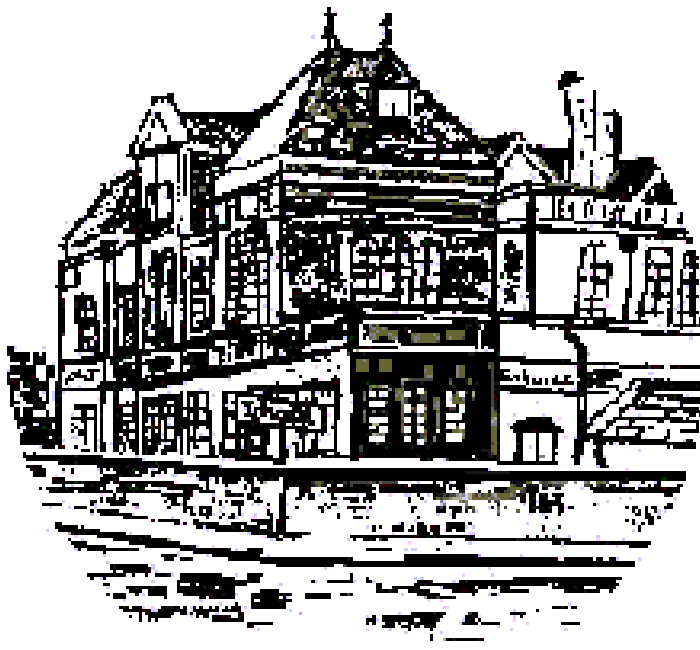


Leicester  
CHILDREN'S SERVICES

# BUSINESS RESILIENCE PLAN FOR

*Granby Primary  
School*

November 2016



# INTRODUCTION

The plan provides guides to actions that should be considered by the Headteacher, his/her nominated deputy, and the School in case of any disruption or interruption to School activities.

**The accompanying guidance is an integral part of the Business Resilience/Continuity Plan and should be referred to when developing and utilizing the Plan.**

Date of issue:	Date of next review:
<p>Copies of this Plan are kept at:</p> <p>Please state where copies are kept. It is advisable to keep a copy of the Business Continuity Plan with:</p> <ul style="list-style-type: none"><li>• Other documentation required if evacuating the premises</li><li>• School Emergency Pack (Grab Bag)</li><li>• Heads Office</li><li>• Off site at a suitable location/s- Headteacher, Deputy and Office Manager have copies.</li></ul>	
<p>Person/s responsible for reviewing plan: Granby Governors' Finance, Premises, Health and Safety Committee.</p>	

## THE SCHOOL

Name	<b>Granby Primary School</b>		
Address	<b>Granby Road, Leicester. LE2 8LP</b>		
Telephone No.	<b>0116 2298160</b>		
Email	<b>info@granby.leicester.sch.uk</b>		
No. of classes	<b>17</b>		
No. of children on roll	<b>485</b>		
No of teachers	<b>22</b>		
No. of teaching assistants	<b>27</b>		
No. of female staff	<b>54</b>		
No. of children having school meals	<b>250</b>		

## THE CRISIS RECOVERY TEAM

<b>Role *</b>	<b>Name</b>	<b>Contact Number(s)</b>
Headteacher	<b>P Fowler</b>	<b>[REDACTED]</b>
Deputy Head	<b>Dale Cross</b>	<b>[REDACTED]</b>
Office Manager	<b>Sue Foreman</b>	<b>[REDACTED]</b>
Premises Officer	<b>R Penny</b>	<b>[REDACTED]</b>
ICT Technician	<b>A Westwood</b>	<b>[REDACTED]</b>
Chair of Governors	<b>Glenys Mulvany</b>	<b>[REDACTED]</b>
Vice Chair	<b>Graham James</b>	<b>[REDACTED]</b>

Administrator	<b>C Ross</b>	██████████
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**REMINDER:**  
**Phone the Emergency Services, if necessary**

**Phone Crisis Line on ██████████**

**Also contact – ██████████ (Risk Management)**  
██████████

**Do not talk to the media**  
**Log decisions, actions, contact and other events.**

**THE REQUIREMENTS FOR THE FIRST 48 HOURS**

<b>Requirement *</b>	<b>Additional Information</b>	<b>No. required</b>
Emergency meeting room (Early hours call)	Staff and Parents communicated with by text and email – internet connection Required or Mobile Phone	
Rooms (with toilet facilities)	For planning, administration and to act as a 'operations centre'	
Telephones	To contact staff, parents, LA, services etc.	
Computers	To generate letters and documents, contact people / organisations via email, research on the Internet	
Access to SIMs	To access pupil records, staff records, financial information etc	

Printers	To produce letters, documents etc.	
Photocopiers	To mass produce letters, documents etc.	
Room (local to school)	For holding a parents' meeting	
Local Authority Representatives	To attend the parents' meeting	
Human Resources	To give guidance on staffing issues and liaise with unions	
Insurance	Liaise with LA to begin proceedings with regards to services under policy	
Emergency evacuation areas	For immediate evacuation of pupils and staff.	
Information to parents	Announcements on local media e.g. Radio/television stations. Up date school web site front page as soon as possible.	

