



# FISHERGATE PRIMARY SCHOOL

## Business Continuity Plan

### 1. Introduction and Aims of this Policy

This policy aims to protect Fishergate Primary School's critical functions. It provides procedures to ensure that our school is prepared for, acts appropriately and efficiently during, and recovers swiftly and safely from unexpected disruptions.

The policy should be read by all staff at Fishergate. The policy is designed to be used in the case of an unexpected disruption and is written for ease of action in such a circumstance.

Whilst unable to provide procedures for every eventuality, this plan details school responses to unexpected disruptions causing:

- Loss/shortage of staff
- Loss of access to premises
- Loss of data or ICT capacity
- Loss of key suppliers.

In addition, the plan provides a common escalation route for disruptions outside of the above categories.

The response to these disruptions should:

- Minimise the impact of the disruption on the critical functions of the school
- Minimise the effect of disruptions on staff and pupil safety and wellbeing
- Ensure that decision making is recorded and accountable
- Ensure that decision making is communicated effectively
- Ensure that decision-makers are empowered to act through clear procedures and guidance.

This plan should be read in conjunction with the Evacuation, Emergency, and First Aid policies for school. Incidents that occur during an off-site visit should follow the procedures in the Educational Visits Policy.

For ease of access, this plan begins with an incident management guide for first-responders (i.e. those who discover the unexpected disruption) and for nominated Incident Managers (usually Headteacher) once a potential disruption has been reported to them.

## **2. Relationship to Emergency Plan**

The Emergency Plan should take precedence over this plan for the purposes of the initial response.

The Emergency Plan supports response to:

- Serious injury/fatality of a pupil or member of staff (e.g. transport accident)
- Significant damage to school property (e.g. fire)
- Criminal activity (e.g. bomb threat)
- Severe weather (e.g. flooding/snow)
- Public health incidents (e.g. influenza pandemic)
- The effects of a disaster in the local community

### **The response process**

The main function of a business continuity response is to preserve the above critical functions.

Throughout this document, school responses to an unexpected disruption will be conceived in three phases:

- Initial response (section 5, or the Emergency Plan)
- Business continuity response – the ongoing change to a school’s function in response to the disruption (sections 6 and 10)
- Resumption of activities – the process through which the school transitions to standard operating procedures (section 7)

### **Summary of initial actions as a result of this policy**

To enable this policy to function in case of an unexpected disruption the school shall designate an Incident Management Team including the roles of:

- Incident Manager
- Communications Manager
- Pastoral Lead
- Governing Body Chair

Depending on the nature of the incident, the Incident Management Team may include the Data Protection Officer or the Site Manager. To ensure accountability and consistency of reporting, each role can be fulfilled by no more than one person. However, a single person may undertake multiple roles should they be best placed within the school to do so.

Other pre-disruption mitigations should be carried out by the school as described in the pre-mitigation section of the business continuity responses section.

## **3. Critical Functions**

Fishergate Primary School defines its critical functions as:

- Provision for the Safeguarding and Welfare of pupils

- Provision of Education and Learning activities through school
- Provision for the Wellbeing and Support of staff
- Ensuring Statutory Compliance, particularly regarding data protection and integrity
- Continuation of Business Operations necessary for the provision of the above

#### 4. Incident Management Team

Incident Manager	Tina Clarke
Communications Manager	Helen Deighton/Emma Butterworth
Pastoral Lead	Dani Rees
Chair of Governors	Richard Sharp/Alisun Pawley

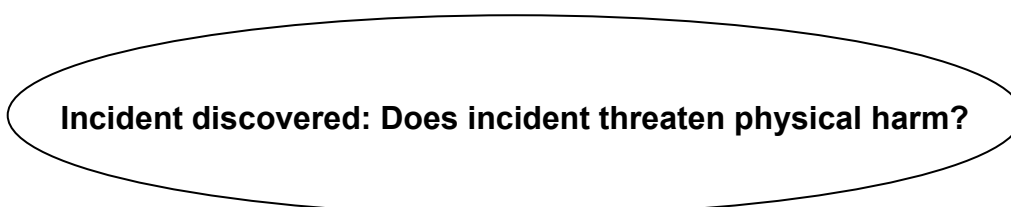
#### 5. Initial Incident Reporting (for first responder)



**Continually** be aware of the incidents or the threat of developing incidents.

Where an incident occurs, **assess the situation for the level of impact.**

Ensure that all persons are **not in any imminent danger**



Yes

Call emergency services

Deliver first aid/contact first aider

Set off alarm if relevant

Report to incident manager

Log incident

No

Report to incident manager. If relevant, report to Data Protection Officer or Site Manager.

