

Riverside School



Business Continuity Management Plan

Approved by Governors

Responsible person - Headteacher

Introduction

What is Business Continuity?

Business Continuity is a management process that provides a framework to ensure the resilience of your organisation, in this case a school, in the event of an incident or business disruption. It ensures the continuation of services while protecting your reputation – a failure to deliver services could potentially put vulnerable children at risk. Business Continuity Plans need to be clear, concise and tailored to the needs of the organisation – no 'one size fits all' solution exists.

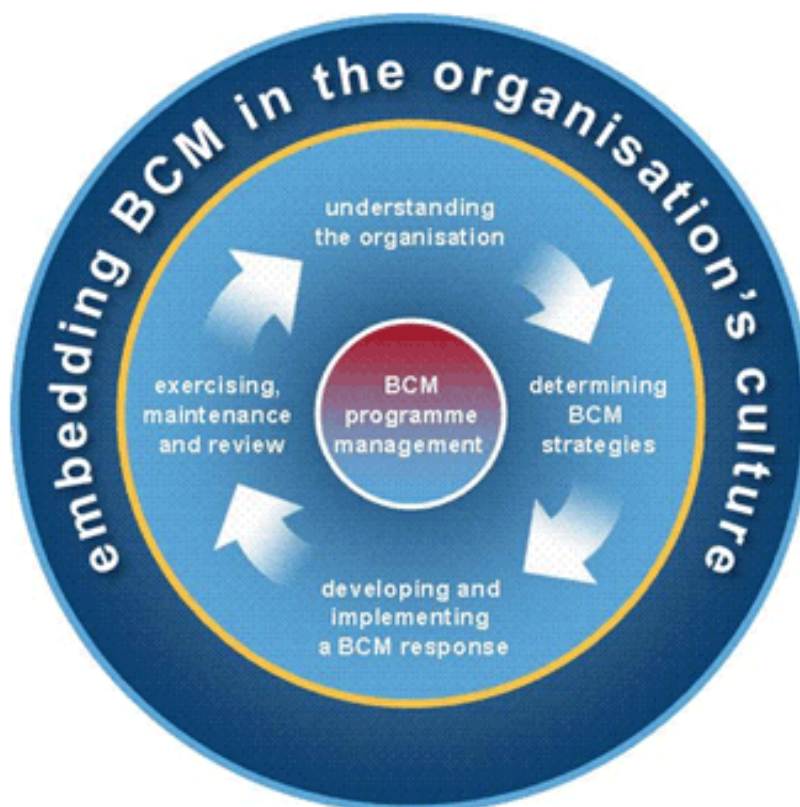
The causes of service disruptions that may have a significant impact include:

- Loss of premises
- IT failure
- Loss of utility supply (e.g. electricity, gas, water)
- Loss of personnel
- Loss of telecommunications
- Loss of supplier

In its most basic form Business Continuity involves the following steps:

- Conducting a Business Impact Analysis (BIA) for each service / function
- Writing Business Continuity Plans based on the information within the BIA's
- Training staff on relevant business continuity plans
- Exercising business continuity plans
- Reviewing BIA's and Business Continuity Plans on an annual basis

The following diagram – the business continuity management lifecycle – is taken from the BSI British Standard on Business Continuity (BS 25999) and illustrates the above.



As mentioned there are many different models and methodologies for Business Continuity – the London Prepared website (www.londonprepared.gov.uk) provides a basic five-step guide.

Business Impact Analysis

The purpose of the Business Impact Analysis (BIA) is to address the following areas in detail:

- Clearly define business processes for each key service ie what is provided to whom, how, when, where and why;
- Identify the range of different impacts – on all stakeholders – of not providing the service;
- Determine the extent, or severity of each impact;
- Understand how these impacts change as the length of disruption increases;
- Determine how quickly the services need to be re-instated;
- Determine the minimum acceptable levels to which the service must be reinstated (this level may change overtime ie 50% restored in 24 hours, 100% in 7 days); and
- Quantify the resources that will be required to enable the service to be reinstated within the timescales to the service level specified.

Identifying the risk of each possible interruption will help to prioritise which contingency arrangements need to be dealt with as a matter of urgency. Critical services are those whose loss would have the greatest impact in the shortest time.

