Welcome to Hillingdon Head Teachers' Termly Autumn 2026

Agenda

Time	Phase	Item	Presenter
09:30	All	Welcome & Housekeeping	Kathryn Lowndes, Assistant Director for Education
09:35	All	Trauma-Informed Language	Lisa Steel, Virtual School Headteacher
10:00	All	Family First Transformation & Multi-Agency Child Protection Team	Helen Smith, Head of Service - Social Care Delivery Transformation Lead Zoe Tattersall, Education Safeguarding Coordinator (MACPT)
10:20	All	SEND Reforms Update	Dominika Michalik, Assistant Director for SEND & Inclusion
10:40	All	Business Continuity Planning	Hal Gaskell, Emergency Planning Officer
11:15	All	AOB	ALL
11:30	All	Soft close, networking & refreshments	
12:00		Finish	

Hillingdon Virtual School – ‘Trauma-Informed Language Across Children’s Services’



Every interaction shapes a child’s story

Why this matters

1

Children and families may read everything we write

2

Language shapes identity, not just records

3

Words can build trust - or reinforce shame.

This applies to every interaction: reports, emails, meetings, EHCPs, school reports, case notes

What Trauma-informed Language looks and sounds like

- Separates the child from the behaviour
- Avoids blame and assumptions
- Is clear and accessible to families
- Identifies strengths as well as needs
- Promotes collaboration and belonging

Small change, big impact

- Blame → Curiosity
- Deficit → Development
- Control → Collaboration

Example:

“She refuses to engage with learning”

Small change, big impact

- Blame → Curiosity
- Deficit → Development
- Control → Collaboration

Example:

"She refuses to engage with learning"

"She is finding it difficult to engage… we are exploring what support might help."

This is not about avoiding challenge or lowering expectations. It is about describing need and planning support without defining children by their difficulties.

Reflection

We all do this

- We simplify
- We use shorthand /acronyms
- We focus on risk
- We default to familiar phrases

Why this happens…

Our language is shaped by:



Time pressure



Risk and statutory requirements



Templates and systems



Training and experience



Examples

Theme	Examples of Non-Trauma-Informed Language	Alternative using Trauma-Informed Language
Judgmental / Blaming	"You haven't followed through with what you need to do in order to proceed."	"It seems there were challenges in completing the agreed steps; let's discuss what might make this easier."
	"He knows he's a better parent than the mother."	"He expressed confidence in his parenting approach; we can explore ways to support both caregivers in meeting the child's needs."
Deficit-Based / Hopelessness	"Adoption is no longer a plan as it has been difficult to find prospective adopters for a child like X with multiple complex health needs."	"Adoption plans have changed; we're focusing on finding the most supportive and stable care arrangement for X's needs."
Stigmatising / Clinical Labels	"His behaviours continued to warrant the continuation of the DOLS order."	"His current support needs require ongoing safeguards to ensure his safety and well-being."
Power / Control Language	"I told X that if there is no improvement in X's attendance t will be seen as a breach of the written agreement."	"We discussed the importance of attendance and reporting absences; we'll work together to address any barriers."
Shaming / Negative Tone	"She frequently rolls up her school skirt too high."	"She expresses herself through her clothing; we'll work with her to understand school expectations."
Risk-Framing Without Context	"X is a risk to her and all family members."	"X's behaviour is causing concern for family safety; we're working on strategies to reduce harm and support wellbeing."
	"X is at risk of CCE/CSE and grooming."	"X may be vulnerable to exploitation; we're taking steps to ensure their safety and provide support."

The Practical Shifts

Focus on	Focus on strengths
Avoid	Avoid blame
Use	Use collaborative language
Provide	Provide context
Prioritise	Prioritise safety and choice

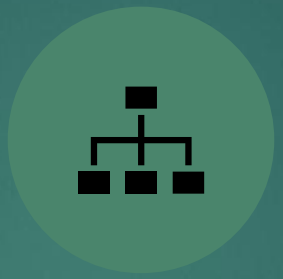
Purpose

The audit examined the use of Trauma-Informed Language across written records for children known to social care. The aim was to examine how we apply trauma-informed thinking to our writing.

What we did



REVIEW OF 249 REAL DOCUMENTS



ACROSS PLANS, REVIEWS, CASE NOTES, SUPERVISION



FOCUS ON TRAUMA-INFORMED PRINCIPLES*

	Cared for Children	Child in Need	Child Protection
Personal Education Plan	14	NA	NA
Case Note (most recent home visit)	13	34	12
Plan (care plan, child in need plan or child protection plan)	12	34	12
Review (looked after child review, child in need review or child protection conference)	13	34	12
Supervision (social worker and team manager or advanced practitioner)	13	34	12
Total: 249	65	136	48

Sample

What we found…

- **We are already using Trauma-Informed Language**, just not yet consistently.
- Our language changes depending on the demands of our role, environment and the purpose of documentation.
- There is positive correlation between Trauma-Informed training and use of Trauma-Informed Language in written records.

Case notes

Case notes show more **use of factual and shorthand phrasing**. This is understandable given the context; they are often written quickly, under time pressure, and with a focus on recording key events accurately.

Planning Documents (Care Plans / Child In Need Plans / CP Plans)

In planning documents, language tends to become more **formal, directive and risk-focused**. This reflects the statutory and legal context these documents sit within, where clarity, accountability and risk management are central.

What we found…

- **Review Documents**

Review documents show a mixed picture. In some cases, there is **strong use of reflective and child-centred language**. In others, the tone becomes more procedural. This suggests there is real potential for reviews to consistently model a more relational and strengths-based narrative.

- **Supervision Records**

Supervision records **vary depending on context**. Where there is more space for reflection, language tends to be more trauma-informed. Where there is higher risk or accountability pressure, language can become more focused on actions and concerns.

Themes picked up in the audit

Common patterns across all services:

- Blaming language
- Deficit-based descriptions
- Unexplained acronyms
- Overly risk-focused wording

Where Trauma-Informed Language Matters in Schools

- CPOMS/MyConcern records
- Annual reports
- EHCP advice and reviews
- Suspension and exclusion paperwork
- Behaviour plans
- Attendance letters
- Personal Education Plans for cared for children
- Governor reports

Why it matters for Children

Shapes how children see themselves

Influences engagement

Follows them across systems

A System Responsibility

This is about culture, not compliance

- Everyday language
- Shared expectations
- Ongoing reflection



Embed trauma-informed principles in *every* document type.



Reduce jargon and unexplained acronyms.



Ongoing reflective practice, not one-off training.



Use supervision for real-time feedback on language.



Multi-agency alignment to ensure children experience consistent, respectful narratives.

Every interaction is an opportunity to be trauma-informed

You have shared that finding your way around school can be tricky, especially when you are not with a friend. You feel more confident when an adult is nearby, and that is something we are making sure to support.

You learn best when instructions are clear and lessons are interesting, and you may need extra help to stay focused and manage big feelings.

He is honest and reflective, and when he realises he may have done something wrong, he will apologise straight away. X has a naturally caring nature, especially towards his younger siblings, and much of this comes from times in the past when he felt responsible for looking after them.



