Thriveology Wellness CIC

Emergency Response and Business Continuity Procedure.

October 2026

EMERGENCY RESPONSE AND BUSINESS CONTINUITY PROCEDURE

October 2026

Purpose

Thriveology Alternative Provision is committed to maintaining a safe, secure and supportive learning environment for all learners, staff and visitors, including during emergencies and unexpected disruptions.

This procedure establishes the arrangements for responding to major incidents, severe weather, critical staff absence, site closures and other circumstances that may affect Thriveology's ability to deliver its normal educational provision.

It provides a clear framework for protecting life and wellbeing, maintaining safeguarding arrangements, communicating effectively, minimising disruption to education and restoring normal operations as quickly and safely as possible.

Thriveology recognises that learners attending alternative provision may have additional educational, social, emotional, behavioural, communication or medical needs. Emergency responses must therefore be proportionate, inclusive, trauma-informed and sensitive to individual circumstances.

The objectives of this procedure are to:

- Protect the immediate safety and welfare of learners, staff and visitors.
- Ensure a coordinated and effective response to emergencies.
- Establish clear responsibilities and decision-making arrangements.
- Maintain safeguarding, supervision and communication during disruption.
- Minimise the impact of incidents on learners' education and wellbeing.
- Ensure commissioning schools, parents/carers and relevant agencies receive timely information.
- Provide alternative education arrangements wherever reasonably practicable.
- Restore normal operations safely and promptly.
- Identify lessons learned and improve organisational resilience.

Scope

This procedure applies to all activities undertaken or organised by Thriveology, including:

- On-site education and alternative provision.
- One-to-one tuition and small-group learning.

- Off-site, outdoor and community-based learning.
- Remote learning and alternative delivery arrangements.
- Administrative, operational and safeguarding activities.

It applies to all staff, learners, volunteers, contractors and visitors while participating in Thriveology activities.

The procedure covers emergencies and disruptions arising from major incidents, adverse weather, staffing shortages, premises issues, utility failures, transport disruption, security incidents, infectious disease outbreaks and other unforeseen circumstances.

Legal and national guidance framework

This procedure has been developed with reference to relevant legislation and guidance applicable to education settings and alternative provision in England, including:

- Health and Safety at Work etc. Act 1974.
- Management of Health and Safety at Work Regulations 1999.
- Regulatory Reform (Fire Safety) Order 2005.
- Equality Act 2010.
- Education Act 2002, where applicable.
- Children Act 1989 and Children Act 2004.
- Data Protection Act 2018 and UK GDPR.
- Department for Education guidance on emergency planning and response for education settings.
- Department for Education guidance on school attendance and school closures.
- Department for Education guidance on safeguarding children during emergencies.
- Keeping Children Safe in Education, where applicable to Thriveology's operating and commissioning arrangements.
- UK Health Security Agency guidance on infectious disease outbreaks.
- Health and Safety Executive guidance on workplace emergencies and risk management.

Thriveology will also consider relevant local authority emergency planning arrangements and any requirements established through commissioning agreements.

Where a specific legal duty applies to a school or registered education provider rather than an independent alternative provision, Thriveology will implement appropriate equivalent arrangements and comply with its own applicable legal and contractual obligations.

Definition of an emergency or business continuity incident

An emergency or business continuity incident is any event that creates an immediate or significant risk to safety, safeguarding, staffing, premises, essential systems or the continued delivery of education.

Examples include:

Incident Category	Examples
Major Incident	Serious injury, fire, explosion, violent incident, significant safeguarding emergency, police incident or external threat.
Severe Weather	Snow, ice, flooding, storms, extreme heat, high winds, or unsafe travel conditions.
Critical Staff Absence	Unexpected absence of essential staff, insufficient supervision, unavailable DSL or first aid cover.
Site Closure	Fire damage, structural defects, heating failure, unsafe utilities, contamination, or inaccessible premises.
Infrastructure Failure	Power outage, loss of water, internet failure, telephone disruption or significant IT outage.
Public Health Incident	Infectious disease outbreak or public health advice affecting normal operation.
Security Incident	Intruder, credible threat, suspicious package, cyberattack or significant data security breach.
Transport disruption	Vehicle breakdown, unsafe travel, road closure or failure of essential transport arrangements.