*\*These are suggested requirements, some may not be applicable to your school and you may want to add others.*

### **THE REQUIREMENTS TO REINSTATE A FULL EDUCATIONAL SERVICE**

<b>Requirement *</b>	<b>Additional Information</b>	<b>No. required</b>
Building	Secure, appropriate and fully risk-assessed with all utilities connected and working. Full working catering facilities.	
Transport to and from temporary accommodation	For staff and pupils, with appropriate staffing if necessary at an appropriate, safe place.	

Toilet facilities	Suitable for the number and gender of staff and pupils	
Office facilities	Appropriate for the number of staff and with appropriate furniture	
Outside play area	Secure, appropriate and fully risk-assessed	
Staff area	With tea / coffee making facilities etc.	
Hall	Large enough to hold assemblies and carry out PE lessons	
Tables	Enough for each class	
Chairs	Enough for each pupil and member of staff and appropriate sizes	
Telephones	With at least two lines	
Boards	Preferably interactive for each class	
Computers	Ideally at least one per class Also for admin use	
Internet access	Ideally in each class room and the office facilities	
Access to SIMs	For all appropriate staff	
Printers	Ideally enough to support the teaching and administration	
Photocopiers	Black & white sufficient	
School meals	Free, paid and staff	
Milk provision	Free and paid	
Fruit provision	Free to KS1 and Foundation Stage	

Learning resources	Appropriate books, software etc.	
Stationery	Appropriate and sufficient exercise books, paper, pens, pencils, rulers, erasers etc.	

*\*These are requirements that you may have, some may not be applicable to your school and you may want to add others.*

### **THE ORGANISATIONS THAT PROVIDE A SERVICE TO THE SCHOOL**

<b>Service</b>	<b>Organisation</b>	<b>Contact Number(s)</b>	<b>Meter No. / Contract No.</b>
Admissions	<b>LCC</b>	[REDACTED]	
Bursar	[REDACTED] <b>Bursar Services</b>	[REDACTED]	
Counselling			
Educational Psychology	[REDACTED]	[REDACTED]	
Educational Welfare	[REDACTED]	[REDACTED]	
Electric	<b>EON</b>	[REDACTED]	
Finance	<b>LA</b>	[REDACTED]	
Fruit	<b>Fruit 4 Schools</b>	[REDACTED]	
Gas	<b>National grid</b>	[REDACTED]	

Human Resources	LA [REDACTED]	[REDACTED]	
ICT			
Insurance Company	Zurich Municipal	[REDACTED]	
Internet	Internet: Synetrix	[REDACTED]	
Lifts	Lift Engineering Services	[REDACTED]	
Milk	Kirby & West	[REDACTED]	
Photocopier	Ricoh	[REDACTED]	
Property	Out of hours service	[REDACTED]	
School Meals	Holy Cross	[REDACTED]	
School Nurse	Jane Cox	[REDACTED]	
Social Services	Leicester City	[REDACTED]	

