THE ROBERT CARRE TRUST

BUSINESS CONTINUITY PLAN

INTRODUCTION

The following pages set out the Business Continuity Plan for Schools in the Robert Carre Trust.

1. Due to the dispersal of the teaching accommodation at Carre's Grammar School site into 3 discrete packages, each with its own power, heating and access, it is considered highly unlikely that total loss of services could occur. It is considered, therefore, that the school has the ability to maintain a level of service in the face of even catastrophic emergencies. Details follow.

2. Details of the Kesteven and Sleaford High School Business Continuity Plan are in line with those of Carre's Grammar School in that there are four distinct groups of buildings which make up the teaching areas of the school. It is also considered highly unlikely that total loss of services could occur and that in the face of catastrophic emergencies, maintenance of services would be possible.

3. As and when further schools join the Robert Carre Trust, each will have its own appendix if the following details will not apply.

This plan provides guides to actions that should be considered by the Executive Headteacher, Headteacher, Head of School, his/her SLT of the school in question, in case of any significant disruption or interruption to school activities. Whilst the Robert Carre Trust is independent as a Multi-Academy Trust, the Local Authority retains responsibility for ensuring the provision of education for all Lincolnshire children and will therefore be consulted and involved in contingency and emergency planning where appropriate.

The accompanying guidance is an integral part of the Critical Incident Plan and the Risk Management Policy which together with the Business Continuity Plan should be referred to when developing and utilising the Plan.

Reviewed at the meeting of the Finance, Resources and Audit Committee on 2 February 2021

Ratified at the meeting of the Board on 24 February 2021

Next Review Date: March 2022 (annually)

Copies of this Plan for all Schools are kept with the Critical Incident Plan in the **Conference Room at Carre's Grammar School** and additionally

- For **Carre's Grammar School** copies are also kept in the office of the PA to the Executive Headteacher and in the Sports Hall.
- For **Kesteven and Sleaford High School** are kept in the office of the Head of School and in the Old School House

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Person/s responsible for reviewing this plan:

- Executive Headteacher;
- Director of Finance, Administration and Resources;
- Finance, Resources and Audit Committee; and
- The Board of Trustees of the Robert Carre Trust

PHASE I: ASSESS THE SITUATION

The following is a list of the main critical functions (assets, resources and activities) that support the delivery of education and other school based services:

Critical Function	Description
Examinations	Providing staff and facilities to enable students to sit examinations (including GCSE and A-Level)
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver the Curriculum (Key Stage 3, 4 and 5)
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of students and running of establishment services including extended services/Children's centres, etc.
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 and safety legislation etc
Catering facilities and staff	The provision of suitable catering facilities to enable the preparation of school meals including free school meals. The provision of suitably trained catering staff 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 ICT education	The provision of ICT to deliver education
Provision of ICT administrative	The provision of ICT to enable the establishment to run effectively
Keeping of suitable records	The keeping of suitable records in relation to staff/students and general administrative functions within an establishment
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces
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'** has been formulated by the Board of Trustees of the Robert Carre Trust 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	NOTES
Examinations	1 day	Disruption to GCSE, A-Level and SATS would have a significant impact.
Teaching Staff	1 week	Withdrawal of labour through industrial action, pandemic
Support Staff	1 week	It is felt that loss of staff for 1 week would have a significant impact
Premises	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
Catering	1 week	Loss of normal catering arrangements would mean the delivery of alternative meals.
Utilities	1 week	Loss of utilities, depending on circumstances may result in immediate school closure, depending on circumstances and seasonal factors (e.g summer or winter). Such closure will have a significant impact after 1 week similar to loss of use/denial of access to premises.
ICT Education and Administrative	1 week	Manual systems of registration could be implemented but much external reporting is now solely on-line necessitating the early restoration of systems
Records, Information and Coursework	1 month	Rather than being the MTPD the figure of 1 month if based upon the amount of data lost
Cleaning	1 week	The accumulation of rubbish and the hygiene of toilets and catering facilities would rapidly generate unhealthy conditions.

Below is a summary of the typical impacts that a loss or disruption may have:

Impact Area	Example Descriptor
Education	Impacts on education may include loss of large number of days of teaching, disruption to education, loss of coursework, etc.
Child welfare/well-being	Impacts on a child may include physical impacts (eg hunger, cold etc), psychological impacts (eg loss of course work, having to move school), future prospects and educational abilities
Parents/Carers	Impacts on parents/carers may include loss of earnings (taking time off work), disruption to work, perception of establishment, College reputation and future recruitment
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide free school meals, etc.
Reputation	Reputation may be the reputation to the establishment, Children's Services or Lincolnshire County Council
Extended Services	Extended services may include Breakfast Clubs, After School Clubs, hiring of rooms/halls, etc.
Staff	Impacts on staff can be financial, physical, psychological

