

PLASHET SCHOOL



Working together to promote & celebrate achievement

Business Continuity Plan

Revised & Applicable from 31st October 2019

Signed:

Handwritten signature of Irene Papadopoulos in black ink.

Chair of Governors

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Introduction

Rationale

The purpose of the Business Continuity Plan (BCP) is to consider various types of emergencies, assess how the school and service is able to deal with a crisis and to plan for continuing delivery or resumption of the school's services as soon as possible.

A Risk Register of potential incidents has been compiled and is reviewed by the Governing Body once a year. The BCP provides contingency arrangements, which may be implemented in response to an emergency or to counteract factors that are detrimental to the operation of the school.

The BCP relates to:

1. **Premises** - loss or damage to premises, e.g. burning down, flooding, or loss of utilities rendering the building uninhabitable
2. **Staffing** – insufficient staff due to injury/illness (e.g. pandemic) or industrial action
3. **Environmental/Climatic Events** – e.g. "snow days"
4. **Property/Equipment** - large scale loss through fire or theft
5. **Information/Records** – loss through theft or catastrophic failure of IT systems

Responsibilities

The responsibility for maintaining a current and effective BCP rests with the Governing Body, Head Teacher and Leadership Team colleagues who are responsible for its effective implementation.

Day-to-day maintenance, management and review of the agreed plan are the responsibility of the School Business Manager (SBM).

It is the Head Teacher's responsibility to ensure that all staff are aware of the BCP and that those designated to carry out actions when the plan is implemented are adequately briefed, trained and competent to perform their tasks.

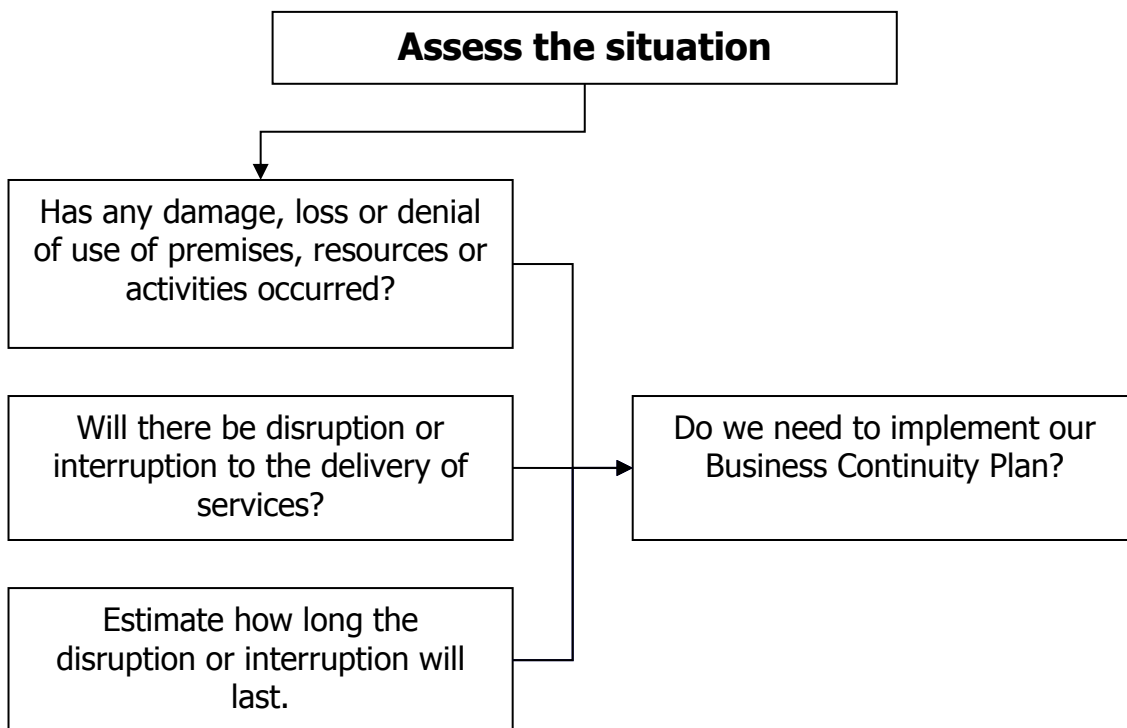
Aim

The School has in place an Emergency Evacuation Plan, Health & Safety Policy. These plans should be followed in the first instance. The BCP is intended to plan for dealing with the longer-term impacts and effects of a critical incident.