Questions

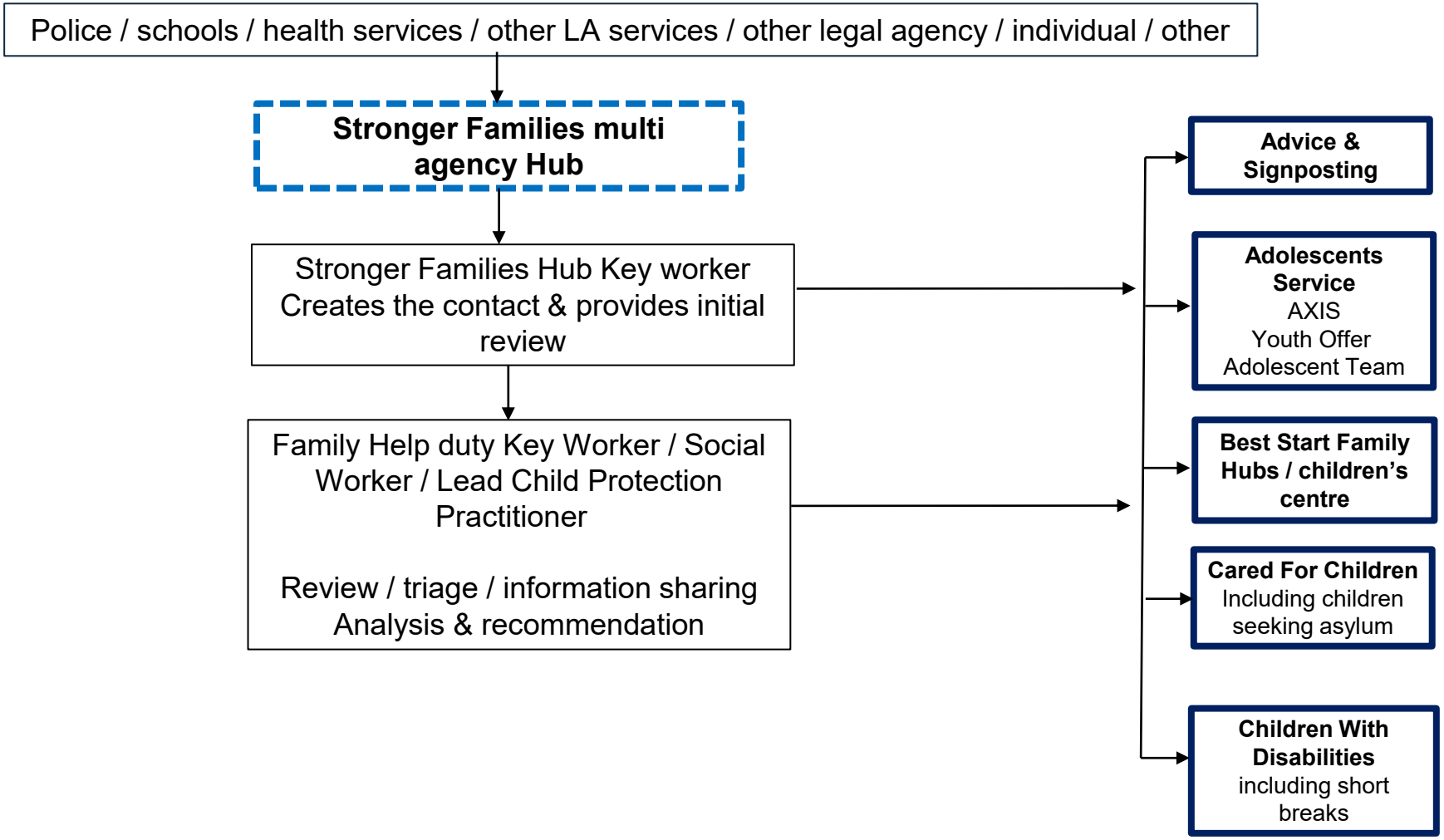
Family First Transformation & Multi-Agency Child Protection Team

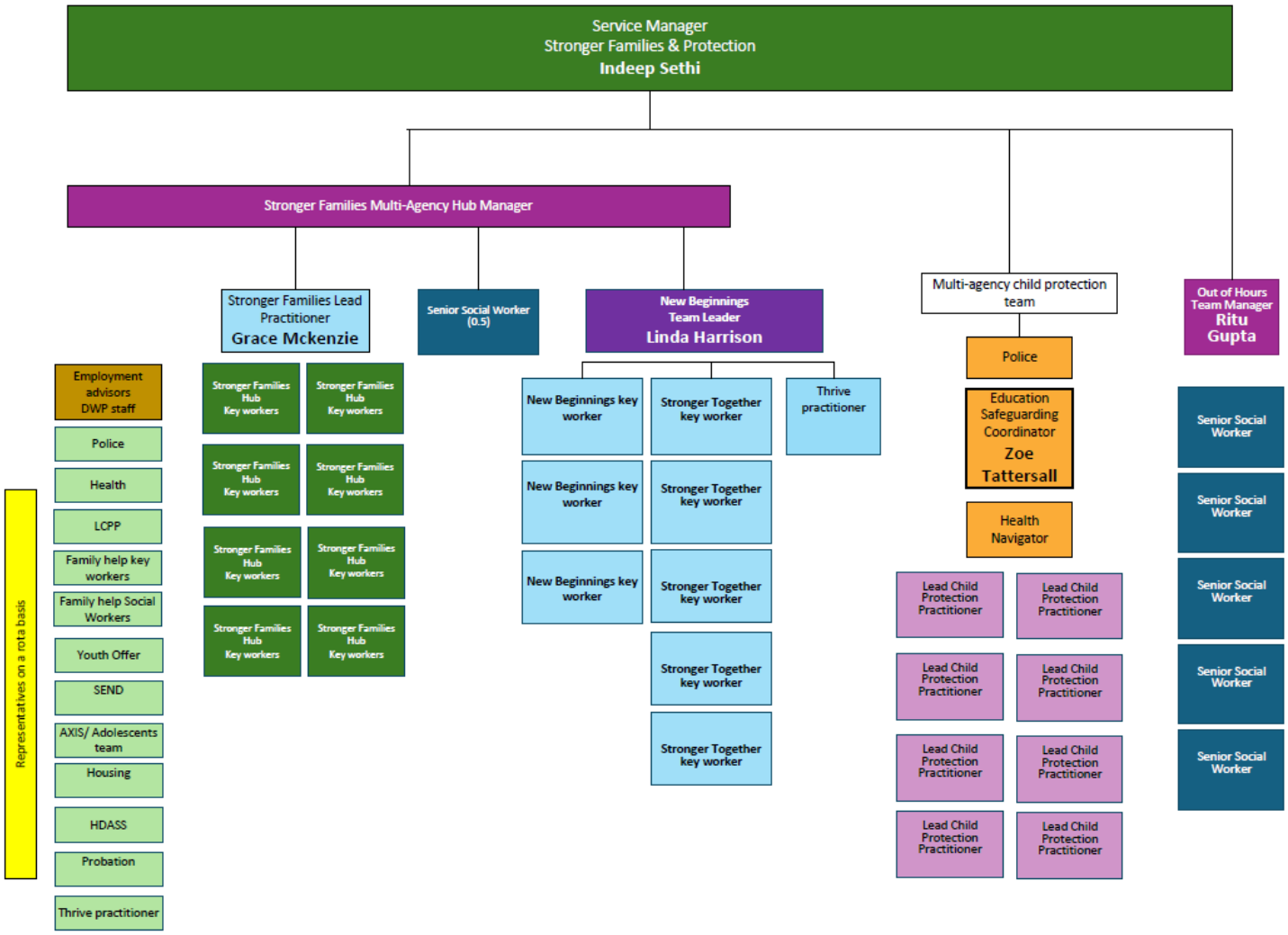
Helen Smith Head of Service, Children's Social Care Transformation lead
&
Zoe Tattersall Education Safeguarding Coordinator

