Business Continuity Plan

Including Critical Incident Policy
and Critical Incident Impact Analysis Report

Clarity Independent School

Bridge Barn Farm
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Sandon
CM2 7SG

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Business Continuity Plan Part 1: Policy

Policy Overview

A critical incident is an unexpected emergency that affects pupils, staff or the premises. This policy sets out how Clarity Independent School plans to respond to such a happening, **including a COVID-19 outbreak**. We will seek to keep all safe and free from danger by working together calmly and professionally. While dealing with a critical incident, we will try to work normally with minimum disruption of the school. The headteacher and senior leadership team will manage the school's response in proportion to the magnitude of the incident and keep all stakeholders in contact at the relevant times.

Objectives

To have an 'incident contingency plan' that has been shared with the staff so that all are clear about roles and responsibilities should an incident occur.

To alert the headteacher and leadership team to the nature of the incident, its exact location so that they can decide the level of response needed.

To deal with the incident effectively and efficiently putting the health, safety and well-being of pupils and staff to the fore. To remove all pupils and staff away from harm as quickly and smoothly as possible.

To alert emergency services if they are needed.

To provide first-aid and appropriate care and protection until help arrives and the incident is resolved.

To provide staff training to rehearse different kinds of critical incident so that they know their roles and what to do in such an event.

To have online copies of contact lists for staff, pupils, parents, LA and emergency services.

Strategies for infectious diseases

In the case of a single suspected breakout or incident of an infectious disease will not normally constitute an emergency. Most infectious diseases in education can be managed by following the UK Health Security Agency's **(UKHSA) health protection in education and childcare settings guidance**.

In the case of a Public Health Incident / infectious disease, including COVID-19 or diarrhoea or vomiting, we will follow the UKHSA guidance at https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-3-public-health-management-of-specific-infectious-diseases.

We will also consider seeking specialist advice from our local UKHSA health protection team. This should be if there is, in our school:

- A higher than previously experienced, or rapidly increasing, number of staff/pupil absences due to:
    - Acute respiratory infection, or
    - Diarrhoea and vomiting

- Evidence of severe disease due to an infection (e.g. if a pupil or staff member is admitted to hospital)
- More than 1 different infection circulating in the same group of pupils and staff

We will contact our UKHSA health protection team as soon as possible if there is, in our school, an outbreak of any *serious* or unusual illness.

Further information on responding to an outbreak or incident in chapter 4 of the UKHSA guidance.

Strategies for other incidents

The headteacher and leadership team will take charge of the situation as soon as they have been alerted to the incident. They will assess the response needed in relation to the location, the nature of the incident, what assistance is required, any casualties and contact person.

Any appropriate emergency services required will be informed at the earliest possible moment. They will be told the location and the nature of the incident, the assistance required, whether there are any casualties and the details of the contact person. In a critical situation, the person present at the time of the incident should use common sense and take charge until the headteacher or senior staff arrives.

Staff and pupils at risk must be alerted to the danger in a speedy and prompt manner without causing panic or alarm and, if necessary, moved to pre-identified assembly points or alternative places of safety.

A fire drill and evacuation will be held at least once each term.

Teachers and support staff must use registers or counts to ensure that all children are accounted for and must care for them until the incident has been resolved.

Online copies of contact lists for staff, pupils, parents, LA and emergency services will be kept up to date and secure. Where groups of learners are off site on visits and trips outside of school hours, the headteacher will also have contact lists at school as well as online and paper copies in the off-site bags.

Where parents need to be notified, the leadership team will draw up contact lists and appropriate staff members will be delegated responsibility to use a contact 'cascade' strategy efficiently and quickly. An accurate and updated contact list is located on our online MIS (Arbor). The Local Authority will be contacted and appropriate support requested as needed.

At least one telephone will be kept free for outgoing calls. Staff off site will have school mobile phones fully charged and ready to use with them at all times.

At an appropriate time, staff will record a log of contacts, decisions and actions that have been taken to deal with the incident.

Outcomes

This policy should help the headteacher and staff deal with any unexpected emergency. The associated planning and training will put the school in a strong position to deal with the incident efficiently and effectively by giving prominence to the care of learners and staff.

A critical incident plan will be drawn up for any significant change to the school day for groups of children e.g. an overnight holiday away from school.

Equality

This policy is linked to our Equality Policy which, in part, states that:

At our school we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability. The school will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This we will do by:

- treating all those within the school community (e.g. pupils, staff, parents and the outside community) as individuals with their own particular abilities, beliefs, challenges attitudes and backgrounds
- maintaining a school ethos which promotes equality, develops understanding and challenges stereotypes, misconceptions and prejudices
- encouraging everyone in our school community to gain a positive self-image and high esteem
- having high expectations of everyone involved with the whole school community
- promoting mutual respect and valuing each other's similarities and differences and facing equality issues openly and honestly
- identifying, challenging and removing all practices, procedures and customs which are discriminatory and replacing them with practices that are fair to all
- monitoring, evaluating and reviewing all the above to secure continuous improvement in all that we do

Safeguarding

Clarity Independent School will always work to:

- Protect our children from maltreatment
- Prevent impairment of our children's health or development
- Ensure that our children are growing up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children and young people to have optimum life chances and enter adulthood successfully.

