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Business Continuity Policy (LLT)

LYDIATE LEARNING TRUST

ENGAGE, ENABLE, EMPOWER

Origination	Authorised by	Policy Date	Review Date	
NCH	*LLT Board*	*June 2024*	*June 2025*	*Page 1 of 26*

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The loss, or disruption of Lydiate Learning Trust critical activities requires an effective Business Continuity Policy. Good business practice, health and safety, duty of care, student expectations and increasing regulatory requirements dictate that we have proactive plans and procedures to enable us to respond to and manage a major incident or business interruption.

Lydiate Learning Trust will have in place a strategy, implemented solutions and documented business continuity plans. Achieving these objectives form part of an on-going commitment to ensure our strategy, solutions, documentation, and staff awareness, remains current and effective.

This document describes the key elements of Business Continuity at Lydiate Learning Trust. It is divided into the following sections:

Business Continuity Policy

Demonstrates Lydiate Learning Trust 's commitment to protecting its people, assets, reputation, and educational activities.

Roles & Responsibilities

A definition of the key roles in preparing to meet, and recover from, any major incident that threatens the continued operation of Lydiate Learning Trust 's academic operations. Responsibilities both pre and post incident are described here.

Business Continuity Plan Implementation

Business Continuity Planning Standards by which Lydiate Learning Trust will implement the Business Continuity Plan.

Business Continuity Policy is the umbrella policy for the Trust. It covers all aspects of the Strategic Aims, and when dealing with an incident / event, the first protocol would be to review the Business Continuity Plan for said incident. Whilst the BCP is the main policy, there are other Policies which now sit under it, which may determine the reactive measures are needed. For Example, each school or provision would have an individual School Emergency Management Plan or Cyber Response Plan, these will have Trust wide policies included it in but will also have localised operating practices.

1. TERMINOLOGY

Terminology in use throughout this and all other documents that together form the Lydiate Learning Trust Business Continuity Policy.

Emergency		Any event which requires an immediate response to contain the situation and prevent to event from escalating or worsening
Incident	-	Any event that threatens our people, assets or reputation or seriously impairs, disrupts, or halts essential academic operations and activities.

Business Continuity Plan	BCP	The ability to continue key trust operations in the event of any incident that interrupts normal business at Lydiate Learning Trust.
Business Continuity Plan	BCP	Lydiate Learning Trust 's plan for escalating, addressing, and recovering from a significant incident.
Business Continuity Champion	BCC	The person in each School and support department responsible for owning and ensuring the school and departmental plans are current.
Risk Assessment	RA	The process by which Lydiate Learning Trust assesses its key risks for which it requires a Business Continuity Plan.
Business Impact Analysis	BIA	The process by which Lydiate Learning Trust decides upon recovery priorities, timescales, and minimum recovery resources
Executive Response Team	ERT	Lydiate Learning Trust 's strategic level business continuity planning and response team.
Critical Incident Response Team	CIRT	Lydiate Learning Trust 's tactical level business continuity planning and response team.

2. BUSINESS CONTINUITY PLANNING POLICY

Business Continuity Policy Statement

Lydiate Learning Trust is committed to the development and implementation of business continuity, appropriate to the scale, nature, complexity and geography of Lydiate Learning Trust, and the relevant environments in which we operate.

Lydiate Learning Trust believes the way in which we plan, prepare, and respond to incidents is key to our overall effective recovery and continuance. Business Continuity plays a critical part in Lydiate Learning Trust overall control environment.

All aspects of business continuity planning at Lydiate Learning Trust are in keeping with the Business Continuity Institute's (BCI) Good Practice Guide and are aligned to BS EN ISO 22301:2014.

Lydiate Learning Trust Business Continuity Policy is the umbrella policy in managing any Emergency / Incident. The Policy includes School or site-specific Emergency plans such as Cyber Response Policy, School Emergency Management Plan, and the Disaster Recovery Policy.

The Key Aims of the Policy

The key aims of the policy are:

- The protection of people, assets, earning capacity, information, reputation, brand and value of Lydiate Learning Trust and its key stakeholders.
- Compliance with regulatory and governance obligations following an unforeseen incident.
- Ensuring that plans are fit for purpose through regular training, updating, and testing to agreed standards.

