

The Pears Family Charitable Foundation School

BUSINESS CONTINUITY PLAN

PLAN DETAILS	
Date Written	January 2020
Plan Owner	Headteacher
Plan Writer	Headteacher and Senior Leadership Team including Business Manager
Version Number	3
Review Schedule	Annually
Date of Plan Review	Before Jan each year (Aut term Governors)
Date of Plan Exercise	
Plan Storage Details	A hard copy of the plan is contained within the school's emergency 'grab bag' as a way of mitigating against a loss of premises

VERSION CONTROL		
Date	Change Details	Approver
Jan '21		Head Teacher
Jan'22		Head Teacher
Jan 23		Head Teacher
Nov 23	Minor updates	Head Teacher

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1.0 PLAN PURPOSE AND SCOPE

Purpose	To provide a flexible framework to manage the response to any school disruption or emergency ¹ , maintain critical activities and recover from the incident quickly and efficiently.
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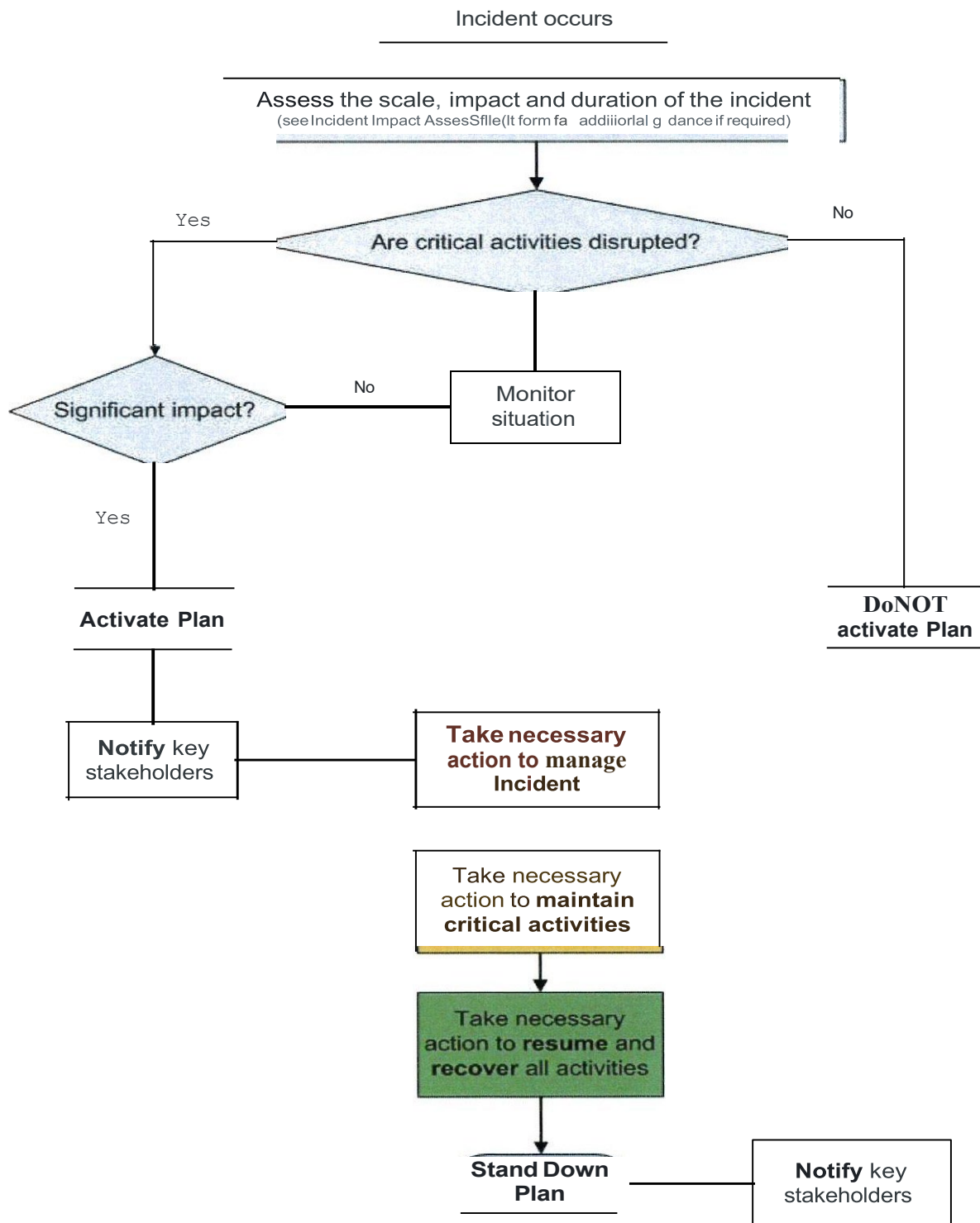
¹An event or situation which threatens serious damage to human welfare, the environment, or war or terrorism which threatens serious damage to the security of the UK. *Civil Contingencies Act 2004*

