

MARSH GREEN PRIMARY SCHOOL

Business Continuity Plan



Business Continuity Plan

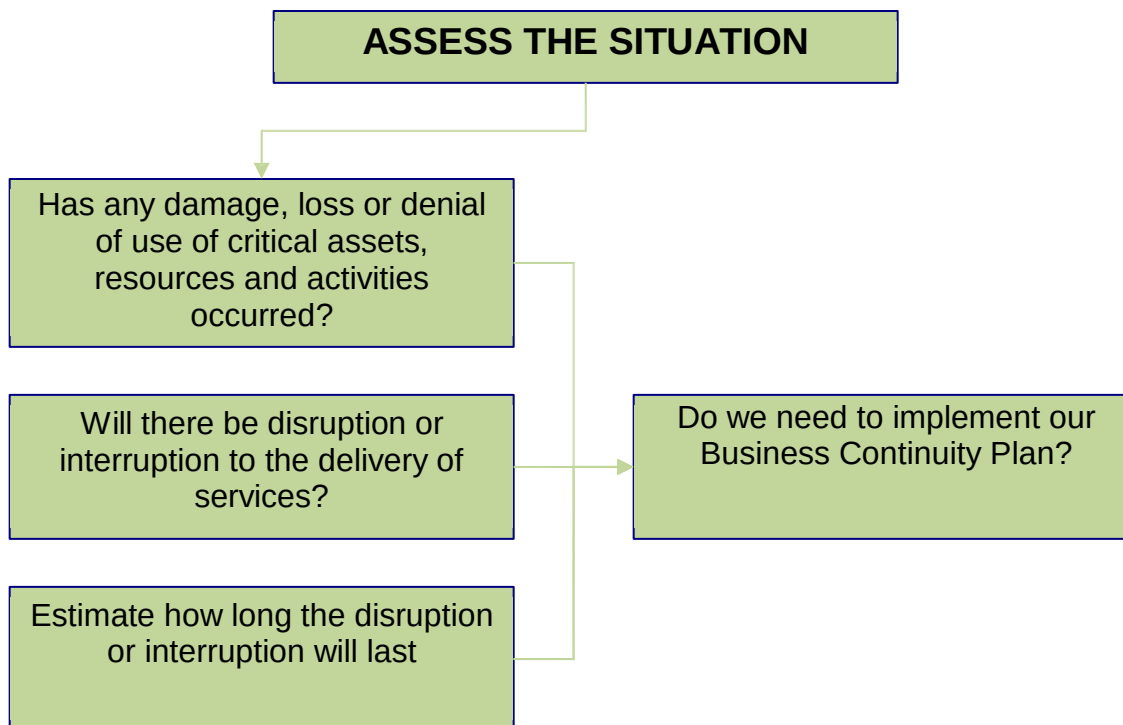
Business continuity is the process of planning and responding to incidents and disruptions in order to continue the delivery of services at an acceptable level.

Business continuity will enable us at Marsh Green Primary School to react to events, continue to deliver key services, meet any statutory obligations and recover from any loss, disruption or interruption.

This Plan has three phases, as follows:

- Phase 1: assess the situation
 - Assess damage, loss or denial of use
 - Determine period of interruption or disruption
- Phase 2: implement business continuity plan
 - Service continuity resources and arrangements
 - Identify staff requirements
 - Contingency options
 - Inform stakeholders of arrangements
 - Determine damage and recovery resources
- Phase 3: remote learning plan
 - School closure/partial closure
 - Materials
 - Delivery
 - Post closure

PHASE I: ASSESS THE SITUATION



Note: -Damage may include physical damage to property or plant and equipment. It may also include harm to employees that may keep them away from work.

-It may also include denial of use of property, plant and equipment or the inability of employees to attend their place of work.

-Consideration should also be given to the potential damage to the reputation of the organization and the inability to meet statutory obligations.

An assessment should be made as to the disruption or interruption of business delivery that will occur due to the damage, loss or denial of use of critical assets, resources and activities.