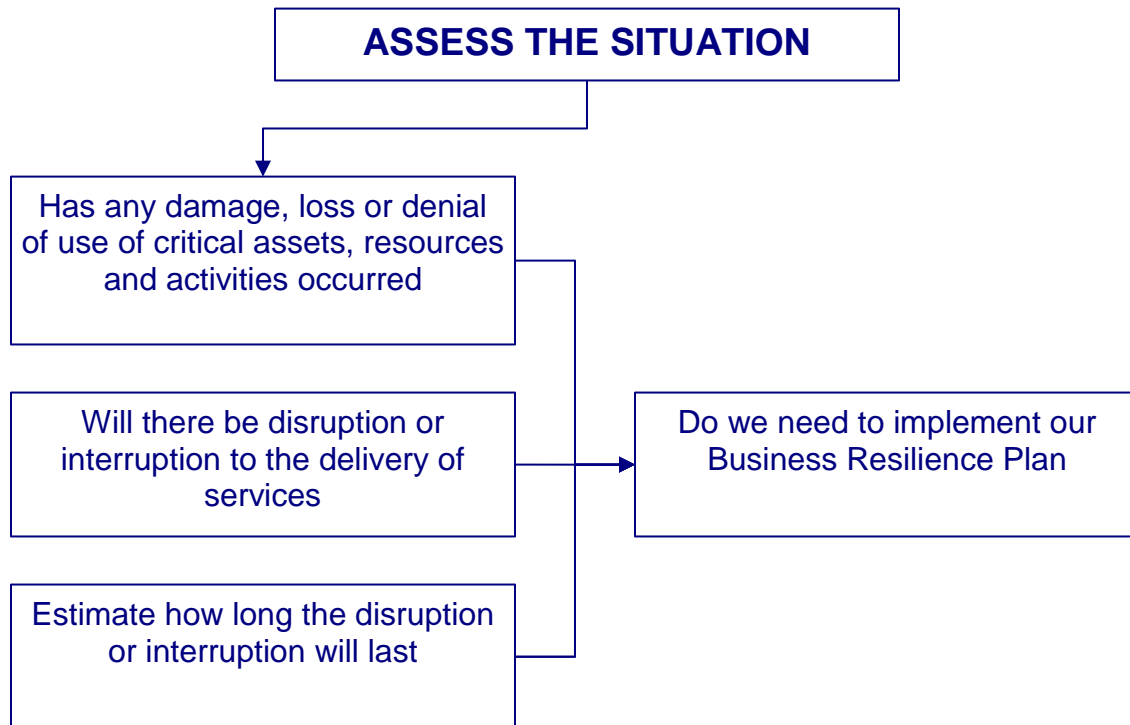
**THE ORGANISATIONS THAT PROVIDE A SERVICE TO THE SCHOOL  
(cont.)**



Stationery	<b>ESPO</b>	[REDACTED]	
Supply Agencies	<b>Reed</b>	[REDACTED]	
Taxis (for children in care)	<b>Swift Fox Cubs (Christmas) 1566</b>	[REDACTED]	
Telephone	<b>NTL</b>	[REDACTED]	
Unions	<b>Unison ( [REDACTED] ) GMB ( [REDACTED] ) NUT ( [REDACTED] )</b>		
Water	<b>Severn Trent Water</b>	[REDACTED]	

**REMINDER:**  
**You will need to ensure that those people who are listed in this document are aware of their responsibilities etc.**  
**You will need to regularly update this information as staff change, contact details change etc.**

# 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 pupils to sit examinations – SATs and FS profile in a primary School
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver National Curriculum (Foundation to Key Stage 4)
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/Childrens 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 & 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, the School has a comprehensive back system which could be run from senior staff laptops. Back ups in the Camelot Room, Nursery, Computer Room, Carole Ross encrypted hard drive.
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils 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'

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	For Foundation classrooms, it is felt that loss of staff for 2 days would have a significant impact due to higher staffing levels required.
Support Staff	1 week	For Foundation Classroom, it is felt that loss of staff for 2 days 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 cold meals. Catering contractor to have in place appropriate BCP.
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	2 weeks	
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	For Nursery schools 2 days was considered as being the MTPD whilst for primary and specials it was 3 days. Cleaning contractor to have in place appropriate BCP

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/Guardians	Impacts on parents/guardians may include loss of earnings (taking time off work), disruption to work, 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, 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

