



**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, their details will be added.

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.

**Ratified by the Board on 29 March 2023**

**Next Review Date: March 2024 (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** copies are kept in the office of the Head of School and in the Old School House

Person/s responsible for reviewing this plan:

- Executive Headteacher;
- Director of Finance 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:

| <b>Critical Function</b>          | <b>Description</b>  |
|-----------------------------------|---|
| 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 (e.g., hunger, cold etc.), psychological impacts (e.g., 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  |
|--|--|--|
| <b>Staffing Loss</b><br><br><b>Considered on the basis of 1 member of staff rather than several from the same category</b> | 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  |
| <b>1 classroom down</b>  | Damage/denial of use of general classroom                    | No contingency required as sufficient resources  |

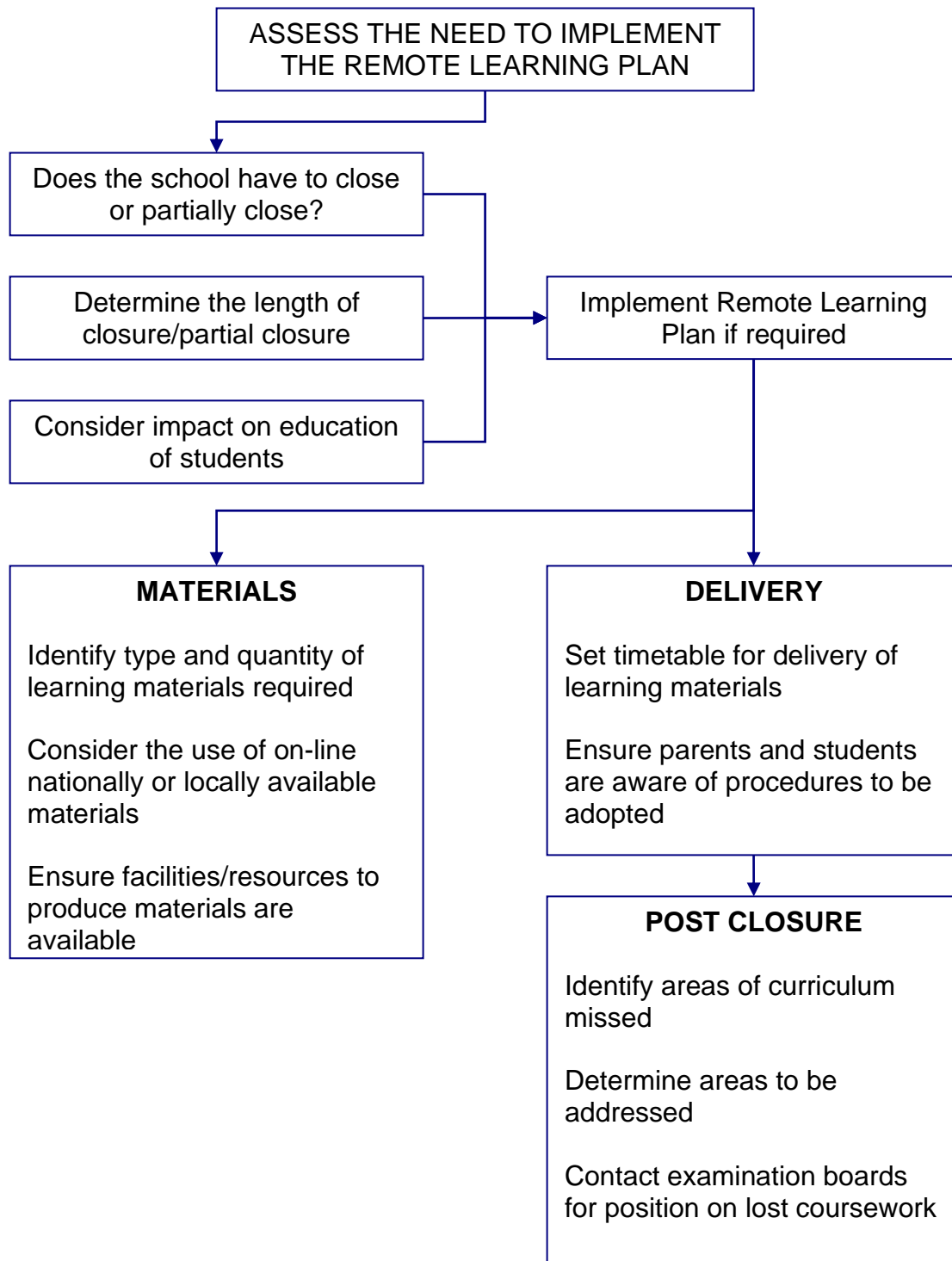
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| <b>2 classrooms down</b> | and/or associated contents  |  |
|                          | Damage/denial of use of specialist classroom and/or associated contents | No contingency required as sufficient resources  |
| <b>3 classrooms down</b> | Damage/denial of use of administrative areas and/or associated contents | No contingency required as sufficient resources  |
|                          | <b>Premises</b>   |  |
|                          | Damage/denial of use of some common 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, e.g., other RCT School or SGA. |
|                          | Loss of utilities (gas, electric, water)                                | 1 day followed by immediate closure  |
| <b>Catering</b>          | Damage/denial of use of catering facilities                             | Contract caterers hired after 1 day  |
|                          | No catering staff   |  |
| <b>ICT</b>               | 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  |
| <b>Cleaning</b>          | No cleaning staff available   | 1 day immediate closure  |
| <b>Records</b>           | Loss or damage to administrative records                                | 1 day, Executive Headteacher, Head of School in question and SLT. Assessment followed by external advice   |
| <b>Coursework</b>        | Loss or damage to coursework  | 1 day, Executive Headteacher, Head of School in question and SLT. Assessment followed by external advice   |



## CONTACT LIST

| <b>See the Critical Incident Plan</b>   |  |  |
|---|--|--|
| <b>The Critical Incident Plan is held in</b>  |  |  |
| <b>Carre's Grammar School</b>   | <b>Kesteven and Sleaford High School</b>   |  |
| 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 Conference Room, The Old School |  |
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# PHASE III: REMOTE LEARNING PLAN



## REMOTE LEARNING PLAN

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|---|--|
| 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)<br>(If yes detail below training requirements) |

|  |  |
|--|--|
| <p style="text-align: center;">DELIVERY AND COLLECTION<br/>METHODS</p> | <p>Detail below the method of delivery and collection of remote learning materials (hard copy or electronic)</p>   |
| <p style="text-align: center;">REMOTE SUPPORT AND MARKING</p>          | <p>Detail system for providing remote learning support, marking and feedback</p>   |
| <p style="text-align: center;">ALTERNATIVE SITE</p>                    | <p>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</p> |