

Our emergency grab bag is virtual on 'Drop box' as this is where all shared information is stored.

Section	Details
Business Continuity	Copy of this plan
	Key contact sheet: Engie Evolve / LEAMIS Executive Principal / Chief Finance Officer / Estates and Procurement Manager / Principals / Local Authority Chair of Trustees and Chair of Governors Login Codes for Trust systems (Text messaging, Cloud)
Organisational Information	Staff Handbook
	MAT Business finance handbook
	Parent handbook
	Letterhead/Compliment Slip
Financial Information	Bank details
	Insurance cover document & policy
	Asset Register

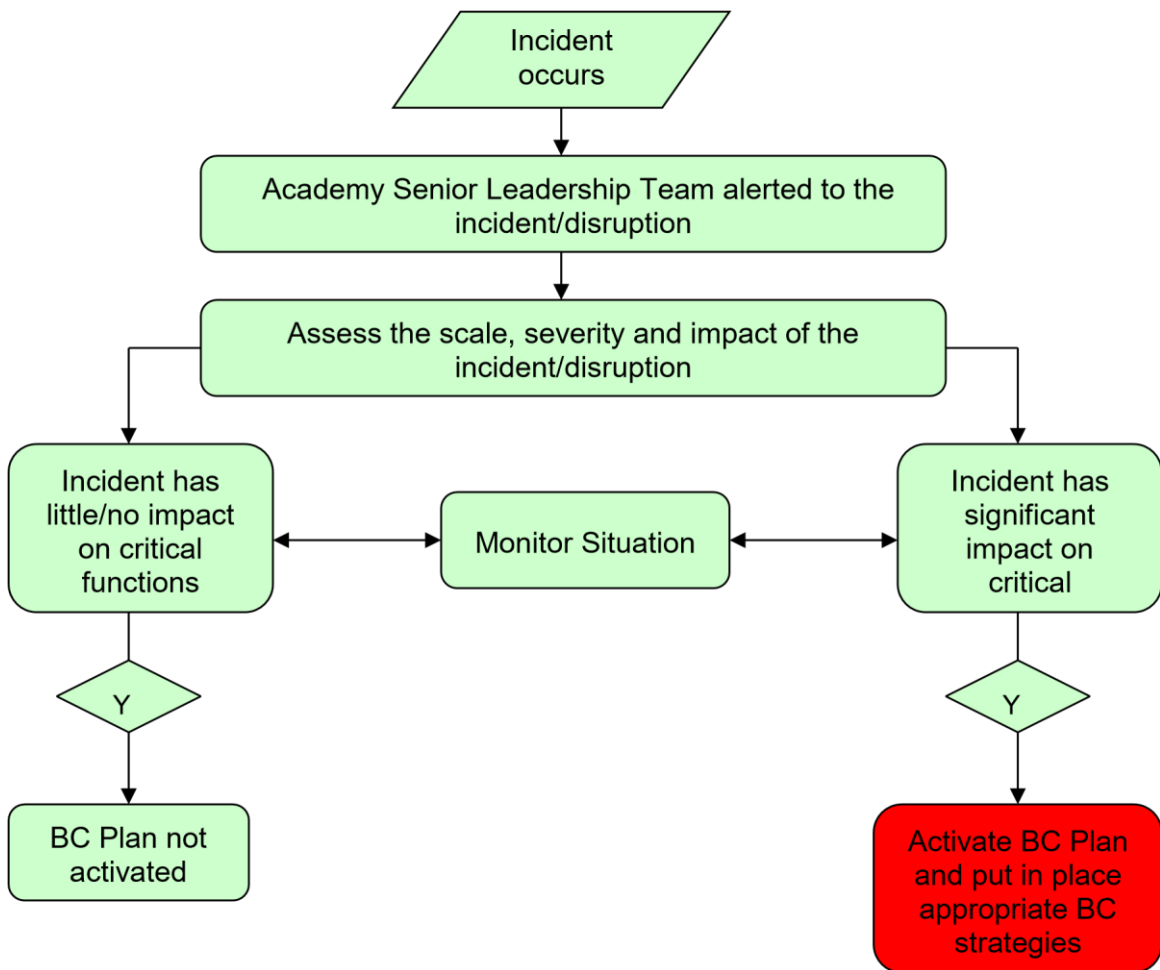| Staff Information	Staff Contact details / Emergency contact details
ICT Equipment	Software licence agreements and key codes
	Telephone contract details for diverting calls

