

BUSINESS CONTINUITY PLAN RE COVID-19 IMPLICATIONS

ANSTEY FIRST SCHOOL

Created March 2020 by Amy Myers on behalf of the governing body of Anstey First School. Updated termly by Head and SBM.

Signature Head Teacher Date

Signature Chair of Governors Date

BUSINESS CONTINUITY PLAN (NOVEL CORONAVIRUS: COVID-19)

1. Introduction

- 1.1 The school will continue to monitor the developing situation with regard to COVID-19. As a school community, we will continue to follow the published guidance from UK government and Public Health England, which is being updated on a regular basis.
- 1.2 The school will ensure that families are reminded of the symptoms of COVID-19 and subsequent variants, especially around the need to test and self-isolate, and should ensure that the appropriate Government warnings, which can be downloaded from Government and NHS websites are shared and are prominently displayed around the school site particularly in areas where parents and visitors enter the building.
- 1.3 In line with the need for good hand hygiene, the school will ensure that all washing facilities are clean, with adequate supplies of soap and paper towels, and encourage all staff and students to regularly wash their hands for at least 20 seconds. The school has invested in hand sanitisers, which contain at least 60% alcohol and auto sensor taps and soap dispensers.
- 1.4 The school will ensure that surfaces and 'touch points', such as door handles and light switches are regularly disinfected.

2. Sources for information

- 2.1 As the position changes daily you can keep up to date using the following links

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

<https://www.nhs.uk/conditions/coronavirus-covid-19/>

Information and guidance can also be sought from the following:

- General Advice - NHS 111
- Department for Education coronavirus helpline 0800 046 8687
Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)

3. Scope

- 3.1 This plan is designed to provide flexible response so that the school can
 - Respond to a disruptive incident (incident management);
 - Maintain delivery of critical activities during an incident (business continuity); and
 - Return to 'business as usual' (resumption and recover).

4. Plan Activation

Circumstances

- 4.1 This Plan will be activated in response to an incident related to Covid-19 infection causing significant disruption to the school, particularly the delivery of key/critical activities.
- 4.2 Examples of circumstances triggering activation of this plan include:
 1. Loss of key staff or skills e.g. above normal levels of absenteeism due to illness or other disruptive scenarios
 2. Loss of critical systems e.g. ICT failure, power outage;
 3. Denial of access to facilities e.g. Infection breakout

5. Responsibility for Plan Activation

5.1 The Head will normally activate and stand down this Plan.

6. Escalating a Serious Incident (in this case suspected staff or pupil member with Covid-19)

6.1 All serious incidents should be reported to the Headteacher.

7. Roles and responsibilities

7.1 School Incident Management Team

Head	Mrs Myers
Business Manager	Mrs Vinton
Chair of Governors	Mr Sealy

7.2 School Incident Management Roles

Amy Myers Head	<ul style="list-style-type: none"> □ Senior responsible owner of Business Continuity Management in the School □ Ensuring the School has capacity within its structure to respond to incidents □ Acting as key liaison with media and local authority, which includes collating information for dissemination in press statements □ Liaison with Press Office to inform media strategy □ Determining the School's overall response and recovery strategy 	Headteacher has overall responsibility for the school, which includes lead decision-maker in times of crisis
Lynne Vinton SBM (Business Continuity Coordinator)	<ul style="list-style-type: none"> Business Continuity Plan development □ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. □ Involving the School community in the planning process as appropriate □ Plan testing and exercise □ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved □ Training/preparing staff within the School on Business Continuity □ Embedding a culture of resilience within the School, involving stakeholders as required □ As the lead for recovery, to oversee and report on the school's recovery process □ Identifying lessons as a result of the incident □ Liaison with Executive Headteacher and Stakeholder Liaison to ensure lessons are incorporated into the plan development 	BSM day-to-day responsibility for the school but as Business Continuity Coordinator reports directly into the Headteacher. Is also a member of the School Incident Management Team
School Incident Management Team	<ul style="list-style-type: none"> Leading the School's initial and ongoing response to an incident □ Declaring that an 'incident' is taking place □ Activating the Business Continuity Plan 	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

