



An Daras Multi-Academy Trust

Business Continuity Planning Policy

The An Daras Multi Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

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Recommended	
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Advisory Committee	Trust Audit Committee
Linked Documents and Policies	EFA Academy Financial Handbook 2.6. ADMAT Critical Incident and Emergency Policy

Business Continuity Planning Policy

Introduction

Copies of this Policy and continuity planning procedure are kept at:

- An Daras Central Office
- Individual school main offices
- Off site with the CEO, Trust Operations Officer, Governance Officer, Executive Head Teachers and also published on the Trust website

Copies of this Business Continuity Policy and procedure will be kept with:

- All other documentation required if evacuating the individual school or Central trust premises e.g. emergency plan

Person/s responsible for reviewing plan:

- CEO/Trust operations Officer
- Audit Committee of the Board of Directors

The following pages set out the Business Continuity Planning Policy (2.0) for the An Daras Trust and its component individual academy schools.

The policy and planning tools/templates provide guides to actions that should be considered by the CEO, CFO, Executive Head Teachers, Heads of Schools, Central Office Managers and other senior school leaders in case of any disruption or interruption to school activities.

The accompanying guidance contained within this policy document is an integral part of the Business Continuity Planning (BCP) response and should be referred to during any possible or actual business continuity related event .

Individual school Emergency Plans and Trust Critical Incident procedures should also be used in conjunction with this planning policy and all are to be utilised as required in formulating a plan and with dealing with the initial phase of any emergency.

It is not possible or desirable to write a plan for every possible disruption to the individual school or Trust, no matter what the *cause* of the incident the *effect* can generally be summarized as:

- An inability to carry out the daily activities of the Trust or component schools
- Loss of IT functionality or record keeping
- Loss or shortage of critical Trust or school staff
- Adverse publicity and or reputational impacts relating to the Trust or component schools

Whilst no amount of policy making, or planning can totally prevent accidents and problems occurring it is hoped that some can be prevented, and the effects of others minimized by taking sensible precautionary measures and by utilizing the guidance within this policy to swiftly enable Business Continuity Planning (BCP) to be put into operation. Therefore, the Trust expects that all of its component schools will ensure:

- Staff and pupils will be familiar with school routines for fire and the evacuation of the building on hearing the fire alarm
- Staff will be familiar with the routines and procedures for dealing with emergencies
- Staff organising school trips and visits follow the guidelines and complete a risk assessment which must be signed off by the Executive head teacher/Head Teacher
- Staff are aware of pupils with medical needs or health problems
- Staff are aware of policy in dealing with violence and or abuse at work
- Staff are aware they must assess associated risks to children and/or staff before carrying out curriculum or other activity.

Each component Trust school and the Central Trust is responsible for producing and maintaining site specific Critical Emergency planning instructions – including emergency contacts details and any contextual planning which can be activated in the event of a critical issue i.e. when an incident occurs that impacts on the delivery of critical activities or the safety and well-being of pupils, staff and others; and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

Specific business continuity arrangements which must be in place at each component school and the Central Trust include:

- *IT Disaster Recovery* – the IT Support Service Level Agreement Providers, Trust Operations Officer, Executive Head Teacher will be responsible for creating detailed IT disaster recovery planning. This planning will identify actions to take in the event of the loss of IT hardware, software, infrastructure or connectivity or critical IT qualified staff.
- *Documentation Back -Up* – provided through hosted back up service by third party SLA provider.
- *Premises Disaster Recovery* – for the Central trust the loss of the building where located would mean Central staff would be relocated to one of the component schools to continue their function
- *Staffing Disaster Recovery* – in the event of Central staff loss the Trust would draw upon administrative support staff from individual schools for continuity of operations. If senior Trust leadership absence is of any duration the Deputy Executive Officer and Executive Head Teachers would be called upon to main continuity of Trust business.

- *Trustees* – due to the number of Trustees within the Trust governance structure the contingency aspect would be to call on other registered Trustees as and when required if a particular director was not available.
- *Negative Publicity* – in this event the CEO and Chair of Trustees will take advice as and when required and respond accordingly.

Key Phases of Business Continuity Planning

Phase 1. Situational Assessment – Critical Functions, Maximum Tolerable Period of Disruption