The following is a list of the main critical functions (assets, resources and activities) that support the delivery of education and other school based services:

Critical Function	Description
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver National Curriculum (Foundation to Key Stage 2)
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services including extended services etc
Site staff	The provision of a suitable caretaker to open and secure the site, and to support with 'safe and secure premises' (see below)
Safe and secure premises	The provision of suitable, safe and secure accommodation to enable

	the delivery of education and to meet duty of care requirements as per 'in loco parentis', health & safety legislation etc
Catering facilities and staff	The provision of suitable catering facilities to enable the preparation of school meals including free school meals. The provision of suitably trained catering staff to prepare school meals to national standards
Utilities-gas	The supply of gas to enable the heating of premises and preparation of school meals etc
Utilities-water	The supply of water for drinking and general usage including flushing of toilets, preparation of meals, washing etc
Utilities-electric	The supply of electricity to enable ICT systems to run, lighting of premises, preparation of school meals etc
Provision of ICT -education	The provision of ICT to deliver education
Provision of ICT -administrative	The provision of ICT to enable the establishment to run effectively
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment
Provision of cleaning staff	The provision of suitable numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal

Any closure, after a period of time will begin to have a detrimental impact.

The following is a summary of the typical impacts that a loss or disruption to services may have:

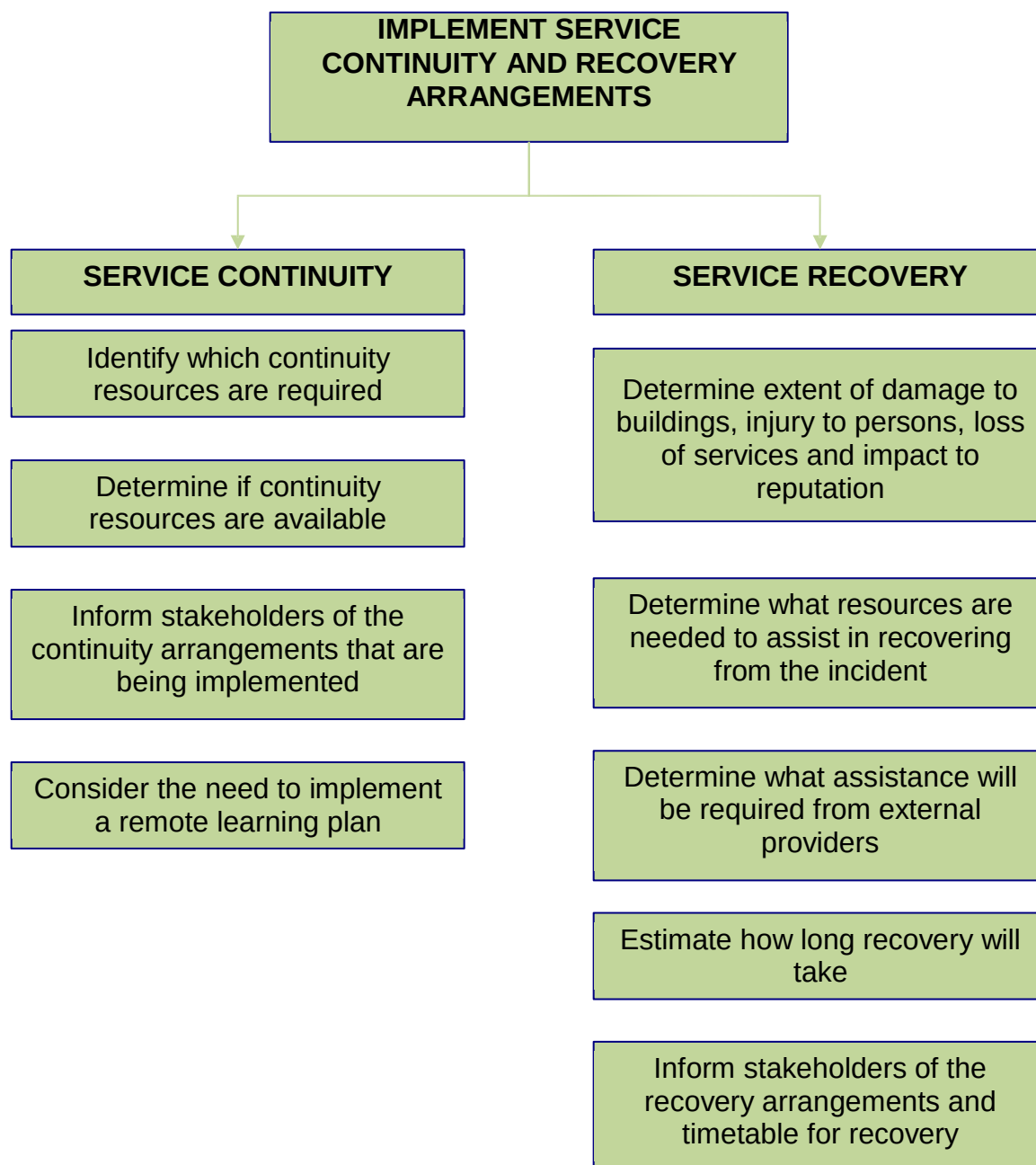
Impact Area	Example Descriptor
Education	Impacts on education may include loss of large number of days of teaching, disruption to education, loss of coursework etc.
Child welfare/well-being	Impacts on a child may include physical impacts (eg hunger, cold etc), psychological impacts (eg having to move school), future prospects and educational abilities
Parents/Guardians	Impacts on parents/guardians may include loss of earnings (taking time off work), disruption to work, perception of establishment, Children's Services, LBBD Council
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide free school meals etc
Reputation	Reputation may be the reputation to the establishment, Children's Services or LBBD Council
Extended Services	Extended services may include Breakfast Club, After School Clubs, etc
Staff	Impacts on staff can be financial, physical, psychological

