Business Continuity Plan

Ludlow Junior School

Our Community Academy Ludlow Academy Points System Rewards and incentives Concept

Which may include recovery from a critical incident or disaster situation which has resulted in loss of life, serious harm or injury

Approved FGB 02.04.2025

Our Community Academy Ludlow Academy Points System Rewards and incentives Concept

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Ludlow Junior School

Recovery and Restoration Plan for business continuity

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Distribution list:

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4	***Site lead***
5	***Ms Locke – Pupil and family wellbeing***
6	***Admin team***

Amendment record:

Issues No	Date	Amended By
1	January 2023	SW
2	April 2025	SW

Completed by _____***Mr Simon Watkins***___ **Signature**

Approved **Signature**

Once you have dealt with the emergency – you need to look at restoring functions for continuity purposes

Our Community Academy Ludlow Academy Points System Rewards and incentives

1. Purpose of the Plan

The aim of this designated Business Continuity plan is to mitigate the effects of any crises or emergency that may affect schools**,** which could disrupt the critical activities to such an extent that it may damage the schools reputation, loss of premises and effect the ability to provide education.

2. Objectives of the Plan

- Provide a clearly defined course of action.
- Identify Critical functions and devise rapid restoration.
- Identify short-term resources required for supporting **partial** operation.
- Document the location of documents/data/equipment/resources located in an off-site location
- Emphasise that restoration may be full/partial/delayed

3. Critical Function Checklist

No	Critical function	Timeframe
1	***Education***	***0-24hrs***
2	***Data, communication and linked systems***	**0-24 hours**
3	***Catering***	***0-24hrs***
4	***Building***	***3-7 days***
5	***Staff***	***3-7 days***

This list may be used as a checklist to ensure that critical tasks are completed on time and according to a pre-agreed priority schedule. It may also be used to provide a hand-over document between different shifts in the recovery process.

4. Activation of the plan

The decision to activate this plan will be made by the senior member of staff designated as head of school or by the trustees in the event of crisis management

5. Critical Function Analysis and Restoration Procedures

Critical function:	**Function : Education provision**
Teaching and learning – could be staffing loss	***The provision of uninterrupted high quality teaching and learning for pupils***
Potential impact on organisation if interrupted:	***Ability to provide continuous and targeted teaching and learning for pupils***
Likelihood of interruption to organisation:	***High***
Is this service was not provided what would be the impact.	***High***
Recovery timeframe: *(minimum timeframe that this function needs to be restored)*	***0-24hrs – to ensure that the minimum of lost learning time is achieved***
Resources required for restoration:	
Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)*	***Teaching and support team – online learning may be required, supply staff, cover planning and emergency budget spend***
Data/IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)*	***Crucial if provision is wholly or partly off site, ensure flagged resources are available for Day 1 and then use that 24 hours to plan the on or off site model based on staffing***
Premises *(potential relocation address or work-from-home options)*	***If premises are compromised the move to online would be the next valid step for some or all pupils. SLT must investigate and agree/rule out partial opening***
Equipment *(key equipment recovery or replacement processes; alternative sources)*	***Dependent on issue – laptops, wifi, cams, access to servers/cloud data, lesson planning, pupil info,***

Critical Function Analysis and Restoration Procedures (continued)

Please note below functions are examples ONLY, please amend as appropriate to your school.

Critical function:	**Function: data, communication and linked systems**
Data/IT/Broadband etc	***Whole school data management, communication, planning, registers, and parent messaging***
Potential impact on organisation if interrupted	***The school would not be able to communicate effectively, rely on registers, access planning, access prior data, respond to email, process finance***
Likelihood of interruption to organisation:	***High***
Is this service was not provide what would be the impact.	***High***
Recovery timeframe: *(minimum timeframe that this function needs to be restored)*	***0-24hrs – in the first instance but potentially lengthening on the basis of the issue***
Resources required for restoration:	
Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)*	***Harrap for IT technical support, all staff to reduce impact and implement paper systems and work rounds, trustee advice***
Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)*	***Full implementation of all back up solutions including access to cloud data and planning – remove the SOP on mobile phones to allow teacher access to planning but not sensitive data***
Premises *(potential relocation address or work-from-home options)*	***None – but the building creates issues with short sharing of data including 4G or 5G devices***
Equipment *(key equipment recovery or replacement processes; alternative sources)*	***Paper resources including registers, use of 4g or 5g connections, laptops, data sims etc***
Supplies/services	***Toob Broadband, potentialback up broadband,Harrap It support and infrastructure, copiers***
Alternative arrangements.	***Planning for short term work rounds***