(Children's Act 2014)

Safeguarding is not just about protecting children from deliberate harm. It is a preventative agenda that helps children and young people achieve their full potential, regardless of negative factors such as poverty or social exclusion, by providing services and support to overcome barriers to achievement. It also includes issues relating to:

- health and safety
- bullying
- racist abuse
- harassment and discrimination use of physical intervention
- meeting the needs of children and young people with medical needs
- providing first aid
- drug and substance misuse educational visits
- internet safety

- site security

Plan of action for a critical incident at Clarity Independent School

Tragedy during a school trip

- The LA via the Health and Safety team should be informed of the incident as soon as possible. Assistance for the school can then be given.
- Crisis Management Team brought together
- The headteacher should ensure that at least one telephone line is available for use only for LA staff and to ensure emergency contact with the school
- The leader of the trip should ensure that a senior member of staff is informed of the tragedy and the CMT will then make the necessary arrangements to inform the LA, and parents. **Parents should only be informed once the police have given authorisation to do so.**
- A member of CMT should, if possible, travel to join participants. It may be necessary to take other members of staff to support both staff members and pupils
- The leader of the trip, or nominated person, should ensure that they are able to keep telephone communication open with the senior members of the CMT at all times
- The CMT with assistance from the Property and Transport Unit should make arrangements to return the children from the trip as soon as possible. The Risk Assessment for the trip will contain the details of the transport used (e.g. name of the coach firm)
- The Police will advise the relevant parents, or next of kin of staff members of the tragedy. Once this happened the Police will give authority for the school to inform others.
- The CMT should ensure that all staff members are made aware as quickly as possible of the situation.
- All staff should be asked to respect the need for all communications with the local community, parents, media etc to only be done through CMT
- The CMT should ensure that a school counsellor and educational psychologist is informed
- The CMT should make arrangements to close the school if necessary (although as far as possible, normal practice should continue) and ensure that the LA is notified
- The CMT should make arrangements to write a letter home to parents as soon as possible giving as much information as is felt appropriate.

Business Continuity Plan Part 2: Critical Incident Impact Analysis Report

Introduction

During business as usual everything and everyone is important. However, during and following a major disruption we may only have scant resources to call upon to recover or resume a normal school service. Therefore it is important to deal with the priorities first.... so who is first? First does not mean most important it just means first. For example: day to day schooling requirements would need to be reinstated first in advance of extra-curricular activities etc.

This questionnaire and analysis is used to gather information on the processes and functions that are critical to our school. The minimum resources needed to recover those processes following a major disruption and the Maximum Tolerable Period of Disruption (MTPD) for each process/function within our school.

We are mindful that this data gathering exercise should be measurable, in time, cost, volume, space, headcount, penalty, etc. This will help establish the measurable impact in the disruption of a critical process/function.

Dependencies and inter-dependencies within our school and beyond can be identified, as too, will vital records and systems.

Priorities need to be agreed in advance of an incident to avoid any "confusions / delays" on the day. Expectations will then be managed in that some service provisions may have to wait longer than others. Some functions need not be planned for and as such will not require a full business continuity plan. For example: so long as the extra curricular providers are notified of a disruption, there is nothing further for the school to do. However, if school meals are not available, alternatives will need to be considered.

Instructions for completion

A small team of key staff members was formed. This is the team that would convene following a major incident (i.e. Business Continuity Response Team ("BCRT").

Organisation Chart – this is important to show how the schools' team would operate during business as usual to give an indication of the minimum structure required following a major disruption. It can also assist in the reporting structure for communication.

Administration and Management

Name of School: Clarity Independent School

Address: Bridge Farm Barn, Woodhill Road, Sandon CM2 7SG

Head of School: Debbie Hanson

1st Business Continuity Lead (responsible for administration and approval): Jenny Lodge

Name of person completing Business Impact Analysis if not 1st or 2nd Business Continuity Lead: N/A

Total number in school leadership management team: 3

Total number in school administration team: 2

Brief summary of the principal services being delivered or hosted: (For example: Primary School term time curriculum. On site day nursery which runs 48 weeks. Weekday after school clue etc etc)

A full-time SEND School delivering curriculum, therapies and interventions to children during term-time.