Business Continuity Plan

A Business Continuity Plan is simply the documentation of agreed procedures and information that is developed, and maintained in readiness for use in an incident or service disruption to enable a service or organisation to continue delivering its critical activities. It is important to note that the plan should be accessible given a range of scenarios and stored both in hard copy and electronically, with at least one copy held off site for added resilience.

The plan should detail the following:

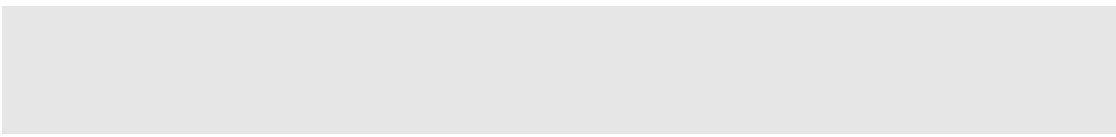
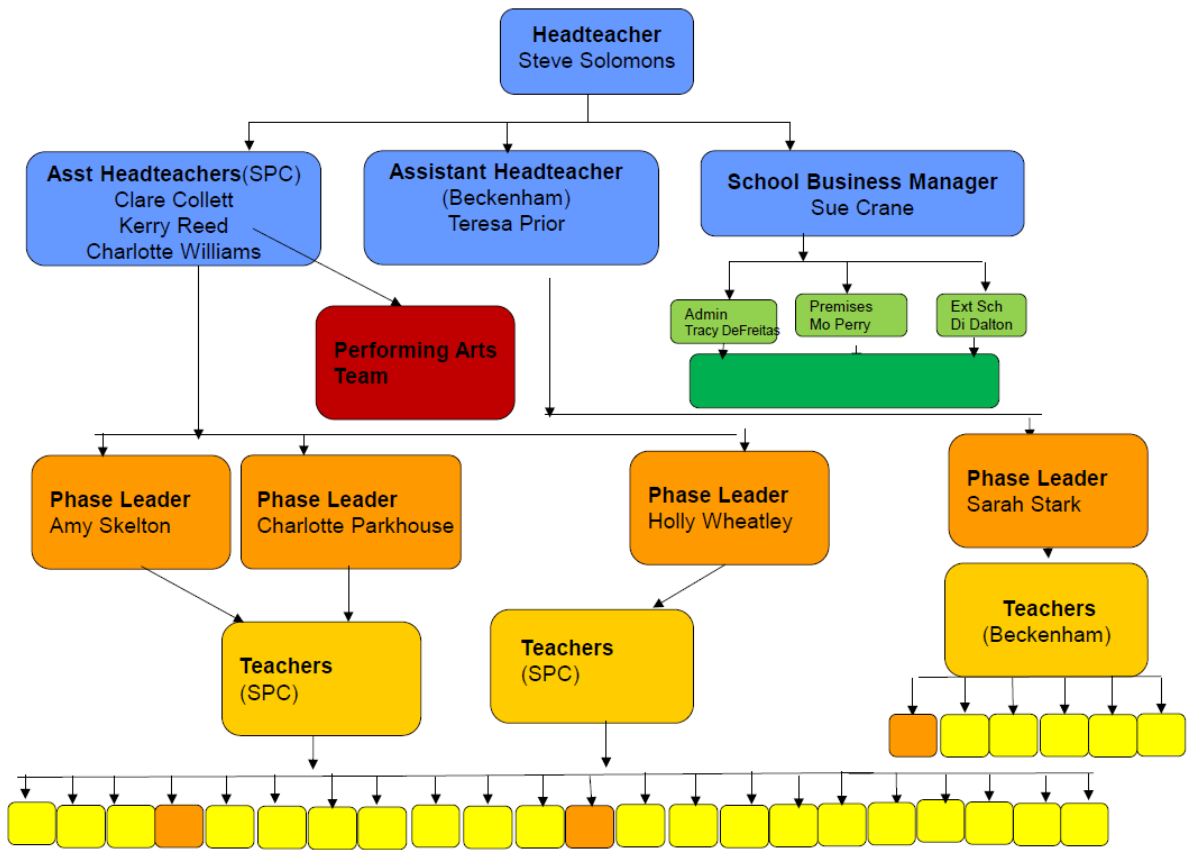
- Formalising an incident response structure (who will manage the incident and how)
- Implementing appropriate measures to reduce the likelihood or impact of a disruption
- Identifying any single points of failure
- The recovery of critical services
- Contingency arrangements / back up procedures (e.g. paper-based systems, alternative premises)
- Longer term recovery issues (such as the restoration of services not deemed critical).