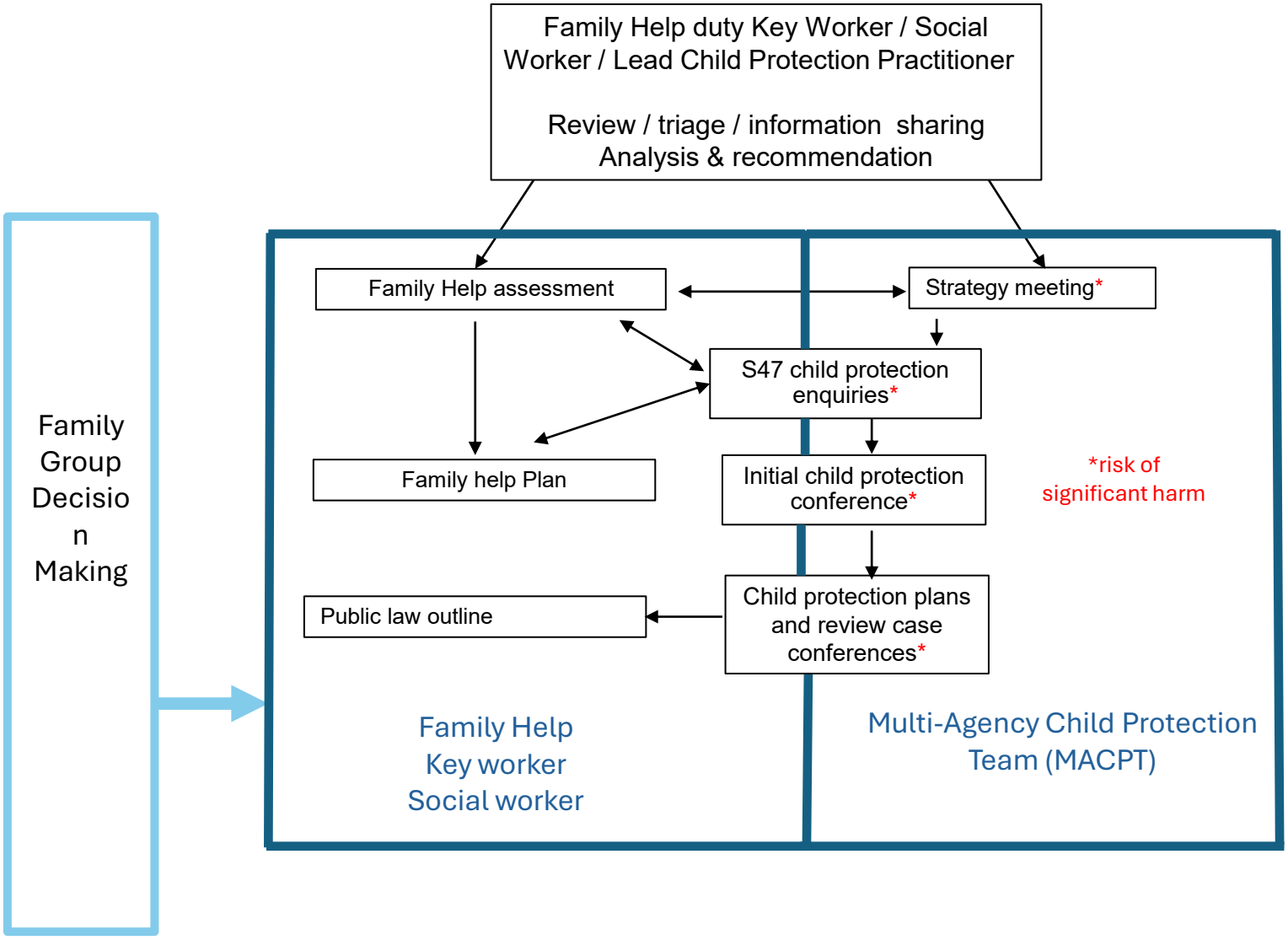
Update November 2026

The Families First Partnership Programme

A national programme run by DfE	**Families First Partnership Programme**	
Over £500m funding ringfenced for preventative services	Children's Social Care Prevention Grant £270m of new funding	Children and Families Grant £253.5m (previously supporting families)
Implementing three key reform strands	Family Help	Family Networks Multi-agency child protection
	System enablers (ie. practice, MASA, information sharing, data and digital)	
Incorporates two previous DFE programmes	Supporting Families Programme	Families First for Children Pathfinder Programme
Implementation support	DfE Knowledge Hub Learning from pathfinders Quarterly monitoring meetings	LiiA / London Councils Pathfinder webinars Regional ALDCS meetings Regional engagement lead


Police / schools / health services / other LA services / other legal agency / individual / other
Stronger Families multi agency Hub
Stronger Families Hub Key worker
Creates the contact & provides initial review
Family Help duty Key Worker / Social Worker / Lead Child Protection Practitioner
Review / triage / information sharing
Analysis & recommendation
Advice & Signposting
Adolescents Service
AXIS
Youth Offer
Adolescent Team
Best Start Family Hubs / children's centre
Cared For Children
Including children seeking asylum
Children With Disabilities
including short breaks


Service Manager
Stronger Families & Protection
Indeep Sethi
Stronger Families Multi-Agency Hub Manager
Stronger Families Lead Practitioner
Grace Mckenzie
Senior Social Worker (0.5)
New Beginnings Team Leader
Linda Harrison
Multi-agency child protection team
Out of Hours Team Manager
Ritu Gupta
Representatives on a rota basis
Employment advisors DWP staff
Police
Health
LCPP
Family help key workers
Family help Social Workers
Youth Offer
SEND
AXIS/ Adolescents team
Housing
HDASS
Probation
Thrive practitioner
Stronger Families Hub Key workers
New Beginnings key worker
Stronger Together key worker
Thrive practitioner
Police
Education Safeguarding Coordinator
Zoe Tattersall
Health Navigator
Lead Child Protection Practitioner
Senior Social Worker


Family Help duty Key Worker / Social Worker / Lead Child Protection Practitioner
Review / triage / information sharing
Analysis & recommendation
Family Group Decision Making
Family Help assessment
Strategy meeting*
S47 child protection enquiries*
Family help Plan
Initial child protection conference*
*risk of significant harm
Public law outline
Child protection plans and review case conferences*
Family Help
Key worker
Social worker
Multi-Agency Child Protection Team (MACPT)

Multi-agency child protection team (MACPT)

Our vision: Through strong collaboration between children's social care, health, police and education, the MACPT works as one integrated partnership to protect children. Grounded in openness, honesty and integrity, we share information safely, identify risk early and make the right decisions at the right time—so every child in Hillingdon is safe, supported, happy and healthy.



The MACPT leads and oversees statutory child protection processes, including:

· Strategy discussions on new referrals
· Section 47 enquiries on new referrals
· Child protection planning and review
· Child Protection Conferences
· Immediate safeguarding interventions
· Child protection quality assurance and oversight

Lead Child Protection Practitioners (LCPP)

- Incorporates the previous Child Protection Chair / Child Protection Advisor role
- Strategy meetings for new referrals
- Leading S47's for new referrals
- Chair Initial Child Protection Case Conferences
- Chair all Child Protection Case conference reviews
- Providing consultation, professional advice and challenge

Core Functions of the Education Safeguarding Coordinator

The Education Safeguarding Coordinator provides strategic and operational education leadership within the safeguarding system.