Not every disruption will require closure or activation of the full business continuity arrangements. The response must reflect the severity of the incident and the assessed level of risk.

Roles and responsibilities

Provision Lead / Incident Controller

The Provision Lead will normally act as the Incident Controller and have overall responsibility for coordinating the response.

Responsibilities include:

- Assessing the nature and severity of the incident.
- Taking immediate action to protect learners, staff and visitors.
- Contacting emergency services where necessary.
- Deciding whether provision can safely continue, be adapted or must be suspended.
- Activating business continuity arrangements.
- Allocating responsibilities to staff.
- Ensuring safeguarding arrangements remain effective.
- Communicating with parents/carers and commissioning schools.
- Liaising with the local authority, emergency services, premises providers and other relevant agencies.
- Recording decisions, actions and incident developments.
- Authorising the safe reopening or resumption of normal activities.

Where the Provision Lead is unavailable, a nominated Deputy Incident Controller will assume these responsibilities.

Designated Safeguarding Lead (DSL)

The DSL is responsible for ensuring that safeguarding remains central to all emergency decisions.

Responsibilities include:

- Identifying learners who may be particularly vulnerable during disruption.
- Ensuring appropriate supervision and welfare arrangements.
- Maintaining contact with relevant safeguarding professionals.
- Ensuring commissioning schools are informed of significant safeguarding concerns.
- Coordinating welfare checks where necessary.
- Maintaining appropriate safeguarding records.
- Supporting learners affected by distressing incidents.
- Ensuring safeguarding arrangements are in place during remote or alternative education.
-

A suitably trained deputy DSL must be available in accordance with Thriveology's safeguarding arrangements.

Staff

All staff must:

- Familiarise themselves with this procedure.
- Follow emergency instructions promptly.
- Prioritise learner safety and supervision.
- Report hazards, incidents and concerns immediately.
- Support evacuation, shelter, lockdown or relocation where instructed.
- Follow learner-specific risk assessments and emergency plans.

- Maintain confidentiality.
- Participate in emergency training and drills.
- Record and report relevant actions and observations.

Staff must not independently close provision, send learners home or communicate unapproved emergency arrangements unless immediate action is necessary to protect life or prevent serious harm.

Parents and carers

Parents and carers will be expected to:

- Maintain accurate emergency contact details.
- Follow official Thriveology communications.
- Notify Thriveology of circumstances affecting safe attendance.
- Make collection arrangements when reasonably requested.
- Inform Thriveology of any relevant changes to a learner's medical or safeguarding needs.

Commissioning schools and referring organisations

Thriveology will work with commissioning schools and relevant placing authorities to maintain oversight of learners during disruption.

Arrangements will include timely notification of closures, attendance reporting, safeguarding information sharing, agreement of alternative provision arrangements and coordination of return-to-learning plans.

Emergency response principles

All emergencies must be managed according to the following priorities:

Order of operational priorities

Priority 1 — Protect life and immediate safety
Respond to immediate danger, provide first aid and contact emergency services.

Priority 2 — Safeguard and account for learners
Maintain supervision, identify everyone affected and protect vulnerable individuals.

Priority 3 — Communicate and coordinate
Notify relevant people, assign responsibilities and establish reliable communication.

Priority 4 — Maintain essential education
Provide safe alternative learning arrangements where practicable.

Priority 5 — Recover and review
Restore services safely and learn from the incident.

Emergency activation and escalation procedure

When a significant incident occurs, the following process must be followed.

Stage 1 — Identify and assess

The member of staff identifying the incident must immediately assess whether there is an imminent risk to life, safety or wellbeing.
Where there is immediate danger, staff must call 999 and initiate the relevant emergency procedure without waiting for management authorisation.
The Provision Lead must be informed as soon as it is safe to do so.

Stage 2 — Implement immediate protective measures

Depending on the incident, protective action may include evacuation, moving to a safer area, sheltering indoors, lockdown, first aid, isolating a hazardous area or preventing access to unsafe premises.
Staff must follow the appropriate site-specific emergency arrangements.

Stage 3 — Account for all learners and staff

The Incident Controller will arrange an immediate check of attendance and the whereabouts of all learners, staff and visitors.
Any missing or unaccounted-for person must be reported promptly to the relevant emergency services where necessary.
Registers, visitor records and relevant emergency contact information must be accessible during an emergency, including when electronic systems are unavailable.