SECTION 2:   PLAN ACTIVATION

2.1   Circumstances
This plan will be activated in response to an incident causing significant disruption to the academy, particularly the delivery of key/critical activities.
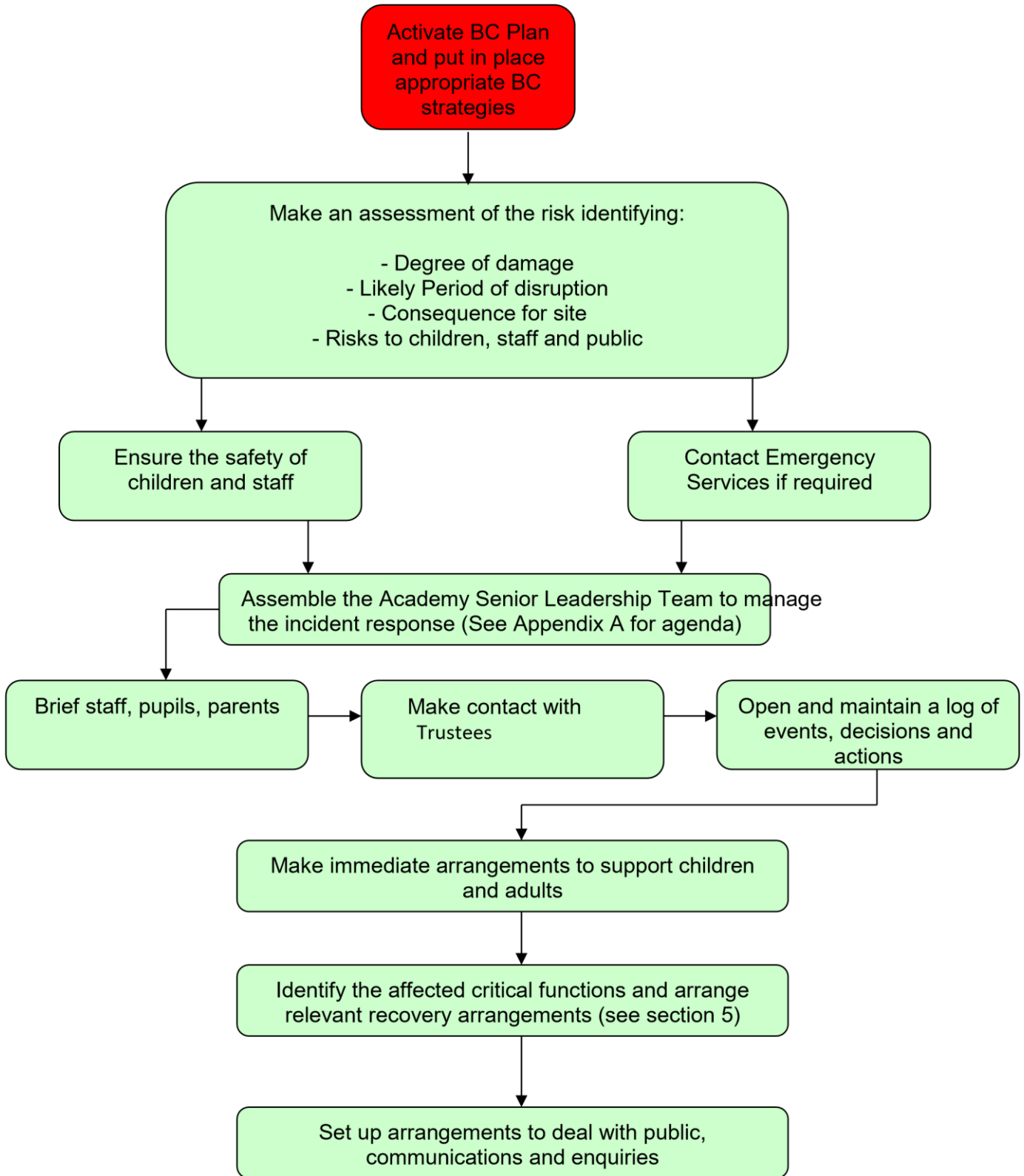
2.2   Responsibility for Plan Activation
The responsibility for implementing this plan lies with the Academy Principal or, if not available, a member of the Academy Senior Leadership Team.