Key Responsibilities

- Acts as Education Lead within the Multi-Agency Child Protection Team (MACPT).
- Represents education within strategy discussions, Section 47 enquiries and Child Protection Conferences.
- Provides analysis of attendance, inclusion, exclusions, SEND and vulnerability information to inform risk assessment and promote positive educational outcomes.
- Strengthens communication between schools, education services and social care.
- Offers professional challenge, advice and oversight where educational concerns arise.
- Promotes early intervention and educational engagement for vulnerable children.

Contact: Zoe Tattersall at ZTattersall@hillingdon.gov.uk

Why this role matters

The Value of Education in Safeguarding

Education is often the service with the most consistent contact with children and young people.

The Education Contribution

Stronger safeguarding decisions informed by a clearer understanding of a child's day-to-day educational experience.

- Education is often the first service to identify emerging concerns and vulnerabilities
- Provides valuable insight into attendance, behaviour, wellbeing and engagement.
- Educational Intelligence enhances safeguarding assessment, planning and decision-making.
- Ensures educational needs remain visible within child protection processes.
- Promotes education as a protective factor in children's lives.
- Strengthens safeguarding practice across the sector

The strategic benefits for Hillingdon

What Difference Will This Make?

To ensure education is both a protective factor and a strategic partner in improving outcomes for vulnerable children and families.

Improved Partnership Working

- Stronger links between Education, Social Care, Health and Police.
- Better alignment across Attendance, Inclusion, SEND, EHE, CME and Virtual School priorities.
- More effective information sharing and joint decision-making.

Improved Outcomes for Children

- Earlier identification of risk and vulnerability.
- Better coordinated support for children and families.
- Increased focus on educational outcomes within safeguarding planning.
- Reduced risk of disengagement from education.

Family help

Stronger families key workers

Early help assessment & plans

First response social workers

Child and Family assessments & S47 Child Protection Enquires

Children social work teams

Child in Need plans & Child Protection plans

Family help service



North

- North 1: 4 x key workers; 1 x NQSW; 4 x SW
- North 2: 4 x key workers; 1 x NQSW; 4 x SW
- North 3: 4 x key workers; 1 x NQSW; 4 x SW

South East

- South East 1: 4 x key workers; 1 x NQSW; 4 x SW
- South East 2: 4 x key workers; 1 x NQSW; 4 x SW
- South east 3: 4 x key workers; 1 x NQSW; 4 x SW
- South east 4: 4 x key workers; 1 x NQSW; 4 x SW

South West

- South west 1: 4 x key workers; 1 x NQSW; 4 x SW
- South west 2: 4 x key workers; 1 x NQSW; 4 x SW
- South west 3: 4 x key workers; 1 x NQSW; 4 x SW
- South west 4: 4 x key workers; 1 x NQSW; 4 x SW

Family help

- Combined targeted early help & Child In Need into one seamless Family Help process & teams
- New language of **family help assessments & plans** NOT early help plans, Child & Family assessment or Child In Need.
- Greater focus on working with families not doing to

- ➢ Working on the development of multi-agency strategy
- ➢ Review of the staffing structures & capacity



Family Group Decision Making

- Children who are well supported to stay within their family networks have better outcomes than children who enter local authority care
- Family group decision-making (FGDM) is an umbrella term for voluntary, family-led decision-making forums.
- FGDM will be made available as early as possible and can be repeated as a child's needs change.
- It is a mandatory offer for the families of children in pre-proceedings
- Engaging with entire families and being curious about who is able to support the child
- Supporting parents to think about their networks and supporting them to build these

In Hillingdon the **Stronger Together Team** will deliver this service

Family Network support packages

- An FNSP is a bespoke package of funding, direct payment, goods or services that addresses a clearly evidenced barrier to family network support. It should be co designed with the child, parents and family network wherever appropriate, and linked to clear outcomes for the child. Support should be targeted, time-limited where appropriate and directly connected to assessed needs and the child's plan. It is not general financial assistance.

Category	Examples
Practical household support	Essential furniture, baby or toddler equipment, white goods, bedding or household items needed for safe care.
Travel and contact	Travel or emergency travel enabling family network involvement, including overseas members where appropriate.
Childcare and education	Childcare, home care support, school attendance support, activity passes or support linked to the child's plan.
Network stability	Temporary support during crisis to prevent breakdown of a family and friends care arrangement.
Housing and adaptations	Minor adaptations, essential equipment or accommodation support needed to sustain safe network care.
Reunification or transition	Practical support enabling a child to return home or move safely within the family network under an agreed plan.
Specialist or one-off support	Training, therapeutic or practical support that directly enables the network to meet the child's needs.

Useful Links:

- Family-First-Transformation-Glossary-of-key-terms.pdf
- Family-First-Partnership-reforms-Acronyms-and-definitions-revised.pdf
- Family First Presentation July 2026

Hillingdon SEND and AP Partnership

SEND Reform Update Headteachers Termly

Dominika Michalik
Assistant Director of SEND and Inclusion

Tuesday 10th November 2026

From plan to delivery

The reform plan has been approved with HN Stability Grant to cover 90% of DSG deficit (£69.5m), key governance groups are mobilising, and the first delivery processes are being developed with schools and partners.

PLAN APPROVED | **EaH MOBILISED** | **CAPITAL WORK STARTED**



For more information, click here

This term: from design to mobilisation

01

SEND Reform Plan

The Hillingdon SEND Reform Plan has been approved. The focus now moves to delivery planning, accountability and school engagement.

02

Experts at Hand

Terms of Reference are in place. An initial school-only meeting has taken place, with the first full-membership meeting scheduled for 23rd November.

03

Capital & Inclusion

The Capital Group has met and is developing the application process for sensory spaces and inclusion bases.

The shared priority is disciplined implementation: clear routes into support, transparent decisions and measurable impact for children and young people.

Hillingdon SEND Reform Plan approved

A significant milestone, with implementation now moving into the next phase

What this means now

1. Translate the approved plan into sequenced delivery activity.
2. Maintain alignment across schools, local authority services, health and social care.
3. Use governance groups to test proposals, manage dependencies and maintain pace.
4. Track both implementation milestones and impact on children, young people and families.

Delivery lens

Right support
Right time
Right place

Headteacher input through school clusters remains essential to ensure the implementation is practical, responsive to local need and deliverable in schools.

SEND Together is now published

A clear public account of Hillingdon's direction and shared reform ambition



Published on the Hillingdon website. Click **here** to view

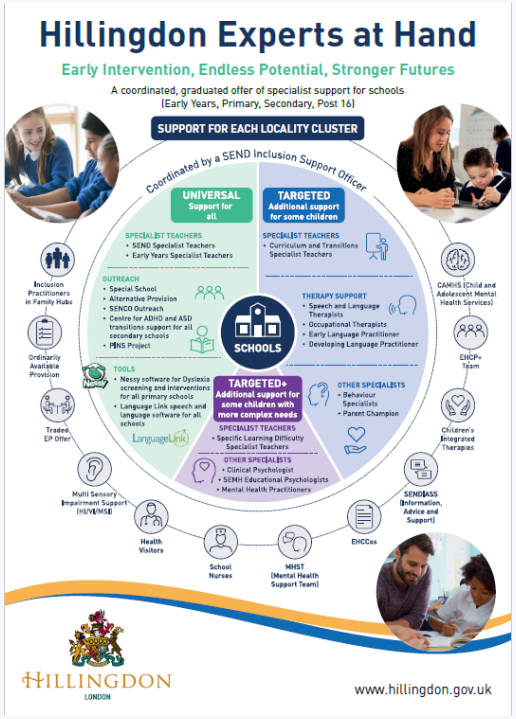
The SEND Together document provides a shared reference point for schools, families and partners and supports consistent communication about the reform programme.