The Key Principles of the Policy

The key principles to which Lydiate Learning Trust commits, are:

- Complying with legislation and regulatory requirements and delivering appropriate governance and reporting processes.
- Following the Business Continuity Institute (BCI) 'Good Practice Guidelines' and alignment to BS EN ISO 22301:2014 in developing and maintaining Business Continuity strategies and plans.
- Providing adequate resources to achieve delivery of the Business Continuity Management programme.
- Providing appropriate education and training in Business Continuity Management to all staff to increase their awareness and to enable them to understand their roles and responsibilities.
- Embedding Business Continuity Management as an integral part of Lydiate Learning Trust 's operations and good management practice.
- Developing procedures to assess the effectiveness of Business Continuity pans and carry out testing annually, based upon pertinent scenarios. (Appendix 1)

3. BUSINESS CONTINUITY STRATEGY

The intent of business continuity at Lydiate Learning Trust is to minimise disruption to the provision of education to our students.

Business Continuity Objectives

Lydiate Learning Trust business continuity objectives are to ensure that in respect of incidents:

- Risks to people and the business are properly identified, evaluated, recorded, and managed.
- Measures to avoid or reduce the risk are implemented at an acceptable cost.
- Risks, and the measures implemented to control them, are reviewed regularly to ensure their continued viability and relevance.
- All legal, regulatory and duty of care requirements are met.
- Develop a robust Business Continuity capability through 'fit for purpose' plans and appropriate education and training for all staff to increase their awareness and skills.

Business Recovery Intent and Priorities

Following a disruption or incident, the following business continuity intent and priorities will apply:

'The intent during a disruption is the continued provision of education to our students in a safe operating environment.'

To achieve this intent, Lydiate Learning Trust maintains the following priorities:

People:	- Student, Staff, contractors, and visitors - Loss of key people or skillset - Robust People strategy - Positive relations with Unions
Education:	- Education - Exams / Assessments - Student Recruitment - Student Wellbeing
Assets:	- Data / IT Infrastructure - Physical Infrastructure – Fire / Floor / Utilities - External Factors – Bomb Threat, Adverse Weather
Suppliers and Partners:	- Disruption to supply chain. - Storage of additional supplies at another location. - Identification of alternative suppliers.

Reputation:	• Communication with internal stakeholders • Communication with external stakeholders

4. STRUCTURE, ROLES & RESPONSIBILITIES

Structure

The overall ownership and accountability for Business Continuity Management rests with the Executive Response Team.

Business Continuity roles at Lydiate Learning Trust are separated into **Planning** (i.e., pre-incident) roles and **Invocation** (i.e., post incident) roles. The organisational structure for Business Continuity operates at the Strategic, Tactical and Operational levels.

Key roles and responsibilities

Ser.	Role	Responsibilities during business as usual	Responsibilities during a disruption
1	Executive Response Team	• Allocates adequate resources and budget to business continuity. • Approves the business continuity Business Continuity Plan, • Ensures the continued effectiveness of the business continuity approach. • Appoints the business continuity manager. • Attends annual training and exercise. • Meet to review the Business Continuity Management Programme, progress, issues, etc.	• Forms the Strategic Team. • Sets policy and direction. • Represents the public face of Lydiate Learning Trust.

2	Executive Director of Operations	• Accountable for ensuring that appropriate business continuity arrangements are implemented for the processes, systems and other resources upon which Lydiate Learning Trust depends. • Develops and maintains the business continuity Programme, which describes how, by whom and with what frequency the various elements of the business continuity arrangements are to be tested. • Acts as the business continuity expert throughout Lydiate Learning Trust. • Supports all aspects of tenders and client assurance relating to business continuity. • As required reports to the executive response team on the status and progress of business continuity.	Assists the Executive response team and the CIRT as might be required in terms of adherence to processes.
	Critical Incident Response Team (CIRT)	• Reports annual Business Continuity Management Programme status to the executive response team. • Set the schedule for the coming year. • Attends annual training and exercise.	• Assess impact and plan response and recovery. • Provide direction to School and Support Departments • Manage resources
4	School Support Department (PA, Premise, ICT, HOD's)	• On behalf of Head of School or Head of Vision implements and maintains the school or support department response plan in accordance with Lydiate Learning Trust 's business continuity policy. • Ensures staff in the office are aware of business continuity arrangements. • Co-ordinates validation of business continuity arrangements for own School or department.	• Member of the site response team. • Oversees the administrative support for the site response team. • Acts as the business continuity expert for the site response team.
5	Head of School / Head of Provision	• Signs off own Business Impact Analysis and Business Continuity plan. • Nominates School and Department Business Continuity Champion (BCC).	•

5.   BUSINESS CONTINUITY PLAN IMPLEMENTATION

The Business Continuity Policy and Standards document sets out the scope and governance for the Business Continuity Management programme. It sets out the methodology by which the programme will be delivered.