Riverside Contact Details

Contact Details

The following information is important, please add more lines as necessary and change the headings to reflect the terminology and structure of your organisation.

Name of Service:	Education, Care and Health Services
Name of School:	Riverside School St Paul's Cray
Name of School:	Riverside School Beckenham
Name of Head Teacher:	Mr Steve Solomons
Contact Details	Phone: 01689 870519 Mobile: Email:steve.solomons@riverside.bromley.sch.uk
Alternative or Business Continuity Lead:	Mrs Sue Crane
Contact Details	Phone:01689 870519



1. Critical Activities

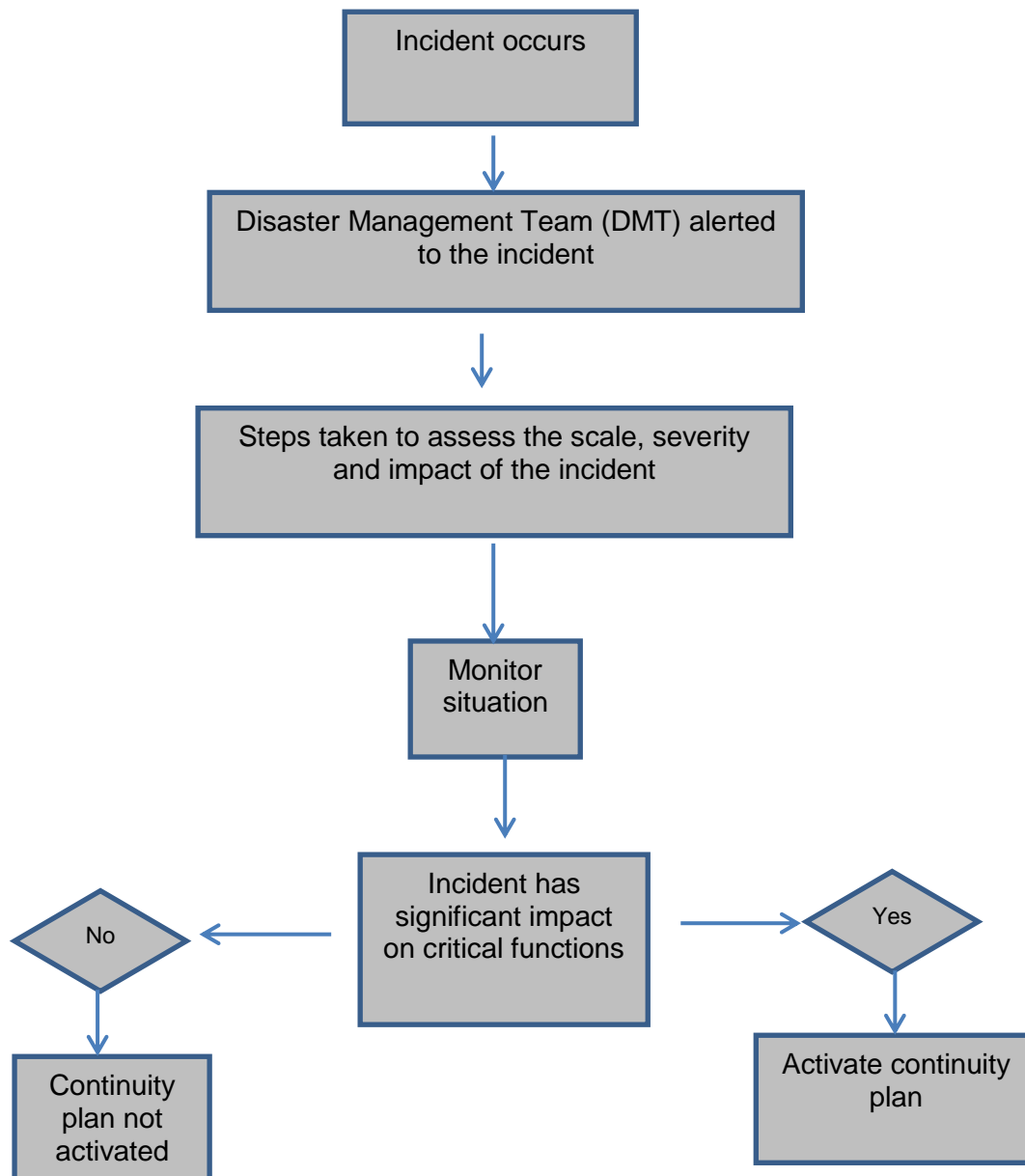
This list can be used during an emergency to assist your decision making when compiling an Action Plan as to which functions need to be reinstated first.