	<ul style="list-style-type: none"> □ Notifying relevant stakeholders of the incident, plan activation and ongoing response actions □ Providing direction and leadership for the whole School community □ Undertaking response and communication actions as agreed in the plan □ Prioritising the recovery of key activities disrupted by the incident □ Managing resource deployment □ Welfare of Students □ Staff welfare and employment issues 	
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7.3 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Name and Role	Responsibilities	Accountability/Authority
(Incident Record Keeper)	Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Head
Lynne Vinton BSM (Stakeholder Liaison)	Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all) a) Governors b) Families c) Key Local Authority services d) School Transport Providers e) External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc.	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher
(Premises Overview)	Undertaking duties as necessary to ensure site security and safety in an incident □ Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure □ Lead point of contact for any Contractors who may be involved in incident response	Reporting directly to the Head

7.4 Role of Governors

Role	Responsibilities	Accountability/Authority
Board of Governors Chair: Tom Sealy Vice Chair: Natalie Punter	Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents □ Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery □ Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable □ Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers	Liaison with the Governors or School Incident Management Team in response to crisis e.g. Agreed closure of the school

8 Purpose of the Incident Management Phase

8.1 The purpose and priorities for this phase are to

- Protect the safety and welfare of students, staff, visitors and the wider community
- Protect vital assets e.g. equipment, data, reputation
- Ensure urgent and necessary communication takes place
- Support the Business Continuity phase
- Support the Recovery and Resumption phase.

Phase	Challenge	Actions
Prepare	Staffing Manage the loss or shortage of staff and/or skills	<p>Ensure the critical incident team has met to prepare the management and recovery of potential school closure and/or impact on service delivery</p> <ul style="list-style-type: none"> □ Identify staff with underlying medical conditions and/or where dependents have conditions which place them in the 'at risk' group □ Produce risk assessment for identified staff who are at greater risk □ Increase facilities/premises staff ratio to support and maintain 'deeper cleaning' of the school estate to avoid contamination □ Set up communication teams with the correct details and notify families of procedures in the event of school closure/partial closure □ Meet with individual subject leaders to agree flexible delivery of curriculum □ Suspending 'non critical' activities to minimise risk of contamination
	<p>Communication</p> <ul style="list-style-type: none"> □ Maintain effective lines of communication are maintained with all stakeholders 	<p>Provide information on symptoms and precautionary measures to identify virus, to support minimise contamination of others</p> <ul style="list-style-type: none"> □ Publicise visual displays throughout the school estate to raise awareness of the symptoms and precautionary measures □ Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this □ Ensure that staff are kept informed of what is required of them, using a range of electronic communication i.e. Email; In-Touch □ Interim arrangements of delivery of critical school activities (i.e. work) using designated page on school website □ Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc. to ensure that staff are not negatively affected by pandemic
	<p>Curriculum and Resources</p> <ul style="list-style-type: none"> □ Meet the requirements of curriculum □ Ensure access to facilities required to offer a service delivery (i.e. education) 	<p>Prepare materials to provide service delivery via different means of working to allow for reduced workforce, this may include</p> <ol style="list-style-type: none"> a) Virtual Learning Environment opportunities e.g. See-saw, Oak Academy, BBC Bite size b) Pre-prepared educational materials that allow for independent learning <ul style="list-style-type: none"> □ Provide students with paper-based educational resources where online access is difficult. Alternatively load laptops as appropriate □ Suspending all non-essential activities □ Purchase additional wash-based facilities e.g. Liquid hand soap and hand sanitiser to maintain hygiene levels □ Communicate the need for students (and staff) to bring their own containers/water bottles to minimise communal use □ In addition to regular facilities and premises management and, to minimise risk of contamination, ensure that all touch surfaces including door handles, push pads, hand rails, flush handles, wash taps etc. are