Below are some guidelines as to the impact levels

Category	Descriptor
Insignificant	There is not thought to be any detrimental impacts that would warrant the implementation of a BCP
Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of BCP
Moderate	There is thought to be some impact on some areas. This may require the implementation of BCP if the impact is considered to affect critical areas such as education or child well-being
Significant	A significant impact in a number of areas that warrants the implementation of the BCP
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, Children's Services and Council. Immediate implementation of BCP

PHASE II: DECISION TO IMPLEMENT BUSINESS CONTINUITY PLAN

The Executive Headteacher, in consultation with the Board of Trustees of the Robert Carre Trust, the Head and the SLT of the School in question, will make the executive decision to implement the Business Continuity Plan.

The Senior Leadership Team, including Heads of Department, will be responsible for implementing the Business Continuity Plan in the School in question.

The Board of Trustees will be responsible to the Secretary of State for ensuring that the school is prepared, resourced and able to meet the requirements of the Minimum Tolerable Periods of Disruption.
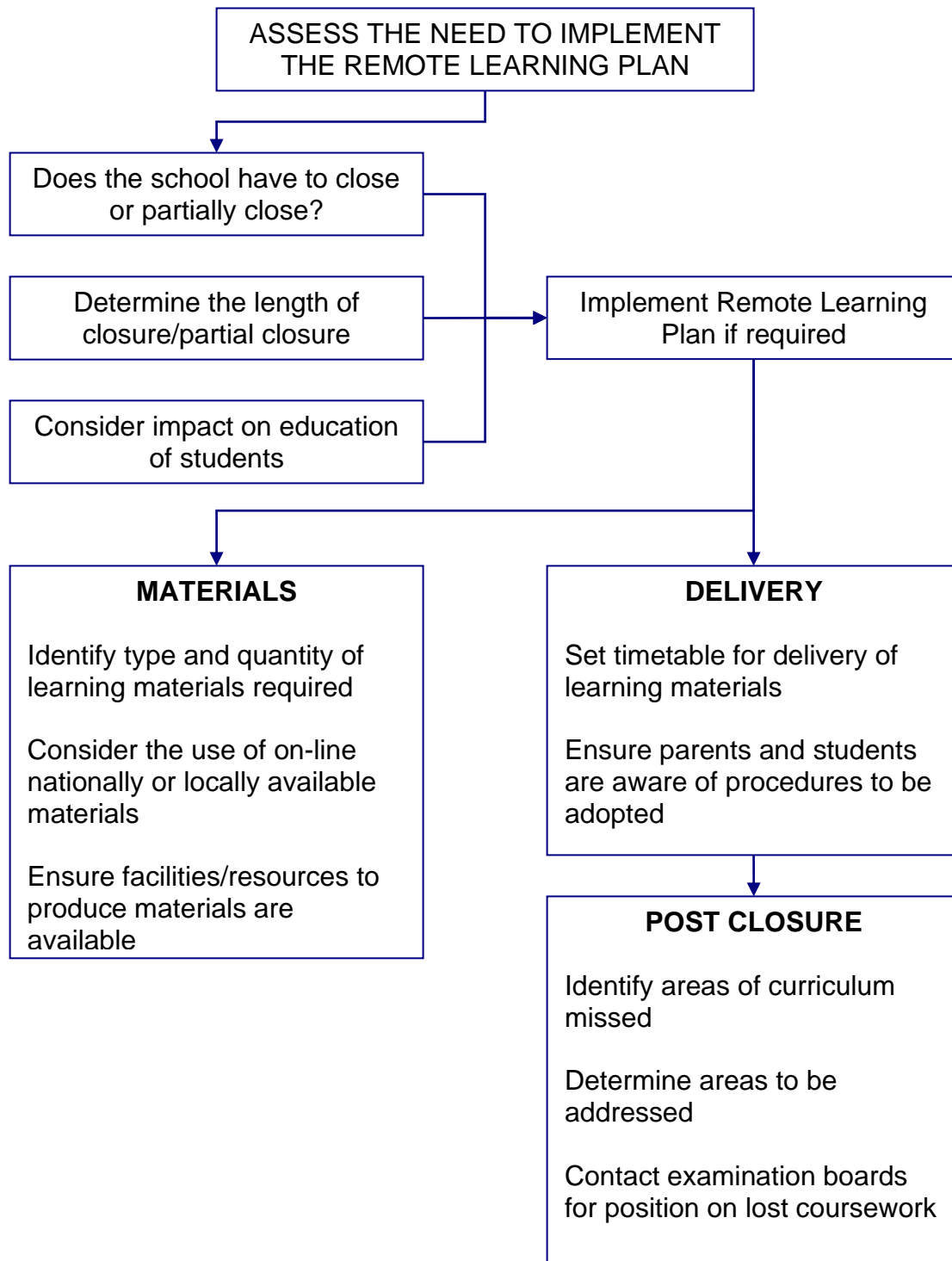
SERVICE CONTINUITY ARRANGEMENTS