2.3   Activation Process

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                        ┌─────────────────┐
                       /   Incident       /
                      /    occurs        /
                     └─────────────────┘
                              │
                              ▼
        ┌──────────────────────────────────────────────┐
        │ Academy Senior Leadership Team alerted to the │
        │              incident/disruption              │
        └──────────────────────────────────────────────┘
                              │
                              ▼
        ┌──────────────────────────────────────────────┐
        │    Assess the scale, severity and impact of   │
        │           the incident/disruption             │
        └──────────────────────────────────────────────┘
         │                                            │
         ▼                                            ▼
┌──────────────┐    ┌──────────────────┐    ┌──────────────┐
│ Incident has │    │                  │    │ Incident has │
│ little/no    │◄──►│ Monitor Situation│◄──►│ significant  │
│ impact on    │    │                  │    │ impact on    │
│ critical     │    └──────────────────┘    │ critical     │
│ functions    │                            │              │
└──────────────┘                            └──────────────┘
         │                                            │
         ▼                                            ▼
      ◇ Y ◇                                        ◇ Y ◇
         │                                            │
         ▼                                            ▼
┌──────────────┐                            ┌──────────────┐
│ BC Plan not  │                            │ Activate BC  │
│ activated    │                            │ Plan and put │
└──────────────┘                            │ in place     │
                                            │ appropriate  │
                                            │ BC strategies│
                                            └──────────────┘
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SECTION 3:   PLAN IMPLEMENTATION

3.1   Incident Response

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                    ┌─────────────────────┐
                    │   Activate BC Plan   │
                    │   and put in place   │
                    │   appropriate BC     │
                    │     strategies       │
                    └─────────────────────┘
                              │
                              ▼
        ┌─────────────────────────────────────────┐
        │  Make an assessment of the risk identifying: │
        │                                           │
        │        - Degree of damage                 │
        │        - Likely Period of disruption      │
        │        - Consequence for site             │
        │   - Risks to children, staff and public   │
        └─────────────────────────────────────────┘
            │                               │
            ▼                               ▼
  ┌──────────────────┐          ┌──────────────────────┐
  │ Ensure the safety of │       │  Contact Emergency    │
  │  children and staff  │       │  Services if required │
  └──────────────────┘          └──────────────────────┘
            │                               │
            ▼                               ▼
        ┌─────────────────────────────────────────┐
        │ Assemble the Academy Senior Leadership Team to manage │
        │  the incident response (See Appendix A for agenda)    │
        └─────────────────────────────────────────┘
            │
            ▼
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────────┐
│ Brief staff, pupils, │ │  Make contact with │ │ Open and maintain a log of │
│      parents       │→│     Trustees      │→│   events, decisions and    │
└──────────────────┘   └──────────────────┘   │       actions         │
                                               └──────────────────────┘
                                                          │
                                                          ▼
                    ┌─────────────────────────────────────────┐
                    │ Make immediate arrangements to support children │
                    │              and adults                   │
                    └─────────────────────────────────────────┘
                              │
                              ▼
                    ┌─────────────────────────────────────────┐
                    │ Identify the affected critical functions and arrange │
                    │ relevant recovery arrangements (see section 5)       │
                    └─────────────────────────────────────────┘
                              │
                              ▼
                    ┌─────────────────────────────────────────┐
                    │ Set up arrangements to deal with public,  │
                    │   communications and enquiries            │
                    └─────────────────────────────────────────┘
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3.2   Roles and Responsibilities

The Executive Principal, in conjunction with the Academy's Senior Leadership Team will delegate Business Continuity Roles and Responsibilities. A guide on the roles and responsibilities we use during a Business Continuity incident is described below.

