

Castle Manor Academy

BUSINESS CONTINUITY PLAN DECEMBER 2021



Date Approved	December 2021
Signed	(Chair of Local Governing Body)
Name	 Justine Dawkins
Minuted	December 2021
Date of Next Review	December 2024

Purpose

The objective of this plan is to maintain or recover the critical services and activities at Castle Manor Academy in the event of a major disruption.

This plan includes:

List of critical services/activities

List of possible disruptions

Incident Management Plan

Action Cards (for each high risk disruption)

Loss of Staff

Loss of Premises

Loss of ICT

Loss of Kitchen Use

Break ins

Appendices templates for use

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
Heating	½ day	Warmth	Mark Smitheram
Gas/Kitchen	By 11am	Ability to provide a meal	Mark Smitheram
Staff	By 9am	Ability to cover all lessons	Louise Cassels
Premises	1 week	Space to accommodate children	Vanessa Whitcombe
Utilities	½ day	Functioning toilets/basins	Mark Smitheram
Examinations	1 day	Enable pupils to sit examinations (including SAT's, GCSE and A-Level).	Pauline Cleary
Teaching	1 week	Deliver the requirements of the National Curriculum (Foundation to Key Stage 4) incl. the duty to provide 190 days education	Vanessa Whitcombe
Teaching Support	2 weeks	Assist in the education of pupils and running of establishment services	Jen Beaton
Maintain site safety and security	1 day	Provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements, health & safety legislation etc.	Ash Newman
Catering	1 week	Provision of free school meals to national standards	Vertas
Administration	2 weeks	Administer key administrative functions, e.g. admissions, correspondence, financial management, HR etc.	Office team
Coursework	1 month	Safe keeping of coursework including electronic documentation and other physical items	Teachers
Records	1 month	The keeping of suitable records in relation to staff/pupils and general administrative functions, e.g. pupil attendance	Jackie Taylor

Cleaning	1 day	Carry out general cleaning such as toilets, waste collection and removal	Mark Smitherham
Property and equipment maintenance	1 month	Ensure the long term functionality of all buildings, plant and equipment	Ashley Newman
Severe Weather	By 8am	Response and decision making to any weather related issues, snow, flood etc.	Vanessa Whitcombe

POSSIBLE DISRUPTIONS

Possible Disruption	Impact (A)	Likelihood (B)	Risk Rating (A x B)
Loss of Kitchen use	4	2	8
Break ins burglaries	3	2	6
Loss of staff (industrial action, flu pandemic, seasonal flu)	4	5	20
Loss of premises – partial or total (fire, flood)	5	2	10
Loss of utilities (power, water, sewerage, gas, phones)	4	3	12
Loss of ICT (server failure, power, virus, cyber attack)	3	3	9
Local hazards in the area e.g. airport, railway line, tram line, motorways, industrial sites etc.	1	3	3
Severe Weather	4	3	12

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
Vanessa Whitcombe	Headteacher	07979793943	Louise Cassels	

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. This list should include some of those listed as Responsible Persons in the list of Critical Services/Activities.

Name	Role	Contact Details
Jackie Taylor	Office Manager	
Mark Smitherham	Senior Caretaker	
Ash Newman	Estates Manager	
Vicky Horne	Assistant Headteacher	
Jen Beaton	Assistant Headteacher	
Tom Hughes	Assistant Headteacher	
Sheree Reilly	Assistant Headteacher	
Ann Grimstone	Assistant Headteacher	
Ian Messal	USP IT	
Debbie Wilson	USP	
Chris Brown	USP	

Appendix 3. is an opportunity to list the roles and responsibilities of key players, also see the guidance document.

Location

The details of the most appropriate location (off-site) for the Incident Management Team to meet should be Unity Schools Partnership Headoffice- Park Road.

Records

An Incident Log must be opened as soon as this plan is invoked, see Appendix 1.

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: <ul style="list-style-type: none"> • 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. See Appendix 3 for some suggestions.	E.g. site liaison, staff comms, 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 permitted by the emergency services, consider the recovery of vital assets/ equipment to enable delivery of critical activities.	In particular: <ul style="list-style-type: none"> • Paper files • Course work
Notify the relevant stakeholders: <ul style="list-style-type: none"> • CEO/Directors • Staff • School governors • County Council 	Notify them of your: <ul style="list-style-type: none"> • Assessment • Arrangements for keeping in contact.
Agree with Trust Executive who is making arrangements for: <ul style="list-style-type: none"> • 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 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) Appendix 4 is an opportunity to list the essential resources required to recover critical activities.	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.