Log incident

## 6. Incident Management Guide (for incident manager)

**Incident reported to incident manager**

Immediately take action to safeguard pupils, staff or other persons in danger.  
If required:

Activate lockdown or evacuation alarms.

Contact emergency services.

Invoke School Emergency Plan.

**Does the incident impact critical functions/services?**

No

Yes

Not immediately

No activation of BCP

Contact LA

Contact LA and continually monitor incident

Incident manager contacts LA to take media and comms decisions and define response strategy

Decision regarding BCP response

Decision whether to invoke BCP taken within 24 hours

Communicate response via phone cascade to all staff with communications manager

School SLT

- Organise BCP response
- Receive strategic direction from LA
- Establish and maintain internal comms, including reporting incident logs to LA

## 7. Resumption of activities

If site is closed, arrange survey visit for specialist business advice as

Agree (HT and LA) long running amendments needed to business as usual

Review business continuity policy and amend

## 8. Support to expect from LA

- Removal of administrative and communications burden on school team, for example, via:
  - Taking responsibility for informing other maintained heads
  - Taking responsibility for liaising with insurers, property consultants, DfE, other stakeholders as appropriate
  - Taking responsibility for all media matters
- Provide decision-making support to incident manager and SLT by assisting and advising regarding BCP responses and amendments to them
- Providing additional staff to support BCP response
- Mobilising resources from other maintained schools, for example:
  - Additional staff
  - Organising catering
  - Mobile ICT support
- Determining additional support needed and taking action accordingly

## 9. Communication and Media Plan

The Communications Manager's role is to inform all staff, parents and pupils. He/she has the following responsibilities, in priority order:

- Ensuring that emergency responses are communicated to directly affected staff and pupils
- Ensuring that BCP responses are communicated to SLT and all staff via phone-cascade
- Ensuring that BCP responses are communicated to all parents, according to each response:
  - Loss of access to whole site - notify all parents immediately of the reason for loss of access and the alternative site, notify all extended services providers, notify all utilities suppliers, notify LA, notify all prospective visitors
  - Loss of access to partial site - notify all parents of reason for loss of access
  - Loss of technology/ICT/data capacity - liaise with the incident manager and SLT to draft response for parents
  - Loss of key suppliers - no notification of parents needed unless directly affects children's education or extended services provision.
- Ensuring that all affected extended services providers are notified, if their provision is affected.

- During response: liaise with trust staff and Incident Manager to provide regular briefings to all staff, parents/carers
- Ensure the website is up-to-date
- The Communications Manager does not have responsibility for contacting pupils or the family of pupils who have been injured or are deceased.
- LA staff will liaise with media and other stakeholders, allowing school staff to focus on the BCP responses. Their response will be guided by the following principles:
  - A member of staff with media training will be made responsible for media responses
  - Messages will be distributed to staff, parents and pupils before going to media
  - Messages will focus on reassurance
  - On-site media will be directed to a designated area away from the main entrance to the school, allowing undisturbed access for staff and pupils
  - On-site media will not be given access to pupils or non-consenting staff.

## 10. Business Continuity Responses

The Business Continuity Responses, as decided by Headteacher and LA Team, are designed to ensure that the school's critical functions can continue through any unexpected disruption. Due to lack of resources, 'non-critical' activities may need to be suspended and critical functions may be reduced.

The critical functions of the school are:

- Provision for the Safeguarding and Welfare of pupils
- Provision of Education and Learning activities through school
- Provision for the Wellbeing and Support of staff
- Ensuring Statutory Compliance, particularly regarding data protection and integrity
- Continuation of Business Operations necessary for the provision of the above.

Disruptions to the above activities may cause:

- Loss/shortage of staff
- Loss of access to premises
- Loss of data or ICT capacity
- Loss of key suppliers.