Role	Responsibilities	Accountability / Authority
Executive Principal	• Responsible owner of Business Continuity • Management in the Trust • Ensuring the Trust has capacity within its structure to respond to incidents • Determining the Trust's overall response and recovery strategy	The Executive Principal has overall responsibility for day-to-management of the Trust, including lead decision-maker in times of crisis.
Chief Finance Officer	• Business Continuity Plan development • Training staff within the Academies on Business Continuity • Embedding a culture of resilience within the Trust, involving stakeholders as required • Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. • Involving the Trust 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 • Organising and reporting on sites	Chief Finance Officer reports directly into the Executive Principal and will usually be a member of the Trust Incident Senior Leadership Team.
Trust Senior Leadership Team consists of; Executive Principal Chief Finance Officer Estates and Procurement Manager Principals Academy Business Managers Deputy Principals	• Leading the Trust's initial and ongoing response to an incident in a consistent way • Declaring that an 'incident' is taking place • Activating the Business Continuity Plan • Notifying relevant stakeholders of the incident, plan activation and on-going response actions • Providing direction and leadership for the whole Trust community • Undertaking response and communication actions as agreed in the plan • Prioritising the recovery of key activities disrupted by the incident • Managing resource deployment • Welfare of Pupils • Staff welfare and employment issues	The Trust Senior Leadership Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

Trust Board Continuity Committee Executive Principal Chair of Trustees 2 Trustees Principals	• Responsible for monitoring, challenging and supporting risk assessments	

Role	Responsibilities	Report to/Actions
Incident Log (Template in appendix) maintained by the Compliance officer	• To prepare meeting agendas • To signpost to key local / national guidance documents • To record all key decisions and actions taken in relation to the incident • To collate information needed for press statements	The Executive Principal
Create Sub Groups for relevant areas **Executive Group** • Executive Principal • Academy Principals • Business Manager • Estates and Procurement Manager Senior Leaders Group Nominated • Principal from Executive Group • Deputy Principals • Academy Business Manager (as required) • Safeguarding lead **Staff Group** • Nominated Deputy Principal from Senior Leaders Group / or if Academy Specific Deputy Principal of Academy • Teachers Year Group Leaders Safeguarding officers	**Executive Group** • Communication to Parents • (Letters/Website) • Communication & Involvement of the Trust Board – move to separate group • Safeguarding concerns and Risks Complete and update Risk • Assessment as the risk changes • (Estates and Procurement Manager keeps a generic Risk Assessment that can be adapted) • Staff/Parent/Other Handbooks **Senior Leaders Group** • Home Learning – if pupils can't attend • Communication – Internal / External • Registers • Curriculum • Teachers **Teachers Group** • Class DOJO • Practical requirements (What needs to be done and why) • Operational – getting the teaching out to the children who need it	• Report to Trust Board/ committee on risk assessments and contingency planning • Ensure consistency in messages and communication • Maintain strategic vision • Focus on individual schools • Ensure pupil learning takes place • Monitor impact • Pupil welfare • Staff welfare • Delivery of curriculum • Delivery of home learning • Continuity • Making contact with pupils

Senior Leadership Team EP APs DPs Academy Business Manager Chief Finance Officer Estates and Procurement Manager	• To ensure that the risk/threat is handled effectively and efficiently • Daily Meeting Formula	Will lead on recovery and resumption strategies. Reports directly to Executive Principal. To allow for Strategic group members to know what is expected / any actions to be addressed / communicated