Critical function:	**Function: Catering**
Catering	***To feed pupils and staff***
Potential impact on organisation if interrupted	***The school would not be able to supply a meal to pupils. (in some cases this may represent some children's main meal for the day.)***
Likelihood of interruption to organisation:	***low***
Is this service was not provide what would be the impact.	***Medium***
Recovery timeframe: *(minimum timeframe that this function needs to be restored)*	***0-24hrs***
Resources required for restoration:	
Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)*	***Catering team and SLT supporting recovery planning***
Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)*	***Important in relation to FSM lists and other vulnerable must feed pupils***
Premises *(potential relocation address or work-from-home options)*	***Kitchen that is suitable to cook food for 250 approx FSM or support the making of lunch bags in the short term***
Equipment *(key equipment recovery or replacement processes; alternative sources)*	***In the emergency short term swap to cold lunch options in sandwich format and then investigate possible kitchen share***
Supplies *(processes to replace stock and key supplies required)*	***Immediately contact the key suppliers to amend orders in the short term – 3663, Bidvest, Owtons,***
Alternative arrangements.	***Contacting local schools to check for food prep areas if the kitchen is unusable. This will be for sandwich prep. Also consider local community venues – Peartree Church etc***

Critical Function Analysis and Restoration Procedures (continued)

Critical function:	**Function: School Building**
School Building	***To provide a premise for the delivery of education or change to online learning***
Potential impact on organisation if interrupted:	***600 children would not be provided education Major disruption effecting the reputation of the school and its ability to deliver an education service – quick decision required on full or partial closure and move to full or partial online offer***
Likelihood of interruption to organisation:	***Medium***
If this service was not provided what would be the impact.	***High***
Recovery timeframe: *(minimum timeframe that this function needs to be restored)*	***3-7 days – based on non recoverable building loss and good communication with emergency providers e.g. Portakabin***
Resources required for restoration:	
Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)*	***Builders and engineers including materials (if building can be repaired) or a range of Portakabin personnel for temporary building evaluation***
Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)*	***Enough admin support equipment in order to run the School. (e.g. computers telephones and broadband and possible extension into temp rooms/structures***
Premises *(potential relocation address or work-from-home options)*	***If alternative sort it must be fit for purpose. I.e. a building that has enough separate areas to act as class rooms and has separate facilities for boys and girls. The building must also have the appropriate level of security. Needs to have catering and transport infrastructure – consider on and off site options***
Equipment *(key equipment recovery or replacement processes; alternative sources)*	***Dictated by the premises issue but the gates have been widened for Portakabins and the playground could accommodate 10 – 12 units***
Supplies *(processes to replace stock and key supplies required)*	***Generator***

Critical Function Analysis and Restoration Procedures (continued)

Critical function:	**Wider pupil support and wellbeing**
Staffing	***Allows the school to provide education to its pupils with all support and wellbeing/safeguarding in place***
Potential impact on organisation if interrupted:	***The higher the number of staff sick it will become more difficult for the school to deliver it service safely***
Likelihood of interruption to organisation:	***medium***
Is this service was not provide what would be the impact.	***High***
Recovery timeframe: *(minimum timeframe that this function needs to be restored)*	***3-7 days***
Resources required for restoration:	
Staff *(numbers, skills, knowledge, alternative sources i.e. agencies)*	***Staff team at approx. 85-95 but online learning could drive required numbers down with support staff taking groups and lessons***
Data / IT/systems *(backup and recovery processes, alternative manual work-round, staff and equipment required)*	***Dependent on issue – laptops, wifi, cams, access to servers/cloud data, lesson planning, pupil info, connectivity***
Equipment *(key equipment recovery or replacement processes; alternative sources)*	***As above***
Supplies *(processes to replace stock and key supplies required)*	***Supply staff and agency options***
Alternative arrangements.	***Online learning with the deputy head team taking the lead on planning and deployment***

6. Contact Lists

This section contains the school mobile numbers for all members of the SLT. All of these numbers will be personalised when allocated with the 700 number being the executive head teacher.