Stage 4 — Activate business continuity arrangements

The Incident Controller will assess:

- Whether the premises remain safe.
- Whether adequate staffing and supervision are available.
- Whether safeguarding arrangements can be maintained.
- Whether essential utilities and facilities are operational.
- Whether learners can safely travel to and from provision.
- Whether alternative premises or learning arrangements are necessary.

The Incident Controller will determine the appropriate operational response

Stage 5 — Communicate

Parents/carers, staff, commissioning schools and other relevant parties must be informed promptly, using approved communication channels.
Communications should explain what has happened where appropriate, what arrangements are in place, what action recipients must take and when the next update is expected.

Stage 6 — Review and recover

The Incident Controller will review the situation regularly and authorise the resumption of normal activities only when risks have been adequately controlled.
All significant decisions and actions must be recorded.

Major incident response procedure

A major incident is an event that causes or threatens serious harm, significant disruption or an immediate risk to safety.

Examples include fire, serious injury, a violent incident, a credible security threat, an external emergency or a serious accident during an educational visit.

Immediate response

Staff must:

- Raise the alarm and alert others as appropriate.
- Call 999 where emergency assistance is required.
- Implement the relevant evacuation, lockdown, shelter or emergency first aid procedure.
- Ensure learners are supervised and accounted for.
- Notify the Provision Lead as soon as it is safe.
- Follow instructions from emergency services.
- Prevent unauthorised access to the affected area.
- Avoid sharing unverified information.

The Incident Controller will establish whether the incident requires the suspension of activities, relocation or temporary closure.

Evacuation

Where evacuation is required:

- Staff will follow the site’s fire and emergency evacuation plan.
- Learners and visitors will be directed to the designated assembly point or another safe location.
- Staff will take attendance information where it is safe to do so.

- Individual Personal Emergency Evacuation Plans (PEEPs), where applicable, will be followed.
- Staff will check attendance and immediately report missing persons.
- Nobody may re-enter the premises until authorised by the emergency services or responsible person.

Staff must not put themselves or others at risk by attempting to retrieve belongings.

Lockdown or shelter

Where a threat makes evacuation unsafe, the Incident Controller or any staff member responding to immediate danger may initiate the appropriate lockdown or shelter arrangements.

Staff must follow the site-specific security plan, maintain supervision and follow police or emergency service instructions.

Thriveology will maintain a separate, restricted operational plan detailing lockdown signals, safe areas, communication methods and procedures for ending a lockdown.

Serious injury or death

Where a serious injury or fatality occurs, the Incident Controller will ensure that emergency services are contacted, appropriate first aid is provided and the affected area is made safe. Parents/carers and relevant authorities will be notified through appropriate channels. The DSL will coordinate safeguarding and welfare support.

Staff must preserve relevant evidence where safe, cooperate with statutory investigations and avoid speculation or unauthorised public statements.

Post-incident welfare

Following a major incident, Thriveology will consider emotional and psychological support for affected learners and staff.

This may include individual check-ins, reasonable adjustments, referrals to appropriate support services and carefully planned reintegration.

Learners must not be required to recount traumatic experiences unnecessarily.

Severe weather procedure

Thriveology will make every reasonable effort to remain open during severe weather where it is safe to do so.

This reflects Department for Education guidance, which advises education settings to maximise face-to-face attendance, minimise disruption and reopen as soon as possible following any necessary closure.

Monitoring weather conditions

The Provision Lead will monitor relevant weather information, including:

- Met Office weather warnings.
- Local authority emergency information.
- Flood warnings and alerts.
- Road and transport conditions.
- The safety and accessibility of Thriveology premises.
- The availability of essential staff.

Weather warnings will inform decisions but will not automatically result in closure.

Severe weather risk assessment

Before deciding whether to remain open, the Provision Lead will consider:

Risk Factor	Considerations
Premises safety	Structural safety, heating, ventilation, water, electricity and safe access
Travel	Road conditions, public transport and walking routes
Staffing	Sufficient competent staff to maintain safe supervision
Learner needs	Medical vulnerabilities, SEND, mobility, sensory needs and individual risk assessments
External areas	Ice, flooding, falling branches, debris and unsafe outdoor spaces
Emergency access	Ability of emergency services to reach the site
Safeguarding	Ability to maintain supervision, emergency contacts and safe collection arrangements

Decision to remain open

Where the premises are safe and staffing is adequate, Thriveology will continue operating. Reasonable adjustments may include changing outdoor activities, modifying session times, using safer areas of the premises, adapting transport arrangements and offering individual support.