Common Responses	Critical Function Preserved
Where teaching and learning activities continue, continue tracking student results.	Teaching and Learning

Continue planning and enacting interventions.	
Staff should not attempt to resolve disruptions with intruders or potentially violent pupils alone.	Wellbeing and Support Safeguarding and Welfare
Staff should continue taking registers	Safeguarding and Welfare
Staff should not let media on-site, unless they are the designated Communications Manager or acting with the agreement of ????. Ask for police support if required.	Safeguarding and Welfare
Staff should not attempt to inform pupils, parents or other staff other than under instruction of the Communications Manager until further notice	Wellbeing and Support
Staff should not enter into discussions regarding legal liability	Wellbeing and Support

<b>Disruption: Loss/shortage of staff</b> (e.g. in the case of pandemic, major industrial action, death of staff member(s))			
<b>Response</b>	<b>Pre-Mitigation</b>	<b>Critical function preserved</b>	<b>Date/Time taken</b>
Use of existing supply staff		Safeguarding and Welfare Education and Learning	
Use of recently retired staff covered by DBS/safer recruitment	Keep in contact with recently retired staff. Consider writing supply terms into contracts	Safeguarding and Welfare Education and Learning	
Use of staff from other maintained schools	Create reciprocal agreements with staff from other maintained schools	Safeguarding and Welfare Education and Learning	
Use of alternate supply agencies	Pre-plan agreements with alternate supply agencies	Education and Learning	
Pooling classes		Education and Learning	

Virtual learning provision	Create pre-prepared activities for independent learning	Education and Learning	
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### **Loss of access to premises**

Where access to premises is lost during the school day and due to immediate threat to the safety of pupils or staff, see evacuation procedures.

Where incident reporting has led to a decision to wholly or partially close premises (per Section 6), follow the immediate actions outlined below, before following the Loss of Site Business Continuity Responses (Section 10).

Immediate actions to be taken upon loss of access to premises (whole or partial) are based on a set of pre-prepared arrangements with partners to implement in the result of loss of access to premises:

- Secure arrangements for erecting temporary accommodation e.g. porta-cabins onsite in the case of partial closure
- Secure arrangements for temporary accommodation (e.g. through leisure centre sports halls, Church halls)
- Secure arrangements for temporary catering supply (e.g. through partner schools)
- Ensure cloud access to essential ICT e.g. pupil data and essential learning tools is possible
- Ensure adequate insurance is in place to cover costs of temporary accommodation /rebuilding work



### **Before School Day**

- Define expected length of closure
- Notify staff and parents
- Teacher supervision at site in event of pupils arriving unescorted
- Identify full/partial closure:
  - Scope damages
  - Scope work to partially reopen with LA representatives
  - Communicate decision to parents

### **During School Day**

- Notify staff and parents
- Pupils whose parents come to collect and return home
- Teacher supervision of remaining pupils until collection in safe area
- Identify full/partial closure:
  - Scope damages
  - Scope work to partially reopen with LA representatives

- Communicate decision to parents

**If risk of health to pupils or staff go to evacuation plan. Go to lockdown procedures if evacuation untenable.**

<b>Disruption: Loss of access to premises (whole)</b> (e.g. in the case of flood, fire, pandemic, building collapse)			
<b>Response</b>	<b>Pre-mitigation</b>	<b>Critical Function preserved</b>	<b>Date/Time taken</b>
Follow evacuation procedures if within school hours	Ensure min. termly evacuation drills	Statutory Compliance Safeguarding and Welfare Wellbeing and Support	
Consider turning off utility supplies	Site manager is aware of the location and procedures for turning off utilities	Safeguarding and Welfare Continuation of Business Operations	
Ensure emergency services can access the school	Permanently prevent parking in key access routes	Safeguarding and Welfare Wellbeing and Support	
Provide catering to children in receipt of FS meals	Organise off-site contractor, and reciprocal arrangements	Safeguarding and Welfare	

	with other maintained schools		
Continue learning in temporary premises	Create support agreements with nearest maintained schools. Where capacity is limited, give priority to YR, KS1 and Y6	Safeguarding and Welfare Education and Learning	
Liaise with LA Emergency Planning Unit to plan further responses			
<b>If no access to temporary premises</b>			
Virtual learning provision	Create pre-prepared activities for independent learning	Education and Learning	
SLT and admin staff moves to a temporary management centre	Pre-designate temporary management centre	Continuation of Business Operations	

<b>Disruption: Loss of access to premises (partial) (e.g. in the case of utilities failure, falling trees, burst pipe)</b>			
<b>Response</b>	<b>Pre-mitigation</b>	<b>Critical function preserved</b>	<b>Date/time taken</b>
Designate temporary areas of the school in which to hold classes/office functions as interfered with by the partial closure		Education and Learning Safeguarding and Welfare	
Put on rotating duty throughout the day to ensure that closed area is not accessed		Safeguarding and Welfare	
Provide catering to children in receipt of FS meals		Safeguarding and Welfare	
Liaise with LA Emergency Planning Unit to plan further responses			