		<ul style="list-style-type: none"> cleaned frequently using approved cleaning materials ☐ Monitor local authority health and safety advice re updates/advice on recommended practice ☐☐ Identify site security risks
	<p>Students</p> <ul style="list-style-type: none"> ☐ Maintain student safety during pandemic while meeting demands of service delivery 	<ul style="list-style-type: none"> Communicate with students, the strategy for flexible delivery of the curriculum to support learning in the eventuality of school closure/partial closure ☐ Identify student(s) with underlying medical conditions and/or where dependents have conditions which place them in the 'at risk' group ☐ Identify student(s) with known safeguarding risks and to be able to maintain contact via designated key workers in the event of school closure ☐ Produce risk assessment for identified students who are at greater risk ☐ Develop a contingency plan to facilitate alternative methods of learning, alternative venues and/or both
Manage	<p>Staffing</p> <ul style="list-style-type: none"> ☐ Manage the loss or shortage of staff and/or skills 	<ul style="list-style-type: none"> Use of temporary staff e.g. supply teachers, office staff; ☐ Support premises staff ratio to allow 'deeper cleaning' of the school estate ☐ Where necessary using different ways of working to allow for reduced workforce, this may include <ul style="list-style-type: none"> a) Review classes (subject to adult and child ratios); b) Use of Teaching Assistants, Student Teachers, Learning Mentors etc.; ☐ Suspending 'non critical' activities and focusing on your priorities
	<p>Communication</p> <ul style="list-style-type: none"> ☐ Maintain effective lines of communication with all stakeholders 	<ul style="list-style-type: none"> ☐ Regular, clear communication with stakeholders via email, Facebook and See-saw ☐ Maintain the designated page on school website on a weekly basis (or more frequently where required) eg. With updated work stream ☐ Direction of work streams for home workers to include resources for students not on-site
	<p>Curriculum and Resources</p> <ul style="list-style-type: none"> ☐ Meet the requirements of curriculum ☐ Ensure access to facilities required to offer a service delivery (i.e. Education) 	<ul style="list-style-type: none"> Deliver and update materials to ensure curriculum, in particular examination specifications are accessed by students ☐ Provide materials that support content of learning on a weekly basis using a range of platforms eg. See-saw. Oak Academy, BBC Bite size
	<p>Students</p> <ul style="list-style-type: none"> ☐ Maintain student safety during pandemic lockdown or conditions requiring temporary closure due to isolation due to local outbreak while meeting demands of service delivery 	<ul style="list-style-type: none"> Remote learning with exception of vulnerable and key worker children until lockdown eases
Recover	<p>Staffing</p> <ul style="list-style-type: none"> ☐ Manage the loss or shortage of staff and/or skills 	<ul style="list-style-type: none"> School Incident Management Team agreed and plan the actions required to enable recovery and resumption of normal working practices (on a phased basis) ☐ Respond to any ongoing and long term support needs of staff ☐ School Incident Management Team may need to consider the use of counselling services to support staff ☐ Ensure that all associated paperwork linked to absence management are correctly applied (ie. sickness linked to COVID-19 not affecting absence triggers or sick pay entitlement)
	<p>Communication</p> <ul style="list-style-type: none"> ☐ Maintain effective lines of communication are maintained with all stakeholders 	<ul style="list-style-type: none"> Agreed plan for recovery to be communicated with all stakeholders with clear timescales ☐ Once recovery and resumption actions are complete, communicate the return to 'business as usual' ☐ Carry out a 'debrief' of the incident with staff (and possibly with students)

		<ul style="list-style-type: none"> ☐ Ensure all staff are aware that the business continuity plan is no longer in effect ☐ Review this Continuity Plan in light of lessons learned from incident and the response to it
	<p>Curriculum and Resources</p> <ul style="list-style-type: none"> ☐ Meet the requirements of curriculum ☐ Ensure access to facilities required to offer a service delivery (i.e. education) 	<ul style="list-style-type: none"> ☐ Subject leaders to conduct an audit to identify potential gaps in learning ☐ Potentially schedule a deep cleanse of the school site,
	<p>Students</p> <ul style="list-style-type: none"> ☐ Maintain student safety during pandemic while meeting demands of service delivery ☐ Mitigate impact on potential loss of learning, 	<ul style="list-style-type: none"> ☐ School Incident Management Team may need to consider the use of counselling services to support students and families ☐ Respond to any ongoing and long term support needs of Staff ☐ Ensure that all associated paperwork linked to absence management of students are correctly applied (ie. attendance codes)