Does the school provide residential services? No

School Provision

National curriculum years covered: year 2 to 11

Totals for each year:
Pupils: varies according to Local Authority need, 12 pupils across years 2-11.
Teachers: 3 Specialist SEND Qualified Teachers
Teaching Assistants: 1
Higher Level Teaching Assistants (HLTA): 3
Volunteers: None
SEN: all pupils are SEND with EHCPs in place before attending
Residential: None

Human Resources People

Key skills/key personnel (in additional to teaching skills, e.g. nursing skills, PCV driving licences, foreign languages, etc):

- First Aiders (for pupils) plus staff first aiders
- Fire Marshals
- Administrators including budget and banking access
- DSL / DDSL
- Food Hygiene qualified staff to serve and prepare food
- Health and Safety Lead
- Steps Behaviour trained personnel

Redundancy exposure? N/A
Recruitment issues? N/A
Local employment issues? N/A
Skills register available? N/A

Staffing levels

What would be the minimum number of teaching staff required to provide a core curriculum?

We would need at least one qualified, experienced SEND teacher plus at least 4 supporting staff who may be qualified teachers, HLTAs or up to a maximum of one TA in this group. In addition, we would need the accredited personnel above to ensure all roles are covered for health and safety of pupils.

How long can you go without doing any work? (How long before it would be noticed, how long before it would irritate pupils and the parents/carers or other dependent organisations, how long before it would become a showstopper for the service) – measurable in time:

2 days maximum

Finance (what would be the consequence of a reduction of funding? Do you have any critical financial functions?)

Building costs Loss of staffing.

Call plan – do you hold all contact details for all service users staff/parents/carers?

Yes, on work mobiles and our Arbor MIS system, in addition to online telephone manager software.

Include all relevant contact details in "Contacts" section of BCP (where possible, include next of kin details for members of staff):

Our staff contacts and next of kin details are stored within Arbor.

Premises

Potential issues? (is the building in a flood plain, next to neighbours who may create a disruption, e.g. petrol station or other e.g. railway line) *No*

Minimum space requirements (m^2):

Approx 2000 Sq FT, however, our contingency would be for pupils and staff to work from home online, with online / telephone coaching as per our home learning policy.

Premises and plant

Standard Equipment and Key Access

Excluding IT, which systems and equipment do you use? (printing, kitchen equipment). Following an event it is possible that there will be limited resources available to fulfil your obligations as a school – what would need to be recovered first?

Equipment and Key Assets	Would be supplied from home in interim	First	Next	Later	Last	N/A
Air Conditioning						x
Heating	x	x				
Security		x				
Caretaking			x			
Canteen or meals/kitchen facilities	x	x				
Reception and telephone answering	x		x			
Financial Management	x			x		
Nurse and medical support		x				
Back office for administration and processing	x			x		
School vehicles (excluding home to school)						x
Other – Internal Telephones	X (mobiles)		x			

Further explanation if required: During the interim, pupils, staff etc would work from home, first column shows what would be provided by the home. Next columns show the order that services would be prioritised to get building ready for return.

Utilities:

Which supplies do you rely upon?

- Gas -No
- Electricity -Yes (Bulb) FIRST
- Water -yes (Via homeowner on site property) FIRST
- Other -heating oil (Varies currently ATP / Boiler-juice) FIRST if winter

Other Activities

Include all internal/external user groups, including any non-income groups that use the premises either during or after school time

N/A

ICT

ICT (which systems or applications are most important to your school). There will need to be an order for recovery and those that need to be recovered first would be those that are deemed critical ("first") to your school should be listed below.

	Could be accessed from home in interim	First	Next	Later	Last	N/A
MIS	Arbor x	x				
Admin	x		x			
Internet	x	x				
Interactive whiteboards				x		
Quickbooks	x		x			

Work arounds available? (e.g. can systems be replaced by paper documents)

The workaround is work from home.

Whiteboards – *use manual whiteboards and dry wipes*

Internet – *use paper print outs brought in from home (v short term only as this is essential for office systems)*

Quickbooks – *no work around – would have to access from home*

Is any aspect of core curriculum available via the internet? *Yes and through Oak Academy Teaching*

Dependencies – Goods/Services (e.g. Milk / fruit)

We do not have dependencies

Additional Information

Medical Requirements

Are any medical supplies required (is there a list of requirements, who needs what and when?)

Usual daily first aid, no medical dependencies currently.

Fuel requirements:

Fuel dependency (are you dependent upon fuel for vehicles and/or heating etc)

Yes – heating oil

Home school transport:

Do any pupils rely on Home to School Transport? *Yes*

How many use the facility? *All pupils, LEA transport via taxi, ECL (See online telephone manager for contact details)*

Are there peaks of activity and specific deadlines (e.g. exams)? *Yes, Entry levels / GCSEs – information available online specific to that year.*

Single Points of Failure (e.g. are there any N/A single sources of suppliers, key members of staff?) *No*

Near misses (have there been any near misses?) *No, several small floods which were dealt with on the same day with minimal disruption, with only one flood involving one day's closure.*

What aspects of the schools service would be hard to fully recover (e.g. lost teaching time- standards)

Lost teaching time, standards, lost paperwork and resources