SCHOOL BUSINESS CONTINUITY PLAN

Barningham CEVC Primary School

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Document Change History

Version	Author	Date	Change Details
1	F Parr	01.04.13	Written using SCC Model Policy
2	F Parr	01.03.15	Reviewed
3	F Parr	12.02.16	Reviewed
4	F Parr	23.03.17	Reviewed
5	F Parr	05.01.18	Reviewed
6	F Parr	12.02.19	Reviewed
7	F Parr	07.01.20	Reviewed
8	S Hunter	18.01.22	Reviewed

Purpose

The objective of this plan is to maintain or recover the critical services and activities at Barningham CEVC Primary School in the event of a major disruption.

This plan should be completed using the accompanying guidance document.

This plan compliments (and does not replace) the existing procedure from Suffolk County Council on Managing Critical Incidents.

This plan includes:	**Page**
List of critical services/activities	3
List of possible disruptions	4
Incident Management Plan	5
Generic Actions	6
Action Cards (for each high risk disruption):	
Loss of Staff	7
Loss of Premises	8
Loss of ICT	8

CRITICAL SERVICES OR ACTIVITIES

Critical Service/Activity	Recovery Time Objective	Service Details In particular – what should be maintained or recovered in the event of disruption.	Responsible Person
Electricity	1 day	Power and heat	S Hunter
Gas	1 day	Bottled for kitchen	S Hunter
Water	1 day	Toilets and kitchen	S Hunter
Oil	1 day	Heating	S Hunter

Recovery Time Objective – this is the time in which the service must be recovered.

POSSIBLE DISRUPTIONS

Possible Disruption	**Impact** (A)	**Likelihood** (B)	**Risk Rating** (A x B)
No electricity – lights, heating, ICT	3	1	3
No gas – kitchen not able to provide hot food	2	1	2
No water – no toilets, kitchen impact	3	1	3
No oil – heating in winter	3	1	3

The purpose of this list is to identify the disruptions that should have action cards (higher risk rating) and those which do not (lower risk rating).

Impact – how serious the disruption might be as a result of this threat.
1 – Insignificant
2 – Minor
3 – Moderate
4 – Major
5 – Catastrophic

Likelihood – the chances of this threat happening.
1 – Rare
2 – Unlikely
3 – Possible
4 – Likely
5 – Almost Certain

INCIDENT MANAGEMENT PLAN

The purpose of the Incident Management Plan is to make sure the right people come together in the right place at the right time to take control of the organisation's response to the disruption.

Overall Responsibility

The following will take overall responsibility of the school's response to an incident and bring together the Incident Management Team.

Name	Role	Contact Details	Deputy	Contact Details
S Hunter	Head Teacher	07799371665	J Fairlie	07980285243
D Pipe	Administrator	07850556363	N Saggers	07596792773

Most Likely Key Players

The following should be contacted to form an Incident Management Team who will carry out the actions required to maintain or recover critical services/activities.
Staff contact list.

Name	Role	Contact Details
S Hunter	Head Teacher	01359 221297/ 07799371665
D Pipe	Administrator	"/ 07850556363
S Garland	Senior Teacher	" / 07980285243
N Saggers	Administrator	" /07596792773
J Surridge	Chair of Governors	01359 220014
S Gallagher	Member of Finance & Premises Committee and governor with responsibility for Health & Safety	07747 179572

Location

The details of the most appropriate location (off-site) for the Incident Management Team to meet should be Village Hall.

Records

An Incident Log must be opened as soon as this plan is invoked.

GENERIC ACTIONS

Note – this action list assumes that all immediate emergency actions such as evacuation have taken place according to existing school procedures.

