

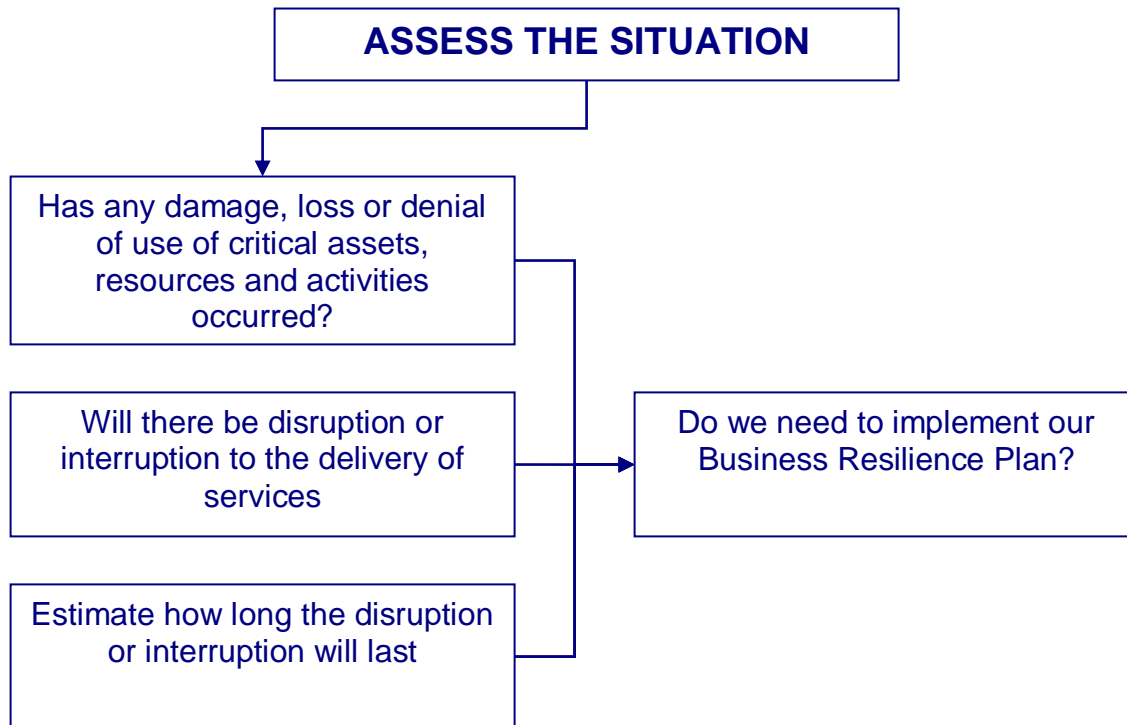
# **BUSINESS RESILIENCE PLAN**

**FOR**

**St Anne's C of E Primary  
School**

Date of issue: 20 <sup>th</sup> April 2021	Date of next review: April 2022
Copies of this Plan are kept at: <ul style="list-style-type: none"><li>• With other documentation required if evacuating the premises in the School Emergency Pack (Grab Pack) held in the school office.</li><li>• Headteacher's Office</li><li>• Off site – in all Critical Incident Folders (RM; CS: ST; PM)</li></ul>	
Person/s responsible for reviewing plan:  Governors' Resources Committee, with members of the SLT	

## 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
Examinations	Providing staff and facilities to enable pupils to sit examinations (SATs)
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of the establishment.
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, 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
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation
Provision of 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' 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
Examinations	1 day	Disruption to SATS would have a significant impact.
Teaching Staff	1 week	
Support Staff	2 weeks	
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
Catering	1 week	Loss of normal catering arrangements would mean the delivery of alternative cold meals. Catering contractor to have in place appropriate alternative.
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.
ICT Education and Administrative	2 weeks	
Records, Information and Coursework	1 month	Rather than being the MTPD the figure of 1 month if based upon the amount of data lost
Cleaning	3 days	

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 (e.g. hunger, cold etc), psychological impacts (e.g. loss of course work, having to move school), future prospects and educational abilities
Parents/Guardians	Impacts on parents/guardians may include loss of earnings (taking