No.	CRITICAL School Activity	Relevant statutory duties	Existing measures	Implications / Impact	Resource requirements for the critical activity				When required						
					Staff	Equipment			4hrs.	24hrs.	48 hrs.	1 week	2 weeks	1 month	
1.	Safeguarding staff members and pupils	H&S at Work Act Duty of Care	Annual risk assessments	Injury or death											
2.	Teaching	Delivery of education	Riverside Beckenham to attend Riverside SPC Riverside SPC to operate with staff attending homes	Pupils not able to learn											
3.	Catering	Provision of free school meals		Children go hungry											
4.	Access to ICT		Daily back up of data off-site												
5.	Examination centre		Accredited courses to continue at the Glebe												

Our Administrative IT system are backed up off site by EIS Kent, and Curriculum System is backed up by SNS and would be accessible under disaster recovery arrangements.

2. Plan Activation

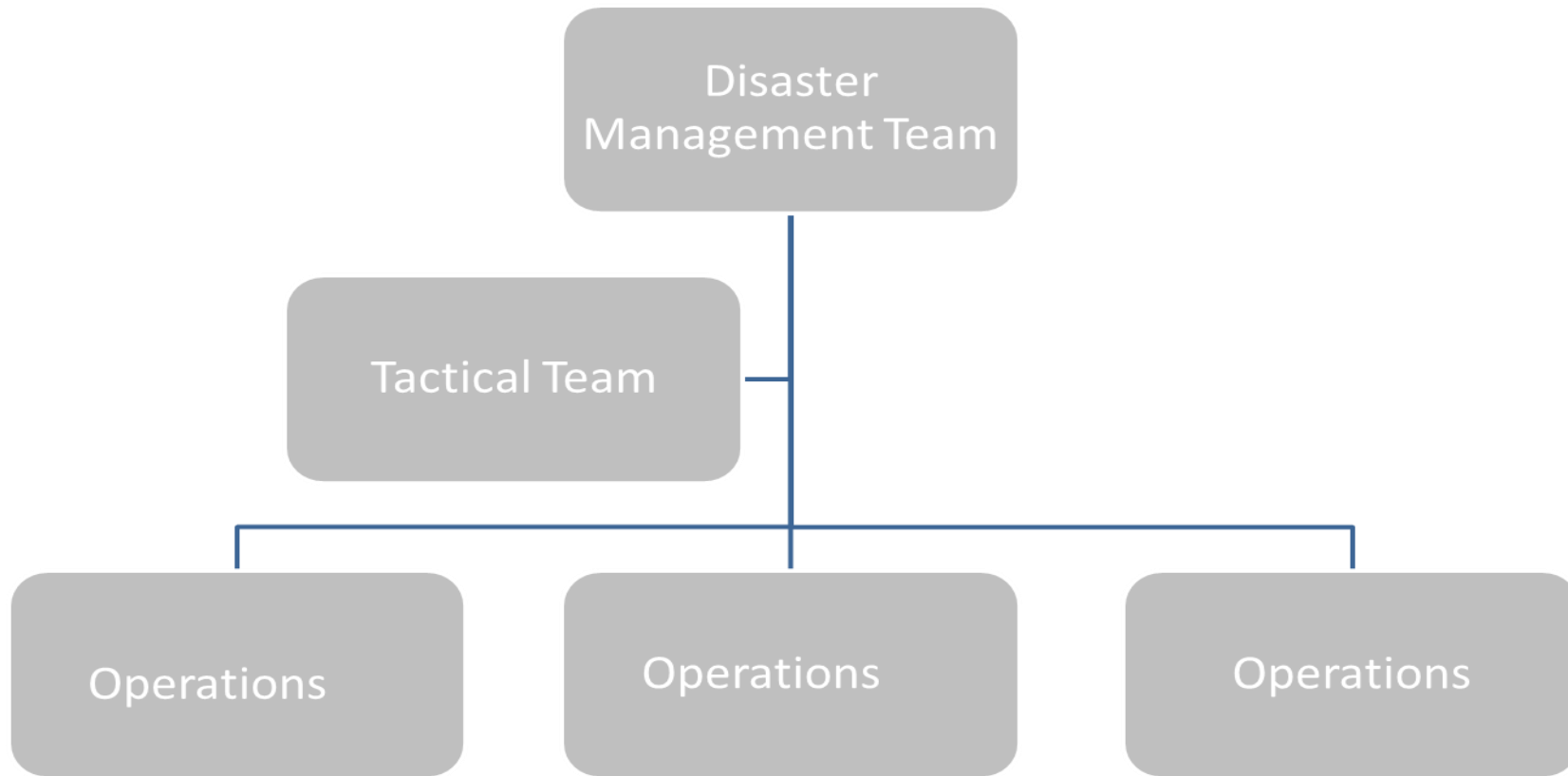
Use this flowchart to help ascertain whether or not to activate the school business continuity plan.