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.	USP supply list USP other schools
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: <ul style="list-style-type: none"> • 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 • Use Oak National Academy 	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.	USP
<p>Note: during staff redeployment, thought should be given to the level of skills, knowledge and qualifications that will be required, including the need for DBS checks.</p> <p>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).</p>	
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.
<p>Note: if the cause of staff loss is Pandemic, there will be further advice and guidance from the Trust Executive, e.g. on infection control, antivirals, persons at risk, school closure, vaccination etc.</p>	

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	See page 3

on critical activities redeployed to premises still in operation.	
Relocation options may include...	Park Road, Burton End, Place Farm, Clements Primary
Using mutual support agreements with other Schools.	Stephen Astley
Hire in temporary quick-assemble accommodation, e.g. portakabins.	Debbie Willson
Also be mindful of: <ul style="list-style-type: none"> • Public access requirements • Special (e.g. wheelchair) access requirements 	Child using wheelchair, Nursery Aged children
Deploy school's prepared Remote Learning Programme.	
Continue / scale down planned off-site activities e.g. fixtures physical activities, school trips.	As appropriate to the situation.
Deploy emergency generator for power loss.	USP Premises - Debbie Willson

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	Ian Messal
Recover electronic back up	Ian Messal
Reverting to paper-based systems e.g. paper registers, whiteboards etc. Recover photocopies of data stored on and off site	Jackie Taylor
Teachers to modify lesson plans.	Class teachers
Power loss - Uninterruptible Power Supply should allow the controlled closure of all ICT by staff	Mark Smitheram
Telephone loss – set up a temporary network of mobile phones. Contact land-line provider to redirect phone numbers to a mobile or alternative location	Ian Messal

Action Card for other disruptions	Further Information (e.g. Key contacts, details of arrangements, checklists)
Kitchen use	Arrange with Vertas to support the provision of a hot meal.
Break ins	report via 999,
Weather related	Use snow policy if needed and amend for floods etc. Consider clothing amendments if weather is excessively hot.

Organisation	Name (if possible)	Contact Details
Trust Office	Park Road Haverhill	01440 333400
SCC (Head Office)	Endeavour House	0845 6077055
SCC (School Transport)	Suffolk Norse	01473 341500 / 01473 341501 / 01473 341502 / 01473 341503
Catering	Vertas	07809 101731
Cleaning	In house	
Power (UKpowernetworks)		0800 029 4285
Gas (National Grid)	British Gas	0845 154 2887
Anglian Water	Anglian Water	03457 91 91 55
Data Back-Up location	Park Road and Cloud.	

Appendix 3 Roles and Responsibilities

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> ▪ Senior responsible owner of Business Continuity Management in the School ▪ Ensuring the School has capacity within its structure to respond to incidents ▪ Determining the School's overall response and recovery strategy 	The Headteacher has overall responsibility for day-to-management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator	<ul style="list-style-type: none"> ▪ Business Continuity Plan development ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc ▪ Involving the School community in the planning process as appropriate ▪ Plan testing and exercise ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved ▪ Training staff within the School on Business Continuity ▪ Embedding a culture of resilience within the School, involving stakeholders as required 	Allocated from the team dependent on the nature of the incident.
School Incident Management Team <i>(including Business Continuity Coordinator and Headteacher)</i>	<ul style="list-style-type: none"> ▪ Leading the School's initial and ongoing response to an incident ▪ Declaring that an 'incident' is taking place ▪ Activating the Business Continuity Plan ▪ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions ▪ Providing direction and leadership for the whole School community ▪ Undertaking response and communication actions as agreed in the plan 	Vanessa Whitcombe/Louise Cassels and at least 3 from page 3 list.

	<ul style="list-style-type: none">▪ Prioritising the recovery of key activities disrupted by the incident▪ Managing resource deployment▪ Welfare of Pupils▪ Staff welfare and employment issues	
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