Decision to close

Closure may be authorised where a documented risk assessment identifies that continued operation would present an unacceptable risk.
The Incident Controller will:

- Record the reason for closure.
- Inform staff, parents/carers and commissioning schools.
- Ensure that learners already on site remain safely supervised until appropriate collection or transfer arrangements are completed.
- Arrange alternative learning where practicable.
- Monitor changing conditions.
- Review reopening arrangements as soon as conditions improve.

Closure before the start of the day

Where severe weather develops overnight, the Provision Lead will aim to make and communicate a decision before the earliest scheduled learner arrival.
Notifications must be sent promptly through approved communication channels.
Where possible, communications will explain whether the closure applies to all learners or only to particular activities, sites or transport arrangements.

Deteriorating conditions during the day

Where weather deteriorates while learners are attending:

- Staff will maintain supervision.
- The Incident Controller will assess whether early collection is necessary.
- Parents/carers and transport providers will be contacted.
- The DSL will review arrangements for vulnerable learners.
- Learners will not be sent home without safe and appropriate arrangements.
- The provision will maintain an identified responsible adult until all learners have been safely collected or transferred.

Where a parent/carer cannot be contacted, staff will follow safeguarding and emergency contact procedures.

Critical staff absence procedure

Critical staff absence occurs when the unexpected unavailability of one or more staff members affects Thriveology's ability to maintain safe, effective and appropriately supervised provision.

This may include the absence of the Provision Lead, DSL, first aider, specialist support staff or sufficient staff to deliver planned activities safely.

Reporting absence

Staff must report unexpected absence to the Provision Lead, or nominated deputy, as soon as possible and in accordance with Thriveology's staff absence arrangements.
The Provision Lead will assess the impact on:

- Planned learner sessions.
- Staffing and supervision.
- Safeguarding cover.
- First aid provision.
- Individual learner support requirements.
- Staff competence and specialist training.
- Emergency response capability.

Contingency staffing arrangements

The following measures will be considered in order of suitability:

- Redeploy appropriately trained existing staff.
- Arrange cover through an approved and appropriately vetted member of staff.
- Adjust teaching groups, session structures or activities following a risk assessment.
- Rearrange non-essential activities or administrative duties.
- Liaise with commissioning schools regarding suitable temporary arrangements.
- Consider a temporary reduction in provision only where safe delivery cannot otherwise be maintained.
-

Any temporary staffing arrangements must comply with safeguarding, safer recruitment, supervision and relevant contractual requirements.

Minimum safe staffing

Thriveology will establish a site-specific minimum safe staffing assessment based on the needs of the learners attending rather than relying solely on a fixed staff-to-learner ratio.
This assessment will consider:

- The number, age and needs of learners.
- Individual behaviour and safety risk assessments.
- Any agreed one-to-one support.
- Medical and first aid requirements.
- The layout and accessibility of the premises.
- Emergency evacuation requirements.
- Availability of a DSL or appropriate safeguarding advice.
- The experience and competence of available staff.

Where these requirements cannot be met, the Provision Lead must not allow an unsafe session to proceed.

Absence of the Designated Safeguarding Lead

Where the DSL is absent, a trained deputy DSL will assume responsibility.
If neither is available on site, the Provision Lead must ensure that appropriate safeguarding advice and escalation arrangements remain accessible.
Where safeguarding arrangements cannot be maintained safely, affected activities must be suspended or adapted until suitable arrangements are established.

Absence of the Provision Lead

The nominated Deputy Incident Controller will assume operational responsibility.
A written delegation arrangement must identify who has authority to make decisions about emergency response, closure, communication and reopening.

Prolonged staff shortages

Where staff absence continues beyond the immediate incident, the Provision Lead will prepare a short-term staffing recovery plan.

This will identify available staff, essential activities, recruitment or cover arrangements, learner priorities, safeguarding controls and expected review dates.

Any reduction in provision must be discussed with relevant commissioning schools and, where appropriate, the local authority.