Those responses from whole school closure as appropriate			
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<b>Disruption: Loss of technology/data/ICT capacity (e.g. in the case of a cyberattack, flood, theft)</b>			
<b>Response</b>	<b>Pre-mitigation</b>	<b>Critical function preserved</b>	<b>Date/time taken</b>
Ensure that staff do not: - Turn off electrical power to any computer - Try to run hard drives or back-up to retrieve data - Attempt to fix damaged equipment.	Data-loss procedures included in staff inductions and training	Statutory Compliance Safeguarding and Welfare	
Access back-ups made in an alternative on-site location	Back-up all servers in an alternative location, away from the main server room	Statutory Compliance Safeguarding and Welfare	
If the whole site is affected (e.g. flooding), access cloud or hard copy back-up of key materials	Back-up key materials, such as SCR, registers, on the cloud or as hard copies	Statutory Compliance Safeguarding and Welfare	
In the case of a partial loss of ICT capacity, redistribute working items through classes	Ensure that teaching staff prepared to run 'off-line' lessons	Education and Learning	
In the case of whole-school loss of ICT capacity, move to a paper system	Ensure that teaching staff are prepared to run 'off-line' lessons.	Education and Learning	
In the case of whole-school loss of ICT capacity, staff move to paper-based registers	Ensure that paper registers are stored in a safe location onsite and kept continually up to date.	Statutory Compliance Safeguarding and Welfare	
Re-order and replace lost items as a matter of priority, alongside insurers and Emergency Planning Unit	Organise emergency Resupply agreement with ICT suppliers.	Education and Learning	

<b>Disruption: Loss of key suppliers (e.g. in the case of recession supplier bankruptcy)</b>			
<b>Response</b>	<b>Pre-mitigation</b>	<b>Critical function preserved</b>	<b>Date/time taken</b>
Use supplies, if possible, from other schools - e.g. if catering, prepare food in maintained school and send over	Pre-identify alternative suppliers Ensure suppliers have BCPs	Education and Learning Safeguarding and Welfare	
Liaise with insurance companies		Continuation of Business Operations	
Switch to secondary suppliers	Identify secondary suppliers Ensure that sufficient teaching and learning materials are kept on-site to mitigate disruption from loss of supplies e.g. of books or paper	Continuation of Business Operations Education and Learning	

## **11. Pastoral Arrangements**

The focus of the initial and business continuity responses is to ensure that harm is minimised, and that the critical functions of the school can be preserved as much as possible. However, as part of our duty of safeguarding and care, Fishergate places high importance on the emotional wellbeing of our pupils and staff. As such, the following pastoral responses have been devised for implementation throughout the business continuity response and resumption of activities phases.

Designate a pastoral lead for oversight of the following activities, to follow if relevant depending on the nature of the disruption. Examples of disruptions that may require pastoral support include evacuation of the school building, pandemic, or any event which results in the injury or death of pupil or staff, or the witnessing thereof.

Examples of disruptions unlikely to require pastoral support include industrial action, the loss of ICT functionality, or the loss of a key supplier.

During the initial response to the disruption, the pastoral lead can expect to:

- Ensure that each directly affected child is contacted by them or their class teacher, as appropriate
- Ensure that the parents of each directly affected child are contacted by them or their class teacher, as appropriate.

After the transition to a business continuity response, the pastoral lead can expect to:

- Make in-person visits to any hurt or distressed pupils
- Express sympathy on behalf of the school (i.e. through sending cards, flowers)
- Make arrangements regarding academic pressures
- Make arrangements for part-time attendance if appropriate
- Liaise with Incident Manager, and Communications Manager to provide a debrief to staff and pupils, as appropriate.

As an ongoing response to the disruption, the pastoral lead can expect to:

- Organise regular check-ins between pupil, pupil’s family, and an appropriate member of staff
- Consider using external counselling services to support pupils
- Consider notifying the pupil’s next school as part of transition
- Ensure that new staff are aware of the incident and pupils affected
- Organise for a member of staff to attend funerals, if consented to by the family
- Organise memorials to pupils on the school grounds, e.g. trees and benches, if consented to by the family
- Consider purchasing relevant and appropriate materials for the school library
- Ensure awareness of anniversaries of the disrupting event and possible media interest.

Note that, throughout the process, the families of the deceased should be approached by the police in the first instance.

This policy is available *on request*.

This policy has been agreed by *the Governors*.

Signed ..... (*Chair of Governors*) .....(*Headteacher*)

Date .....