Chepstow School BUSINESS CONTINUITY PLAN (NOVEL CORONAVIRUS: COVID-19)

1 Introduction

1.1 The school will continue to monitor the developing situation with regard to the novel coronavirus, now officially termed COVID-19. As a school community, we will continue to follow the published guidance from UK government and the Public Health Wales, which are being updated on a daily basis.

1.2 The school will ensure that families are aware of the symptoms of COVID-19, especially around the need to self-isolate should symptoms arise following relevant travel or confirmed exposure, and should ensure that the appropriate Government warning signs, which can be download from Government and NHS websites are prominently displayed around the school site particularly in areas where parents and visitors enter the building.

1.3 In line with the need for good hand hygiene, the schools will ensure that all washing facilities are clean, with adequate supplies of soap, and encourage all staff and students to regularly wash their hands for at least 20 seconds. The school has invested in hand sanitisers to help, which contain at least 60% alcohol.

1.4 The school's premises and facilities team have reviewed cleaning routines to ensure that surfaces and 'touch points', such as door handles and light switches are regularly disinfected. This particularly applies to fingerprint scanners for those schools which have them.

2 Sources for information

2.1 As the position changes daily you can keep up to date using the following links

https://govwales/guidance-educational-settings-about-covid-19; and
https://phw.nhs.wales

2.2 Information and guidance can also be sought from the following

General Advice - NHS Direct Wales on 0845 4647; and
Specific School Advice – Public Health Wales on 03000 030032

3 Scope

3.1 This plan is designed to provide flexible response so that the school can

- Respond to a disruptive incident (incident management);
- Maintain delivery of critical activities during an incident (business continuity); and
- Return to 'business as usual' (resumption and recover).

4. Plan Activation Circumstances

4.1 This Plan will be activated in response to an incident causing significant disruption to the school, particularly the delivery of key/critical activities.

4.2 Examples of circumstances triggering activation of this plan include

1. Loss of key staff or skills eg. above normal levels of absenteeism due to illness or other scenarios such as severe weather, transport disruption;
2. Loss of critical systems eg. ICT failure, power outage;
3. Denial of access, or damage to, facilities eg. loss of a building through fire or flood, an external emergency with the School in the Emergency Service's cordon preventing access, school facilities in use for general/local elections, severe weather scenarios or utilities failure;
4. Loss of a key resource eg. an external supplier/partner vital to the delivery of a critical school activity such as your catering provider or any providers of transport eg. for ALN students

5. Responsibility for Plan Activation

5.1 A member of the nominated School Incident Management Team will normally activate and stand down this Plan.

6.   Escalating a Serious Incident

6.1   All serious incidents should be reported to the Headteacher. If the incident is deemed to be of a 'critical' nature, the Critical Incident Plan will be activated and other agencies notified to   respond as appropriate.

7.   Roles and responsibilities
7.1   School Incident Management Team

Name	Role	Contact Details
Matthew Sims	Headteacher	E: matthewsims@chepstowschool.net
Kelly Bowd	Deputy Headteacher	E: kellybowd@chepstowschool.net
Tom Herbert	Systems and Site Manager	E: tomherbert@chepstowschool.net
Jamie Goddard	Assistant Head	E: jamiegoddard@chepstowschool.net
KJ Godbehere	PA to Headteacher	E: kjgodbehere@chepstowschool.net
Emma Mellen	Assistant Head	E: emmamellen@chepstowschool.net

Other key contacts

Name	Role	Contact Details
Gareth Davies	Senior Caretaker	E: garethdavies@chepstowschool.net
Luca Goddard	Lead Cover Supervisor	E: lucagoddard@chepstowschool.net
Angela Warren	Exams Officer	E: angelawarren@chepstowschool.net

7.2   School Incident Management Roles

Name	Responsibility	Accountability/Authority
Matthew Sims Headteacher	• Senior responsible owner of Business Continuity Management in the School • Ensuring the School has capacity within its structure to respond to incidents • Acting as key liaison with media and local authority, which includes collating information for dissemination in press statements • Liaison with Press Office to inform media strategy • Liaison with LA • Determining the School's overall response and recovery strategy	Headteacher has overall responsibility for the school, which includes lead decision-maker in times of crisis
Kelly Bowd Deputy Headteacher	• Deputise if HT unable to be contacted • Business Continuity Plan development • Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. • Involving the School community in the planning process as appropriate • Plan testing and exercise • Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved • Training/preparing staff within the School on Business Continuity • Embedding a culture of resilience within the School, involving stakeholders as required	Deputy head of School has day-to-day responsibility for the school and reports directly into the Headteacher. Is also a member of the School Incident Management Team