Plan Scope	The following departments /sites are in scope of this plan: The Pears Family School 4-8 Rodney Street, London, N1 9JH
Links to other Plans and Procedures	<ul style="list-style-type: none"> • The Local Authority in Islington may be activated in the event of a highly significant disruption impacting on one/a number of schools in the local area. Examples include major ICT outage, pandemics, industrial action, natural disasters, terrorist attack. • In the event of a serious emergency, the Local Authority (Islington) emergency response may be activated alongside the Local Authority's Business Continuity Plan to enable the delivery of Local Authority civil protection duties. • This plan also links to The Anna Freud Centre, 4-8 Rodney Street, London, N1 9JH.

2.0 PLAN ACTIVATION		
Circumstances	<p>This plan will be activated to manage the response to any incident causing significant disruption to normal service delivery, particularly the delivery of key/time critical activities. Plan activation triggers may include:</p> <ul style="list-style-type: none"> • Loss of key people or skills e.g. above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transport disruption, emergency response duties, or people leaving the organisation. • Loss of critical systems e.g. ICT network disruption, telephony outage, power outage, utilities disruption or third party supplier disruption. • Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time, utilities failure. You may also require the activation of continuity arrangements in the event of an office move. • Loss of a key resource such as an external supplier or partner vital to the delivery of a key service or activity. • Plan activation may also include significant disruption to The Anna Freud Centre. 	
Authority for Plan Activation <i>(other than the Plan Owner)</i>	This plan will be activated by the Headteacher or by a member of the Senior Leadership Team (SLT) in the absence of the Headteacher.	
Notification Procedures	Who?	Why? <i>(note this is not an exhaustive list)</i>
	Headteacher/SLT	The Headteacher (or in his/her absence then the SLT) will take the decision on whether the Business Continuity Plan/ Risk Assessment should be activated.
	Board of Governors	The Board of Governors will be responsible for the strategic decisions in response to any significant incidents identified.
	The Anna Freud Centre	The Anna Freud Centre will provide support in an incident where the physical infrastructure has been impacted. The Anna Freud Centre will contact suppliers, partner agencies/contractors.
	Communications and Press Office	The Headteacher or a member of the SLT (as directed by the Headteacher) will liaise with The Anna Freud Centre Communication Team for a coordinated response.
	Stakeholders/ Partners/inc schools	If the incident is causing significant disruption, an appropriate message will be released to stakeholders/partners/schools detailing:

		<ul style="list-style-type: none"> ● What is causing the disruption and the impact ● Action being taken to respond to the incident ● Estimated length of the disruption and return to business as usual.
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2.1 PLAN ACTIVATION PROCESS