The Business Continuity Management programme requires the following documents to be maintained:

Ser	Document	Frequency of update	Author
1.	Business Continuity Policy and Standards.	Annual.	Executive Director of Operations
2.	Business Continuity Programme Schedule.	On-going.	Executive Director of Operations

Business Impact Analysis (BIA)

This is a key element of the Business Continuity Policy and foundation from which the whole process is built. A review of the Business Impact Analysis and Risk Assessment will enable you to better understand the organisation and the capacity to manage impact. The BIA will be conducted at least every two years and is part of the strategic review process.

The BIA identifies and documents your key services; the critical activities required to deliver those; the impact that a disruption of those activities would have on Lydiate Learning Trust; and the resources required to resume activities.

There are 5 steps in which we follow.

Step 1 – List of key services we provide which if disrupted would have the greatest impact. For each service identified, considering the impact of the disruption or both LLT's ability to meet strategic aims and that of key stakeholders. For each service / impact identifying timescales.

- First 24 Hours
- 24 – 48 House
- Up to One Week
- Up to Two Weeks

Step 2 – Identifying the Maximum Tolerable Period of Disruption for each service is impacted, either by financial, resource led or reputational.

Step 3 – Identify the Recovery Time Objectives (RTO) for each service / activity.

Step 4 – All Critical activities to be documented upon the Risk Register

Step 5 – Review of resources required to meet the RTO to an acceptable level.

Through an understanding of organisational changes and technology developments within Lydiate Learning Trust, and an understanding of the criticality of activities achieved through the BIA the CIRT will be able to determine whether the current recovery strategies meet Lydiate Learning Trust 's needs.

Risk Assessment

Lydiate Learning Trust will maintain a trust wide Business Continuity Risk Register which will integrate into Lydiate Learning Trust 's group wide Risk Register.

Within Business Continuity, a Risk Assessment will identify risks to Lydiate Learning Trust, its people, assets, operations, and reputation that will inform the Business Continuity Management plans and programme.

A review of the key risks will be conducted annually and is part of the strategic review process.

Impact Levels

To set a common level of impact metrics across the process, Lydiate Learning Trust will use the following impact levels for all analysis.

Impact Type	Sub Impact Type	Level of Impact – Impact Score				
		Dealt with by School/schools or prof services unit.	Dealt with by School/schools or prof services unit but CIRT. informed	CIRT with executive response team informed	Executive response team and CIRT active	Executive response team and CIRT active
		1	2	3	4	5
		Minor	Moderate	Major	Severe	Critical
People	Safety	Minor Injury (local first aid) - no psychological effects	Injury (outpatient) - no long-term psychological effects	Temporary Disability (in patient) <20 people require counselling	Death or life changing injury 20-100 people require. counselling	Multiple Fatalities 100 people require counselling
	Staff availability	Potential staff absenteeism of less than 10% in a School / department.	Potential staff absenteeism of up to 25% in a School / department.	Potential staff absenteeism of up to 50% in a School / department.	Potential staff absenteeism of up to 75% in a School / department.	Potential staff absenteeism over 75% in a School / department.

	Wellbeing	Insignificant inconvenience staff/student.	Minor staff/student dissatisfaction that requires some local recompense.	Staff/student dissatisfaction that requires some formal apology and recompense.	Major staff/student dissatisfaction involves a claim by a legal representative.	Major staff/student dissatisfaction that is being taken to law courts for significant. claim.
Assets	Financial (Loss / Cost)	<£40k	£40k - £75k	£75k - £150k	£150k - £300k	>£300k
	Premises availability	Alternate real estate available for activity at department level	Alternate real estate available for activity in wider trust	5-10% of trust compromised - alternate real estate required outside of trust	10-25% of trust compromised. - alternate real estate required outside of trust	25-50% of trust compromised - alternate real estate required outside of trust
	IT Services	Minor local outage	Prolonged localized outage more than 24 hours	Loss of several systems Less than 24 hours	Loss of several systems more than 24 hours	Loss of all systems e.g. active directory failure
Reputation	N/A	Reference in press but no reputational damage	Reputational criticism requiring consideration. response	Reputational damage requiring proportionate. response	Reputational loss requiring strategic intervention	Irredeemable loss of reputation with effect on strategic intent
Compliance	N/A	No Impact / sanction	Adverse assessment of service	Adverse assessment at business level; remedial action urgent	Adverse assessment published and sanctions imposed	Regulator exercises powers with impact on trust strategy with organisational re-adjustment
Services, Teaching, Research and Innovation	N/A	Minor Disruption	Disruption to services / faculties	Failure to deliver key services	Prolonged failure of several services	Sustained failure to deliver all services

The Business Continuity Management programme requires the following documents to be maintained:

Document	Frequency of update	Author
Business impact analysis and risk assessment methodology.	Annual.	Executive Director of Operations
Trust business continuity risk assessment.	Annual.	Executive Director of Operations

6. DESIGN

The design phase identifies and selects appropriate strategies and tactics to determine how recovery from disruption and continuity will be achieved. The design phase of Business Continuity enables Lydiate Learning Trust to determine and document appropriate Business Continuity strategies. This incorporates:

- A response structure that allows Lydiate Learning Trust to respond to any given disruption in an appropriate and proportionate manner.
- Recovery options that enable us to meet the recovery times identified for each critical activity.
- Mitigation measures that will reduce the likelihood and or reduce the impact of the identified threats.

