

ALFRED STREET JUNIOR SCHOOL BUSINESS RESILIENCE PLAN

INTRODUCTION

Business resilience (or continuity) is the process of planning and responding to incidents and disruptions in order to continue the delivery of services at an acceptable level.

Business continuity will enable Alfred Street Junior School to react to events, continue to deliver key services, meet any statutory obligations and recover from any loss, disruption or interruption.

WHAT IS BUSINESS RESILIENCE PLANNING

Business resilience planning involves the following steps:

- Conducting a Business Impact Analysis (BIA)
- Writing business continuity plans based on information within the BIAs
- Training staff on relevant business continuity plans
- Exercising business continuity plans
- Reviewing BIAs and business continuity plans

BUSINESS IMPACT ANALYSIS

Business Impact Analysis is about determining how great the impact of disruption or interruption would be in terms of the provision of services to the school community?

This includes

- The service delivery requirements, stakeholder obligations and statutory duties
- The critical functions, including those provided by outside contractors, that support the delivery of services
- The impact and consequences over time of the failure of these critical functions
- The perceived threats and their potential to disrupt critical functions and service delivery

DEVELOPING A BUSINESS RESILIENCE PLAN

Plan development is one of the most important parts of the implementation process. Without workable plans the process will fail.

The key consideration when developing the plans is that they must be easily accessible, current and provided to all personnel who have a part to play in a recovery.

In developing this plan we have considered staffing requirements/responsibilities as recorded in the Staff Process Mapping chart. We have then considered Key Critical Functions. Here we have considered the impact that loss of these functions would have and have detailed the contingencies that we have in place. The details are contained in the Key Critical Functions chart.

STAFF PROCESS MAPPING

STAFF	KEY ACTIVITIES, MINIMUM STAFFING LEVELS AND SKILLS, QUALIFICATIONS
Senior management	School Management, ensuring H & S, education and financial management Minimum staffing One senior manager
Administrative	Management of all management information and finance systems Minimum staffing One Senior member - Bursar/SBM level
Teachers	Teaching and pupil management Minimum staffing - 5
Teaching assistants/SEN support staff	Supporting teaching and pupils with SEN Minimum staffing - 2
Site care	Maintaining all premises services and H & S Minimum staffing - 1
Cleaning	Premises cleaning Minimum staffing - 1
Catering	Providing daily school meals Minimum staffing - 1
Technical support I.T	Providing technical IT support Minimum staffing - 1

KEY CRITICAL FUNCTIONS

CRITICAL FUNCTION	CONSIDERATIONS	CONTINGENCIES
Staffing	<p>Key Staff are:</p> <p>Headteacher Role - Overall Leadership, School Management, ensuring H & S, education and financial management Impact of Absence and when it would be felt - Lack of leadership and of school management. Impact would be felt if absence was more than a week.</p> <p>School Business Manager Role - Management of all management information and finance systems Impact of Absence and when it would be felt -</p>	<p>Role covered by AHT & SBM (Longer Term through mutual aid arrangements with neighbouring schools.)</p> <p>Role covered by HT & LA Finance Advisor (Longer Term through mutual aid arrangements with neighbouring schools.)</p>

	<p>Lack of business management functions - e.g. financial processes Impact would be felt if absence was more than a week.</p> <p>Site Supervisor Role - Maintaining all premises services and H & S Impact of Absence and when it would be felt - lack of routine maintenance function Impact would be felt if absence was more than a week.</p> <p>Teachers Role - Teaching, curriculum management and pupil management Impact of Absence and when it would be felt - lack of frontline teaching, lack of curriculum leadership Impact would be felt if absence was more than a week.</p> <p>Teaching Assistants Role - Supporting teaching and pupils with SEN, providing PPA cover Impact of Absence and when it would be felt - lack of frontline teaching and SEN support, lack of PPA cover. Impact would be felt if absence was more than a week.</p> <p>Catering staff Role - Providing daily school meals Impact of Absence and when it would be felt - lack of daily meals. Impact would be felt from day one.</p> <p>Cleaners Role - Premises cleaning</p>	<p>Role covered by HT (Longer Term through mutual aid arrangements with neighbouring schools.)</p> <p>Short term - Regroup pupils</p> <p>Have multi-class supervision</p> <p>Longer Term - employ supply teachers or fixed term contract teachers</p> <p>Reduce or change provision of service to individuals</p> <p>Short Term - do nothing</p> <p>Longer Term - extend hours of available staff and prioritise need. Consider mutual aid arrangements with neighbouring schools.</p> <p>Contractor responsibility, however, short term provide sandwich meal through local supplier</p> <p>Contractor Responsibility However, short term cover by Site Supervisor</p>
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<p>Premises</p>	<p>What if we lose all of our building/contents</p> <p>What if we lose use of some of our classrooms and/or contents?</p> <p>What if we lose use of specialist rooms and/or its contents (e.g ICT)?</p> <p>What if we lose administrative or office areas and/or contents?</p>	<p>Short term - e.g. evacuation by police/fire service - re-locate to Wesleyan church. Close</p> <p>Longer term - LA support to access alternative facilities.</p> <p>Use spare capacity or space within the establishment If there is sufficient capacity then consider reciprocal agreement with other establishments (spare capacity use or specialist classrooms)</p> <p>Change curriculum/defer certain specialist lessons until full recovery</p> <p>Use spare capacity or space within the establishment Establish replacement systems (Information Management Systems etc through use of back-up tapes and support of .ICT/Capita.)</p>

	<p>What if we lose some traffic routes or common parts? E.g. Halls or corridors</p> <p>What if we lose gas, electric or water supplies?</p>	<p>Establish alternative routes and change routines</p> <p>Have in place appropriate maintenance contracts for speedy recovery of utilities</p>
<p>Catering Facilities and Staff</p>	<p>What if we lose use of catering facilities?</p> <p>What if we do not have sufficient catering staff?</p>	<p>Nourish have in place contingencies for such eventualities and will implement their plans accordingly</p>
<p>I.T & Communications</p>	<p>What if we lose telephony?</p> <p>What if we lose our I.T servers (either physical damage or software issue)?</p> <p>What if we lose hardware?</p>	<p>Use of mobile telephone as back-up Use alarm system telephone line as emergency back-up</p> <p>Ensure regular back-up of I.T data Provide lessons via hard copy materials rather than I.T</p> <p>Replace and restore with back-up data.</p>
<p>Cleaning Staff</p>	<p>What if we do not have sufficient cleaning staff?</p>	<p>Greenserve have in place contingencies for such eventualities and will implement their plans accordingly</p>
<p>Records</p>	<p>What if paper versions of pupil or staff related records are lost or damaged?</p> <p>How will we recover such information?</p>	<p>Keep records in secure, fire proof cabinets</p> <p>Keep electronic versions of all important documentation (e.g scan in)</p> <p>Back up electronic versions (e.g flash drive, CD_ROM)</p>