Communication Following an Incident

One of the highest priorities, following the safe evacuation of staff and students from the building, will be to re-establish communication with key stakeholders - including parents and carers. The school uses Twitter to issue information to families. It also uses its Website as a vehicle for providing information to stakeholders via the internet. The effective management of BCP will depend upon establishing effective lines of communication immediately following an incident – using the resources of another LBN location and/or support from the local authority.

PHASE 1 (Strategic) 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 the Curriculum.
Support staff	The provision of sufficient experienced support staff to provide safe supervision and assist in the education of students and running of establishment services including extended 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, 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 - electricity	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 and communication.
Provision of ICT administrative (network)	The provision of ICT to support essential school management functions – via access to the shared network.
Provision of ICT (local PCs)	The function of local PCs and data.
Keeping of suitable records	The keeping of suitable records in relation to staff/students and general administrative functions within the establishment.
Provision of Cleaning	The provision of appropriate numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal.

The '**Maximum Tolerable Period of Disruption**' (MTPD) has been determined by the Governing Body and Head Teacher based upon whether an impact is deemed to be 'significant' or 'critical'. The following summarises the MTPD acceptable for each critical function:

CRITICAL FUNCTION	MTPD	Level of Impact	NOTES
Teaching Staff	2 days	Critical	Lack of sufficient staff to provide safe supervision would have an immediate impact upon service delivery.
Support Staff	1 week	Significant	Lack of sufficient staff to provide safe supervision would have immediate impact upon service delivery.
Premises	1 week	Critical	Damage to premises and utilities or denial of access to premises will have a major impact if lasting for more than 1 week.
Catering	1 week	Moderate	Loss of normal catering arrangements would mean the delivery of alternative cold meals. Catering contractor to have in place appropriate BCP.
Utilities	1 week	Critical	Loss of utilities, depending on circumstances and seasonal factors (e.g. summer or winter), may result in immediate school closure. Such closure will have a major impact after one week similar to loss of use/denial of access to premises.
ICT Education	2 weeks	Moderate	Although disruptive, it would be possible to continue education and in many subjects, there would be little impact. The impact in ICT/Computing & Business would be critical though.
ICT Administration	2 days	Significant	Loss of access to borough-shared network is less critical so long as access is retained to locally stored backups of critical data.
Records and Information	1 month	Moderate	Dependent upon the amount of data lost and how much is recoverable.
Cleaning	2 days	Significant	This would become an immediate H&S risk but alternative arrangements could be put in place quickly.