3.0 INCIDENT MANAGEMENT

3.1 INCIDENT MANAGEMENT PHASE

Purpose	<ul style="list-style-type: none"> ▪ Protect the safety and welfare of pupils, parents, care-givers, staff and the public. ▪ Protect vital assets ▪ Ensure urgent and necessary communication takes place with the Anna Freud Centre.
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	REQUIREMENT	ACTION	ACTION DONE?	BY WHO?
1.	<p>Make a <i>quick</i> initial assessment:</p> <ul style="list-style-type: none"> ▪ Survey the scene/situation ▪ Assess the impact on pupils and staff ▪ Assess (scale/severity, duration & impact) ▪ Disseminate information to ▪ Call the Emergency Services if needed ▪ Evacuate the school building if necessary 	Follow procedure as set out in this policy	<input type="checkbox"/>	HT/SLT
2.	Ensure a log of key decisions and actions is started and maintained throughout the incident	Log to be collected from reception and documented with factual information.	<input type="checkbox"/>	Health and Safety Lead
3.	Where appropriate, record names and details of any staff or pupils that may have been injured or affected by the incident as part of your incident record keeping.	Log to be completed with accurate information by relevant staff.	<input type="checkbox"/>	Health and Safety Lead / First Aid response
4.	Log details of all items lost by pupils, staff, visitors etc as a result of the incident, if appropriate	Items to be identified and listed with approximate costing as and when appropriate.	<input type="checkbox"/>	Health and Safety Lead HT/ SLT
5.	Log all expenditure incurred as a result of the incident	Record all costs incurred as a result of responding to the incident. The Financial Expenditure Log can be found in Schools Business Continuity Plan Guidance.	<input type="checkbox"/>	HT/ SLT
6.	<p>Consider the communications strategy to ensure staff and pupils are kept informed about what is required of them.</p> <p>If the incident is taking place outside of normal working hours, staff may need to be contacted to advise of any alterations to normal working arrangements for the next day.</p>	<p>All staff member's emergency contact details should be held securely electronically as well as in a hard copy as part of your plan. This can be accessed remotely using Google Drive.</p> <p>Ensure parents/carers contact details are also available. This can be accessed remotely using Google Drive.</p>	<input type="checkbox"/>	Business Manager/ HT/ SLT
7.	Ensure recording processes are in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave the site and identify suitable risk control measures as required.	D	Administrati on Team

4.0 BUSINESS CONTINUITY

4.1 BUSINESS CONTINUITY PHASE

Purpose	<ul style="list-style-type: none"> To ensure that 'critical activities' are resumed as quickly as possible and/or continue to be delivered during the disruption To activate one or more of your business continuity strategies to enable alternative ways of working To make best use of potentially limited resources by suspending 'non critical' activities
Time Critical Service Functions	The outcome of the <i>Business Impact Analysis</i> process has been to identify the following service activities as time critical/urgent: The Pears Family School/Anna Freud Centre

REQUIREMENT	ACTION	ACTION DONE? (Check box accordingly)	BY WHO? (Insert details responsible Officer)
1 Time to be taken to understand and evaluate the impact of the incident on 'business as usual' activities. Communicate with key stakeholders to gather information. To review recovery time objectives and resource requirements for your most critical activities (for example, day to day functioning of the Pears Family School).	Depending on the incident and severity of it, additional/specific input might be needed in order to drive the recovery of critical activities. This may require the involvement of external partners (for example, local authorities, schools, transportation and The Anna Freud, DfE).	D	HT/SLT
2 Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies.	The Pears Family School will consider the following: Immediate and ongoing priorities Communication strategies Resource availability Deployment of resources and staff Roles and responsibilities Finance Monitoring the situation Reporting Stakeholder engagement Any welfare issues Planning the recovery of non critical activities	D	HT/SLT/The Anna Freud Centre/Health and Safety Lead
3 Identify any other stakeholders who may be required in the business continuity response	To refer to the key contact list in the Business Continuity Plan. To liaise with external partners including (Local Authorities, Parents/care-givers, partnering schools, caterers).	D	HT/SLT

4	Log all decisions and actions, including what you decide not to do and include decision making rationale.	The Log of Events, Decisions and Actions should be carried out and followed up if necessary.	<input type="checkbox"/>	HT/SLT
5	Log all financial expenditure incurred as a result of the incident	Use the Financial Expenditure Log as appropriate.	<input type="checkbox"/>	Business manager
6	Deliver appropriate communication actions as required	Ensure methods of communication and messages are developed as appropriate to the needs of the key stakeholders (for example; Pupils, Staff, Partners/Carers, Governors, Suppliers. The Anna Freud, Local Authorities Central Government Agencies, DfE).	<input type="checkbox"/>	HT/SLT

4.2 BUSINESS CONTINUITY STRATEGIES

Purpose	<ul style="list-style-type: none"> ■ To document alternative ways of working designed to maintain critical activities in the event of a disruption ■ To ensure alternative ways of working have been agreed, tested and are fit for purpose
Circumstances when business continuity strategies may be activated	<p>Whatever the cause of disruption, the impacts will generally be one or more of the below categories:</p> <ul style="list-style-type: none"> ■ Loss of key people or skills e.g. above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transport disruption, emergency response duties, people leaving the organisation ■ Loss of critical systems for example, ICT network disruption, telephony outage, power outage, utilities disruption, third party supplier disruption etc ■ Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time, utilities failure etc. ■ Loss of a key resource such as an external supplier or partner vital to the delivery of a key activity (for example; caterers, transportation)

TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF PREMISES

ADDITIONAL INFORMATION

1.	<p>Identification of alternative locations designated as the agreed 'work area recovery site'.</p> <p>The Pears Family School will need to consider transport requirements and accessibility for these identified premises.</p>	<p>Dialogue and direction will be undertaken with the DfE. Dialogue will also take place with The Anna Freud Centre to coordinate a response.</p>
2.	<p>The Pears Family School 'grab bag' will be collected from reception/finance office. This will contain essential information and equipment needed for both incident management and business continuity.</p>	<p>Business manager/Administration team will coordinate.</p>

The contents of the bag should be the responsibility of a named person and should be

3.	regularly checked and updated. Mutual support agreements with schools where there is capacity for schools to accommodate each other in the event of an incident.	HT may liaise with local schools and other educational providers to secure learning space. (Winton/EGA).
4.	Virtual learning environment opportunities	Home tutoring or distant may be considered. Revert to Covid style homelearning arrangement as in line with Covid arrangements
5.	Localising the incident, e.g. isolating the problem and utilising different sites or areas within the school premises portfolio	
6.	Off site activities e.g. physical activities, school trips	
		Adaptations to the curriculum may be required
TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF CRITICAL ICT SYSTEMS (INCLUDING TELEPHONY)		ADDITIONAL INFORMATION
1.	Flexible lesson plans	
2.	Use of a secure external network.	Google Drive, CPOMS and Arbor can be accessed remote! .
3.	Manual workarounds: ensure there is a record of where pre-printed forms etc are stored and that there are procedure guides to inform their use where necessary	
4.	Access systems via the internet outside of your network for secure, cloud based applications.	
5.	Ensure that anyone who requires ICT to undertake critical activities has the Ability to work at home where possible and appropriate. Ensure that critical equipment is taken home where practical and possible and consider procuring mobile equipment for these users.	
6.	Using different ways of working. This could include: changing work patterns, suspending 'non critical' activities to focus on your priorities and assist the recovery of critical systems in the first instance with a phased approach for all other ICT 'non critical' activities.	
TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF STAFF OR SKILLS		ADDITIONAL INFORMATION
1.	Use of temporary staff (teaching/non teaching)	Approved teaching agencies may be considered
2.	Multi-skilling/cross training to ensure staff can undertake different roles and responsibilities. This could involve identifying deputies /job shadowing/staff undertaking temporary additional duties	
3.	Suspending 'non-critical' activities to focus on your priorities	Non essential meetings/training to be suspended
TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF A KEY SUPPLIER, THIRD PARTY OR PARTNER AGENCY		ADDITIONAL INFORMATION
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have a Business Continuity Plan in place and you understand the impact to their plan on the delivery of your critical activities in the event of an incident	
3.	Insurance cover	

4.	Using mutual support agreements with other schools	EGA/Winton
5.	Using alternative ways of working to mitigate the loss, e.g. suspending activities.	Non essential meetings/training to be suspended