Site closure procedure

Site closure may be required where premises become unsafe, inaccessible or unsuitable for education.

Examples include:

- Fire, flood or storm damage.
- Structural concerns.
- Failure of essential utilities.
- Unsafe heating or sanitation facilities.
- Significant contamination.
- Security threats.
- Building access restrictions.
- Serious maintenance emergencies.

Authorising closure

The Provision Lead or nominated deputy is responsible for authorising closure, except where immediate evacuation or protective action is required to prevent harm.
Closure decisions must be based on a proportionate risk assessment and, where relevant, advice from competent professionals, emergency services or the premises owner.

Immediate closure actions

Where closure is necessary, the Incident Controller will:

- Ensure learners, staff and visitors are safe.
- Arrange evacuation or relocation if required.
- Account for everyone on site.
- Contact emergency services or specialist contractors where appropriate.
- Prevent access to unsafe areas.
- Notify parents/carers and commissioning schools.
- Establish safe collection or alternative arrangements.
- Secure records, equipment and premises where safe.
- Record the decision and reasons for closure.
- Activate educational continuity arrangements.

Partial closure

Where only part of the premises is affected, the Provision Lead will consider whether unaffected areas can remain operational.
A partial closure may be appropriate if safe access, supervision, toilets, utilities, safeguarding and emergency arrangements can be maintained.

Alternative premises

Where closure is expected to continue, Thriveology may consider delivering education from an alternative suitable location.

Before using alternative premises, the Provision Lead must ensure:

- Appropriate premises and fire safety assessments are completed.
- Safeguarding arrangements are suitable.
- Access, supervision and first aid arrangements are adequate.
- Learner-specific needs can be accommodated.
- Insurance and relevant legal or registration requirements are satisfied.
- Commissioning schools and parents/carers are informed.
- Transport arrangements are safe and appropriate.
-

Any necessary approvals, notifications or registration changes must be completed before operating from alternative premises.

Reopening

The Provision Lead will authorise reopening only when:

- The premises have been assessed as safe.
- Essential services are functioning adequately.
- Required repairs, cleaning or safety checks have been completed.

- Sufficient staff are available.
- Safeguarding and first aid arrangements are operational.
- Any necessary professional clearance has been obtained.
- Learners, families, staff and commissioning schools have received clear instructions.
-

A reopening risk assessment must be recorded.

Business continuity and maintaining education

Where normal provision is disrupted, Thriveology will aim to maintain education through safe, proportionate and suitable alternative arrangements.
The DfE advises education settings to minimise the duration of disruption and consider remote education when face-to-face attendance is not possible.

Continuity options

Depending on the circumstances, Thriveology may consider:

- Moving sessions to another assessed and approved location.
- Rearranging timetables.
- Providing appropriately supervised one-to-one sessions.
- Delivering online teaching or remote learning.
- Providing printed learning resources.
- Liaising with commissioning schools to arrange temporary alternative education.
- Rescheduling missed sessions where appropriate.

Alternative arrangements must reflect learners' SEND, safeguarding, medical, communication and emotional needs.

Essential business functions

The Provision Lead will ensure that the following functions are prioritised during disruption:

Essential Function	Continuity Requirement	Responsible Role
Safeguarding	DSL access, reporting and welfare monitoring	DSL / Deputy DSL
Learner Supervision	Safe staffing and individual support	Provision Lead
Attendance	Accurate recording and reporting to commissioning schools	Administration / Provision Lead / Provision staff
Parent/Carer Communication	Emergency updates and contact arrangements	Provision Lead
Education Delivery	Suitable alternative learning arrangements	Education Staff
First Aid and Medical Support	Emergency care and access to essential information	First Aider / Provision Lead

Information Security	Secure access to essential records	Authorised staff
Premises Management	Safety, security, utilities and repairs	Provision Lead / Premises Contact

Remote education and safeguarding

Where remote education is used, Thriveology will:

- Agree arrangements with commissioning schools where required.
- Use approved communication and learning platforms.
- Follow online safeguarding procedures.
- Consider learner access to suitable devices and resources.
- Ensure teaching and contact arrangements are appropriate.
- Record engagement and relevant welfare concerns.
- Maintain contact with parents/carers.
- Review whether remote provision remains appropriate.
-

Remote education must not automatically be regarded as a suitable replacement for face-to-face education, particularly where a learner requires significant supervision or specialist support.