ITEM	RESOURCE	CONTINGENCY REQUIREMENT
Staffing Loss **Considered on the basis of 1 member of staff rather than several from the same category**	Senior manager (e.g. Executive Headteacher, Head of School)	Trustees to consider a replacement, albeit temporary, after 6 weeks but review after 3 with SLT
	Teaching staff	Usual liaison between Executive Headteacher and/or Head of School in question, SLT, Department Head and cover supervisor before replacement required.- Temporary cover for 3 weeks – cover supervisor and temporary cover staff.
	Teaching assistants	12 weeks
	Technicians	6 weeks
	SEN support staff	12 weeks
	Administrative support staff	Depending on role, 6 weeks and an internal review
	Technical support staff	Depending on role, 6 weeks and an internal review
	Site care	Depending on role, 6 weeks and an internal review
	Catering and/or cleaning	Depending on role, 6 weeks and an internal review
	Invigilators	Immediate cover

	Other staff	Depending on role, 4 weeks and an internal review
1 classroom down **2 classrooms down** **3 classrooms down** **Premises**	Damage/denial of use of general classroom and/or associated contents	No contingency required as sufficient resources
	Damage/denial of use of specialist classroom and/or associated contents	No contingency required as sufficient resources
	Damage/denial of use of administrative areas and/or associated contents	No contingency required as sufficient resources
	Damage/denial of use of some commons parts (e.g. hall for examinations)	Generally 3 main school sites (Main School, Sports, House) mean some space in other locations. In addition there are opportunities for support at different location, eg other RCT School or SGA.
	Loss of utilities (gas, electric, water)	1 day followed by immediate closure
Catering	Damage/denial of use of catering facilities	Contract caterers hired after 1 day
	No catering staff	
ICT	Loss of telephony system	1 week
	Loss of IT servers/software	4 days
	Loss of IT hardware	1 day immediate closure, if affecting Teaching and Learning
Cleaning	No cleaning staff available	1 day immediate closure
Records	Loss or damage to administrative records	1 day, Executive Headteacher, Head of School in question and SLT. Assessment followed by external advice
Coursework	Loss or damage to coursework	1 day, Executive Headteacher, Head of School in question and SLT. Assessment followed by external advice

CONTACT LIST

See the Critical Incident Plan		
The Critical Incident Plan is held in		
Carre's Grammar School	**Kesteven and Sleaford High School**	
3 locations, the Office of the PA to the Executive Head/Head of School, The Conference Room and the Sports Office	2 locations, the Office of the PA to the Head of School, The Old School	

PHASE III: REMOTE LEARNING PLAN

ASSESS THE NEED TO IMPLEMENT
THE REMOTE LEARNING PLAN

Does the school have to close
or partially close?

Determine the length of
closure/partial closure

Consider impact on education
of students

Implement Remote Learning
Plan if required

MATERIALS

Identify type and quantity of
learning materials required

Consider the use of on-line
nationally or locally available
materials

Ensure facilities/resources to
produce materials are
available

DELIVERY

Set timetable for delivery of
learning materials

Ensure parents and students
are aware of procedures to be
adopted

POST CLOSURE

Identify areas of curriculum
missed

Determine areas to be
addressed

Contact examination boards
for position on lost coursework

REMOTE LEARNING PLAN

DETAILS OF REMOTE LEARNING STRATEGY TO BE ADOPTED	
ELECTRONIC LEARNING ONLY	Determine how many students have access to I.T facilities and the internet/e-mail
	Consider the option of loaning laptops to students
	Can students with no laptops gain access through other means
	Ensure electronic learning platforms are secure and protected from viruses
	Ensure access to the learning platform away from the school (if school access is denied)
MATERIAL PREPARATION	Identify any core materials that can be developed now
	Identify how much material has to be prepared to enable 1 weeks worth of remote learning (general materials)
	Ensure materials can be stored electronically and accessed off-site in case access to the school is denied
	Identify the person/s responsible for developing learning materials now and during any period of closure
	Do these persons require any training (e.g on electronic systems) (If yes detail below training requirements)

DELIVERY AND COLLECTION METHODS	Detail below the method of delivery and collection of remote learning materials (hard copy or electronic)
REMOTE SUPPORT AND MARKING	Detail system for providing remote learning support, marking and feedback
ALTERNATIVE SITE	Identify an alternative site where the remote learning requirements (e.g. material preparation, delivery and support) can be delivered from in case access to the school is denied