Responsibility for Plan Activation

A member of the Disaster Management Team will activate and stand down this Plan.

3. Incident Management Structure



3.1. Strategic

A Disaster Management Team will be established at the onset of an incident to assist the Headteacher in managing the response.

Disaster Management Team		
Name	Position	Responsibilities
Steve Solomons	Headteacher	<ul style="list-style-type: none"> • Overall responsibility for the day-to-day management of the School, including principal decision-maker in times of crisis. • Ensuring that the school has sufficient capacity to respond to crisis. • Determining the School's overall response and recovery strategy.
Charlotte Williams/Kerry Reed	Assistant Headteachers	<ul style="list-style-type: none"> • Supports the Headteacher in the day-to-day management of the school, including in times of crisis
Katrina O'Leary	Chair of Governors	<ul style="list-style-type: none"> • Liaises with the Headteacher in response to a crisis • Coordinates with the Headteacher to provide strategic direction in planning for and responding to a crisis. • Supports the school's crisis response and subsequent recovery. • Ensures that the School Business Continuity Plan remains fit-for-purpose. • Reporting to parents on the resilience of the School Business Continuity Plan.
Emmanuel Arbenser	Vice Chair of Governors	To act as deputy and support to the Chair of Governors
Sue Crane	School Business Manager	To support the on-going operations of the school and return to normal arrangements

3.2. Tactical

The DMT will create a tactical group to help coordinate the crisis response.

3.3. Operational Support

Other teachers, staff members and grounds workers may be utilised to support the tactical team with the response.

Tactical Team		
Name	Position	Responsibilities
Sue Crane	Representative from the DMT	Co-ordinate responses and liaise with LA/emergency services/other agencies
Mo Perry	Site Manager	Secure premises and respond to requirements
Terry Parkin	Director ECHS	
Tracy De Freitas	Incident Recorder	Maintain records and logs of events/actions

4. Incident Management

The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended.