Lydiate Learning Trust 's crisis management and recovery Plans enable Lydiate Learning Trust to execute agreed strategies and tactics. The plans identify and document the priorities, procedures, responsibilities, and resources to assist each response team to manage a disruption, while implementing continuity and recovery strategies to a pre-determined level.

The Business Continuity Management programme requires the following plans to be maintained:

Document	Frequency of update	Author
Executive response team Crisis Management and Recovery Plan.	Annual.	Executive Director of Operations
Business Continuity Plan (Appendix 2)	Annual.	Executive Director of Operations
School and Site Specific; Cyber Response Policy and School Emergency Management Plan	Annual.	Relevant School and Site Heads.

7. VALIDATE

Validation is the phase that confirms that Business Continuity is meeting the identified objectives and that Lydiate Learning Trust 's arrangements are fit for purpose. The purpose of validation is to ensure that the Business Continuity capability reflects the nature, scale, and complexity of Lydiate Learning Trust to ensure it is current, accurate, and complete, with actions taken to continually improve business continuity.

Training and Exercising

Testing is an on-going process. Exercising and testing the business continuity capability and competence falls into Three categories (Appendix 1):

- **Cascade Call:** testing the key contacts callout should take place every year.
- **Scenario:** there should be a scenario-based workshop exercise of the EXECUTIVE RESPONSE TEAM and CIRT every year.
- **Tabletop Exercise;** Completed annually.

Management Review

The CIRT will meet at the end of each academic year to answer and report to the executive response team on the question:

Is our Business Continuity strategy still fit for purpose?

The agenda will address the question: Is our Business Continuity strategy appropriate?

- Does it consider organisational changes that have occurred in the past year?
- Have there been any major technology upgrades, additions that are no longer covered by the current solution(s)?
- Do the recovery strategies meet regulatory and Lydiate Learning Trust 's requirements?

The review should consider the results and recommendations from tests and exercises conducted over the past year alongside the findings of the most recent Risk Assessment (RA) and Business Impact Analysis (BIA).

Programme Management

At the beginning of each year, targets and objectives for the year will be set and agreed by the executive response team. These will then be reviewed at year-end to measure achievements, reschedule and/or redirect planning efforts etc. for the coming year.

Post disruption reviews

If there is a formalised response to a disruption at Lydiate Learning Trust, i.e., the CIRT has been invoked, then a post-disruption review will be undertaken to ensure all lessons are captured. Lessons identified thus become lessons learnt.

The Business Continuity Management programme requires the following documents to be maintained:

Activity or Document	Frequency of update
Management review by executive response team.	Annual.
Business continuity exercises for the executive response team and the CIRT.	Annual.
Evidence of staff awareness training.	As required.
Post exercise reports.	As required.

8. APPENDICIES

1- TABLETOP EXERCISES
2- BUSINESS CONTINUITY PLAN TEMPLATE
3- EXAMPLE OF LOCALISED PLANS; SCHOOL EMERGENCY MANAGEMENT PLAN, CYBER RESPONSE PLAN,

APPENDIX 1 – TABLETOP EXERCISES

This tabletop exercise is based on an emergency during an educational visit abroad. The scenario focuses on issues of communications, media pressure and responding to the concerns of parents / carers.

Accompanying footage (in the form of news bulletins) can be used for delivery of these injects.

This exercise is designed to last approximately one hour.

Approximate timings	Activity
5 minutes	Introduction to exercise
5 minutes	Inject 1 (optional footage online)
15 minutes	Group discussion
5 minutes	Inject 2 (optional footage online)
15 minutes	Group discussion
15 minutes	Debrief

Inject 1

Scenario time
Tuesday, 8.30am.

News bulletin
"We are just being updated on some breaking news. It has just come in that there has been an incident involving a British coach carrying a school party in France. It is not known at present if there are any fatalities, but several children and adults appear to have been air-lifted to hospital. We are currently unable to confirm which school the party were travelling from. We will bring you more information on this story shortly."