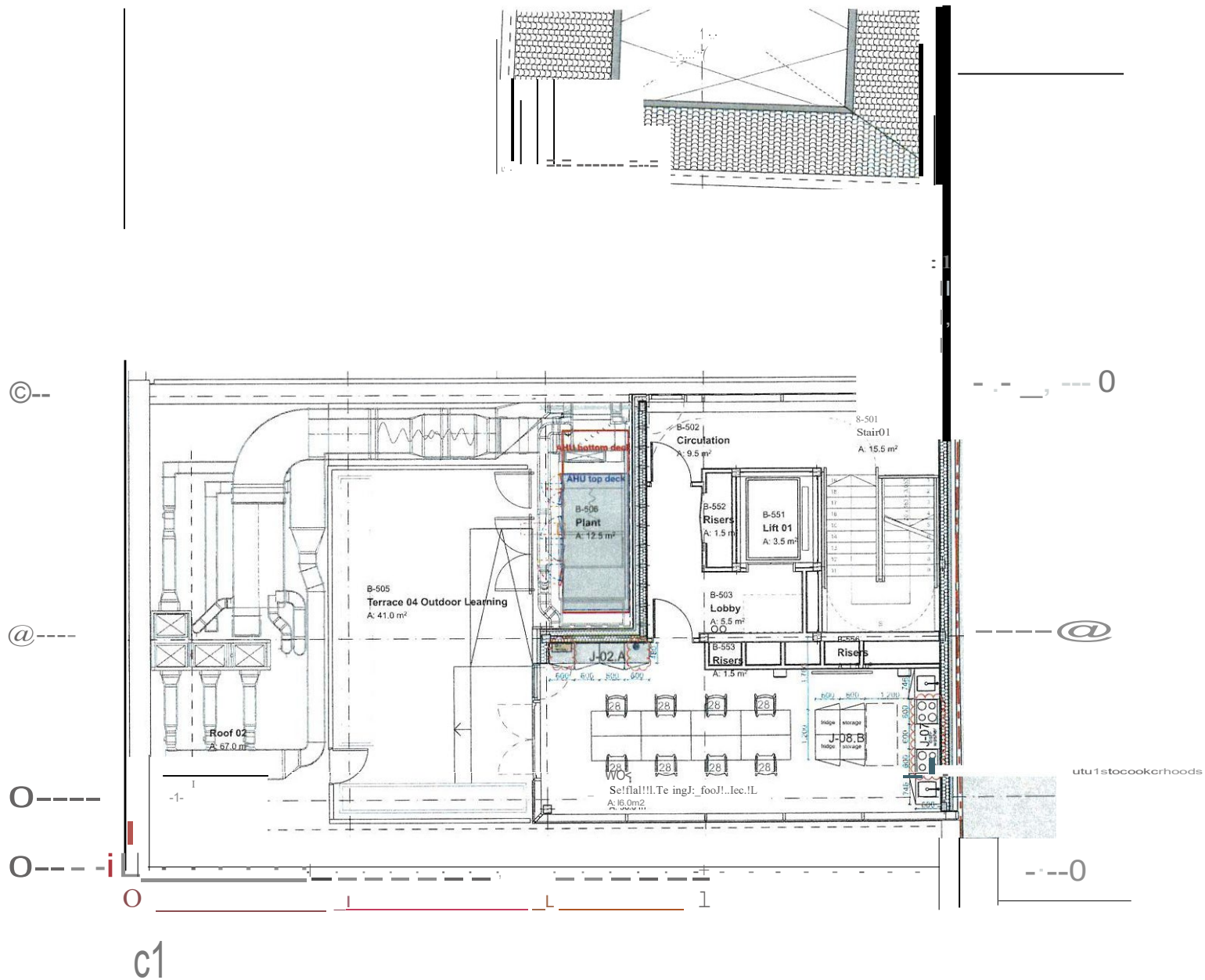
5.0 RECOVERY AND RESUMPTION

5.0 RECOVERY AND RESUMPTION PHASE

Purpose	<ul style="list-style-type: none"> To return to 'business as usual' as quickly as possible To ensure any non critical activities suspended as part of your business continuity response are recovered within appropriate timescales Where the impact of the incident is prolonged, normal operations may need to be delivered under new circumstances e.g. from a different <u>building</u> <u>on a long</u> er term basis.
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	REQUIREMENT	ACTION	ACTION DONE? (Check box accordingly)	BY WHO? (Insert details of responsible Officer)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practises	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	D	MH/SLT/ The Anna Freud Centre
2.	Continue to record all expenditure incurred as a result of the incident	Use the Financial Expenditure Log to record any expenditure which can be found in the Schools <i>Business Continuity Plan Guidance</i>	D	Business Manager
3.	Respond to any ongoing and long term support needs of Staff and Pupils.	Depending on the nature of the incident, the schools Incident Management Team may need to consider the use of health services, for example counselling .	D	Therapeutic Team / HT
4.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the Business Continuity Plan is no longer in effect.	D	MH
5.	Carry out a 'debrief' of the incident with Staff and Suppliers/Partners if appropriate.	The incident debrief report should be reviewed by all members of the Schools Incident Management Team (SLT) to ensure that key actions resulting from the incident are implemented within designated timescales.	D	MH
6.	Review this Business Continuity Plan in light of lessons learned from the incident and the consequent response to it	Implement recommendations for improvement and update this Plan.	D	MH/Policy writer