	Action	Details	Responsibility	Actioned?
1.	<ul style="list-style-type: none"> Initial assessment 	<ul style="list-style-type: none"> Survey the incident scene and disseminate information. 		<input type="checkbox"/>
2.	<ul style="list-style-type: none"> Call the emergency services (as appropriate) 	<ul style="list-style-type: none"> Provide as much information about the incident as possible. 		<input type="checkbox"/>
3.	<ul style="list-style-type: none"> Evacuate the school building if necessary. Ascertain whether pupils should remain within the school grounds at a relative place of safety indoors. If it is safe, consider the recovery of vital assets to sustain critical school activities. Inform relevant stakeholders of site evacuation. 	<ul style="list-style-type: none"> Use standard fire evacuation procedures. Consider staff members and pupils with special needs and/or disabilities. If remaining within the school grounds, ensure that the assembly point is safe Take advice from emergency services as appropriate. 		<input type="checkbox"/>
4.	<ul style="list-style-type: none"> Ensure that all pupils, staff members and school visitors report to the identified assembly point. 	<ul style="list-style-type: none"> The normal assembly point is the far playground(Riverside SCP) and by the Eco Cabin (Riverside Beckenham) The alternative assembly point is Performing Arts Hall(Riverside SPC) and main hall (Riverside Beckenham) 		<input type="checkbox"/>
5.	<ul style="list-style-type: none"> Check that all pupils, staff members and visitors have been evacuated. Consider the safety of all pupils, staff members and visitors as a priority. 	<ul style="list-style-type: none"> Undertake a roll call using the pupil attendance register, staff lists and the visitors signing in book. 		<input type="checkbox"/>
6.	<ul style="list-style-type: none"> Ensure that the emergency service vehicles have access to the incident site. 	<ul style="list-style-type: none"> Ensure any required actions are safe by undertaking a risk assessment. 		<input type="checkbox"/>
7.	<ul style="list-style-type: none"> Establish a contact point for all supporting personnel. 	<ul style="list-style-type: none"> Consider the availability of staff members and who may be best placed to communicate information. 		<input type="checkbox"/>
9.	<ul style="list-style-type: none"> Ensure a log of key decisions/actions is started and maintained throughout the incident. 	<ul style="list-style-type: none"> Use the template in the appendix. 		<input type="checkbox"/>
10.	<ul style="list-style-type: none"> Where appropriate, record names and details of any staff members or visitors who may 	<ul style="list-style-type: none"> This information should be held securely as it may be required by emergency services or 		<input type="checkbox"/>

	have been injured or affected by the incident.	other agencies either during or following the incident.		
11.	<ul style="list-style-type: none"> Assess the impact of the incident. Identify and agree next steps. 	<ul style="list-style-type: none"> Continue to record key decisions and actions in the incident log. 		<input type="checkbox"/>
12.	<ul style="list-style-type: none"> Log details of all items lost by pupils, staff members and visitors as a result of the incident, if appropriate, 			<input type="checkbox"/>
13.	<ul style="list-style-type: none"> Consider the involvement of other teams, services or organisations that may be required to support the management of the incident. 	<ul style="list-style-type: none"> See attached key contacts list 		<input type="checkbox"/>
15.	<ul style="list-style-type: none"> Assess the key priorities for the remainder of the working day and take relevant action. 	<ul style="list-style-type: none"> Consider actions to ensure the health, safety and well-being of the school community at all times. Consider your business continuity strategies to ensure that the impact of the disruption is minimised. Consider the school's legal duty to provide free school meals and how this will be facilitated. 		<input type="checkbox"/>
16.	<ul style="list-style-type: none"> Ensure staff members are kept informed about what is required of them. 			<input type="checkbox"/>
17.	<ul style="list-style-type: none"> Ensure parents and pupils are kept informed as appropriate to the circumstances of the incident. 	<ul style="list-style-type: none"> Consider communication strategies and additional support for pupils with special needs. Agree arrangements for parents collecting pupils at an appropriate time/liaison with SEN transport Consider the notification of pupils not currently in school. 		<input type="checkbox"/>
19.	<ul style="list-style-type: none"> Ensure Governors are kept informed as appropriate to the circumstances of the incident. 	<ul style="list-style-type: none"> Governors will be regularly appraised of the situation via e-mail where possible or text service 		<input type="checkbox"/>
20.	<ul style="list-style-type: none"> Consider the wider notification process and the key messages to communicate. 	<ul style="list-style-type: none"> Local radios may be useful in broadcasting key messages. 		<input type="checkbox"/>
21.	<ul style="list-style-type: none"> Communicate the interim arrangements for delivery of critical school activities. 	<ul style="list-style-type: none"> Ensure all stakeholders are kept informed of any contingency arrangements by e-mail or text service 		<input type="checkbox"/>