Information
A group of 20 pupils and three staff are currently on an educational visit to France. They have been spending a few days in Normandy before travelling by coach to Paris. The leader of the trip is an experienced teacher who is used to leading educational visits. Accompanying her are two other teachers.

The headteacher (who has remained at home) has received a call from the educational visit leader to say the coach the party were in was involved in a crash. The educational visit leader is unharmed, but several pupils and staff are injured, some seriously. Further details are unknown at this stage.

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+ **What procedures does your school have in place for emergencies on educational visits?**

+ **Upon being informed of the incident, what actions should the school take?**

+ **Which organisations would the school need to contact for support?**

Inject 2

Scenario time
Tuesday, 9.15am.

News bulletin
"It has been confirmed that the coach crash in France earlier today involved pupils and staff from a school who were travelling to Paris as part of their European history course. It is believed that the coach was travelling south bound on the autoroute when it swerved, the driver lost control and the coach overturned as it careered into adjacent fields. Two pupils are said to be a critical state with one member of staff said to be serious but stable. A further 10 pupils are being treated for injuries sustained during the crash. Yet the cause of the crash is unknown, the driver of the coach and another vehicle are being questioned by French Police."

Information
The school has been inundated with requests from parents / carers as to the welfare of their children. Many have turned up to the school to speak to the headteacher in person.

Pupils at school are also distressed; rumours have circulated that at least four people died in the crash. The media have arrived at the school and wish to interview a member of staff about the incident.

+ **What support can be provided to pupils and staff on the educational visit?**

+ **What support can be provided to relatives and friends of those affected?**

+ **What arrangements need to be established to respond to media requests?**

APPENDIX 2 – Lydiate Learning Trust – Business Continuity Plan

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1.0 PLAN PURPOSE AND SCOPE

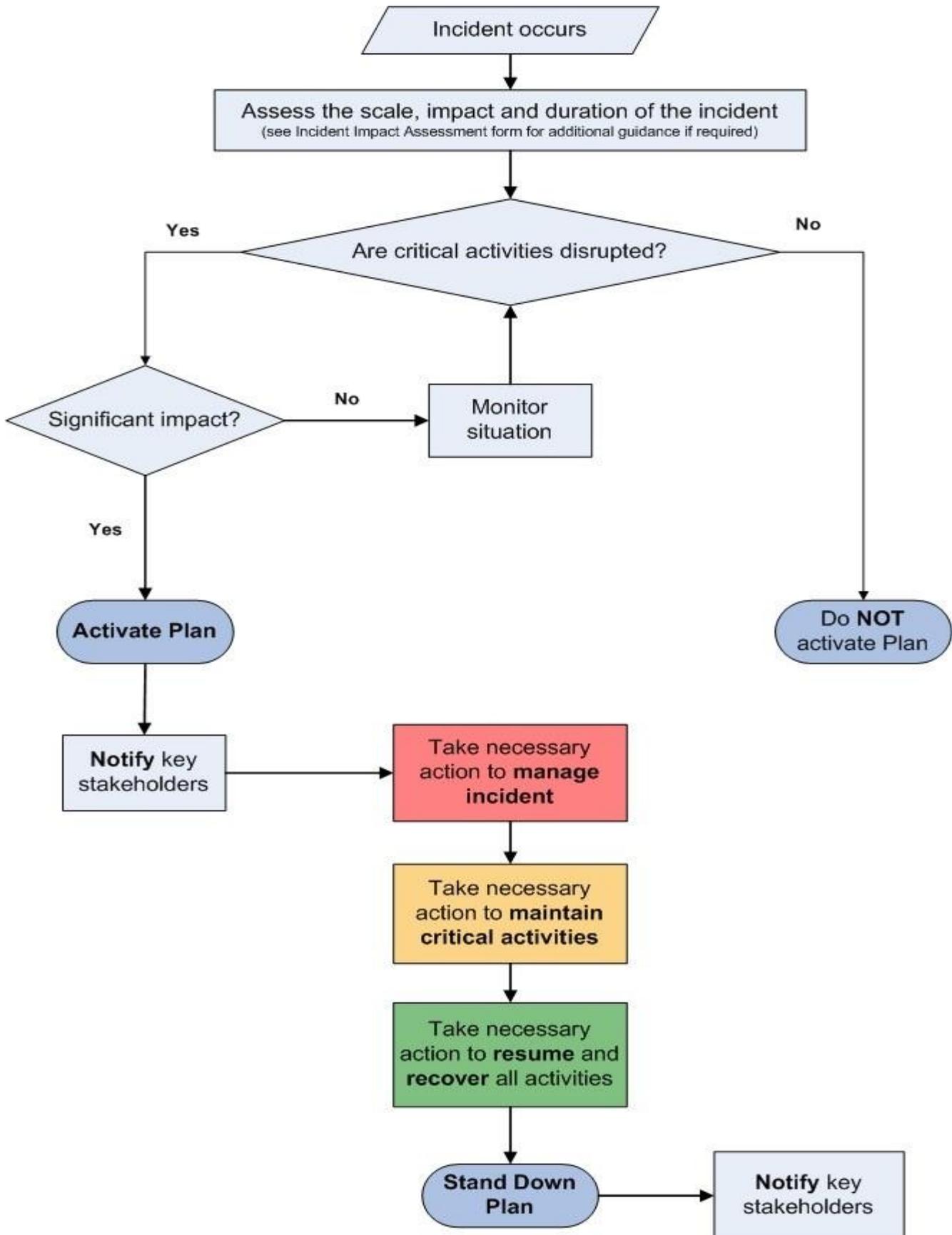|	
Purpose	To provide a flexible framework to manage the response to any school disruption or emergency, maintain critical activities and recover from the incident quickly and efficiently.
Plan Scope	The following departments /sites are in scope of this plan; Childwall Sports & Science Academy, Deyes High School, AMP SCITT
Links to other Plans and Procedures	· The Lydiate Learning Trust Business Continuity · School Emergency Management Plan · Cyber Response Policy