BASC Manager	• Leading and reporting on the Trust's recovery process • Identifying lessons as a result of the incident • Liaison with Chief Finance Officer to ensure lessons are incorporated into the • plan development	
Communication EP AP Academy Business Manager Estates and Procurement Manager	Co-ordinating communication with key stakeholders including: • Trustees • Governors • Members • Parents/Carers • Staff • On site supply providers • (cleaners/catering etc) • Local Authority • School Crossing Patrol • Emergency Services • Health and Safety Support • Engie	All communications activities should be agreed by the Trust Incident Management Team. Information sharing should be approved by the Executive Principal (or Trust Incident Management Team if the Executive Principal is unavailable).
Estates and Procurement Manager	• To ensure site security and safety in an incident • To link with the Trust Incident team on any building/site issues • To liaise and work with any appointed contractors	Reporting directly to the Executive Principal or Trust Incident Management Team.
ICT Support (External)	• To ensure the resilience of the Trust's • ICT infrastructure • To link with LEAMIS IT helpdesk and any other ICT provider • Work with the Chief Finance Officer to develop proportionate risk responses	ICT Coordinator reports directly to the Chief Finance Officer for plan development issues. In response to an incident, reporting to the Trust Incident Management Team.

Recovery Coordinator	• Leading and reporting on the Trust's recovery process • Identifying lessons as a result of the incident • Liaison with Chief Finance Officer to ensure lessons are incorporated into the • plan development	Is likely to already be a member of the Trust Incident Management Team, and will lead on recovery and resumption strategies. Reports directly to Executive Principal.

For the purpose of this plan, the strategic critical function of the Trust is stated as:

'The provision of educational services to its registered pupils, including a safe and secure environment in which to learn.'

In a business continuity context, the following functions are intended to achieve the strategic aim. Some activities will be more critical than others, and each academy will risk assess their critical activities and a realistic recovery time objective of when the service or function can be restored. We will review risk assessments regularly and report to Trustees. The risk assessment will be linked to the type of critical incident we are facing and the template we use will amend its headings accordingly. Some common prompts to help define our planning is outlined below.

Critical Function	Description
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum.
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.
Safe and Secure Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc.
Disease transmission	Provision of handwashing/ other facilities to maintain high standards of hygiene
Catering Facilities and Staff	The provision of suitable catering facilities and staff to enable preparation of school meals.
Utilities - Gas	The supply of gas to enable the heating of premises and preparation of school meals etc.
Utilities – Water	The supply of water for drinking and general usage including flushing of toilets, preparations of meals etc.
Utilities - electric	The supply of electricity to enable ICT systems to run, lighting of premises etc.
Provision of IT	The provision of IT to deliver education and to enable the establishment to run smoothly.
Provision of home learning	The provision of remote learning and/or paper packs to ensure pupils continue to learn
Safeguarding	Maintaining eyes and ears on vulnerable children to quickly identify if intervention is needed
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.
Provision of cleaning contractors	The provision of suitable numbers of cleaners to carry out general cleaners to carry out general cleaning such as toilets, waste collection and removal.

In the context of 'Business Continuity Management' a risk assessment looks at the likelihood and impact of a variety of risks that could cause a business interruption.

The Risk Assessment matrix in this plan differs slightly from that used in the assessment of corporate risk. This matrix is incorporated into the ISO22301 which is an International Standard that ESPRIT Multi Academy Trust has aligned its BC plans to. The ISO22301 is designed specifically to aid Business Continuity Management and is used by numerous private organisations and most Local Authorities nationwide.

This assessment is a structured and auditable process for identifying significant events, assessing their likelihood and impacts, and then combining these to provide an overall assessment of risk, as a basis for further decisions and actions.

Likelihood of occurrence	Indicator
1. Negligible	Slight or very small chance
2. Rare	Infrequent or exceptional
3. Unlikely	Not likely to occur or have occurred
4. Possible	Capable of happening or occurring
5. Probable	Having more evidence 'for' than 'against'. Likely to occur