Below are the guidelines as to the impact levels

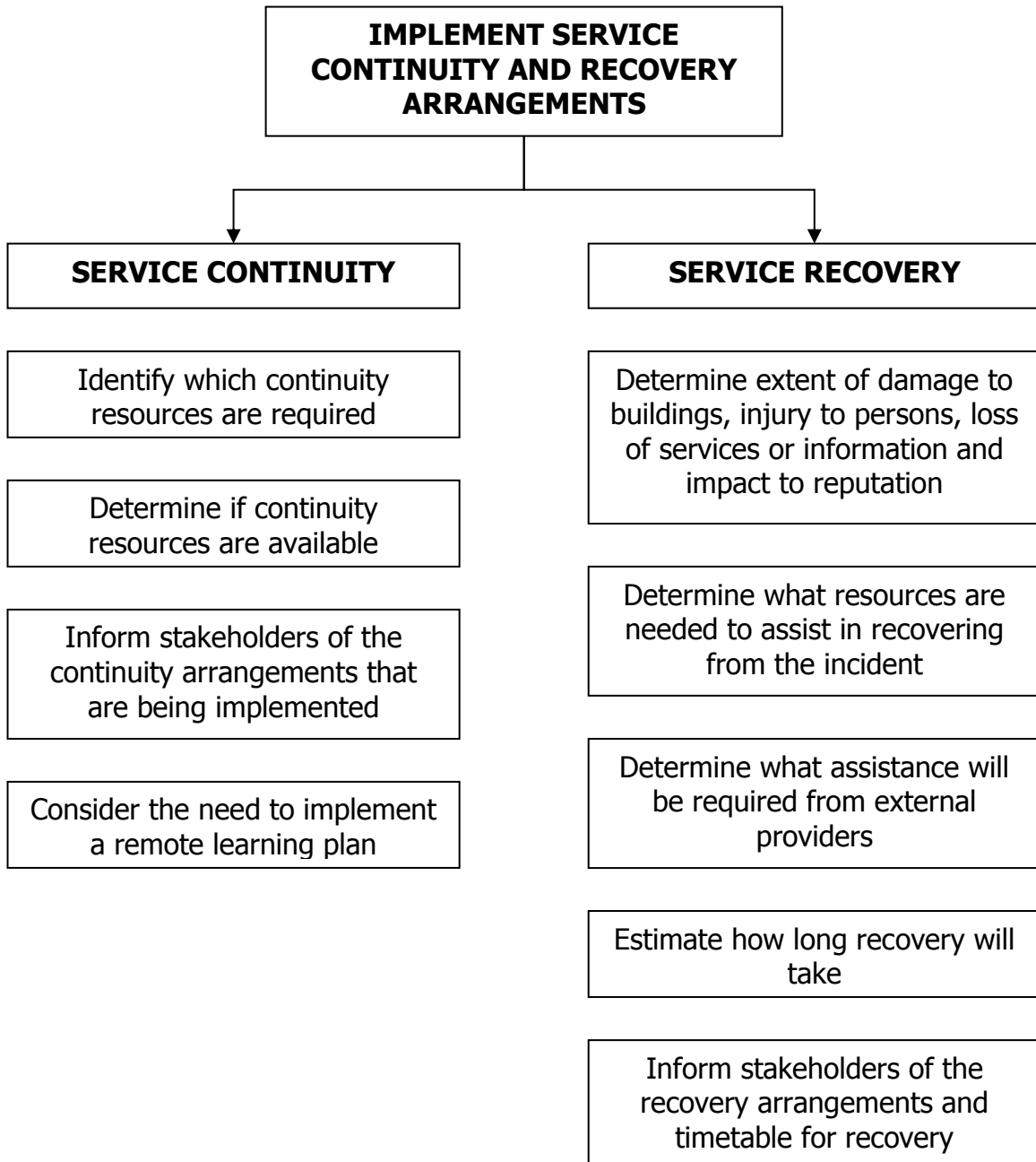
Category	Descriptor
Insignificant (I)	There is not thought to be any detrimental impacts that would warrant the implementation of a BCP.
Minor (M)	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of BCP.
Moderate (MOD)	There is thought to be some impact on some areas. This may require the implementation of BCP if the impact is considered to affect critical areas such as education or child well-being.
Significant (S)	A significant impact in a number of areas that warrants the implementation of the BCP.
Critical (C)	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 BCP.

