

4.02 Business Continuity Plan

- a) See also [Section 5, After The Event](#).
- b) Although comparatively infrequent, disasters, serious accidents or other emergency or critical incidents that seriously interrupt the provision of education by a school can and do sometimes happen.
- c) This guidance aims to provide a framework to enable schools to anticipate, plan for and respond to such situations in a structured and logical way. In a crisis the central objective will be to ensure that the school establishes early control, in consultation with relevant sections from the Council and/or other partners such as suppliers and contractors. It will be important to minimise disruption and to recover a full educational programme as quickly as possible.
- d) Business Continuity Planning (BCP) is a dimension of the overall emergency planning that has to be undertaken by local authorities and their schools. It covers the whole cycle of preventative measures as well as planning to deal with an emergency and recovery from that emergency. BCP should provide a planned and controlled method of anticipating and responding to events that might interrupt the core operations of the school. It should increase resilience to disruption, interruption or loss.

- e) Under the Civil Contingencies Act 2004, all local authorities must have emergency plans which link into a national strategy for dealing with crises and which include all emergency services. Any plan drawn up by an individual school must fit into and complement the wider local authority plan.



- f) Schools are therefore expected to have reasonable business continuity plans to ensure the continuation of their services in the event of a major disruption to the school's operations. Such planning should involve consideration of various types of emergencies and situations and how the school is placed to deal with them. It should also give the school community confidence when faced with a crisis.
- g) Any plan for business continuity should contain clear strategies and procedures needed to continue operations and achieve a recovery in the event that an interruption seriously compromises the ability of the school to carry out its core function, namely the education of children & young people.
- h) Schools are under a duty to provide full time efficient education for the pupils on their roll and this responsibility continues even in the event of a major interruption of normal services. There are two broad but interrelated aspects to this in schools:
 - Continuity with respect to teaching and learning-direct services to pupils
 - Continuity with respect to support, administration and infrastructural operations/activities of the school.

- i) Clearly, there are also dimensions of the planning to do with the potential duration of the interruption and the scale and nature of the cause of the interruption.
- j) No plan or set of guidelines can cover every aspect of a reaction to an incident. The aim of these Guidelines including the Self Assessment Checklist is to reduce the impact of any disruptive incident and to provide the school with a pre-planned course of basic actions. A correctly prepared plan will reduce anxiety in the period immediately after a critical incident, making it easier to cope with the situation and to move towards the resumption of the full range of normal day to day activities as soon as possible.
- k) Business Continuity Planning can be broken down into four stages as follows:
 1. Know Your Business = Identify Key Business Activities
 2. Assess the Risks = Understand the potential impact on the school
 3. Formulate the Plan = Identify Business Continuity measures required
 4. Test the Plan = An Action Plan to implement the Mitigation Measures

Business Continuity Planning



- l) The following template has been provided as an example of a School Business Continuity Plan, set out using the above four stages. This is not meant to be inclusive and each school should add to, amend and adapt this to suit its own particular circumstances.
- m) School staff must be made aware of the role in the Business Continuity Plan, which should be tested, e.g. by conducting desktop exercises in response to possible scenarios as part of the schools emergency planning procedures.
- n) The Business Continuity Plan should be subject of regular review and updating to reflect the current key business activities and prevailing risks.

MVPS SCHOOL BUSINESS CONTINUITY PLAN

KEY BUSINESS ACTIVITIES	EMERGENCY/INCIDENT	IMPACT	BC MEASURES	ACTION PLAN	
Teaching & Learning	Loss of a Building, e.g. due to fire, flood, major utility failure etc	High impact from the start	<ul style="list-style-type: none"> • Temporary accommodation • Temporary utilities • Space at other schools • Bldgs & Contents Insurance • Loss of resources • School closure (if reqd) • On-line learning 	<ul style="list-style-type: none"> • Liaison with Council • Council/utility companies • Reciprocal arrangements with other schools • Policies in place • E-Archiving policy • Closure Plan • E-learning plans 	<ul style="list-style-type: none"> • Headteacher • Bursar • Headteacher • Bursar • Bursar • Headteacher • Teachers and ICT Manager
Teaching & Learning	Loss of Key Staff, e.g. due to unforeseen illness, bereavement or death	Medium impact after the first week	<ul style="list-style-type: none"> • Cover by other staff • HR Service from Council • Supply teachers • Help from other schools • Loss of Headteacher 	<ul style="list-style-type: none"> • Timetabling arrangements • Buy back from Council • List of suitable teachers • Reciprocal arrangements • HR service from Council 	<ul style="list-style-type: none"> • Deputy Head • Bursar • Bursar • Headteacher • Chair of Governors
Teaching & Learning	Loss of ICT, e.g. failure of broadband, server crash, telephone system goes down etc	Medium impact from the start	<ul style="list-style-type: none"> • Temporary provision • Alternative supplier • Hard copy learning resources • Assessment & Records • Help from other schools 	<ul style="list-style-type: none"> • Temp arrangements • Procurement of • Transfer to hard copy • Transfer to hard copy • Reciprocal arrangements 	<ul style="list-style-type: none"> • ICT Manager • Bursar • Teachers • Teachers • Headteachers

Teaching & Learning	Loss of Key Supplier, e.g. school meals service	Medium impact within a week	<ul style="list-style-type: none"> • Alternative supplier • Temporary arrangements • Cooking at other schools 	<ul style="list-style-type: none"> • Procurement of • Cold food purchased • Reciprocal arrangements 	<ul style="list-style-type: none"> • Bursar/LA SLA • Bursar • Headteacher
Reputation	Schools response to emergency incident poorly managed	High impact within a week	<ul style="list-style-type: none"> • School Emergency Plan • Training & Exercising Plan • Effective support from the LA 	<ul style="list-style-type: none"> • Plan in place • Training & Exercising • Close liaison 	<ul style="list-style-type: none"> • Headteacher • Deputy Head • Headteacher
Reputation	Loss of confidence by parents/carers	High impact within a week	<ul style="list-style-type: none"> • Good Communications Plan • Consistent messages given • Media are managed 	<ul style="list-style-type: none"> • Communications Plan • Close liaison with Council • Pro-active approach 	<ul style="list-style-type: none"> • Deputy Head • Headteacher • Head & Chair
Site & Administration	Loss of Key Staff, e.g. due to unforeseen illness, bereavement or death	Medium impact after the first week	<ul style="list-style-type: none"> • Cover by other staff • HR Service from Council • Agency staff • Bursar cover • Help from other schools 	<ul style="list-style-type: none"> • Re-allocation of tasks • Buy back from Council • Agency contacts • Council insurance • Reciprocal arrangements 	<ul style="list-style-type: none"> • Deputy Head • Bursar • Bursar • Bursar • Headteacher
Add others as required		Format RAG			