GUIDANCE:
Each of the hazards should be scored in terms of its 'likelihood' and 'impact', which, combined, produce the 'risk' rating:
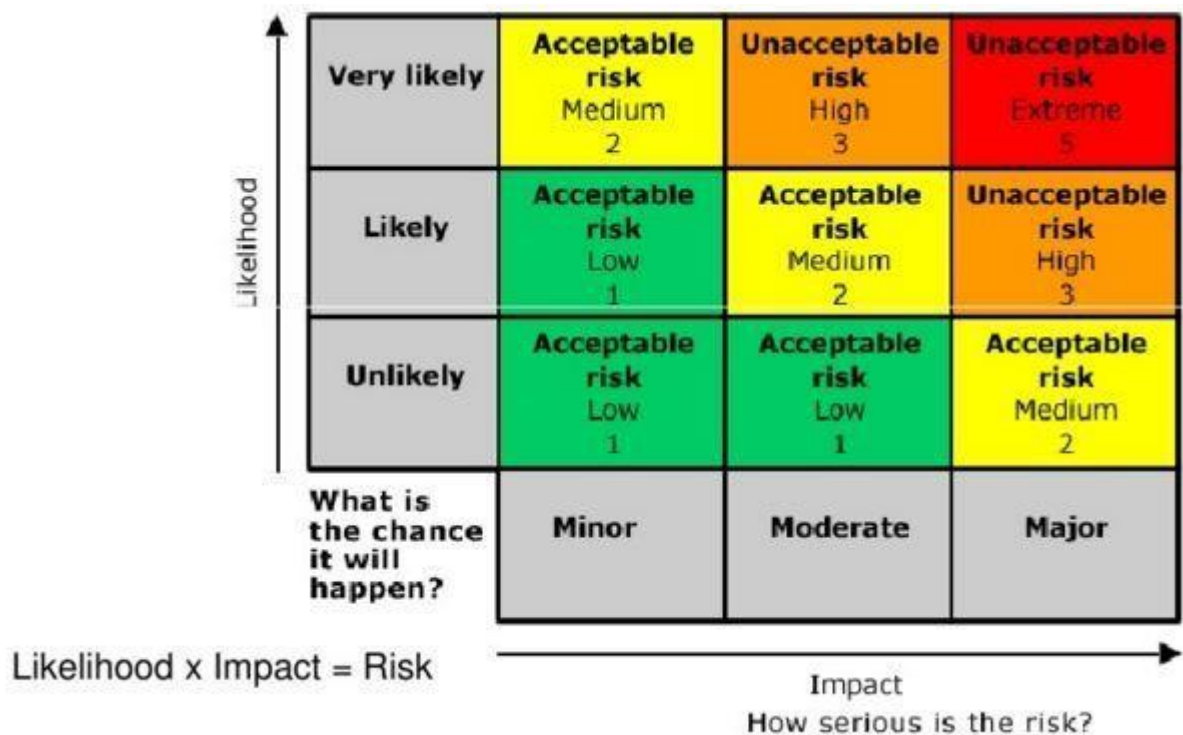
SECTION 5:   POTENTIAL DISRUPTIONS

5.1 Loss of Premises

Loss of premises may result from fire, flood, loss of essential utilities or the building is within an area cordoned off by emergency services. This may occur during school hours, necessitating an evacuation, or during non-school hours preventing staff and pupil's access to the building.

It is a critical function of the school to provide suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc. The space below should include all relevant information that would assist with recovery from a loss of premises incident.

Virtual learning: In cases of an enforced closure many school provide links through their website to learning opportunities. These together with other educational internet and paper based services provide methods for providing continuation of education provision).

It is good practice for Schools/educational establishments to maintain contact with the local authority or governing body to help identify suitable working processes and possible alternative locations. From experiences of past Business Continuity events, alternative locations have been sought/implemented when a facility has been closed for a period of more than one week.

Risk	Potential Workarounds	
Complete loss of site **Risk Rating:**	Potential alternative sites:	1: Hamilton Academy / Grove Academy / Northwood Broom Academy
		2: Home learning
		3: TBA
Partial loss of site Risk Rating:	Use of one of other academy's sites within the Multi Academy Trust - Engie as part of their remit are to provide alternative accommodation to the academy	
	Useful information/contacts: Engie Helpdesk: 01782 233030, Stoke LA 01782 234567	
Temporary loss of premises (utility failure)	- Virtual learning / Alternative Site within academy group	

Risk Rating	

5.2 Loss of Staff

The most likely scenarios involving a significant loss of staff are industrial action, fuel shortage, outbreak of disease (eg. Pandemic influenza) and severe weather. In all of these events, there is likely to be a period of notice in which arrangements nay be made to mitigate the effects.