APPENDIX B : SCHOOL PREMISES PLANS



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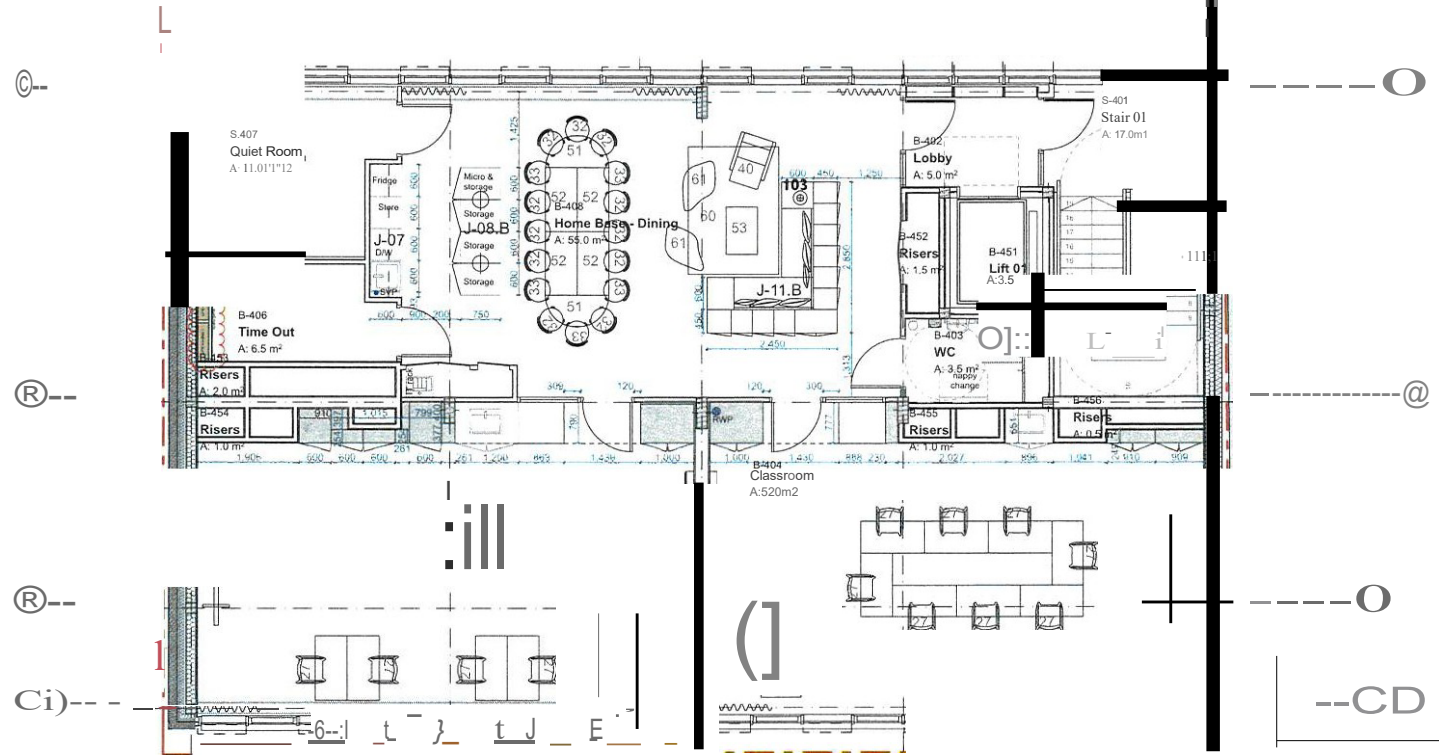
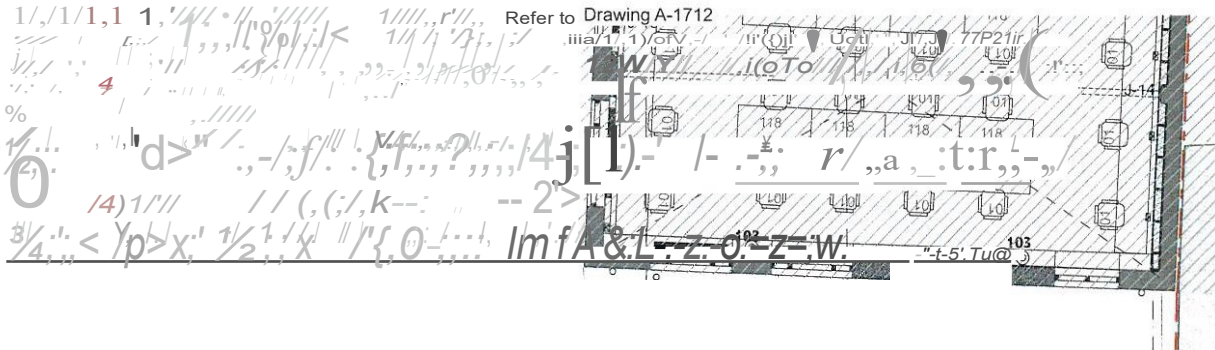
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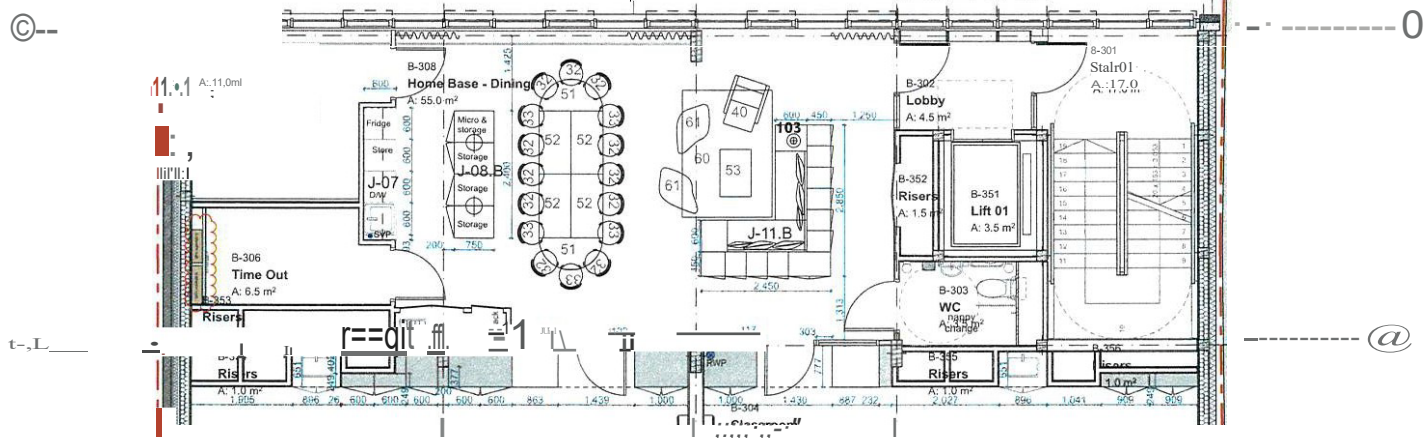