Vulnerable learners

The DSL will identify learners for whom disruption may create heightened safeguarding, educational or wellbeing risks.

Where provision must be reduced temporarily, Thriveology will work with commissioning schools and relevant authorities to prioritise appropriate support for vulnerable learners. Decisions must be individualised, documented and regularly reviewed.

Extended disruption

Where an incident is likely to affect provision beyond one working day, the Incident Controller will establish a recovery plan that identifies:

- The expected duration of disruption.
- Essential staffing and operational requirements.
- Temporary education arrangements.
- Learners requiring additional support.
- Communication and welfare-check arrangements.
- Costs, contractors or resources required.
- Review points and reopening criteria.

The plan will be reviewed regularly until normal services resume.

Communication during emergencies

Clear, timely and accurate communication is essential.

Internal communication
The Provision Lead will ensure that staff receive relevant instructions through approved channels, such as telephone, work email or secure staff messaging systems.
Staff must know who to contact when the Provision Lead is unavailable.

Parents and carers

Where an incident affects attendance, safety or collection arrangements, parents/carers will be informed as soon as reasonably practicable.
Communications should state the nature of the disruption, arrangements for learners, actions required and when a further update is expected.

Commissioning schools

Commissioning schools will be notified promptly of any disruption affecting learners they have placed with Thriveology.
Notifications will include relevant attendance, safeguarding and educational continuity information.

External communication

Only the Provision Lead or another authorised person may issue public statements on behalf of Thriveology.
Staff must not share confidential incident details, photographs or identifying information through personal social media or unauthorised communication channels.

Failure of communication systems

Where normal systems are unavailable, Thriveology will use an agreed alternative, such as telephone calls, approved mobile devices or secure alternative communication channels.
An up-to-date emergency contact list must be accessible securely even during an IT or power failure.

Safeguarding during disruption

Safeguarding responsibilities remain in place throughout all emergencies and business continuity incidents.

The DSL will ensure that:

- Vulnerable learners are identified and prioritised.

- Appropriate supervision is maintained.
- Welfare concerns are recorded and escalated.
- Commissioning schools receive necessary safeguarding information.
- Learners are not sent home without appropriate arrangements.
- Learners with individual risk assessments receive suitable support.
- Remote learning and alternative placements are appropriately safeguarded.
- Concerns about a learner's safety at home are escalated through established procedures.
-

Where a learner cannot be contacted during an extended closure and safeguarding concerns arise, Thriveology will follow its Safeguarding and Child Protection Policy, including contacting children's social care or the police where appropriate.

Incident recording and reporting

All significant emergencies and business continuity incidents must be documented. Records should include:

- Date, time and location.
- Nature of the incident.
- Individuals affected.
- Immediate risks identified.
- Emergency services or agencies contacted.
- Protective measures implemented.
- Closure or operational decisions.
- Communications issued.
- Safeguarding actions.
- Alternative education arrangements.
- Recovery and reopening decisions.
- Lessons learned.
-

The Provision Lead will assess whether any statutory reporting requirements apply, including RIDDOR, safeguarding referrals, data protection notifications or notifications required by regulators or commissioning authorities.

Records must be retained securely in accordance with Thriveology's information governance arrangements.

Recovery and return to normal operations

Following an incident, the Provision Lead will coordinate the recovery process. Before normal activities resume, Thriveology will:

- Confirm that identified safety risks have been addressed.
- Review premises, staffing and operational readiness.
- Check safeguarding and first aid arrangements.

- Consider the emotional wellbeing of learners and staff.
- Communicate reopening arrangements.
- Update relevant risk assessments.
- Review outstanding educational or safeguarding needs.
- Record authorisation to resume normal provision.

Where an incident has caused significant distress, additional reintegration support will be provided where appropriate.

Training, testing and preparedness

Thriveology will ensure that staff understand their responsibilities under this procedure. Preparedness arrangements will include:

- Emergency procedure information during induction.
- Regular fire drills in accordance with the site's fire safety arrangements.
- Periodic review of evacuation, lockdown and shelter arrangements.
- Checks of emergency contact information.
- Reviews of critical staffing cover.
- Familiarisation with alternative learning arrangements.
- Business continuity exercises, including scenario-based discussions.
- Review of individual learner emergency support plans.