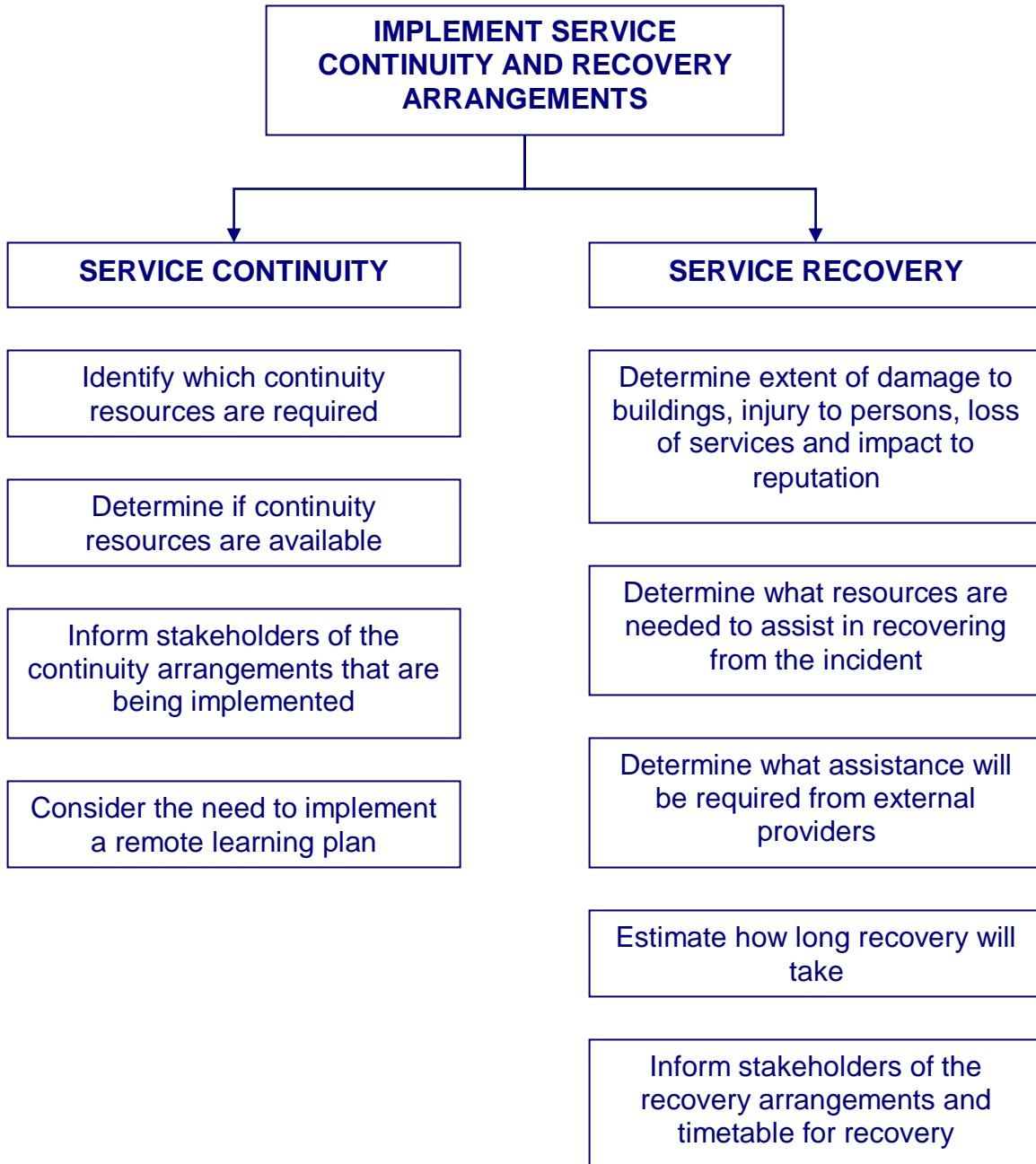
	time off work), disruption to work, perception of establishment
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide free school meals etc
Reputation	Reputation may be the reputation to the establishment or Local Authority
Extended Services	Would include any Breakfast and After-School provision, and external after-school club providers, 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 BRP.
Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of BRP.
Moderate	There is thought to be some impact on some areas. This may require the implementation of BRP 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 BRP.
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 establishment, Children's Services and Council. Immediate implementation of BRP.

## PHASE II: IMPLEMENT BUSINESS RESILIENCE PLAN

The Business Resilience Plan will be implemented by the Headteacher, along with support from the Assistant Headteachers, Chair of Governors, and the Resources Committee.



## SERVICE CONTINUITY ARRANGEMENTS

ITEM	RESOURCE	CONTINGENCY REQUIREMENT
<b>Staffing Loss</b>	Senior manager (e.g. Headteacher)	Other members of staff asked to take on role on a temporary basis (e.g. Assistant Headteacher in case of Headteacher's absence). For longer periods of time, consider contacting local authority with view to a possible secondment.
	Teaching staff	Supply teachers – regular supply agencies have telephone numbers are kept on file. Utilise Agency Staff – Randstad, Protocol and Clearline Education are supply agencies used. Re-group pupils where possible to form larger classes – with teaching assistants deployed to assist.
	Teaching assistants	Diverting other teaching assistants where possible to cover for key children (EHCP children).
	Administrative support staff	Business Manager – seeks assistance through PPP schools, and finance dept. – local authority. Office Manager – Nominated TA to step-up. Seek assistance through PPP schools. Consider agency staff for these roles if necessary.
	Caretaker	Delegation of certain duties – locking / unlocking – to other members of staff. Seek assistance through PPP schools. Consider agency staff if necessary.
	Catering	Contact a cluster school for support or a catering agency for alternative provision.
	Cleaning	Contact agencies for assistance / private cleaning companies. Reduce areas to be cleaned e.g. Limit toilets to be used.
	Midday Supervisors	Other members of staff – teaching assistants asked to take on role.
	Damage/denial of use of general classroom and/or associated contents	Alternative room (Activity Room) to be used. Sharing of resources from other classes where possible. Consider need to re-group at the local church or at the Bridge Academy – reciprocal arrangement.