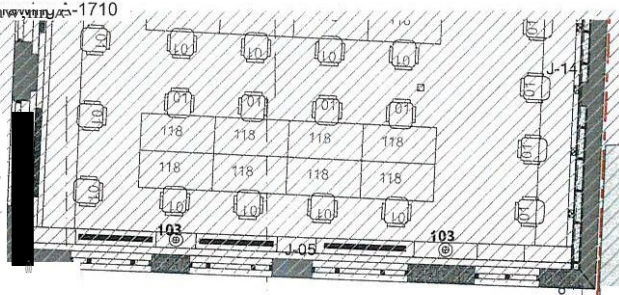
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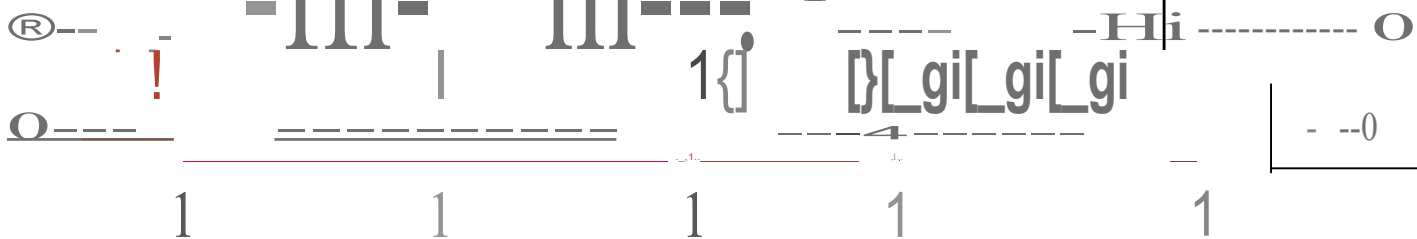
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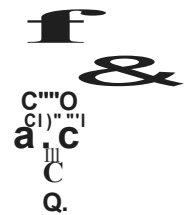
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