Service Continuity Resources and Arrangements

To mitigate the impacts of a loss, disruption or interruption, a service continuity plan should be implemented as necessary following an incident. This will improve the resilience of the establishment in terms of remaining open and provide some form of educational curriculum whilst full recovery is on-going.

PHASE II: IMPLEMENT BUSINESS CONTINUITY PLAN

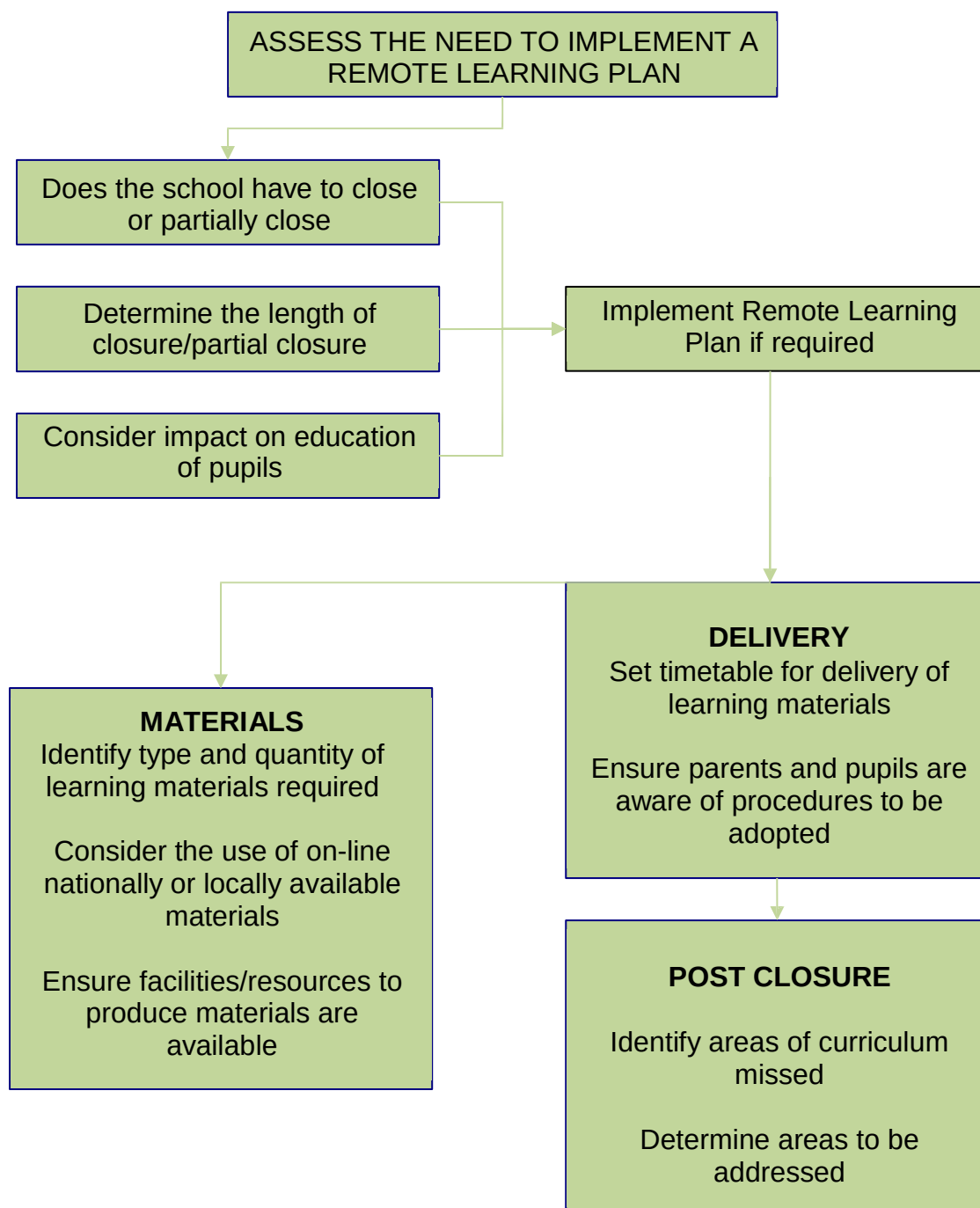
The Headteacher is responsible for implementing the Plan or, in her absence, the Senior Leadership Team. If none of these are available, the next senior postholder will take charge.



