

SAINT JOHN'S

BUSINESS CONTINUITY PLAN

Designated Member of Staff	Deputy Head Teacher
Committee with responsibility	Resources
Date of Issue	Autumn 2021
Frequency of Review	Annual

Issue Number	Issue Date	Summary of Changes
1	December 2021	Change from "co-ordinator" to "subject lead"
2	March 2023	Reviewed and approved by governors at FGB T4
3	January 2024	Reviewed and approved by governors at FGB T4

Introduction

This policy is written to underpin our school ethos to ensure that we all flourish at Saint John's Church of England Primary School.

The following pages set out the Business Continuity Plan (BCP) for Saint John 's C of E Primary School in the event of a disaster.

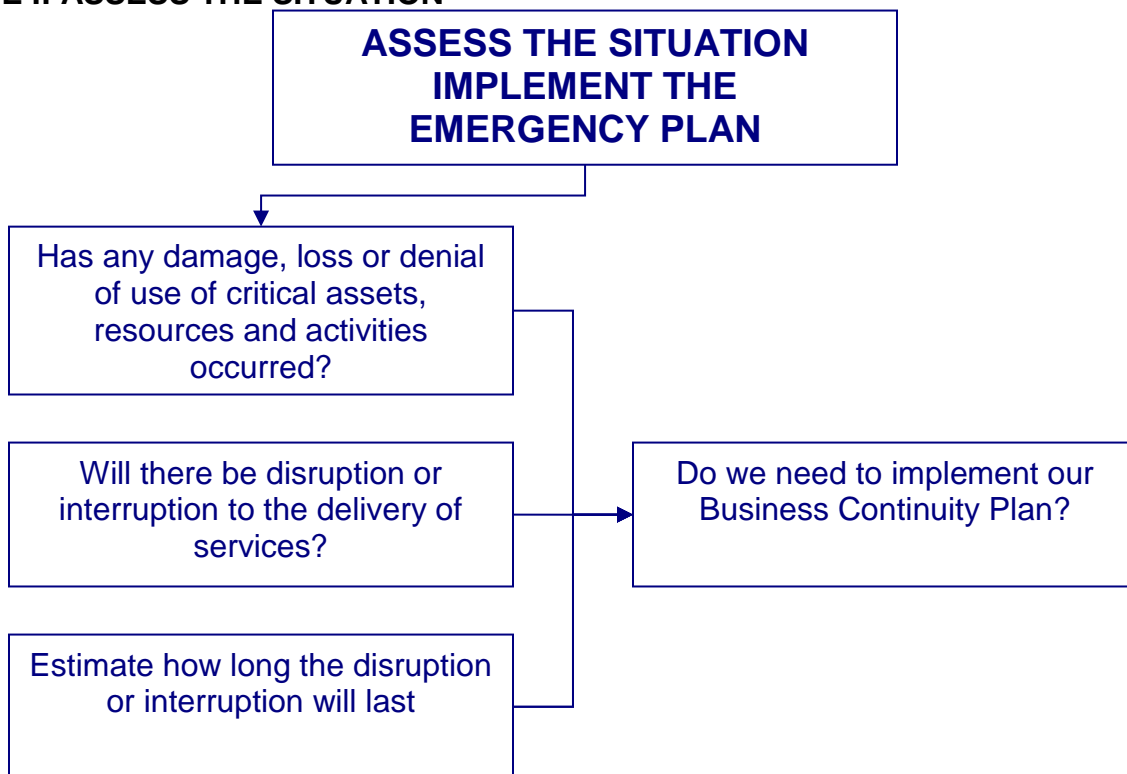
This plan provides guides to actions that should be considered by the headteacher, deputy, and the school in case of any significant disruption or interruption to school activities. The Local Authority retains responsibility for ensuring the provision of education for all Gloucestershire children and will therefore be consulted and involved in contingency and emergency planning where appropriate.

The accompanying guidance is an integral part of the Business Continuity Plan and should be referred to when developing and utilising the Plan. The School Emergency Plan should be read in conjunction with this plan and utilised in dealing with the initial phase of any emergency.

A copy of the Business Continuity Plan will be kept with:

- The School Emergency Plan
- Other documentation required if evacuating the premises
- School Emergency Pack (Grab Bag)
- Off site with Headteacher, Deputy Headteacher, School Business Manager, Caretaker.