Below is a summary of the typical impacts that a loss or disruption may have:

Impact Area	Descriptor
Education	Impacts on education may include loss of a high number of days of teaching, disruption to education, loss of work and assessments.
Child welfare/well-being	Impacts on a child may include physical impacts (e.g. hunger, cold, etc.), psychological impacts (e.g. loss of accumulated work, adjustment to change of surroundings, routine, personnel), behaviour, future prospects and educational outcomes in terms of attainment & progress.
Parents/Carers	Impacts on Parents/Carers may include loss of earnings (taking time off work), disruption to work, perception of establishment and LBN Children's Services.
Statutory Compliance	Statutory compliance may include duty of care, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide free school meals, etc.
Reputation	Reputation may be the reputation of the School and LBN Children's Services.
Extended Services	Extended services may include After School Clubs, School Visits and the private hiring by individuals.
Staff	Impacts on staff could be physical and psychological.

**PHASE II (Tactical):
Implement Business Continuity Plan**

The Governing Body, in consultation with the Head Teacher and Local Authority will decide upon the tasks required to be undertaken in response to the scenario that exists following the BCP incident.



**PHASE III (Operational):
Service Continuity Arrangements**

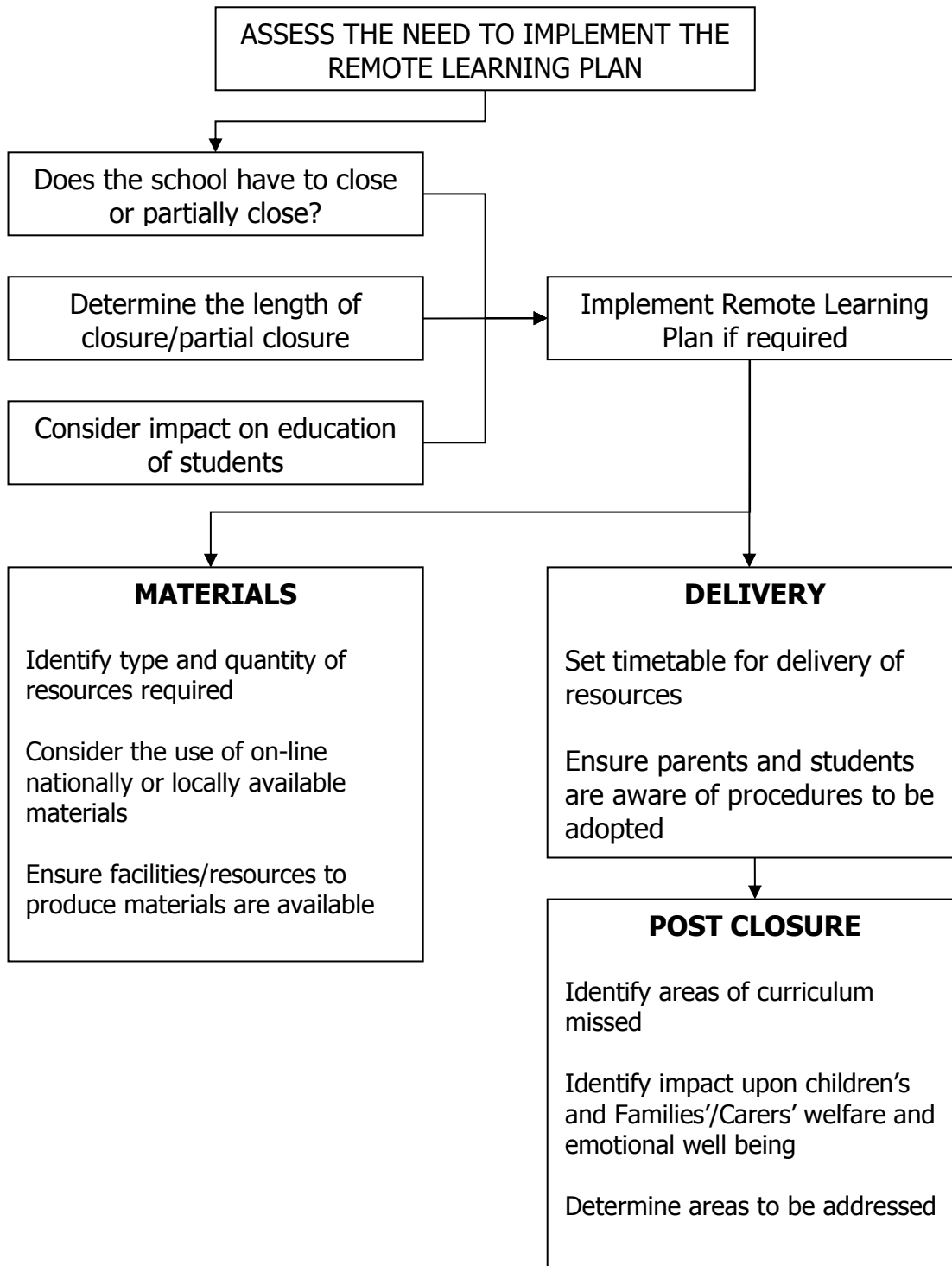
The school's staff, supported by the local authority and other external agencies as specified below, will implement the contingency arrangements specified below and in accordance with direction from the Governing Body and Head Teacher.