SERVICE CONTINUITY ARRANGEMENTS

CRITICAL FUNCTION	RESOURCE	POSSIBLE CONTINGENCIES
Staffing Loss	-Senior manager (e.g. Headteacher) -Teaching staff -Teaching assistants -Administrative staff -Technical support staff -Site care -Catering and/or cleaning -Other staff	Provide internal cover (similar role) Provide internal cover (differing role) Provide third party cover via agency or Council staff or through mutual aid arrangements Regroup pupils Reduce or change provision of service to individuals Reduce or change provision of service to groups Rotate class supervision Have multi-class supervision Rotate class attendance at school Do nothing
Premises	-Damage/denial of use of general classroom and/or associated contents -Damage/denial of use of specialist classroom and/or associated contents -Damage/denial of use of administrative areas and/or associated contents -Damage/denial of use of some commons parts (e.g. corridors, dining rooms for lunches) -Loss of utilities (gas, electric, water)	Displace less urgent classes or services Reciprocal agreement with other establishments (spare capacity use or specialist classrooms) Change curriculum/defer certain specialist lessons until full recovery Use spare capacity or space within the establishment Combine remote learning with some school based learning (rota use of classroom space available) LA support for speedy recovery of utilities
Catering	Damage/denial of use of catering facilities No catering staff	Catering Services have in place contingencies for such eventualities and will implement their plans accordingly
ICT	Loss of telephone system Loss of I.T servers/software Loss of I.T hardware	Use of mobile telephone as back-up Separate telephone line remote from other system (PSA room) Ensure regular remote back-up of I.T data Provide lessons via hard copy materials rather than I.T Re-allocate hardware from elsewhere
Cleaning	No cleaning staff available	Cleaning Services have in place contingencies for such eventualities, including use of third party (agency) staff, and will implement their plans accordingly
Records	Loss or damage to administrative records	NB:MIS system is web-based and can therefore be accessed off-site Keep electronic versions of important documentation Back up electronic versions (e.g flash drive)

PHASE III: REMOTE LEARNING PLAN



REMOTE LEARNING PLAN

DETAILS OF REMOTE LEARNING STRATEGY TO BE ADOPTED	
ELECTRONIC LEARNING ONLY	Determine how many pupils have access to I.T facilities and the internet/e-mail
	Consider the option of loaning laptops to pupils
	Can pupils with no laptops gain access through other means?
MATERIAL PREPARATION	Identify any core materials that can be developed now
	Identify how much material has to be prepared to enable 1 weeks worth of remote learning (general materials)
DELIVERY AND COLLECTION METHODS	Identify the method of delivery and collection of remote learning materials (hard copy or electronic)
	Identify the system for providing remote learning support, marking and feedback
ALTERNATIVE SITE	Identify an alternative site where the remote learning requirements (e.g. material preparation, delivery and support) can be delivered from in case access to the school is denied