PHASE I: ASSESS THE SITUATION



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.
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of services.
Safe and secure premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements as per 'in loco parentis', health & safety legislation etc
Utilities-gas	The supply of gas to enable the heating of premises
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 lighting of premises and for telephones and IT systems to run
Provision of IT education	The provision of IT to deliver education
Provision of IT administrative	The provision of IT 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
Cleaning staff	The provision of suitable numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal

The 'Maximum Tolerable Period of Disruption' (MTPD) has been formulated by the Governing Body and is determined by when an impact is deemed to be 'significant' or 'very significant'. The following summarises the MTPD acceptable for each critical function:

Critical Function	MTPD	Notes
Teaching Staff	1 week	Withdrawal of labour through industrial action, pandemic
Support Staff	2 weeks	Loss of staff for two weeks would begin to have significant impact.
Premises	1 week	Damage to premises and utilities or denial of access to premises will have a significant impact if lasting for more than 1 week
Utilities	1 week	Loss of utilities, depending on circumstances may result in immediate school closure, depending on circumstances and seasonal factors (e.g summer or winter). Such closure will have a significant impact after 1 week similar to loss of use/denial of access to premises.

IT Education and Administrative	2 weeks	Manual systems of registration could be implemented but much external reporting is now solely on-line necessitating the early restoration of systems
Records and Information	1 month	Rather than being the MTPD the figure of 1 month if based upon the amount of data lost
Cleaning	1 week	The accumulation of rubbish and the hygiene of toilets would rapidly generate unhealthy conditions.

Below is a summary of the typical impacts that a loss or disruption 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 loss of school work, 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, School reputation and future recruitment
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.
Extended Services	Extended services may include Breakfast Clubs, After School Clubs, hiring of rooms/halls etc
Staff	Impacts on staff can be financial, physical, psychological

Below are some guidelines as to the impact levels

Category	Descriptor
Insignificant	There is not thought to be any detrimental impacts that would warrant the implementation of a Business Continuity Plan
Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of Business Continuity Plan
Moderate	There is thought to be some impact on some areas. This may require the implementation of Business Continuity Plan if the impact is considered to affect critical areas such as education or child well-being
Significant	A significant impact in a number of areas that warrants the implementation of the Business Continuity Plan
Very Significant	The impact is severe with major detrimental impact on education, stakeholders and extended services. There are also major compliance issues and damage to the reputation of the establishment. Immediate implementation of Business Continuity Plan

PHASE II: DECISION TO IMPLEMENT BUSINESS CONTINUITY PLAN

The School Headteacher, in consultation with the Governing Body, will make the executive decision to implement the Business Continuity Plan.

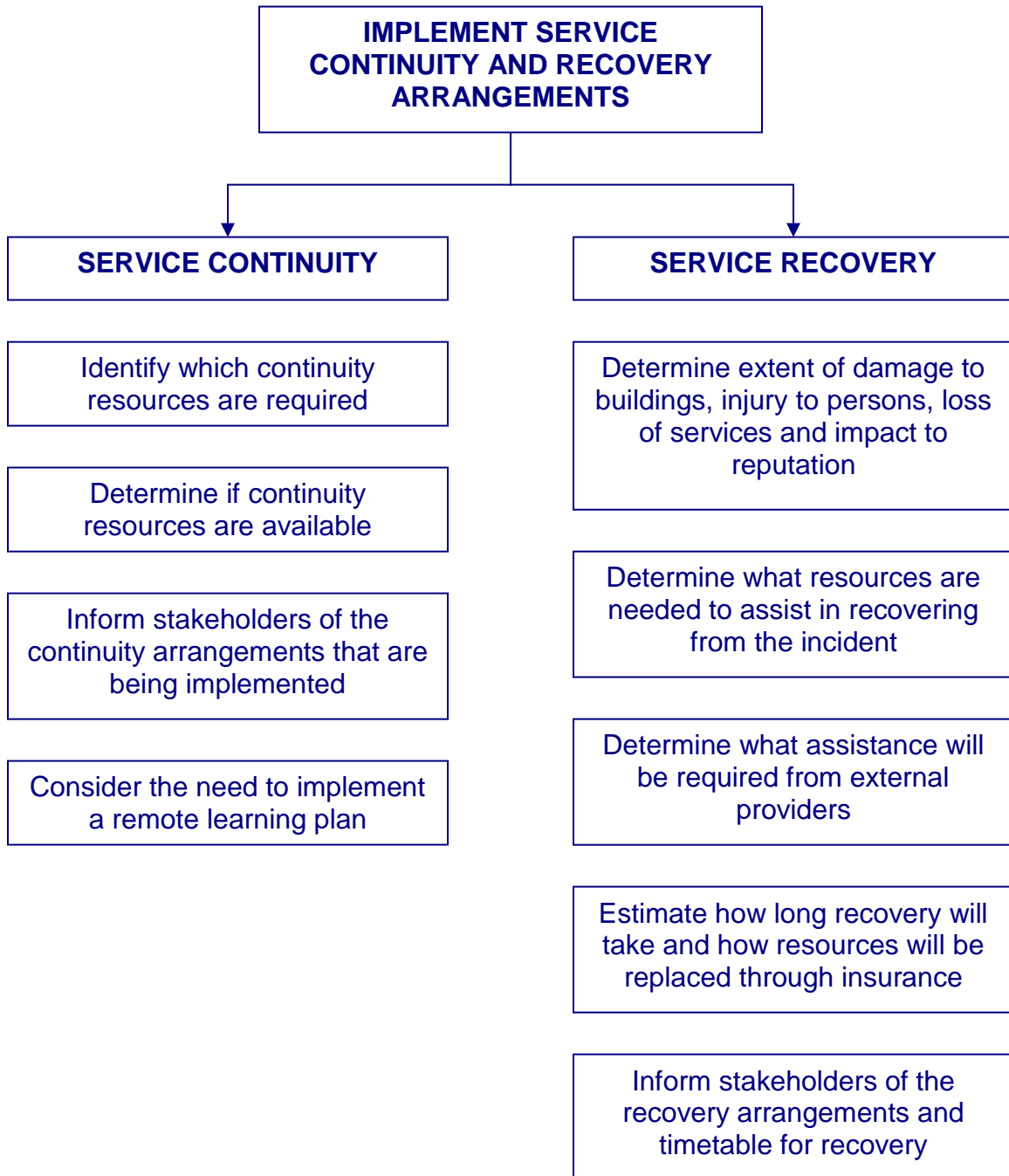
Business Continuity Plan management team:

Chair of Governors
 Headteacher
 Deputy Headteacher
 School Business Manager
 School Administrator
 Caretaker

The Business Continuity Plan management team will be responsible for implementing the Business Continuity Plan.

Management team responsibilities:

RESPONSIBILITY	RESPONSIBLE MEMBER	DEPUTY
Inform emergency services	Headteacher	School Business Manager
Arrange for evacuation of buildings	Headteacher	Deputy Headteacher
Immobilise utilities	Caretaker	School Business Manager
Liaise with emergency services – ensure that perimeter gates are open and site plans are available.	Headteacher	School Business Manager
Take a roll call to confirm evacuation and safety of pupils and staff	Class teachers	Teaching Assistants
Decide the next step – possible school closure or isolation of an area	Headteacher	Deputy Headteacher
Advise the media, especially local radio, if school is to be closed	Headteacher	Deputy Headteacher
Have a prepared statement for the media	Headteacher	Deputy Headteacher
Contact staff (see communication tree)	School Business Manager	School Administrator
Contact parents	School Administrator	School Business Manager
Contact services and suppliers	School Business Manager	School Administrator
Arrange for recovery of IT network	Deputy Headteacher	School Business Manager



Inventory

Refer to separate inventory
 Contingency plan for first 24 hours after disaster
 Pupils to remain at home.

Contact

Revd Patrick Wheaton 01242 241910 for possible use of St Luke’s Church/Church Hall facilities and/or
 Revd Jason Boyd 01242 522050 for possible use of Highbury Church facilities.

SERVICE CONTINUITY ARRANGEMENTS

ITEM	RESOURCE	CONTINGENCY REQUIREMENT
Staffing Loss	Headteacher	Deputy Headteacher to assume responsibility and organise effective restructure.
	Teaching staff	SLT to plan an effective restructure
	Teaching assistants	SLT to plan an effective restructure
	Inclusion Manager	SLT to plan an effective restructure
	Administrative staff	Use TAs but longer-term arrangements to be made using supply agency
	Caretaker	SLT and Cleaner to assume caretaker role and headteacher to liaise with suppliers
	Cleaner	Increase caretaker hours
	Midday supervision	Use TAs
Premises	Damage/denial of use of classroom and/or associated contents	Re-arrange SLT working days and teaching areas.
	Damage/denial of use of administrative areas and/or associated contents	Utilise other working areas in school
	Damage/denial of use of hall	Use playground
	Loss of utilities (gas, electric, water)	Situation to be assessed
IT	Loss of telephony system	Transfer to mobiles
	Loss of I.T servers/software	School to continue functioning
	Loss of I.T hardware	Replace and restore. Liaise with Hardware Support and insurance company (arranged through GCC Traded Services)
Cleaning	No cleaning staff available	Manage the situation – caretaker to arrange
Records	Loss or damage to administrative records	Systems are backed up and stored off site, Therefore, records can be retrieved.

List of Emergency Telephone Numbers

It has been agreed for personal telephone numbers not to be recorded in this document, not least due to the regular change to numbers.

However, all Senior Leaders and the Chair of Governors have the numbers of the relevant people for dealing with an emergency.

Main contacts are:

- Parents – via Dojo or telephone/email
- GCC to support premises needs: 01452 425000

Communication Tree