How headteachers can use it

- ✓ Brief senior leaders and governing boards on the shared direction.
- ✓ Connect school improvement and inclusion priorities to the five ambitions.
- ✓ Use consistent language when engaging staff, parents and partners.
- ✓ Identify where locality collaboration and Experts at Hand can strengthen provision.

Experts at Hand: governance is now mobilising

Building a coordinated specialist offer with schools and the wider partnership



1

Terms of Reference

Agreed framework for purpose, membership and ways of working.

2

Initial school meeting

First mobilisation conversation held with school representatives.

3

November

First meeting with the full membership.

Next focus: confirm the coordinated offer, routes for school access, workforce contributions and practical measures of impact.

Capital Group: moving from ambition to application

Developing fair and practical routes for investment in inclusive provision

Capital Group met

The group has begun the detailed work needed to translate the capital priorities into a clear application process for schools.

WORK UNDERWAY

Sensory spaces

The application process is being developed for schools seeking capital support to create or strengthen dedicated sensory spaces.

APPLICATION DESIGN

Inclusion bases

The developing process will also support proposals for inclusion bases, linked to local need and the intended impact on inclusive practice.

IMPACT FOCUSED

What we need from headteachers this term

School leadership input will shape how the reform works in practice

01	**Share the direction**	Use SEND Together to brief leadership teams and governing boards.
02	**Engage with EaH**	Help test the emerging offer, referral or access routes and measures of impact.
03	**Consider capital needs**	Identify where sensory spaces or inclusion bases could strengthen local provision.
04	**Bring locality insight**	Share patterns of need, workforce gaps and opportunities for cluster collaboration.

The aim is not to create parallel activity, but to align existing school improvement, inclusion and partnership work to the shared plan.

Next steps

Maintaining pace while building the detail collaboratively

Now

1

Plan approved

Move from submission into coordinated implementation planning.

November

2

Full EaH membership

Hold the first full meeting and progress the delivery model.

Next phase

3

Capital applications

Complete and communicate the application process for sensory spaces and inclusion bases.

Ongoing

4

School engagement

Use headteacher, governor and locality feedback to refine delivery.

Shared ownership • clear accountability • practical delivery • measurable impact

Business Continuity Planning: Hillingdon Schools

This session is a brief overview of what has been presented previously, an overview of a recent school disruption and a practical walkthrough for completing, approving, activating and maintaining the template

Hal Gaskell,
Emergency Management and Response Service,
Hillingdon Council



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From Risk to Resileince – Schools Business Continuity Webinar

Delivered by Abiola Sadiq – Former Hillingdon BC Lead

This session provided an overview of Business Continuity Planning, how to effectively prepare and produce a BCP the BCP Template and key tasks required to support preparedness, response and recovery for schools across Hillingdon.

The Session also outlined:

- How emergency response, business continuity and recovery fit together
- Help identify how your school's most time-critical activities and dependencies,
- Plan for practical fallbacks for the loss of people, premises, technology or suppliers,
- Act by developing a usable plan, continuity kit and exercise schedule

- The Slides can be shared!

The key takeaways were:

- **Nominate a Business Continuity owner and deputy.**
- **Complete a basic Business Continuity Plan and Continuity Kit.**
- **Schedule a short exercise and establish an update/review cycle**

From Risk to Resileince – An Effective BC Plan

Leadership and Critical Activities

- Named BCP owner and trained deputy
- Clear triggers for activating the plan
- School Incident Management Team roles identified
- Decision and incident log templates included
- Priority services identified, including safeguarding, supervision, SEND support, meals and examinations
- Minimum staffing and essential resources recorded
- Arrangements for remote learning or alternative premises
- Recovery priorities and acceptable downtime agreed

Disruption Arrangements and Maintenance

- Plans cover loss of premises, staff, utilities, IT/data and critical suppliers
- Up-to-date staff, parent/carer, contractor and Hillingdon Council contacts
- Pre-agreed communication methods and holding messages
- Emergency grab bag and secure off-site or cloud-based copy available
- Plan approved by senior leadership and governors
- Staff understand their roles and can access the plan
- Exercised at least annually and after significant changes
- Lessons from exercises and incidents recorded and implemented

Learning from a Recent School Disruption Incident - 4 August 2026

A recent incident affecting a local school highlighted the importance of having effective, current and understood Business Continuity arrangements in place.

Whilst emergency response procedures enabled the safe evacuation of pupils and staff, the incident demonstrated the wider challenges of maintaining educational continuity, communications, welfare arrangements and recovery activities following a significant disruption.

The subsequent debrief identified several common themes applicable to all schools, including:

- The importance of clear ownership of Business Continuity Plans,
- Regular plan review and exercising,
- Accessible emergency information,
- Effective communication arrangements,
- Strong leadership and governance oversight

The incident reinforced that Business Continuity Plans should not simply exist as documents, but **must be understood, maintained and capable of being activated quickly** to support continuity of education and recovery from disruption.

Learning from a Recent School Disruption Incident – 4 August 2026

Key Takeaways from the Incident

Business continuity planning must be treated as a core operational requirement rather than a compliance exercise.

Governors play a critical assurance role and require greater awareness and training.

Leadership capacity issues can significantly weaken resilience and preparedness.

Emergency plans must include practical recovery arrangements and communication contingencies.

Schools require stronger assurance processes around both business continuity and health and safety compliance.

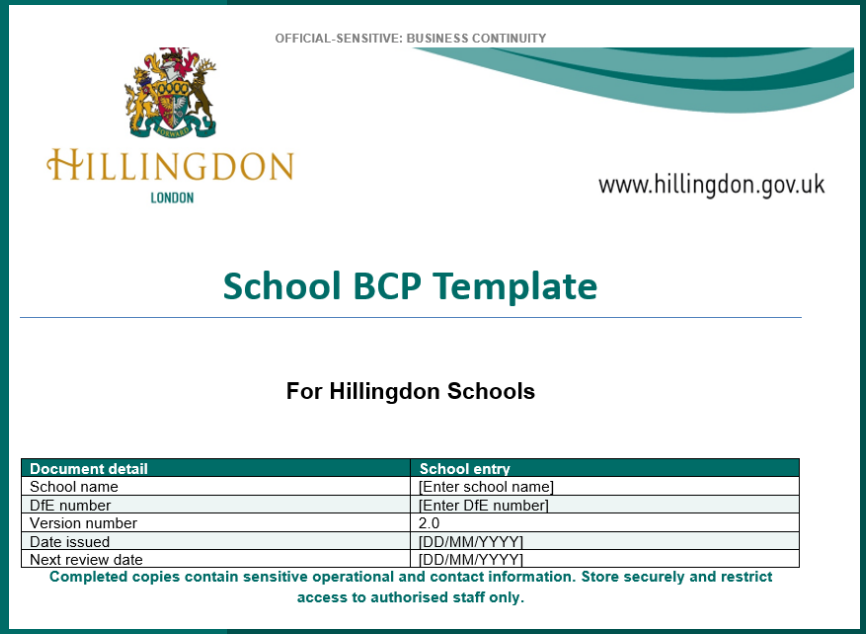
Plans must be regularly reviewed, exercised and understood by those responsible for implementing them.

The Rabbs Farm incident should be used to strengthen resilience arrangements across all schools, not solely at the affected school.

The effectiveness of a Business Continuity Plan is determined not by whether it exists, but by whether staff and governors can confidently use it to maintain critical services and support recovery during a real incident.