Name and Role	Responsibilities	Accountability/Authority
	• As the lead for recovery, to oversee and report on the school's recovery process • Identifying lessons as a result of the incident • Liaison with Headteacher, System and Site Manager and Stakeholder Liaison to ensure lessons are incorporated into the plan development	
Tom Herbert Systems and Site Manager	• Leading the School's initial and ongoing response to an incident • Declaring that an 'incident' is taking place • Activating the Business Continuity Plan • Notifying relevant stakeholders of the incident, plan activation and ongoing response actions • Providing direction and leadership for the whole School community • Undertaking response and communication actions as agreed in the plan • Prioritising the recovery of key activities disrupted by the incident • Managing resource deployment • Welfare of Students • Staff welfare and employment issues	The Systems and Site Manager has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.
Assistant Head Teacher/s/ Business Manager	• Deputise for above staff in the event of absences or if unable to be contacted • See above roles	AHT's have day-to-day responsibility for the school but and reports to Deputy Headteacher. Are also members of the School Incident Management Team.

7.3 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Name and Role	Responsibilities	Accountability/Authority
Karen Roberts Receptionist	• Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all) a) Governors b) Families c) Key Local Authority services d) School Transport Providers e) External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc.	All communications activities should be agreed by the School Incident Management Team. Information sharing should be approved by the Headteacher (or School Incident Management Team if the Headteacher is unavailable)
Gareth Davies Senior Caretaker (Site Overview)	• Undertaking duties as necessary to ensure site security and safety in an incident • Liaison with the School Incident Management to advise on any issues relating to the school physical infrastructure	Reporting directly to the Headteacher or Systems and Site Manger or School Incident Management Team

	• Lead point of contact for any Contractors who may be involved in incident response	
Leighton Cooke ICT Technician (ICT Infrastructure)	• Ensuring the resilience of the School's ICT infrastructure • Liaison with Systems and Site Manager for support or external providers (if applicable) • Work with the Systems and Site Manager to develop proportionate risk responses	ICT Technician reports directly to the Systems and Site Manager for plan development issues. In response to an incident, reporting to the School Incident Management Team
Angela Warren Exams Officer (Exams)	• Ensuring the resilience of the School's Examination Plan • Lead point of contact for Examinations for both students and parents • Lead point of contact with the examination boards (e.g. WJEC, EDEXCEL, LIBF)	Report directly to the Headteacher or School Incident Management Team.
Angela Jones Family Liaison Officer (Safeguarding)	• Ensuring communication remains open with the more vulnerable families that may need our support. • Work with the Deputy Headteacher to develop proportionate risk responses. • Welfare of Students	Report directly to the Headteacher or School Incident Management Team.

7.4 Role of Governors

Role	Responsibilities	Accountability/Authority
Board of Governors	• Working in partnership with the Headteacher to provide strategic direction in planning for and responding to disruptive incidents • Undertaking actions as required to support the school's response to a disruptive incident and subsequent recovery • Acting as a 'critical friend' to ensure that the School Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable • Monitoring and evaluating overall performance in developing School Resilience and reporting to Parents/Carers	Liaison with the Governors or School Incident Management Team in response to a crisis.

8. Purpose of the Incident Management Phase

8.1 The purpose and priorities for this phase are to

- Protect the safety and welfare of students, staff, visitors and the wider community;
- Protect vital assets e.g. equipment, data, reputation;
- Ensure urgent and necessary communication takes place;
- Support the Business Continuity phase;
- Support the Recovery and Resumption phase.

The incidental management phase is broken down into 3 phases;
- Prepare
- Manage
- Recover

Phase	Challenge	Actions
Prepare	**Staffing** • Manage the loss or shortage of staff and/or skills	• Ensure the Incident management team has met to prepare the management and recovery of potential school closure and/or impact on service delivery • Identify staff with underlying medical conditions and/or where dependents have conditions which place them in the 'at risk' group • Recognise risk for identified staff who are at greater risk when issues arise - (staff to self-assess) • Increase facilities/premises staff ratio to support and maintain 'deeper cleaning' of the school estate to avoid contamination • Set up communication teams with the correct details and notify families of procedures in the event of school closure/partial closure • Meet with individual subject leaders to agree flexible delivery of curriculum, in particular to examination classes • Suspending 'non critical' activities to minimise risk of contamination
	Communication • Maintain effective lines of communication are maintained with all stakeholders	• Provide information on symptoms and precautionary measures to identify virus, to support minimise contamination of others • Publicise visual displays throughout the school estate to raise awareness of the symptoms and precautionary measures • Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this • Ensure that staff are kept informed of what is required of them, using a range of electronic communication i.e. Email; ParentMail • Interim arrangements of delivery of critical school activities (i.e. work) using designated page on school website • Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc to ensure that staff are not negatively affected by pandemic