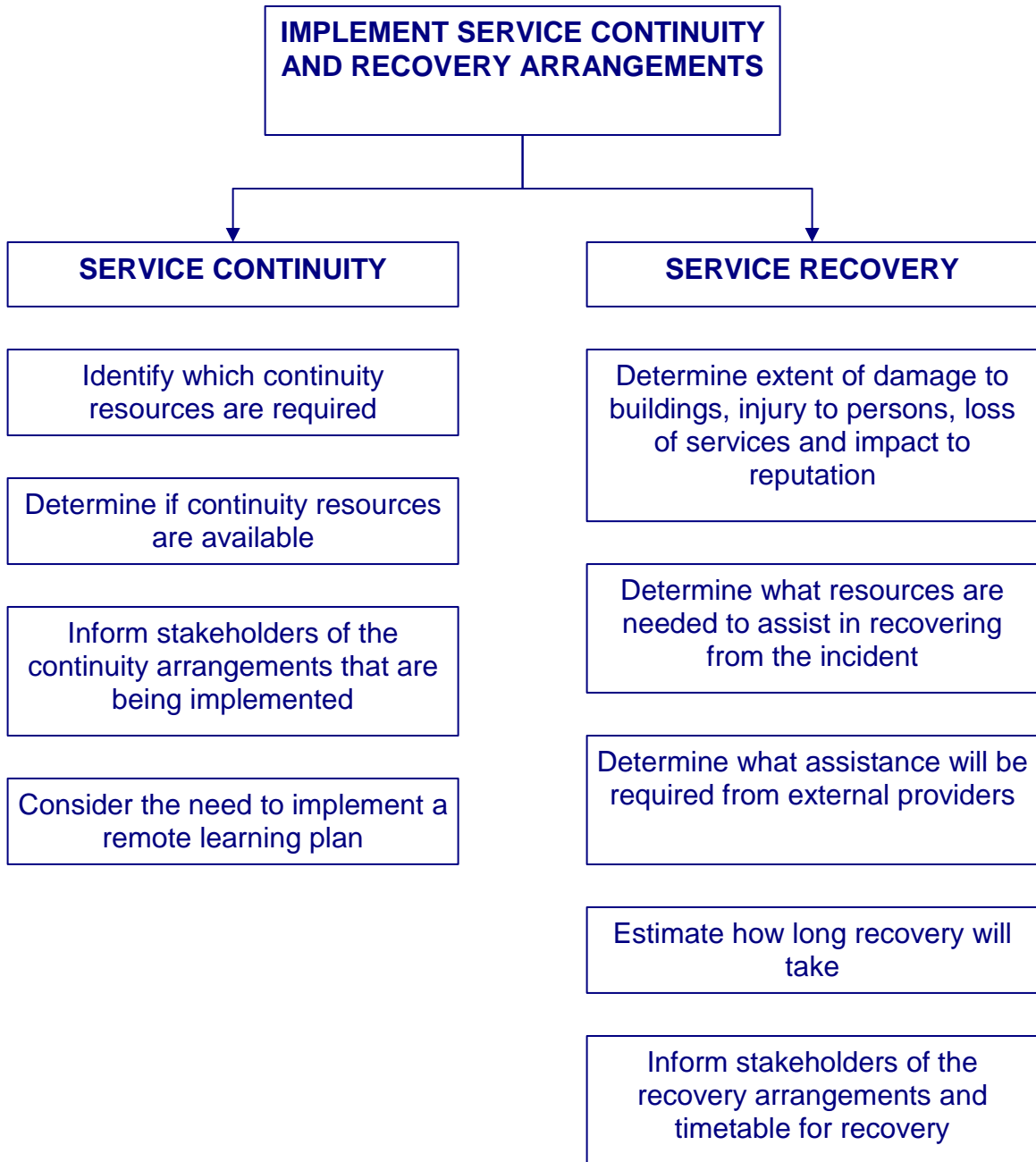
Below are some guidelines as to the impact levels

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: IMPLEMENT BUSINESS RESILIENCE PLAN**

Detail here who will be responsible for implementing the Business Resilience Plan



## SERVICE CONTINUITY ARRANGEMENTS

ITEM	RESOURCE	CONTINGENCY REQUIREMENT
<b>Staffing Loss</b>	Senior manager (e.g. Headteacher)	GM. Back fill from SMT. Temporary staff
	Teaching staff	Back fill and supply
	Teaching assistants	Backfill from within
	Technicians	Bring in an external provider
	SEN support staff	Back fill and bring in supply
	Administrative support staff	Backfill to supply temporary capacity
	Technical support staff	As per technicians
	Site care	Back fill and agency staff
	Catering and/or cleaning	Back fill and agency staff

	Invigilators	N/A
	Other staff	
<b>Premises</b>	Damage/denial of use of general classroom and/or associated contents	Camelot room
	Damage/denial of use of specialist classroom and/or associated contents	Camelot room / portable classroom
	Damage/denial of use of administrative areas and/or associated contents	
	Damage/denial of use of some commons parts (e.g. hall for examinations)	Camelot room / local Church halls / Aylestone Leisure centre
	Loss of utilities (gas, electric, water)	
	Damage/denial of use of catering facilities	Temporary arrangements