Business Continuity Plan Template for Hillingdon Schools

If you have not received the template, we will share the document following the meeting.



OFFICIAL-SENSITIVE: BUSINESS CONTINUITY

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School BCP Template

For Hillingdon Schools

Document detail	School entry
School name	[Enter school name]
DfE number	[Enter DfE number]
Version number	2.0
Date issued	[DD/MM/YYYY]
Next review date	[DD/MM/YYYY]

Completed copies contain sensitive operational and contact information. Store securely and restrict access to authorised staff only.

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What the finished plan must achieve

A BCP is a practical response and recovery tool, tailored to the school.

01

Protect

Pupils, staff, visitors, safeguarding and welfare

02

Prioritise

Critical education and essential support services

03

Coordinate

Named leads, deputies, decisions and communications

04

Recover

Relocation, phased reopening, lessons and updates



The completed plan should be usable under pressure, even when the usual lead is unavailable.

The completion journey

Complete it in a controlled sequence rather than working from page 1 to the end.

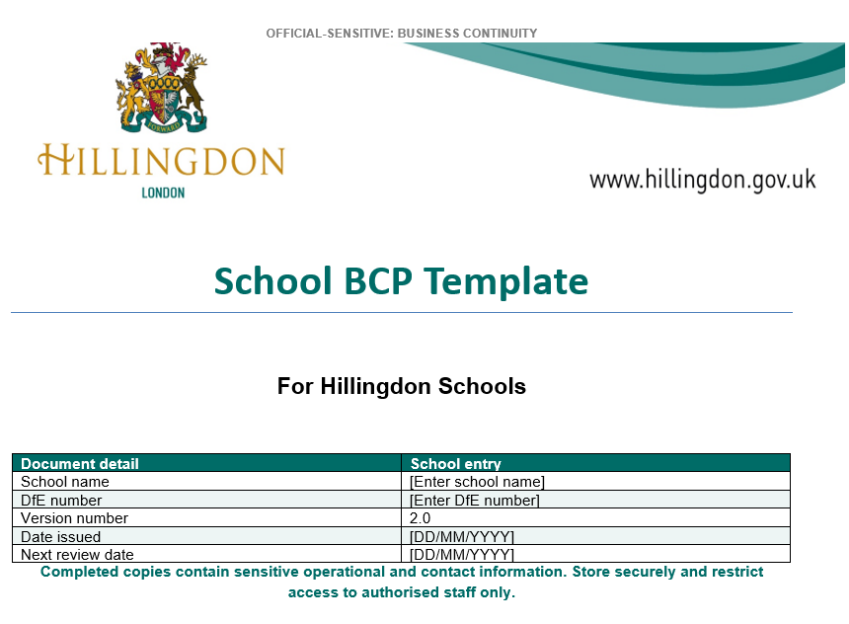


Request!

Work with the headteacher, senior leaders and relevant operational leads. Do not complete the plan in isolation.

Start with document control

Every field must identify the school, the current version, and when the plan will be reviewed.



OFFICIAL-SENSITIVE: BUSINESS CONTINUITY

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School BCP Template

For Hillingdon Schools

Document detail	School entry
School name	[Enter school name]
DfE number	[Enter DfE number]
Version number	2.0
Date issued	[DD/MM/YYYY]
Next review date	[DD/MM/YYYY]

Completed copies contain sensitive operational and contact information. Store securely and restrict access to authorised staff only.

1 Replace every bracketed prompt

Enter the school name, DfE number, issue date and next review date.

2 Use clear version control

Increase the version whenever an approved material change is made.

3 Treat the plan as OFFICIAL: SENSITIVE

Completed copies contain operational and contact information. Restrict access and store securely.

Remove completion guidance before final approval.

Assign ownership, approval and distribution

The plan needs accountable owners, trained deputies and controlled copies.

4. Document control and approval

Field	Entry
Document owner	[BCP lead]
Deputy	[Deputy BCP lead]
Headteacher	[Name]
Chair / Trust representative	[Name]
Approval date	[Date]
Next review	[Date]
Governing body oversight	[Describe oversight and reporting arrangements]
Trust approval arrangements (where applicable)	[Describe approval arrangements / N/A]
Review frequency	At least annually and after activation, exercise or significant change
Version control location	[State where the controlled master copy is held]

Completion status

Done	Action	Owner	Date
☐	School profile completed	[Role]	[Date]
☐	Roles and deputies assigned	[Role]	[Date]
☐	BIA and risks completed	[Role]	[Date]
☐	Contacts checked	[Role]	[Date]
☐	Relocation arrangements checked	[Role]	[Date]
☐	Annexes completed	[Role]	[Date]
☐	Approval obtained	[Role]	[Date]

Sign-off

Role	Name	Signature	Date
Headteacher			
Chair / Trust representative			
BCP lead			
BCP deputy			

Review and amendment record

Version/date	Reason or change	Reviewed by	Approved by	Next review

ASSIGN OWNERSHIP

1. **Name the BCP lead and deputy**

   Both should be able to access, update and activate the plan.

2. **Record approval arrangements**

   Include headteacher and governing body or trust oversight.

3. **Use the completion checklist**

   Give each action an owner and date. Do not tick it until evidence exists.

4. **Control distribution**

   Record who holds electronic, printed and off-site copies.

Describe the school, Build the incident team & Prepare a Checklist

The Quick-Reference Action card provides the order of response. The incident log preserves the decision trail.

7. Incident management team and handover

Role	Lead	Deputy	Key duties
Strategic Lead	Strategic Lead – Head Teacher	Deputy Head	Activate BCP, strategic decisions, liaison with governors and Local Authority
Operations & Premises	Site Manager	School Business Manager	Premises management, contractors, utilities, relocation arrangements
Safeguarding & Pupil Welfare	DSL	Deputy	Welfare, safeguarding and vulnerable pupils
Staffing & Welfare	Deputy Headteacher	Faculty Lead	Staffing levels and redeployment
Communications	School Business Manager	Office Manager	Communications with staff, parents, governors and stakeholders
IT & Cyber	Managed ICT Provider	School Business Manager	ICT recovery and cyber incidents
Administration & Logging	Office Manager	Senior Administrator	Maintain logs, records and documentation

Handover checklist

Done	Action	Owner	Date
☐	Current status	[Role]	[Date]
☐	Decisions and outstanding actions	[Role]	[Date]
☐	Safeguarding and welfare	[Role]	[Date]
☐	Staffing and resources	[Role]	[Date]
☐	Communications	[Role]	[Date]
☐	Deadlines and meetings	[Role]	[Date]
☐	Risks	[Role]	[Date]
☐	Location of records	[Role]	[Date]

1 Complete the school profile

- Include site layout, hazards, operating hours, specialist provision, SEND, medical and safeguarding needs and considerations
- Do not assume – ensure profile is accurate

2 Assign functional roles

- Strategic lead, premises, safeguarding, staffing, communications, IT/cyber and logging

3 Name a deputy for every role

- Plan for absence – COVID-19 highlighted large pressures.
- Critical - Shift changes and handover during a prolonged incident.

4 Communication is Key!

- The Plan needs to be understood by staff across the school, to ensure appropriate notifications and the activation flow is followed.
- Pre-identified and trained Incident Management Team is key!

Use role titles for duties, but record named people and current contact routes in the controlled plan.