<b>Premises</b>	Damage/denial of use of administrative areas and/or associated contents	Set up administrative base in alternative part of school e.g. Entrance area, library, staff-room; utilise lap-tops to access ICT.
	Damage/denial of use of some commons parts (e.g. hall)	Close hall – make routes around the building clear to all. Hold assemblies within classrooms. PE – outside
	Loss of utilities (gas, electric, water)	Use emergency contacts from contracts for gas, electrics, and water.
<b>Catering</b>	Damage/denial of use of catering facilities	Telephone cluster schools or a Catering Agency and liaise with them regarding support with provision.
	No catering staff	Several staff at St Anne's hold the L2 food & hygiene certificate to prepare and serve food, utilise space staff capacity or telephone catering agency and liaise with them regarding replacement staff.
<b>ICT</b>	Loss of telephone system	Use of school staff mobile telephones as back-up.
	Loss of I.T servers/software	Telephone Mark Denny from Major Seventh regarding replacement server – kept within a warranty, to be replaced quickly. Back-ups completed daily in house to be monitored by Mark Denny, Major Seventh.
	Loss of I.T hardware	Utilise hardware from elsewhere in the school e.g. Pupils' laptops, PCs in library.
<b>Cleaning</b>	No cleaning staff available	Use of third-party staff – contact cleaning agencies
<b>Records</b>	Loss or damage to administrative records	Electronic records kept on Central Hosting – off-site; Staff planning – back-up on Server and in the Cloud. Key records kept in fire-proof filing cabinets.



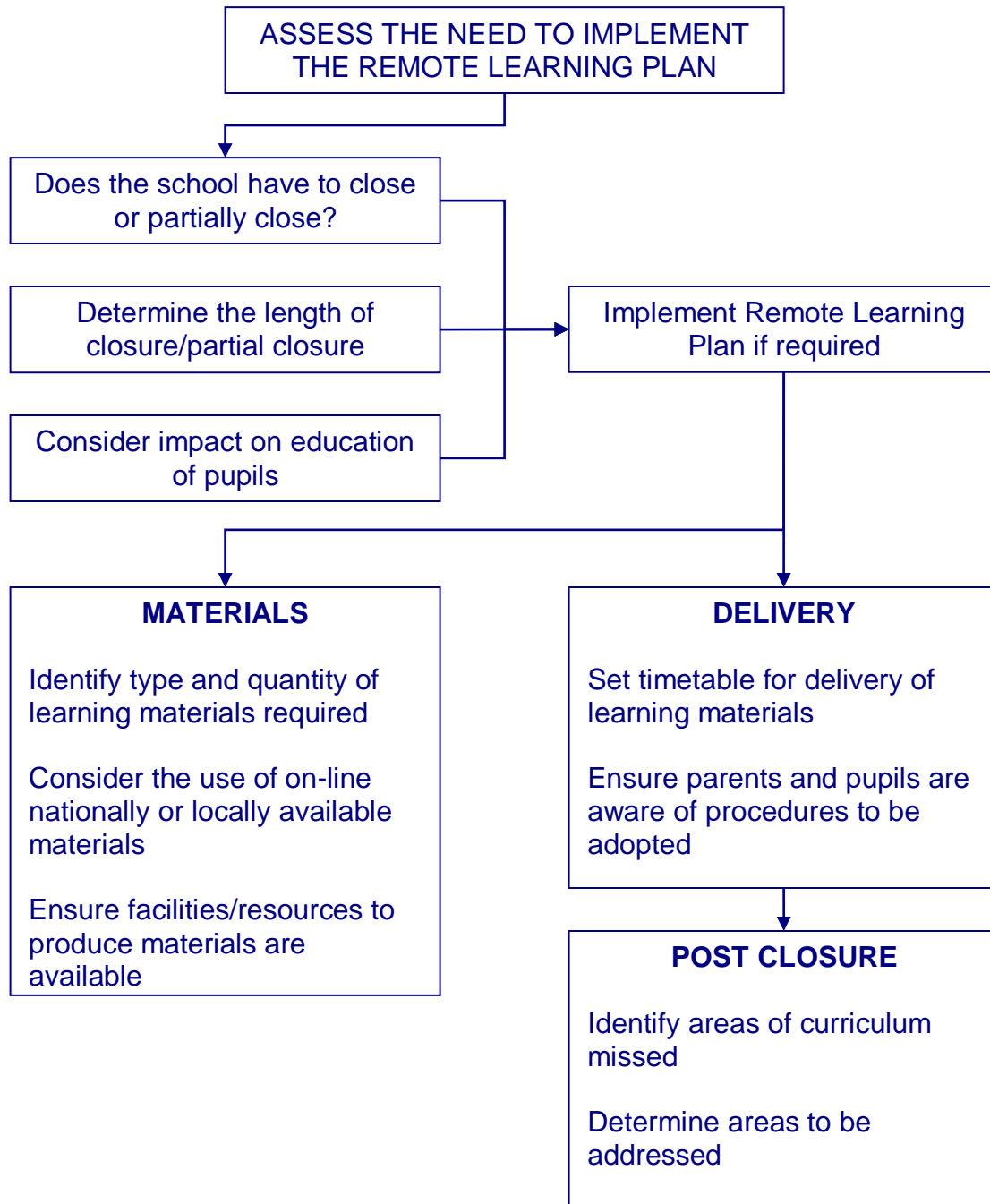
## **Useful Contacts can be found in the Critical Incident Folder.**