RESOURCE LOSS - STAFFING	CONTINGENCY REQUIREMENT
Head Teacher	DHT to step up to Acting Head Teacher. Chair of Governors and Children's Services to be advised.
Deputy Head Teacher	DHT to cover with support from other Leadership Team members.
School Business Manager	Support to be purchased from the Local Authority's Finance Team. Other responsibilities to be shared amongst LT Colleagues and assigned Support Staff.
Exams & Data Officer Senior Administrator(s)	LT members assigned as LM to Support Staff and Agency Cover.
Teaching staff	Cover initially by other Teaching or Cover Staff. Longer-term absences by Agency Teachers.
Learning Support Staff	Cover by additional hours for LSAs or by Agency Staff.
ICT Technicians	Initial support from Dataspire and The Education Space Longer term cover – expertise to be purchased in from Dataspire
Administrative Support Staff	Initial cover to be provided by additional hours from available staff who may be familiar with the school's routines. Longer-term cover by agency staff. Finance back-up can be purchased from the Local Authority.
Premises Staff	Initial cover to be provided by additional hours for available staff. Purchase in Agency Services as required.
Cleaning	The Local Authority client services team to provide cover
Catering	Catering contractor to provide cover. Packed lunches to be sent in with children if necessary.
RESOURCE LOSS - PREMISES	CONTINGENCY REQUIREMENT
Denial of use of whole site. Examples: <ul style="list-style-type: none"> • uninhabitable (fire, flood) • extended denial of use due to utility failure. 	Scenario - specific <ul style="list-style-type: none"> • Up to 2 days to recover premises – close school. • Up to 5 days – close school – implement remote learning where applicable. • (see Annex 1 - Remote Learning Plan). • Over 5 days – liaise with Children's Services to identify alternative arrangements.

Damage/partial denial of use of classroom(s) and/or associated contents	Relocate class(es) to alternative usable area. <ul style="list-style-type: none"> • If appropriate, divide into smaller/or collapse into larger groups. • Redistribute resources across school. • If necessary, request loan of furniture from local school/LBN.
Damage/denial of use of ICT room and/or associated contents	Relocate class(es) to alternative usable area. <ul style="list-style-type: none"> • If appropriate, divide into smaller groups/or collapse into larger groups. • Redistribute ICT resources from other areas within the school. • If necessary, request loan of ICT equipment from local school/LBN.
Damage/denial of use of administrative areas and/or associated contents	Confidential information stored on encrypted portable hard drives (including copy held securely offsite by Network Manager). <ul style="list-style-type: none"> • Access to emails via Internet. • Suitable alternative space will be found for admin staff • ICT systems to be restored in a suitable alternative location
RESOURCE LOSS - SERVICES	CONTINGENCY REQUIREMENT
Loss of utilities (gas, electricity, water)	Assess impact and whether building should be closed. Liaise with relevant utility to effect resumption of service.
Damage/denial of use of catering facilities Loss of catering staff	Caterers to bring in food from other locations. Children to bring own packed lunch if necessary.
Loss of telephone system	Use Twitter & School Website to post information. Use hard copy paper letters for students to take home to all parents. Use alternative mobile numbers in interim for school contact. Display information on signage at school entrances.
Loss of IT servers/software	Server is fully backed up. IT Contractor (Dataspire) to resolve. LBN IT Unit for assistance.
Loss of IT hardware	Replace ASAP via Dataspire. Contact LBN IT unit for assistance.
Loss or damage to paper files (including administrative records, children's records and work)	These files generally provide easy access to documents otherwise held electronically. In exceptional cases, where documents cannot be restored from other sources, some documents (i.e. forms requiring parental signatures) may need to be re-created.