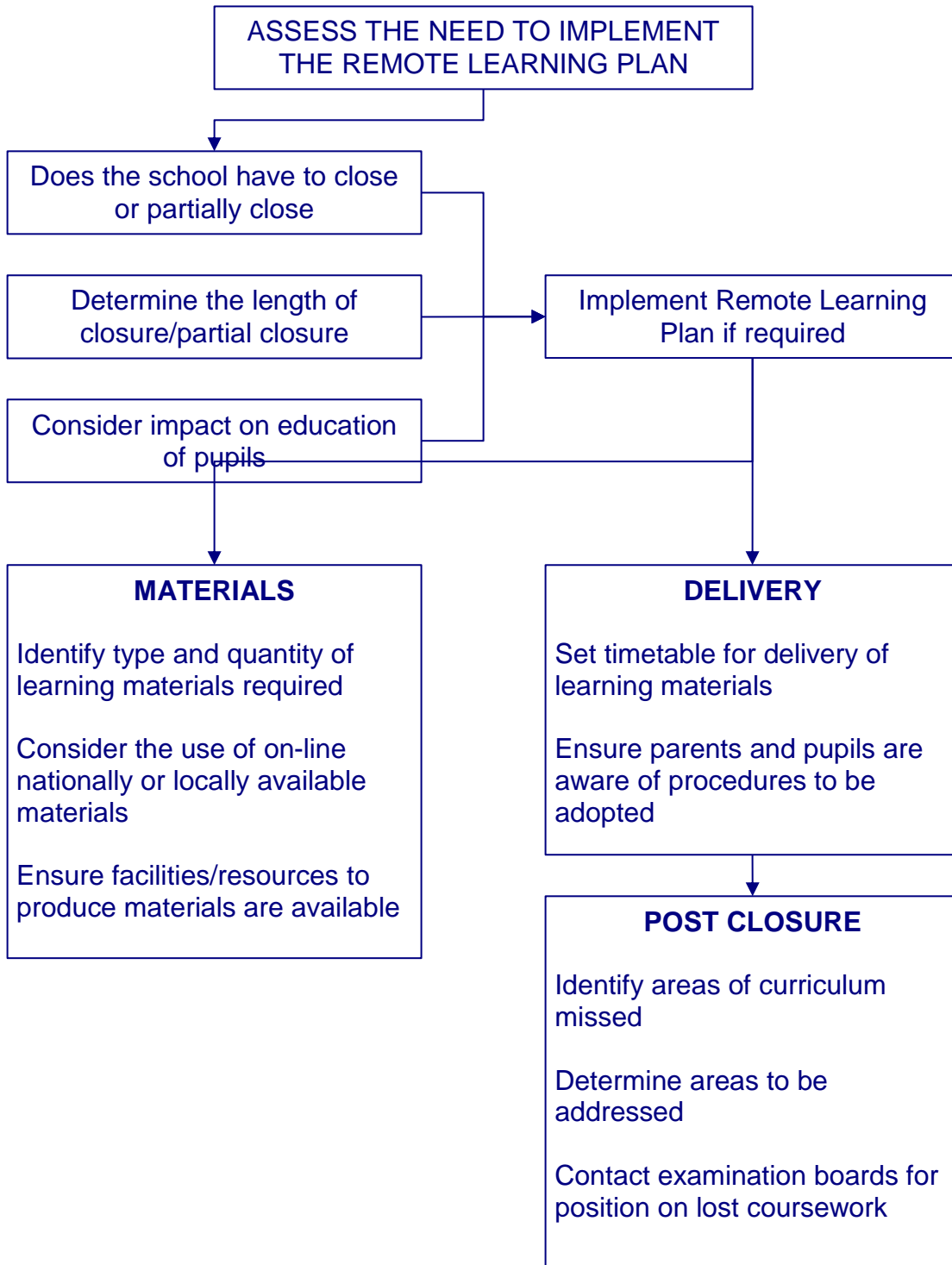


<b>Catering</b>	No catering staff	Back fill and agency staff
<b>ICT</b>	Loss of telephony system	School mobiles
	Loss of I.T servers/software	Other devices and tablets
	Loss of I.T hardware	Other devices and tablets
<b>Cleaning</b>	No cleaning staff available	Back fill and supply
<b>Records</b>	Loss or damage to administrative records	Where possible these are stored electronically

### CONTACT LIST

<b>CONTACT</b>	<b>NAME</b>	<b>TELEPHONE NUMBER/S</b>
Catering	City Catering	██████████
Business Continuity Manager	Peter Fowler	██████████
Water: Severn Trent		██████████
LCC property helpdesk		██████████

# PHASE III: REMOTE LEARNING PLAN



## REMOTE LEARNING PLAN

DETAILS OF REMOTE LEARNING STRATEGY TO BE ADOPTED	
ELECTRONIC LEARNING ONLY	Determine how many pupils have access to I.T facilities and the internet/e-mail
	Consider the option of loaning laptops to pupils
	Can pupils 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)
	St Andrews Church Hall St Edwards
REMOTE SUPPORT AND MARKING	Detail system for providing remote learning support, marking and feedback
	St Andrews Church Hall St Edwards

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
	As above