2.0 PLAN ACTIVATION

Circumstances	This Plan will be activated to manage the response to any incident causing significant disruption to normal service delivery, particularly the delivery of key/time critical activities. Plan activation triggers may include: · Loss of key people or skills e.g., above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transport disruption, emergency response duties, or people leaving the organisation. · Loss of critical systems e.g., ICT network disruption, telephony outage, power outage, utilities disruption or third-party supplier disruption. · Denial of access, or damage to, facilities e.g., loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period, utilities failure. You may also require the activation of continuity arrangements in the event of an office move. · Loss of a key resource such as an external supplier or partner vital to the delivery of a key service or activity.
Authority for Plan Activation *(other than the Plan Owner)*	CEO has the overall responsibility to activate the Business Continuity Plan

Notification Procedures	**Who?**	**Why?** *(Note this is **not** an exhaustive list)*
	CEO	Take the decision on whether the Business Continuity Plan should be activated and direct resources.
	Executive Team	Exec Team to support on Strategic elements.
	Headteacher	Headteacher to lead on school wide response
	Academy Governance Committee	Responsible for Local School provision
	Directors	Responsible for the strategic decisions in response to Trust wide significant incidents

2.0 PLAN ACTIVATION

	Stakeholders/ Partners	If the incident is causing significant disruption, an appropriate message should be released to stakeholders/partners detailing: • What is causing the disruption and the impact? • Action being taken to respond to the incident. • Estimated length of the disruption and return to business as usual.

Incident occurs

Assess the scale, impact and duration of the incident
(see Incident Impact Assessment form for additional guidance if required)

Are critical activities disrupted?

Yes

No

Significant impact?

No

Monitor situation

Yes

Activate Plan

Do **NOT** activate Plan

Notify key stakeholders

Take necessary action to **manage incident**

Take necessary action to **maintain critical activities**

Take necessary action to **resume** and **recover** all activities

Stand Down Plan

Notify key stakeholders

3.0 INCIDENT MANAGEMENT

3.1 INCIDENT MANAGEMENT PHASE

Purpose	• Protect the safety and welfare of staff, visitors, and the public. • Protect vital assets e.g., equipment, data, reputation. • Ensure urgent and necessary communication takes place. • Support the Business Continuity Policy • Support the Recovery and Resumption phase

If the disruption is not a 'no notice' emergency, section.

4.0 will be of more relevance to you.

	REQUIREMENT	ACTION	ACTION DONE? *(Check box accordingly)*	BY WHO? *(Insert details of responsible Officer)*
1.	Make a *quick* initial assessment: • Survey the scene/situation • Assess the impact on pupils and staff. • Assess (i.e., scale/severity, duration &impact) • Disseminate information (to others) • Call Emergency Services if needed. • Evacuate the school building if necessary	Gather and share information to facilitate decision-making and enhance the response.	☐	
2.	Nominate individuals to carry out Incident Management roles, as appropriate.	Information on roles and responsibilities can be found in *SEMP*	☐	
3.	Ensure a log of key decisions and actions is started and maintained throughout the incident	Information located within the SEMP	☐	
4.	Where appropriate, record names and details of any staff or pupils that may have been injured or affected by the incident as part of your incident record keeping.	This information should be held securely as it may be required by Emergency Services or other agencies during or following the incident.	☐	
5.	Log details of all items lost by pupils, staff, visitors etc. because of the incident, if appropriate	Information located within the SEMP	☐	
6.	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of pupils, staff, and the wider school community always. Consider your business continuity strategies, i.e., alternative ways of working, re-location to your recovery site etc. to ensure the impact of the disruption is minimised. Consider the school's legal duty to provide school meals to some pupils and how this will be facilitated, even in the event of emergency school closure. .	☐	
7.	Log all expenditure incurred because of the incident and seek advice from RPA.	Record all costs incurred because of responding to the incident.	☐	