It is a critical function of the academy to provide a suitable number of qualified teaching staff to deliver the National Curriculum and suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.

It is also important to consider 'Single Points of Failure' i.e. Premises Manager etc

Risk	Potential Workarounds
Pandemic Flu	A flu pandemic will occur in 2 waves, 3-9 months apart, with each wave lasting about 12 weeks. In addition to staff being off ill, you will also have staff being off to care for sick relatives etc.
Risk Rating:	- Home learning - Alternative teaching arrangements / supply cover - Temporary cover - Hygiene precautions
Fuel Crisis **Risk Rating:**	- Alternative teaching arrangements / supply cover - Virtual learning - Local supply cover - Alternative transport arrangements
	Useful information/contacts:
Industrial Action Risk Rating:	As far as possible, without attempting to influence staff members' legal right to take industrial action, managers should try to estimate the proportion of staff who may be available to work in order to plan work in accordance with priorities
	- Virtual learning - Alternative teaching arrangements
Severe Weather	In the event of severe weather (e.g. snow/flooding), staff may be unable to travel to work. Employees are expected to make all efforts to reach their usual place of provide they can do so safely without putting themselves or others at risk.
Risk Rating:	- Adverse weather conditions policy - Alternative teaching arrangements/Supply/staff from other academy

5.3 Failure of IT/Data/Telephony

Failure of IT within an academy could be caused by a variety of reasons such as fire, flooding, power cut etc. It is important to ensure that the main server is resilient with separate power supply but if this not possible, back up arrangements should be in place.

Risk	Critical IT Systems	Workaround Options
Failure of IT Server/ systems **Risk Rating:**	SIMS – Server Based PS Financials – Cloud Based Dropbox – Cloud Based Schudio Website – Cloud Based	Back up paper system for staff/child records Back up server – off site (LEAMIS support) 'Cloud' arrangements – Dropbox and PS Financials are both 'cloud' based systems

Loss of Data **Risk Rating:**	**Critical Data**	**Workaround Options**
	- If critical data is lost, what back up options do you have if immediate access is required?	Critical Data is stored on SIMS – this is accessible via off site back up – it is also accessible from other sites.
Loss of Telephony **Risk Rating**	In the event that the main landline was lost, what alternative communication methods do you have in place? We have alternative mobile telephones at each site with the Academy Principal.	

5.4 Loss of Utilities (Electricity/Gas/Water)

In the event that the Academy lost any of the utilities, what would the impact of this be and how long would the Academy continue to operate safely? All contractor contact information can be found in Section 6 of this plan.

Risk	Impact	Potential Workarounds
Electricity/Gas Risk Rating:	- eg. Heating system	- Additional portable heaters – ENGIE provide this
	- Catering	Contract with City Catering – they provide back up from Cromer Road kitchens
	- IT servers	Evolve & Leamis support this
Water Risk Rating:	**Impact**	**Potential Workarounds**
	- e.g. Drinking supply	Engie provide clean drinking water, water could be purchased / sourced from other schools
	- Sewerage	Engie responsible for this
	- Catering	City Catering responsible for this

SECTION 6: CONTACT INFORMATION

6.1 Staff Contact Information (Trust Incident Management Team)

Job Title	Name	Telephone	Email
Executive Principal	Mark Unwin		munwin@espritmat.org

Chief Finance Officer	Marianne Williams	07495378477	mwilliams@espritmat.org
Estates and Procurement Manager	Nick Moss	07948234922	nmoss@espritmat.org
Chair of Trustees	Paul Atkins		patkins@espritmat.org
Grove Principal	Shirley Carrigan	07495378462	shirley.carrigan@espritmat.org
Hamilton Principal	Yvonne Glaister	07375520106	yglaister@espritmat.org
Northwood Principal	Yvonne Glaister	07375520106	yglaister@espritmat.org