22.	<ul style="list-style-type: none"> Log all expenditure incurred as a result of the incident 	<ul style="list-style-type: none"> Record all incident-related costs incurred in the attached financial expenditure log. 		<input type="checkbox"/>
23.	<ul style="list-style-type: none"> Seek specific advice/inform your insurance company. 	<ul style="list-style-type: none"> Insurance policy details can be found via the Local authority 		<input type="checkbox"/>
24.	<ul style="list-style-type: none"> Ensure recording process is in place for staff members and pupils leaving the site. 	<ul style="list-style-type: none"> Ensure the safety of staff members and pupils before they leave site and identify suitable support and risk control measures. 		<input type="checkbox"/>

5. Continuity

The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended.

No.	Action	Details	Responsibility	Actioned?
1.	Identify any other stakeholders required to be involved in the business continuity response.	<ul style="list-style-type: none"> Depending on the incident, you may need additional/specific input in order to facilitate the recovery of critical activities. This may require the involvement of external partners. 		<input type="checkbox"/>
2.	Evaluate the impact of the incident	<ul style="list-style-type: none"> Take time to understand the impact of the incident on the normal operations of the school. 		<input type="checkbox"/>
3.	Log all decisions and actions, including what you decide not to do and include your decision making rationale.	<ul style="list-style-type: none"> See the attached activity log. 		<input type="checkbox"/>
4.	Log all financial expenditure incurred.	<ul style="list-style-type: none"> See the attached financial expenditure log. 		<input type="checkbox"/>
5.	Allocate specific roles as necessary.	<ul style="list-style-type: none"> Roles allocated will depend on the nature of the incident and the availability of staff members. 		<input type="checkbox"/>
6.	Secure resources to enable critical activities to continue or be recovered.	<ul style="list-style-type: none"> Emergency 'grab' box to be available in each school office SIMs systems available at both sites so could be accessed at unaffected site 		<input type="checkbox"/>
7.	Deliver appropriate communication actions as required.	<ul style="list-style-type: none"> Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders 		<input type="checkbox"/>

6. Recovery

The purpose of the recovery phase is to resume normal school operations as soon as possible.

No.	Action	Details	Responsibility	Actioned?
1.	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.		<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of staff members and pupils.	Depending on the nature of the incident, the disaster management team may need to consider the use of counselling services.		<input type="checkbox"/>
3.	Once recovery actions are complete, communicate the return to normal school operations.	Ensure all staff members are aware that the business continuity plan is no longer in effect via briefing.		<input type="checkbox"/>
4.	Debrief staff members (possibly with pupils) about the incident.			<input type="checkbox"/>
5.	Complete a report to document opportunities for improvement and any lessons identified.	<ul style="list-style-type: none"> • The incident report should be reviewed by all members of the disaster management team. • Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school. 		
6.	Review this continuity plan in light of lessons learnt from the incident and the response to it.	<ul style="list-style-type: none"> • Implement recommendations for improvement and update this plan. • Ensure any revised versions of the plan are read by all members of the business continuity team. 		<input type="checkbox"/>

Section	Details	Checklist
Business continuity	<ul style="list-style-type: none"> • Business Continuity Plan 	✓ <input type="checkbox"/>
Organisational	<ul style="list-style-type: none"> • Staff handbook (policies and procedures) 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • School branding material 	✓Held offsite
	<ul style="list-style-type: none"> • School logo 	✓Held offsite
	<ul style="list-style-type: none"> • Other key documents 	✓Held offsite
Financial	<ul style="list-style-type: none"> • Bank, insurance details, payroll 	✓Payrol l held offsite
	<ul style="list-style-type: none"> • Invoices, purchase orders 	✓Held offsite
	<ul style="list-style-type: none"> • Financial procedures 	✓Held offsite
	<ul style="list-style-type: none"> • Assets register and insurance policy 	✓ <input type="checkbox"/> Insuran ce held offsite
Staff	<ul style="list-style-type: none"> • Staff contact details 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Staff emergency contact details 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Pre-paid pay as you go mobile phone and battery powered charger 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Wind up radio 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Wind up torch 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Disposable camera with film 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Data restoration routine 	Remote backup
Other items	<ul style="list-style-type: none"> • First aid box 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Bromley/Orpington A-Z map 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Stationery 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Hazard barrier tape 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Bank paying in slip copy 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • Contact details for taxi / transport providers 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • School floor plans 	<input type="checkbox"/>
	<ul style="list-style-type: none"> • Whistle / megaphones 	✓ <input type="checkbox"/>
	<ul style="list-style-type: none"> • High visibility jacket 	✓ <input type="checkbox"/>