All of these numbers are owned and managed by the school and at least 1 duty phone is available 24 hours per day

A) Staff

- **07355 094 703 and 07595 438424 – Simon Watkins – executive head**
- **07355094696 Vanessa Chandler**
- **07355 094 697Gillie Hotston**
- **07355 094 698 Debbie Rooke**
- **07355 094 703 – Simon Watkins**
- **07355 094 701 Maria Locke**

B) Key Suppliers and Contractors – to be completed

Supplier	Provides	Telephone	E-mail

C) Insurance and Finance Companies – to be completed

Service	Company	Telephone	E-mail

7. Expenses Log

Continuity tracking

Costs need to be logged. This can either be on the form like the one below or it can be recorded on the emergency log. This will provide information for the post-recovery debriefing, and help to provide evidence of costs incurred for any claim under an insurance policy.

Date/time	Item	Authorised by whom (min 2 x approvers and trustee awareness)	Costs incurred

Welfare issues

- The recovery plan mainly deals with the recovery of the school in terms of a business. However, because the schools business is education thought must be given to the stress and upset that would be suffered by the school community following an incident.

At the time of the event

- Speeding recovery and minimising the impact of an event begins at the time of the event. At the time of the event the following should be endorsed:
- Communications – set up communication lines as quickly as possible and ensure that the all stakeholders are aware of the issues, mitigating actions, timescales etc
- Inform staff as soon as possible. Keep them informed of the facts, try to avoid speculation and keep dialogue open

Within 24- 48 hours

- Hold briefing meetings for staff/students/parents – online if required
- Explore counselling for affected staff and/or pupils as needed; Seek guidance from educational psychologists to see if this is appropriate.
- Provide opportunities for staff, pupils and parents to talk about the incident;
- Restore normal functioning and service delivery as soon as possible;
- Plan reintegration of pupils/staff
- Keep parents informed of the facts through letters and meetings.
- Senior team communication to all stakeholders should be proofread and jointly agreed
- Statutory reporting of accidents
- If necessary consult with the educational psychology department

Within the first month

- Consult and remain sensitive to wishes of victims families;
- Encourage parents to participate in meetings to discuss students welfare and changes post incident;
- Keep open a contact or phone helpline for affected and other concerned parents, staff and students;
- Keep counselling available for students and staff, if possible parents too;
- Set up a room, on or off site for regular meetings of support groups. This may need to run for a couple of years on a diminishing basis;
- Talk about victims sensitively but do not fail to mention them;
- Consult with families over memorial services, charity, use of money sent/donated;
- Allow pupils opportunity to express themselves emotionally e.g. through music, art, writing and drama;
- Arrange/attend condolences/memorial service, visits to the family if appropriate; consider any religious/community issues.
- Encourage parents to participate in meeting to discuss students' welfare;
- Identify behavioural changes and the possibility of post traumatic stress disorder and refer to child and adolescent mental health services as appropriate.
- Monitor progress of hospitalised staff or students;
- Monitor mental and physical health of all helpers;
- Review critical incident response (lessons learned) and policy and procedure.

People focus is the main priority.

This involves:

- Honesty / Facts not speculation
- Sensitivity
- Giving people information and choice

Medium to long term

- Monitor staff and students for signs of delayed stress and the onset of post traumatic stress disorder (discus with – relevant professionals such as educational psychology)
- Continue to communicate with families of victims and respect their wishes re: contact;
- Provide support if needed;
- Consider including grief as a topic in the personal development, health and physical education because it is a key learning area. (See SEAL materials on DFES website http://www.dfes.gov.uk)
- Plan for and be sensitive to the disturbing influences (anniversaries, memorial services, inquests and legal proceedings.)
- Access specialist support if needed.
- Ensure information is passed on to relevant parties as to the incident and its impact on the individual. When the pupils move school, ensure the destination school will continue to monitor and provide support as needed.

Post incident review

After any incident you should perform a post incident review as a school.

Consider:

- What happened?
- How did you respond?
- What worked well? And why?
- What didn't work? And why?
- What made the situation worse or hampered your response?
- How would you respond next time? (i.e. what would you do differently / not do?)
- What could be done to minimise the chance of such an incident occurring again in the future? (e.g. training / awareness training, etc)
- What changes need to be made to plans, procedures, environment, etc.?
- What (additional / different) materials or equipment did / do you need?
- How does this impact on your response and preparedness for other incidents?

- What things could you do to minimise the chance of other incidents occurring in the future?
- Who is going to be responsible for making any changes? Timescales?
- How are you going to monitor that these changes have taken place?

EMERGENCY EVENT LOG

No	Time	Event	Action	Completed	Entry By

EMERGENCY EVENT LOG

No	Time	Event	Action	Completed	Entry By

EMERGENCY EVENT LOG

No	Time	Event	Action	Completed	Entry By