Action	Considerations
Assess the situation: • Survey the scene. • Contact the emergency services if still on site. Assess the scale, severity, duration of the incident and its likely impact on the school's critical services and activities (see page 3).	Who do you need to help you manage your recovery? Are there any key milestones or statutory deadlines approaching?
Establish an Incident Management Team contact point for all personnel.	This may be a physical location or a phone number.
Allocate specific roles as necessary.	E.g. site liaison, staff contact numbers, log keeping.
Ensure a log of key decisions and actions is started and maintained throughout the incident.	See Appendix 1 Record major financial costs.
If there is time and it is permitted by the emergency services, consider the recovery of vital assets/equipment to enable delivery of critical School activities.	In particular: • Paper files • Course work
Notify the relevant stakeholders: • Staff • School governors • Suffolk County Council	Notify them of your: • Assessment • Arrangements for keeping in contact.
Agree with Suffolk County Council who is making arrangements for: • Communication to parents/carers • Establishment of an internal and/or public helpline number • Public communication and media handling • Insurance • Site security (incl. turning off of utilities)	Important contacts at SCC should listed in Appendix 2.
Plan how critical services and activities will be maintained or recovered, using the prepared business continuity Action Cards. (see page 7)	If none of the prepared business continuity Action Cards are appropriate, the IMT will need to create actions on the day.
Agree with IMT and stakeholders date/times of future updates, meetings, progress reviews and communications.	Commonly known as the "battle rhythm".

Note – it may be useful to maintain an emergency box or grab bag, see guidance document for further details

ACTION CARDS

Included here are prototype Action Cards for specific disruptions, they should be completed, extended and added to as required.

Action Card for a loss or shortage of staff or skills	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
Scale down and/or suspend non critical activities and focusing on critical activities.	See page 3
Use of temporary staff from an external source, e.g. Supply Teacher Agencies.	Suffolk County Council
Redeployment of staff from less critical services/activities to more critical ones.	May require multi-skilling to ensure staff are capable of undertaking different roles.
Using different ways of working to allow for reduced workforce, this may include: • Larger class sizes (subject to adult and child ratios) • Use of Teaching Assistants, Student Teachers etc. • Deploy school's Remote Learning Programme • Pre-prepared educational materials that allow for independent learning	It is advisable to maintain lists of minimum staff numbers for critical services/activities, e.g. teachers, teaching assistants, technicians, invigilators, SEN support staff, admin' staff.
Using mutual support agreements with other Schools.	Blackbourne Cluster Team (Hopton, Stanton and Walsham. Hopton also has a copy of the Critical Incident File.
Note – during staff redeployment, thought should be given to the level of skills, knowledge and qualifications that will be required, including the need for CRB checks. If in redeploying staff a degree of risk is incurred, actions should be taken to mitigate that risk (e.g. briefing, buddying up, work instructions, supervision).	
Changes to working conditions, e.g. staff working longer hours, part-time staff working full time, etc.	Ensure staff management issues are considered, i.e. working time directive, job description flexibility and contractual requirements etc.
Note – if the cause of staff loss is Flu Pandemic, there will be further advice and guidance from SCC, e.g. on infection control, antivirals, persons at risk, school closure, vaccination etc.	

Action Card for a loss of premises or loss of utilities	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
If the loss of premises is partial, scale down and/or suspend non critical activities and focus on critical activities redeployed to premises still in operation.	See page 3
Relocation options may include…	
Using mutual support agreements with other Schools.	Hopton CEVC 01953681449
Using pre-agreed arrangements with other premises in the community i.e. Libraries, Leisure Centres, Colleges, University premises.	Village Hall – see Critical Incident Policy
Hire in temporary quick-assemble accommodation, e.g. portakabins.	Village Hall
Also be mindful of: • Public access requirements • Special (e.g. wheelchair) access requirements	Critical Incident Policy Risk Assessment
Deploy school's prepared Remote Learning Programme.	Parent Text Service.
Continue / scale down planned off-site activities e.g. swimming, physical activities, school trips.	
Deploy emergency generator for power loss.	

Action Card for loss of ICT	**Further Information** (e.g. Key contacts, details of arrangements, checklists)
Assess the impact on all services/activities, e.g. teaching operations and school administration.	See page 3
A list of the key IT applications should be prepared by the school.	CPW 01449723650
Recover electronic back–ups of key school data e.g. CD or Memory Stick, mirrored servers etc.	On the cloud.
Reverting to paper-based systems e.g. paper registers, whiteboards etc. Recover photocopies of data stored on and off site.	
Teachers to modify lesson plans.	
Power loss - Uninterruptible Power Supply should allow the controlled closure of all ICT by staff	
Telephone loss – set up a temporary network of mobile phones. Contact land-line provider to redirect phone numbers to a mobile or alternative location.	