8.4 Emergency Box Contents

8.5 Organisation Details

School details		
Name of school	Riverside School	
Type of school	Voluntary Controlled Special School	
School	Main Road, St Paul's Cray BR5 3HS	2 Hayne Road, Beckenham, BR3 4HY
School hours	9 am – 3.30pm. Site open 6.30am – 6.30 pm	9am – 3.30 pm Site open 7.30 am – 6.30 pm
Approximate number of staff	120	40
Approximate number of pupils	170	50
Age range of pupils	5 – 19	5 - 11

8.6 Key Contacts

Contact	Telephone No.	Fax No.	Email address
School contacts	01689 870519/ 0208 639 0079	01689 898818 0208 663 3580	
Headteacher	01689 870519		Steve.solomons@riverside.bromley.sch.uk
School Business Manager	01689 870519		Sue.crane@riverside.bromley.sch.uk
Assistant Headteachers	01689 870519/0208 6390079		Charlotte.williams@riverside.bromley.sch.uk Kerry.ditchfield@riverside.bromley.sch.uk Clare.collett@riverside.bromley.sch.uk
Chair of Governors			
Vice Chair of Governors			
Key local authority contacts			
Emergency number	020 8313 4388/ 020 8464 4848 01732 781914		
Children's services	02093134060		
Other local authority contacts			
Emergency Services	999		
Media contacts	02083134310		
Local BBC radio station –Radio Kent	01892635500		
Other local radio station – BBC London Live	02072242424		
Local newspaper			

Other useful contacts			
Health and Safety Executive(out of hours)	0151 922 9235.		www.hse.gov.uk
Insurance Company	02083134298		
National Union of Teachers	020 3006 6266		nutadvice@nut.org.uk
Teacher Support Network	08000 562 561		support@teachersupport.info

8.7 Lockdown

Management and Control	
Nominated person	Responsibility
Headteacher	Initial contact with the emergency services
Assistant Headteacher	Liaison with parents
Teacher (on a rotating basis)	Pupil control

Signals	
Signal for lockdown	Extended tone broadcast by tannoy to indicate lockdown
Signal for all-clear	'All clear' broadcast by Tannoy

Lockdown		
Specified assembly room	Performing Arts Hall (SPC)	Main Hall (Beckenham)
Entrance points	Primary corridor/dance studio; Hydro therapy pool corridor; Secondary lobby area	Central corridor
Communication arrangements	<ul style="list-style-type: none"> • Two-way radios • Mobile phones • Instant messaging / email • Teachers to parents system 	
Notes		

Lockdown Procedure				
Step	Initial response	Check	Time	Signed
1.	Ensure all pupils are inside the specified assembly room.	<input type="checkbox"/>		
2.	Secure all entrance points to the specified assembly room.	<input type="checkbox"/>		
3.	Dial 999 for each emergency service that the incident requires.	<input type="checkbox"/>		

4.	<p>Ensure that staff members take action to increase protection from further danger:</p> <ul style="list-style-type: none"> • Block access points. • Sit on the floor, under tables or against the wall. • Keep out of sight and draw curtains to avoid detection. • Turn off lights. • Stay away from windows and doors 	<input type="checkbox"/>		
5.	<p>Ensure that all pupils and staff members inside the specified assembly room are aware of an exit point in case an intruder manages to gain access or the assembly room becomes unsafe.</p>	<input type="checkbox"/>		
6.	<p>Check for missing or injured staff members and pupils if it is safe to do so.</p>	<input type="checkbox"/>		
7.	<p>Remain inside the specified assembly room until the all clear signal has been given or unless told to evacuate by the emergency services.</p>	<input type="checkbox"/>		