	Curriculum and Resources
	• Meet the requirements of curriculum (particularly to support students at GCSE/A level)
	• Ensure access to facilities required to offer a service delivery (ie. education)
		• Prepare materials to provide service delivery via different means of working to allow for reduced workforce, this may include
		  a) Virtual Learning Environment opportunities e.g. Microsoft TEAMS
		  b) Pre-prepared educational materials that allow for independent learning
		• Provide students with paper-based educational resources e.g. Past-paper questions, model answers and knowledge organisers in anticipation of a potential school closure/partial closure
		• Suspending all non-essential activities which are not directly linked to examination specification requirements
		• Purchase additional wash-based facilities eg. Liquid hand soap and hand sanitiser to maintain hygiene levels
		• Communicate the need for students (and staff) to bring their own containers/water bottles to minimise communal use
		• In addition to regular facilities and premises management and, to minimise risk of contamination, ensure that all touch surfaces including door handles, push pads, hand rails, flush handles, wash taps etc. are cleaned frequently using approved cleaning materials
		• Deploy additional premises staff member to undertake additional cleaning activities, to include touch surfaces and waste disposal
		• Maintain regular contact with local authority health and safety officer to receive updates/advice on recommended practice
		• Identify supply chains and storage capacity for food
		• Identify site security risks

	Students • Maintain student safety during pandemic while meeting demands of service delivery	• Communicate with students, particularly examination groups, the strategy for flexible delivery of the curriculum to support learning in the eventuality of school closure/partial closure • Identify student(s) with underlying medical conditions and/or where dependents have conditions which place them in the 'at risk' group • Identify student(s) with known safeguarding risks and to be able to maintain contact via designated key workers in the event of school closure • Develop a contingency plan to facilitate alternative methods of learning, alternative venues and/or both • Prioritise candidates who will be facing examinations shortly
Manage	**Staffing** • Manage the loss or shortage of staff and/or skills	• Use of temporary staff e.g. supply teachers, office staff; Examination invigilators etc. • Increase facilities/premises staff ratio to support 'deeper cleaning' of the school estate • Using different ways of working to allow for reduced workforce, this may include

		a) Larger class sizes (subject to adult and child ratios); b) Use of Teaching Assistants, Student Teachers, Learning Mentors etc; • Suspending 'non critical' activities and focusing on your priorities
	Communication • Maintain effective lines of communication are maintained with all stakeholders	• Establish daily communication via FaceTime/Skype/WhatsApp with School Incident Management Team • Regular, clear communication with stakeholders (via Headteacher and/or Deputy Head and or Site and Systems Manager) in line with Welsh Government and Public Health Wales updates • Maintain the designated page on school website on a weekly basis (or more frequently where required) eg. With updated work stream • Direction of work streams for home workers to include resources for students not on-site
	Curriculum and Resources • Meet the requirements of curriculum (particularly to support students at GCSE/A level) • Ensure access to facilities required to offer a service delivery (ie. education)	• Deliver and update materials to ensure curriculum, in particular examination specifications are accessed by students • Provide materials that support content of learning on a weekly basis using a range of platforms eg. Hwb and/or Microsoft Teams • Provide examination classes with direct access to pre-prepared educational materials that allow for independent learning eg. Hegarty Maths/Science Quizlets/Paper-based resources • Suspending all non-essential activities which are not directly linked to examination specification requirements
	Students • Maintain student safety during pandemic while meeting demands of service delivery	• Advise candidates, where appropriate, to sit examinations in the next available series • Communicate with relevant awarding organisations at the outset to make them aware of the issue. Also communicate with parents, carers and candidates regarding solutions to the issue • Open for examinations and examination candidates only, if possible • If school is unable to open, liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations
Recover	**Staffing** • Manage the loss or shortage of staff and/or skills	• School Incident Management Team agreed and plan the actions required to enable recovery and resumption of normal working practices (on a phased basis if appropriate) • Respond to any ongoing and long term support needs of staff • School Incident Management Team may need to consider the use of counselling services to support staff • Ensure that all associated paperwork linked to absence management are correctly applied (ie. sickness linked to COVID-19 not affecting absence triggers or sick pay entitlement)

	Communication • Maintain effective lines of communication are maintained with all stakeholders	• Agreed plan for recovery to be communicated with all stakeholders with clear timescales • Once recovery and resumption actions are complete, communicate the return to 'business as usual' • Carry out a 'debrief' of the incident with staff (and possibly with students) • Ensure all staff are aware that the business continuity plan is no longer in effect • Review this Continuity Plan in light of lessons learned from incident and the response to it
	Curriculum and Resources • Meet the requirements of curriculum (particularly to support students at GCSE/A level) • Ensure access to facilities required to offer a service delivery (i.e. education)	• Curriculum Leaders to conduct an audit with staff and possibly with students to identify potential gaps in learning (for examination year groups) • Potentially schedule a deep cleanse of the school site, as part of a local authority activity, or through the school facilities team
	Students • Maintain student safety during pandemic while meeting demands of service delivery • Mitigate impact on potential loss of learning, especially those students preparing for public examinations	• School Incident Management Team may need to consider the use of counselling services to support students and families • Respond to any ongoing and long term support needs of Staff • Ensure that all associated paperwork linked to absence management of students are correctly applied (i.e. attendance codes) • Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements

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