8.	Consider your communications strategy to ensure staff and pupils are kept informed about what is required of them. If the incident is taking place outside of normal working hours, staff may need to be	All staff members' emergency contact details should be held securely electronically as well as in a hard copy as part of your plan. Ensure parents/carers contact details are also available. All comms through CEO and Marketing & Communications Manager	☐	

	REQUIREMENT	ACTION	ACTION DONE? *(Check box accordingly)*	BY WHO? *(Insert details of responsible Officer)*
	contacted to advise of any alterations to normal working arrangements for the next day.	Information located within the SEMP		
9.	Ensure recording processes are in place for staff/pupils leaving the site	Ensure the safety of staff and pupils. before they leave the site and identify suitable risk control measures as required.	☐	

4.0 BUSINESS CONTINUITY

4.1 BUSINESS CONTINUITY PHASE

Purpose	· To ensure that 'critical activities' are resumed as quickly as possible and/or continue to be delivered during the disruption. · To activate one or more of your business continuity strategies to enable alternative ways of working. · To make best use of potentially limited resources by suspending 'noncritical' activities
Time Critical Service Functions	The outcome of the *Business Impact Analysis* process has been to identify a list of service activities as time critical/urgent.

	REQUIREMENT	ACTION	ACTION DONE? *(Check box accordingly)*	BY WHO? *(Insert details of responsible Officer)*
1.	Take time to understand and evaluate the impact of the incident on 'business as usual' activities by communicating with key stakeholders to gather information. It may be useful to refer to your *Business Impact Analysis* to review recovery time objectives and resource requirements for your most critical activities.	Depending on the incident, you may need additional/specific input to drive the recovery of critical activities. This may require the involvement of external partners.	☐	
2.	Plan how critical activities will be maintained, utilising pre-identified or new business continuity strategies from BIA Statement	Consider: · Immediate and ongoing priorities · Communication strategies · Resource availability · Deployment of resources · Roles and responsibilities · Finance · Monitoring the situation · Reporting · Stakeholder engagement · Any welfare issues. · Planning the recovery of non-critical activities	☐	
3.	Identify any other stakeholders who may be required in the business continuity response	Depending on the incident, you may need additional/specific input to drive the recovery of critical activities; this may require the involvement of external partners. Refer to your key contacts list in the *SEMP*	☐	
4.	Log all decisions and actions, including what you decide not to do and include your decision-making rationale.	The Log of Events, Decisions and Actions can be found in the *SEMP*	☐	
5.	Log all financial expenditure incurred because of the incident	Located in the SEMP	☐	
6.	Deliver appropriate communication actions as required	Ensure methods of communication and messages are developed as appropriate to the needs of your key stakeholders e.g., Pupils, Staff, Partners/Carers, Governors, Suppliers, Local Authority, Central Government Agencies etc.	☐	

4.2 BUSINESS CONTINUITY STRATEGIES	
Purpose	· To document alternative ways of working designed to maintain your critical activities in the event of a disruption. · To ensure alternative ways of working have been agreed, tested, and are fit for purpose
Circumstances when business continuity strategies may be activated	Whatever the cause of disruption, the impacts will generally be one or more of the below categories: · Loss of key people or skills e.g., above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transport disruption, emergency response duties, people leaving the organisation etc. · Loss of critical systems e.g., ICT network disruption, telephony outage, power outage, utilities disruption, third party supplier disruption etc. · Denial of access, or damage to, facilities e.g., loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period, utilities failure etc. You may also require the activation of continuity arrangements in the event of an office move. · Loss of a key resource such as an external supplier or partner vital to the delivery of a key activity

TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF PREMISES		ADDITIONAL INFORMATION
1.	Identification of alternative locations designated as the agreed 'work area recovery site'. You will need to consider transport requirements and accessibility for these identified premises. You may need to have multiple places agreed for your work area recovery if you have large premises and these different options will need to be documented. You may find it helpful to categories available sites according to the following: · **'cold' sites** - has no equipment/furniture/computer systems set up but can be re-fitted in the event it is needed. This obviously means it takes longer to make 'fit for purpose' following an incident. · **'warm' sites** - usually these sites will have hardware and connectivity already established though may take some time to be fit for purpose. · **'hot' sites** - is essentially a duplicate of the original site, with full computer systems as well as near complete back-up of user data but may not match the capacity of the original site.	
2.	Creating an emergency 'grab bag' that contains essential information and equipment needed for both incident management and business continuity and should be stored in a secure place on and off site. The contents of the bag should be the responsibility of a named person and should be regularly checked and updated.	
3.	Mutual support agreements with schools where there is capacity for schools to accommodate each other in the event of an incident.	
4.	Virtual learning environment opportunities	
5.	Localising the incident, e.g., isolating the problem and utilising different sites or areas within the school premises portfolio	
6.	Offsite activities e.g., physical activities, school trips	

TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF CRITICAL ICT SYSTEMS (INCLUDING TELEPHONY)		ADDITIONAL INFORMATION
1.	Flexible lesson plans	
2.	Use of a secure external network, virtualised network or secure cloud that can be accessed via the internet to allow extra back up and protection for your files	
3.	Manual workarounds: ensure there is a record of where pre-printed forms etc. are stored and that there are procedure guides to inform their use where necessary	
4.	Access systems via the internet outside of your network for secure, cloud-based applications.	

5.	Ensure that anyone who requires ICT to undertake critical activities can work at home where possible and appropriate. Ensure that critical. equipment is taken home where practical and possible and consider procuring	

	mobile equipment for these users.	
6.	Using different ways of working. This could include changing work patterns, suspending 'noncritical' activities to focus on your priorities and assist the recovery of critical systems in the first instance with a phased approach for all other ICT 'noncritical' activities.	

TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF STAFF OR SKILLS		ADDITIONAL INFORMATION
1.	Use of temporary staff (teaching/non-teaching)	
2.	Multi-skilling/cross training to ensure staff can undertake different roles and responsibilities. This could involve identifying deputies /job shadowing/staff undertaking temporary additional duties	
3.	Using different ways of working to allow for a reduced workforce. This could include: Use of pre-prepared educational materials that allow for independent learning Team activities and sports to accommodate larger numbers of pupils at once larger class sizes (subject to relevant ratios) Virtual learning environment opportunities	
4.	Suspending 'non-critical' activities to focus on your priorities	
5.	Using mutual support agreements with other schools to focus on your priorities	
6.	Ensuring that the business continuity aspects of staff management are considered in all management arrangements, e.g., managing attendance, job descriptions, contractual requirements etc.	

TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF A KEY SUPPLIER, THIRD PARTY OR PARTNER AGENCY		ADDITIONAL INFORMATION
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have a Business Continuity Policy in place and you understand the impact to their plan on the delivery of your critical activities in the event of an incident	
3.	Insurance cover	
4.	Using mutual support agreements with other schools	
5.	Using alternative ways of working to mitigate the loss, e.g., suspending activities.	

5.0 RECOVERY AND RESUMPTION

5.0 RECOVERY AND RESUMPTION PHASE

Purpose	
	· To return to 'business as usual' as quickly as possible
	· To ensure any non-critical activities suspended as part of your business continuity response are recovered within appropriate timescales.
	· Where the impact of the incident is prolonged, normal operations may need to be delivered under new circumstances e.g., from a different building on a longer-term basis.

	REQUIREMENT	ACTION	ACTION DONE? *(Check box accordingly)*	BY WHO? *(Insert details of responsible Officer)*
1.	Agree and plan the actions required to enable recovery and resumption of normal working practices	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	☐	
2.	Continue to record all expenditure incurred because of the incident	Information located within the SEMP	☐	
3.	Respond to any ongoing and long-term support needs of Staff and Pupils.	Depending on the nature of the incident, the school's Incident Management Team may need to consider the use of health. services, for example counselling.	☐	
4.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the Business Continuity Policy is no longer in effect.	☐	
5.	Carry out a 'debrief' of the incident with Staff and Suppliers/Partners if appropriate. Complete a post incident report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the Schools Incident Management Team to ensure that key actions resulting from the incident are implemented within designated timescales.	☐	
6.	Review this Business Continuity Policy considering lessons learned from the incident and the consequent response to it	Implement recommendations for improvement and update this Plan.	☐	

APPENDIX 3

Cyber Response Policy

https://www.lydiatelearningtrust.co.uk/downloads/policies/updated_2022/llt_-_cyber_response_policy_oct_2022.pdf

School Emergency Management Plan

https://www.lydiatelearningtrust.co.uk/downloads/policies/llt_school_emergency_management__002_.pdf