A business continuity scenario exercise should be completed at least annually, with additional testing following significant operational changes.

Staff must be informed of any changes arising from exercises or incident reviews.

Monitoring and review

This procedure will be reviewed annually and following any significant incident, emergency exercise or relevant change in national guidance.

The review will consider the effectiveness of incident response, safeguarding, communication, staffing resilience, educational continuity and recovery arrangements. Identified improvements will be allocated to responsible staff with agreed completion dates.

Appendix A — Emergency response quick-reference checklist

Emergency Response Checklist
○ Identify the incident and assess immediate danger.
○ Call 999 where emergency assistance is required.
○ Initiate evacuation, lockdown, shelter or other protective action.
○ Inform the Provision Lead or nominated deputy.
○ Account for all learners, staff and visitors.
○ Confirm safeguarding, supervision and first aid arrangements.
○ Decide whether provision can safely continue.
○ Notify parents/carers and commissioning schools.
○ Activate alternative education arrangements if necessary.
○ Record decisions, actions and communications.
○ Review risks and confirm recovery or reopening arrangements.

Appendix B — Business continuity decision matrix

Situation	Initial Response	Possible Continuity Action
Serious incident on site	Emergency services, protect life, account for learners	Relocation or temporary closure
Severe Weather	Assess premises, travel, staffing and learner risks	Remain open with adaptations where safe
Critical Staff Absence	Review safe staffing and deploy approved cover	Adapt sessions or temporarily reduce provision
Heating or Water Failure	Asses environmental health and welfare risks	Relocate, use safe alternative facilities or close
Fire or Flood Damage	Evacuate, secure premises and obtain professional advice	Temporary alternative premises or remote education
IT or Communications Failure	Activate alternative communication and recording systems	Continue safe face-to-face learning where possible
Infectious Disease Outbreak	Follow infection control procedures and UKHSA advice	Continue provision with proportionate precautions

Appendix C — Emergency contacts and key arrangements

To be completed before formal implementation and maintained as a restricted operational appendix.

Contact / Arrangement	Details
Provision Lead	Bobie Jones – 07500511972
Deputy Incident Controller	Aimee Northcote – 07368153243
Designated Safeguarding Lead	Shellie Rashbrook – 07825954129
Deputy DSL	Aimee Northcote – 07368153243
First Aid Lead	Aimee Northcote – 07368153243
Premises Owner / Facilities Contact	Angela Nicholls – 01256 770249 Overton Primary School Headteacher Mrs Ali Armstrong – 0118 9814498 Burnham Copse School Headteacher
Emergency Services	999
Police non-emergency	101
NHS non-emergency	111
Commissioning School Contacts	Held on secure contact list
Emergency Assembly Point	Nursery and Provision Carpark – furthest point

Appendix D — Incident and closure decision record

Record Field	Details
Incident Reference	
Date and Time:	
Incident Type:	
Location:	
Incident Controller:	
Learners and staff affected:	
Immediate Risks:	
Emergency action taken:	
Decision: open / adapted / closure	
Reasons for decision:	
Safeguarding arrangements:	
Parents / carers informed:	
Commissioning schools informed:	

Alternative Education arrangements:	
New review date/time:	
Reopening authorisation:	
Lessons learned:	

Appendix E — Official guidance and supporting resources

These sources should be consulted when reviewing or activating this procedure.

- Department for Education — Emergency planning and response for education, childcare and children's social care settings.
  This guidance explicitly includes alternative provision and covers emergency planning, severe weather, staffing shortages, continuity and safeguarding.
- Department for Education — Protective security and preparedness for education settings. Covers preparation for and response to security threats and major incidents.
- Met Office — UK weather warnings.
- Environment Agency — Check for flooding.
- UKHSA — Health protection in education settings.

Review Date: October 2027

Implementation recommendation for Thriveology: This procedure is suitable as the main emergency response and business continuity document for an alternative provision in England.
The most important operational requirement is that no learner is left without appropriate safeguarding, supervision or agreed educational arrangements as a consequence of an emergency closure. Where normal delivery cannot continue, Thriveology should coordinate the response with the learner's commissioning school and relevant professionals.