Complete the Business Impact Analysis (BIA)

- The BIA identifies the school's critical activities and the effect if they are disrupted.
- Focus **on consequences, time limits and the minimum staffing and resources needed to continue.**

8. Business Impact Analysis

Critical activity	Impact	Maximum tolerable disruption / critical deadlines	Minimum staffing	Essential systems, records and resources	Priority	Lead/deputy
Safeguarding Response	Risk to pupil welfare	Same working day	DSL & Deputy DSL	CPOMS, pupil records, phones	High	DSL / Deputy DSL
Teaching and Learning	Loss of education provision	1 day	SLT, Teachers	Classrooms, MIS, Teams	High	Headteacher / Deputy
Attendance Monitoring	Vulnerable pupils not tracked	Same day	Attendance Officer	Arbor MIS	High	Attendance Lead
Parent Communications	Parents unable to receive updates	2 hours	Admin Team	Arbor, email, website	High	SBM
First Aid & Medication	Health risks to pupils	Immediate	First Aiders	Medical records, medication	High	Welfare Officer
Catering	FSM provision disrupted	Same day	Catering Team	Kitchen facilities	Medium	SBM
Payroll	Staff unpaid	5 working days	SBM	Payroll Provider	Medium	SBM
Educational Visits	Visits cancelled	5 working days	Visit Lead	EVOLVE, visit paperwork	Low	EVC
Safeguarding Response	Risk to pupil welfare	Same working day	DSL & Deputy DSL	CPOMS, pupil records, phones	High	DSL / Deputy DSL

1 **Activity**
- What must continue?

2 **Impact**
- What may happen if it stops?

3 **Time**
- The timeframe within which the impacts of not resuming activities would become unacceptable to the school.

4 **Minimum**
- Which staff, systems and records are essential?

5 **Priority**

High | Medium | Low

- Roles and Review Schedule

Assess disruption risks and workable alternatives

Record school-specific risks, then document arrangements that could genuinely operate.

9. Risk assessment and essential services

Risk	Likelihood	Impact	Overall rating
Fire causing partial or total loss of premises	Low	High	Medium
ICT failure or cyber attack	Medium	High	High
Loss of power for more than 24 hours	Medium	High	High
Severe weather closure	Medium	Medium	Medium

3 x 3 risk matrix

Likelihood / Impact	Low	Medium	High
Low	Low	Low	Medium
Medium	Low	Medium	High
High	Medium	High	High

Essential services

Done	Action	Owner	Date
☐	Safeguarding and attendance	[Role]	[Date]
☐	First aid and medication	[Role]	[Date]
☐	Free school meals	[Role]	[Date]
☐	SEND support	[Role]	[Date]
☐	Examinations	[Role]	[Date]
☐	Payroll and essential purchasing	[Role]	[Date]
☐	Site security and statutory reporting	[Role]	[Date]
☐	Staff welfare	[Role]	[Date]

Risk = Likelihood x Impact

Contingencies – Alternative Sites, working arrangements must be identified and agreed

Site	Address / Contact	Capacity / Access	Transport	Safeguarding / Security	IT / catering / welfare	Agreement date
Primary Alternative Site	Greenway Community Centre, Uxbridge	Hall and 4 meeting rooms, capacity 180 pupils	Walking distance / coach support	Separate entrance, DBS checked staff supervision	Wi-Fi, kitchen facilities, disabled access	01/09/2026
Secondary Alternative Site	Oakfield Academy, Uxbridge	Up to 300 pupils, classrooms available outside core requirement	Contract coach provider available	Secure campus, safeguarding procedures aligned	ICT access, catering provision, welfare room	01/09/2026

Alternative working arrangements

Arrangement	How it would operate	Lead / contact	Resources or agreement required
Remote Learning	Microsoft Teams are used for lesson delivery and communication. Learning resources are shared through Teams and OneDrive.	Deputy Head	Laptops, internet access and safeguarding procedures
Temporary Accommodation	Relocate priority year groups to partner school accommodation.	Headteacher	Mutual aid agreement and transport
Shared Facilities	Hall and classroom space accessed through neighboring school agreement.	SBM	Formal agreement
Administrative Functions	School administration was undertaken remotely via Microsoft 365.	SBM	Secure access and devices

Understand Dependencies before assessing disruption

Appendix H – Provides a template of considerations

What do you depend on?

People – Premises – ICT – Utilities – Suppliers – Transport - Communications

- Identify suppliers whose failure could disrupt critical activities.
- Confirm escalation contacts, workarounds and alternative providers at least annually.

Informed by BIA

Critical service	Supplier and contact	Dependency / impact	Contingency arrangement	Alternative provider / workaround	Last checked
MIS System	Arbor	Registers, attendance and contact data unavailable	Paper registers and downloaded contact lists	MIS System	Arbor
Catering	Contract Catering Provider	FSM service disrupted	Packed lunch contingency	Catering	Contract Catering Provider
Payroll	Payroll Provider	Delayed staff payments	Manual emergency processing	Payroll	Payroll Provider
Cleaning	Cleaning Contractor	Hygiene and opening impacts	Reduced occupancy and temporary contractor	Cleaning	Cleaning Contractor
ICT Support	Managed Service Provider	Delayed ICT recovery	Manual workarounds and call-off support	ICT Support	Managed Service Provider
Transport	Local Coach Provider	Educational visits affected	Alternative provider framework	Transport	Local Coach Provider

Grab Pack

Emergency grab pack

BCP lead annual check date: [DD/MM/YYYY]

Last Checked by: Deputy Head Teacher

Location of Primary Grab Pack: The Emergency Grab Pack is stored in the School Office.

Location of Secondary Grab Pack: A copy is held securely off-site by the Headteacher.

Done	Action	Owner	Date
☐	Printed BCP and emergency contact lists (Headteacher, SLT, Governors, Local Authority, Emergency Services)	School Business Manager	01/09/2026
☐	Current pupil and staff registers (printed and updated weekly)	Office Manager	01/09/2026
☐	Site plans, utility shut-off locations, access codes and spare keys	Site Manager	01/09/2026
☐	Charged emergency mobile phone, power bank and charging cables	School Business Manager	01/09/2026
☐	High-visibility vests for Incident Management Team and evacuation marshals	Site Manager	01/09/2026
☐	First-aid kit, emergency blankets and PPE supplies	Welfare Officer / First Aid Lead	01/09/2026
☐	Torches, batteries, notepads, pens, clipboards and marker pens	Site Manager	01/09/2026
☐	Summary of essential medication requirements and medical needs for pupils	SENCO / Welfare Officer	01/09/2026
☐	USB drive containing offline copy of BCP and critical documents	School Business Manager	01/09/2026
☐	Safeguarding contact information and emergency referral procedures	DSL	01/09/2026
☐	Parent communication template and emergency messaging instructions	Office Manager	01/09/2026
☐	Critical suppliers contact list (ICT, catering, cleaning, utilities)	School Business Manager	01/09/2026
☐	Paper incident log sheets and communications log	Office Manager	01/09/2026
☐	Visitor signing-in sheets and pupil release records	Office Manager	01/09/2026

Safety, Security and Data Confidentiality is key when accessing the Grab-Pack

A Grab-Pack should be personalized, if there are elements which you think should be included – then do so!

If the school is inaccessible for 24hrs – what information would you wish you had taken with you

Quick-Reference Action Card and Activating a BCP

The Quick-Reference Action card provides the order of response. The incident log preserves the decision trail.

6. Quick-reference action card

Inform Hillingdon Borough Council of any incident to education@hillingdon.gov.uk and Hillingdon Council's Stronger Families Hub as soon as possible.