### **Determining Damage and Recovery Resources**

As well as taking action to ensure the school can remain open and provide some form of continuity of service, to ensure full recovery, an assessment will be made as to what has been lost, how it can be restored, and an estimate made of how long this will take. This will be carried out with liaison with CCC Insurance dept. Issues to consider will include:

- Damage to building fabric
- Damage or loss of plant, equipment and systems (non-teaching)
- Permanent loss of staff
- Damage or loss of IT and communication equipment
- Loss of teaching materials (hard and electronic)
- Damage or loss of teaching equipment
- Damage or loss of records and information (hard copy and electronic)
- Loss of suppliers and contractors

## PHASE III: REMOTE LEARNING PLAN



## REMOTE LEARNING PLAN

DETAILS OF REMOTE LEARNING STRATEGY TO BE ADOPTED	
ELECTRONIC LEARNING ONLY	The vast majority of pupils have access to IT at home, and use of the internet / email.
	If available, laptops and / or Chrome books could be loaned to pupils. These would need to be booked in / out – using a record system. This notes the serial number of the machine. The adult taking responsibility for the machine must sign and date the ICT Loan form before the equipment is released.
	The school would use its electronic learning packages. Google Classroom is the main delivery tool for all teacher led instruction, lessons, activities and live lessons. Live Lessons are carried out via Google Meet using secure school log in details. Other packages such as, Accelerated Reader, Time Tables Rockstars and Developing Experts are also used to deliver different aspects of the school's curriculum. Details of the schools 'Remote Learning' offer are on the school's website with all relevant support email addresses if parents require further information
MATERIAL PREPARATION	Staff use Google Classrooms and the Google Drive to prepare and schedule work for their classes. Differentiated work can be set by class teachers by assigning different tasks and activities to individual pupils or groups of pupils.
	The amount of Remote Learning expected for children to complete will be highlighted in the most recent remote learning policy that is on the school's website. However, there is an expectation that there will be a mixture of Reading, Writing and Maths each day and phonics for KS1/Reception. There will also be foundation subjects taught across the week. RE must feature once a week.
	The materials are saved onto Google Classroom and can be either 'live' and available on the class stream or assigned ready to launch at a day or time the teacher selects. They may also be in draft form for others to see and amend before they go live. Some activities require children to type in on the computer and submit. Other require families to print of worksheets. If families do not have printers, they can let the school know and some printing can be arranged. This is usually distributed at the end of a week for the following week.
DELIVERY AND COLLECTION METHODS	In regards to ICT equipment being loaned to families, this must be picked up by the adult who will sign for and take responsibility for the equipment. The return date must be made clear by the school at the time the equipment is picked up.
	The class teachers are responsible for the materials on their Google Classroom pages and for any materials they want to be uploaded onto the school's website. The SLT will upload materials onto the website and ensure that information on there is accurate and useful for parents.

REMOTE SUPPORT AND MARKING	<p>Teachers will offer support during live lessons by staying online at the end and helping anyone who needs support. Communication between parents and class teachers using Class Do Jo will help to inform teachers of any other children requiring extra support. Additional materials can be sent and further online tutorials can be arranged to support any child.</p> <p>All Teaching Assistants have been issued with Chrome Books and can support the delivery of remote learning by attending live lessons and working in smaller break out groups with children. They are also able to support reading by listening to individual readers using Google Meet.</p> <p>Marking of work delivered and submitted online is carried out using the feedback facility on Google Classrooms. This includes the use of Mote that enables teachers to deliver verbal feedback to children on any work they submit.</p>
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