6.2 External Contact Information (Suppliers/Contractors)

Engie Helpdesk	01782 233030
Evolve	0116 305 5942
LEAMIS	0344 815 5581
PS Financials Support	020 3289 8104
Tim Fender (Local Authority Premises Officer)	07900135664

APPENDIX A: INCIDENT MANAGEMENT TEAM AGENDA

 CORONAVIRUS QUERIES FOR MAT DISCUSSION / COMPLETED Daily Actions NEW SEE ARCHIVE FOR PREVIOUS NOTES

WEEK Focus of each meeting will be on weekly actions and/or new activity needing addressing

1. INFORMATION MANAGEMENT 2. INFORMATION SHARING AND QUERIES ARISING FROM CURRENT ARRANGEMENTS 3. STANDING AGENDA ITEMS 4. ADDITIONAL QUESTIONS

Date -

1. INFORMATION MANAGEMENT	
LATEST GUIDANCE	
LINKS FROM LA	
HEADTEACHERS briefing Thursday's at 11:30	
EMAILS FROM LA	
WHO NEEDS TO DO WHAT?	

2. INFORMATION SHARING AND QUERIES ARISING FROM CURRENT ARRANGEMENTS	INFORMATION SHARING PUPIL NUMBERS - each day and total numbers attending	QUERIES	NEXT STEPS
GROVE			☐
HAMILTON			☐
NORTHWOOD			☐

3. STANDING AGENDA ITEMS	DISCUSSION		NEXT STEPS
PPE equipment	☐		☐
Risk Assessment Union queries			☐

WEEK 1 QUESTIONS AND QUERIES UPDATES REQUIRED			
Added by	Detail	Points to note	Outcomes / Actions

Appendix B Risk Assessment

ESPRIT MULTI ACADEMY TRUST SEPTEMBER ACTION PLAN FOR FULL OPENING OF SCHOOLS – ELT V1

Contents *Introduction*

Supporting documents

Remote education plan

White agreed

Blue – action and personalisation needed

Introduction

Purpose of this plan

Section 1: Public health advice

Essential measures include:

Risk assessment

The system of controls: protective measures
System of controls
This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the Risk Assessment in Annex A.

Prevention:

Response to any infection:

Annex A: Health and safety risk assessment

Annex A – Full opening Risk Assessment

Location / Site	

Activity / Procedure	
Assessment date and reviews	

Identify people at risk and how they are consulted	
Employees	
Children	
Visitors	
Contractors	
School Context	

Staffing Context		Class based Teachers	other classroom staff	Pastoral / Other staff	Office Staff	Site Staff	Leadership	ESPRIT
	Total							
	Shielding							
	Vulnerable							
	Childcare issues							
	Distressed/Anxious							

School will be open to pupils on Monday to Fridays, with staggered start and end times. This decision has been based on a thorough risk assessment of available staff, meeting out statutory requirements for teachers and safety requirements and will ensure;

Esprit Central Team

SECTION 1 – PREVENTION AND RESPONSE

AREA				
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures				
REVIEW				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

SECTION 2 OPERATION OF SCHOOLS

AREA	SECTION 2 *OPERATION OF SCHOOLS*			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures				

Review				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

S**ECTION 3**

AREA	*Section 3: Curriculum, behaviour and pastoral support*			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	11. RECOVERY CURRICULUM PLANNING			
Review				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

SECTION 4

AREA	*Section 4: Assessment and accountability*			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	12. ASSESSMENT AND REPORTING			
Review				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

SECTION 5

AREA	Section 5: Contingency planning for outbreaks			
Existing level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE
Control measures	1. CONTINGENCY PLANNING			
Review				
Remaining level of risk	HIGH	MEDIUM	LOW	NEGLIGIBLE

Name of Manager	Signature of Manager	Date

Trust Board comments via Trust Board meeting	
Review Committee	
Review Committee	

Chair of Trustees	Signature of Chair	Date

Appendix D-   Testing schedule

Type of Test (e.g. Live exercise, desktop exercise, communications test)	Date of Test	Lessons Learned

Appendix E-   Activation list

Description of Incident	Date of Incident	Lessons Learned