Done	Action	Owner	Date
☐	Protect life and follow existing emergency procedures.	All Staff / Fire Marshals	
☐	Notify the headteacher, deputy or available senior leader.	Office Manager	
☐	Assess impacts and decide whether to activate the BCP.	Headteacher	
☐	Establish the incident management team and deputies.	Headteacher	
☐	Open the incident log.	Office Manager	
☐	Notify stakeholders and implement continuity actions.	School Business Manager	
☐	Monitor safeguarding, welfare and recovery.	DSL	
☐	Stand down when risks are controlled.	Headteacher	
☐	Contact emergency services if required.	Headteacher / Site Manager	
☐	Contact Local Authority support services, including education@hillingdon.gov.uk and the Stronger Families Hub.	Headteacher	
☐	Activate the communication plan for staff, parents/carers and other stakeholders.	School Business Manager	
☐	Review recovery arrangements and agree with the next steps.	Incident Management Team	

Activation flow

Incident identified → senior leader notified → safety procedures followed → impacts assessed → activate BCP if required → establish team → notify → implement continuity actions.

Stand-down flow

Continuity achieved → risks reassessed → return agreed → stakeholders informed → team closed → debrief and lessons completed.

Activating the Business Continuity Plan

The plan may be activated where disruption affects the school's ability to maintain critical educational, safeguarding or support services through normal arrangements. Activation may be authorised by the headteacher, nominated deputy, or another senior leader if neither is available

Potential Triggers

The Business Continuity Plan should be considered for activation where there is actual or anticipated disruption to:

- School premises
- Critical ICT systems
- Staffing levels
- Utilities
- Critical suppliers
- Safeguarding arrangements
- Educational provision

General Activation Sequence

1. Incident occurs
2. Decide whether BCP activation is required
3. Open incident log
4. Establish Incident Management Team
5. Prioritise activities using BIA
6. Implement continuity arrangements,
7. Transition to recover

Assess disruption risks and workable alternatives

Record school-specific risks, then document arrangements that could genuinely operate.

Phased Reopening – How can the School Return to Business-as-Usual Operations

Immediat… Continuity … Full Reopening … Recovery &

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
0 – 48hrs	2-5 days	5-10 days	2-8 weeks	Recovery / Post-Recovery
Establish temporary operating arrangements, communicate with parents, identify vulnerable pupils and priority service	Resume education for vulnerable pupils, SEND pupils and examination groups where appropriate.	Increase pupil attendance through use of temporary accommodation, shared facilities or blended learning arrangements.	Restore normal curriculum delivery and supporting services.	Conduct debrief, capture lessons identified and update the BCP.

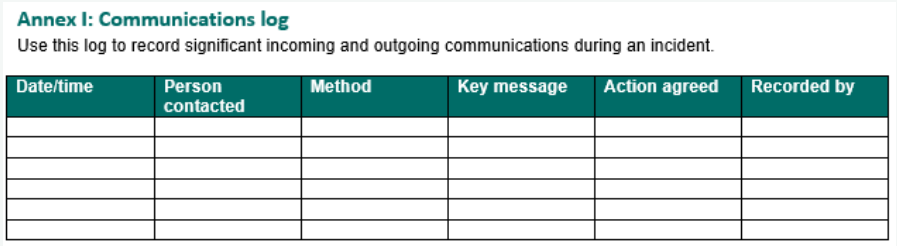
Consider capacity, access, transport, safeguarding, security, IT, catering and welfare.

Prepare contacts and communications before an incident

Contact lists and approved message structures must be ready when normal systems may be unavailable.

Emergency Contacts List

Staff Cascade



Annex I: Communications log

Use this log to record significant incoming and outgoing communications during an incident.

Date/time	Person contacted	Method	Key message	Action agreed	Recorded by

CHECK Owner • deputy • office • mobile • email • out-of-hours • last checked

Appendix E - Comms Template & Messaging

Know the Audience:

- What information and facts should be known and communicated at each stage
- Use Adaptable Wording:

We are managing *[brief factual description].* ***Our immediate priority is safety and continuity****. [Effects and action required].* ***The next update will be provided at*** *[time/date].*

MESSAGE Facts • impact • action required • channel • approver • next update time

Use the annexes as operational tools

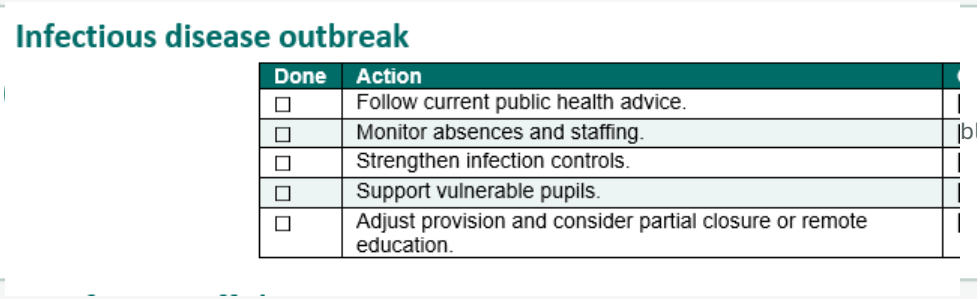
Prepare them now, then use the relevant pages during response, recovery and review.

A / I

Logs

Record decisions, actions and communications

Why Log?



Infectious disease outbreak

Done	Action
☐	Follow current public health advice.
☐	Monitor absences and staffing.
☐	Strengthen infection controls.
☐	Support vulnerable pupils.
☐	Adjust provision and consider partial closure or remote education.

bletop

D / E

Contacts & Comms

Staff cascade and adaptable messages

F

Incident Specific Checklists

Loss of premises, Fire, Adverse Weather, IT / cyber, Infectious Disease Outbreak, Staffing

Based off Risk and BIA

I

Educational and Off-Site Checklist

- Use alongside the school's educational visits, safeguarding and emergency procedures

Approve, exercise, review and improve

A plan is only reliable when people know it, can access it and have practiced using it.

APPROVE — Obtain formal sign-off and record controlled copies

BRIEF — Make role-holders and deputies familiar with their actions

EXERCISE — Run and record an annual tabletop scenario

REVIEW — **Update annually and after activation, exercise, near miss or major change**

Outcome: a school-specific plan that can be activated quickly, used confidently and improved after every test or incident.

Key Takeaways

A Business Continuity Plan is not a document. It is an ongoing process of review, exercising and continual improvement.

Assurance is key

Governors do not need to write the plan, but they should seek assurance that:

- **A current plan exists**
- **It has identified owners and deputies**
- **It has been exercised**
- **Lessons have been captured It is reviewed annually**

Following this session:

- Identify a BCP Lead and Deputy
- Complete the Template – Collaborate, Share and work together
- Obtain Approval
- Conduct a training and schedule an Exercise
- Review Annually


Any Questions?
hgaskell@hillingdon.gov.uk



The Educational Psychology Service is pleased to confirm that **ELSA - Emotional Literacy Support Assistant – Training** will commence in January 2027.
Currently EPS supervises ~ 60 ELSAs.

Thank you to all schools that have already registered their interest.

To support the development of ELSA provision across Hillingdon, we are offering **one free training place, plus the first year of supervision,** to the school that submits the most compelling case for why an ELSA-trained member of staff would benefit their pupils and wider school community.

📧 Submit your entry via MS Form, by **30 November 2026**.
🏆 The winning school will be announced ahead of the January 2027 cohort.

ELSA Training 2027

Thank you for joining us

We look forward to seeing you at the next Head Teachers' Termly on Tuesday 2 March 2027 at 9.30 am online