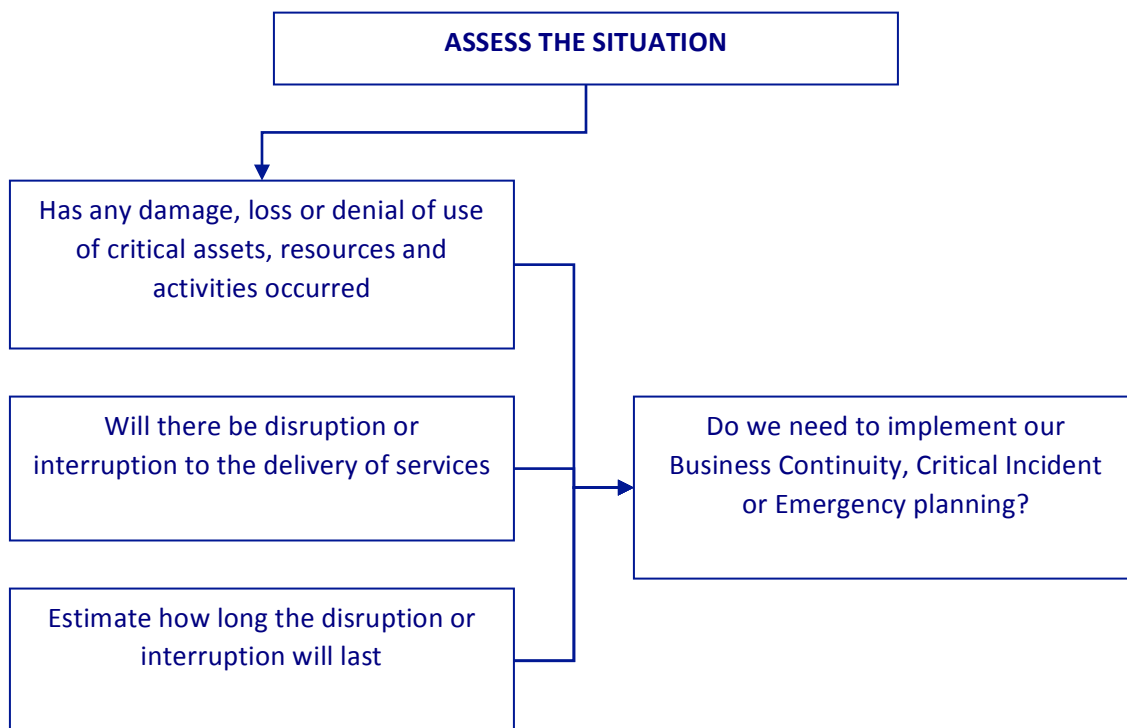
Phase 2. Decision making to initiate Business Continuity Planning (BCP)

Phase 3. Service Continuity Planning for BCP

Phase 4. Remote Learning Functionality for BCP

Phase 1: Assess the Situation

Before any Business Continuity Planning (**BCP**), Critical Incident or Emergency Planning situation Trust and school leaders must ensure they have completed a situation assessment using the process outlined below:



The following is a list of the main '**Critical Functions**' (Trust and school assets, resources and activities) that support the delivery of education and other school-based services and if there are restrictions, absences or loss of function in any of these then the Trust and or schools need

to consider if planned Continuity, Critical Incident or Emergency procedures need to be utilized to maintain service.

Critical Function	Description
Examinations	Providing staff and facilities to enable pupils to sit year group and Key Stage statutory examinations
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver National Curriculum (Foundation to Key Stage 2)
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services including extended services.
Safe and secure premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements as per 'in loco parentis', health & safety legislation etc.
Catering facilities and provision of catering staff contractors	The provision of suitable catering facilities to enable the preparation of school meals including free school meals. The provision of suitably trained catering staff contractors to prepare school meals to national standards
Utilities-gas	The supply of gas to enable the heating of premises and preparation of school meals etc.
Utilities-water	The supply of water for drinking and general usage including flushing of toilets, preparation of meals, washing etc.
Utilities-electric	The supply of electricity to enable ICT systems to run, lighting of premises, etc.
Provision of IT education	The provision of IT to deliver education
Provision of IT administrative	The provision of IT to enable the establishment to run effectively
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment
Keeping of suitable assessment records	The creation and safe keeping of pupil level assessment data
Provision of cleaning contractors	The provision of suitable numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal

The '**Maximum Tolerable Period of Disruption (MTPD)**' for the above Critical Function list and is determined by when an impact is deemed to be '**significant**' or '**very significant**'. The following summarises the MTPD acceptable for each critical function:

Critical Function	MTPD	Impact Assessment
Examinations	1 day	Disruption to KS2 SATS would have a significant impact.
Teaching Staff	1 week	For ARB classes, it is felt that loss of staff for 2 days would have a significant impact due to higher staffing levels required.
Support Staff	2 weeks	For ARB classes, it is felt that loss of staff for 1 week would have a significant impact
Premises	1 day or 1 week	Damage to premises and utilities or denial of access to premises will have a significant impact if lasting for more than 1 week at any school. Heating and water loss (see Utilities) at any school would have a very significant impact if lasting more than 1 day.
Catering	1 week	Loss of normal catering arrangements would mean the delivery of alternative cold meals. Catering contractor to have in place appropriate BCP. Loss of catering services would have a significant impact if lasting more than 1 week.
Utilities	1 day or 1 week	Loss of utilities may result in immediate school closure, depending on circumstances and seasonal factors (e.g. summer or winter). Such closure will have a very significant impact after 1 day similar to loss of use/denial of access to premises. Minor short- term loss of utility services may have a significant impact after 1 week.
IT Education and Administrative	1 week to 2 weeks	IT education service loss would restrict the curriculum in the short term, anything longer than 2-week absence would have a significant impact on learning progress. IT admin loss at school or Trust level would restrict services and have a very significant impact within 1 week.