Annex 1: Remote Learning Plan

The Remote Learning Plan is activated in scenarios resulting in denial of use of the school premises for a period in excess of 5 days or as otherwise directed by the Governing Body and Head Teacher.



Remote Learning Plan

Details of Remote Learning Strategy to be Adopted	
Alternative Site	<ul style="list-style-type: none"> • In conjunction with Children’s Services, identify an alternative site(s) where the remote learning could be carried out (e.g. material preparation, delivery and support). • Materials could be prepared centrally from another school or LA building. • Likely to be East Ham Town Hall Site. <p>Person(s) Responsible: Head Teacher</p>
Health & Safety Requirements	<p>Carry out Risk Assessments of any alternative accommodation.</p> <p>Person(s) Responsible: Health & Safety Coordinator/LT</p>
Transport	<p>Liaise with LBN Transport and Children’s Trust to organise transport to and from alternative accommodation if applicable.</p> <p>Person(s) Responsible: School Business Manager</p>
Electronic Learning Only	<ul style="list-style-type: none"> • Determine how many students have access to IT facilities/IT equipment. • Consider the option of loaning equipment to students. • Can students gain access through other means? • Ensure electronic learning platforms are secure and protected from viruses. • Can access be gained to the learning platform away from the school (if school access is denied)?
Material Preparation	<ul style="list-style-type: none"> • Identify any core materials that can be developed and stored in advance of an incident? • Identify how much material has to be prepared to enable 1 weeks’ worth of remote learning (general materials) • Ensure materials can be stored electronically and accessed off-site in case access to the school is denied • Identify the person(s) responsible for developing learning materials now and during any period of closure • Do these persons require any training (e.g. on electronic systems)? • (If yes, detail below training requirements) • Identify delivery and collection methods

<p>Family/Carer Support</p>	<p>Contact Social Services to advise of any support required for Families and Carers of Students during disruption.</p> <p>Person(s) Responsible: Head Teacher / Deputy Head Teacher</p>
<p>Outreach Service</p>	<p>Consider relocation or home working for Outreach Staff.</p> <p>Person Responsible: Leadership Team members with responsibility for SEND, EAL, Safeguarding.</p>
<p>Information</p>	<p>Ensure all stakeholders are kept fully advised.</p> <p>Person(s) Responsible: Children's Services, Governing Body, Head Teacher</p>

Annex 2: Contact List (Support)

The current contact list is as follows:

CONTACT	NAME	TELEPHONE NUMBER/S
MAJOR INCIDENTS Emergency Planning Team – London Borough of Newham	Geetha Unnithan (NPW) Anna Crispin (Chief Executive, NPW) Tim Aldridge (Director of Education & Skills)	07807 727366 0208 249 6924 / 07964 072351 0203 373 6623
Group Manager Pupil Services	Tracy Jones	0203 373 2713
Business Continuity Manager	Rachel McGowan (Head Teacher)	07854 891115
Building Technical Services LBN	LBN Zoe Power (Head of Projects & Programmes, OneSource)	0203 373 726307769 828143
Health & Safety	Christine Herbert (One Source)	020 3373 3312 07969 748996
Security Alarms	LBN Jason Carey Out of Hours	020 3373 2392
CCTV/Electric Gates	Hugh Boyne	07709090900
Electricity	UK Power Networks-London	0800 300 4903
Electrical contractor	LBN L.M Installations	0208 507 8958
Fire Alarms – Multi Alarm Systems	LBN Out of Hours	020 3373 2392
Gas	National Grid Emergency Number LBN Steve Searle	0800 111999 (Smell Gas) 0203 373 8439
Heating contractor	LBN Steve Searle South Park Heating	0203 373 8439 01708 533924
Water	LBN Steve Searle Emergency 24 hour line – Thames Water (Castle Water)	0203 3373 8439 0845 9200 800 0800 316 9800
Legionella Testing	LBN	020 8708 3308
Catering Services	Olive Dining – Stephanie Spratt	01959 564700
Finance Assistance	LBN John Moughton	0203 373 9682
Lift Services	LBN – Manjit Hothi, Electrical Services Contractor Griffin Lifts	0203 373 8469 01708 744700

Annex 3: Prolonged Power Cut Procedure

In the event that a power cut continues beyond an initial power out, the following procedures should apply:

Emergency Electricity contact: UK Power Networks- London 0800 300 4903
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Communication & ICT

Telephones

During a power cut, the main switchboard will be down and any external communication will be limited to staff mobile phones, 2-way radios and an analogue line in reception.

2-Way Radios

All staff with 2-way radios should ensure they are on channel 1 and keep the radio with them whilst power is down.

Servers and Switches

Servers and comms cabinets are protected by UPS, which will keep the core ICT hardware up for around 30 minutes. The RM site engineers will notify their management and proceed to bring the servers down gracefully, this will take around 15 minutes. The switches will then be shut down to avoid file corruption. Rebooting of the entire system will take up to 40 minutes.

Datspire 0845 603 1233 / 0161 278 4300
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Fire Alarm

The school has 3 fire alarm systems, all of which are supported by 24 hour rated battery back-up. There should therefore be no risk remaining on site for the entire school day where a power cut has occurred that day.

Lifts

The South Annex lift has battery back-up which will enable occupants to return to the ground floor should a power cut occur whilst travelling in the lift. The North lift however much older technology is and will stop dead if power is lost. Both lifts have analogue alarm lines which when activated will contact Newham Security. There is a manual operation facility available but this will require contact with:

Newham Security - 020 3373 2392

Electric Gates/Doors

The school has electric gates on both sides; on loss of power, these gates will remain locked until the site team carry out a manual override. The main reception doors will be automatically unlocked until power returns.

Emergency Lighting

The Emergency lighting will run for approximately 3 hours. This operates primarily in corridors and classroom space may not be sufficiently lit to operate safely e.g. South Hall, Sports Hall etc. Light levels during the winter months may increase the extent

of classes being unsafe and some students may need to be located in the North Hall and South Canteen until power returns.

Gas

The gas supply to kitchens and science labs operates on an interlock system, which will automatically shut off gas supply when power is lost. Interlock systems will need to be reset once power has returned. Any active gas taps should be set to their off position to avoid gas build up once the interlock is reset.

Heat Generating Equipment

Electric ovens, irons, soldering irons, electric heaters and any other heat generating equipment should be switched off to ensure they do not switch on unsupervised once power returns.

Heating

In the event of a power cut, the heating systems will shut down until power resumes.

Evacuation

It is unlikely that the main factors, which could prompt an evacuation, would outweigh the risks associated with releasing students without the means to communicate with parents. The main concerns are classroom temperature and unsafe light levels, both of these are far more pertinent in the winter months. Classrooms are required to be a minimum of 18° C. Unsafe light levels will vary depending on environment and activities, LT will need to take a view.