Records, Information and Coursework	1 month	Rather than being the MTPD the figure of very significant impact 1 month if based upon the amount of data lost
Cleaning	1 week	For Nursery schools 2 days was considered as being the MTPD whilst for primary and ARB classes it was 3 days before significant impact would occur.

Below is a summary of the typical impacts that a loss or disruption may have at trust and school level:

Impact Area	Descriptor
Education	Impacts on education may include loss of large number of days of teaching and learning provision, disruption to education, loss of coursework etc.
Child welfare/well-being	Impacts on a child may include safeguarding and physical impacts (e.g. hunger, cold etc.), psychological impacts (e.g. loss of course work, having to move school), future prospects and educational abilities
Parents/Guardians	Impacts on parents/guardians may include loss of earnings (taking time off work), disruption to work, and overall perception of establishment.
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, GDPR requirements, duty to provide free school meals etc.
Reputation	Reputation may be the reputation to the establishment.
Extended Services	Extended services may include Breakfast Clubs, After School Clubs, Children's Centres, hiring of rooms/halls etc.
Staff	Impacts on staff can be financial, physical, psychological, emotional and workload related

Below are guidelines as to the impact assessment levels and the need to initiate pre-planned Business Continuity (BCP), Critical Incident or Emergency planning:

Category	Descriptor
Insignificant	There is not thought to be any detrimental impacts that would warrant the implementation of a BCP or Critical Incident procedure.

Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of BCP or Critical incident procedure.
Moderate	There is thought to be some impact on some areas. This may require the implementation of BCP or Critical incident procedure if the impact is considered to affect critical areas such as education or safeguarding/child well-being.
Significant	A significant impact in a number of areas that warrants the implementation of the BCP or Critical incident procedure.
Very Significant	The impact is severe with major detrimental impact on education, stakeholders and extended services. There are also major compliance issues and damage to the reputation of establishment or Trust . Immediate implementation of BCP and/or Critical Incident/Emergency procedure.

Phase 2: Decision to Implement the Business Continuity Planning (BCP) at Trust or School Level

The CEO and/or Executive Head teacher team in consultation with the Chairs of the Local Governing Bodies and the Chair of the Board of Directors will make the decision to implement the Business Continuity Planning procedure for pre-planned or freshly enabled responses to be put into operation.

This continuity planning will be determined by the particular issue and the relevant context of the situation. It is impossible to be more specific within this policy.

Response Management Team

The Business Continuity Planning Procedure Management team may consist of:

- Chair of Board of Directors/Chairs of Local Governing Bodies (Consultative)
- Chief Executive Officer (CEO)
- Executive Head Teacher and/or Head Teacher/Head of School
- Trust Operations Officer (TOO)
- Trust Finance Officer and/or School Secretary (SS)
- Site Supervisors (if relevant)

This team will be responsible for formulating and implementing any Business Continuity Planning procedure for the Trust overall or for the individual school should that be required.

The Trust will be responsible to the Secretary of State (for Education) for ensuring the Academy Trust and its component schools are prepared, resourced and able to meet the requirements of the '**Minimum Tolerable Periods of Disruption**'.

Team responsibilities at school level (at Trust level CEO and TOO will be responsible for the functions listed below):

Responsibility	Responsible	Deputy
<i>Inform emergency services</i>	Ex Head	SS
<i>Arrange for evacuation of building</i>	Ex Head/HoS	SS
<i>Immobilise utilities</i>	HoS/SiSu	SS
<i>Liaise with emergency services – ensure that perimeter access is clear, and site plans available</i>	Ex Head/HoS/SiSu	SS
<i>Take a roll call to confirm evacuation</i>	HoS	SS
<i>Decide the next step – possible school closure or isolation of an area</i>	Ex Head	HoS
<i>Advise the media, especially local radio if school is to be closed</i>	Ex Head/HoS	SS
<i>Have a statement prepared for the media</i>	Ex Head	HoS
<i>Contact staff (see telephone tree)</i>	SS	HoS
<i>Contact parents</i>	HoS	SS
<i>Contact services and suppliers</i>	SS	HoS
<i>Arrange for recovery of IT network</i>	Ex Head	HoS/SS

Note: The BCP will be Trust or school specific and must be designed to address the specific needs utilizing the resources and templates contained within the policy and guidance document.

Critical Function Continuity or Recovery – Decision Diagram

