

THE FEDERATION OF ST JOSEPH'S R.C. JUNIOR, INFANT AND NURSERY SCHOOLS



Business Continuity Plan

Approved by:	Full Governing Board
Last reviewed on:	November 2024
Next review due by:	November 2025

Executive Headteacher: Danielle Ashely

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Plan Authorisation

Plan Owner	Danielle Ashley
Plan Author	Janet Standen
Authorised	Governing Body

Introduction

In the event of an incident this plan will guide the reader in how to invoke the implementation of the Business Continuity Strategy to maintain the capability to continue to deliver services to the community.

STATEMENT OF INTENT

The Governors and Executive Headteacher of The Federation of St Joseph's Junior, Infant and Nursery School will work to ensure the effective management of emergency situations so as to minimise, so far as reasonably practicable, the impact on the running of the School and the threat to the safety and welfare of staff, students and the community.

AIMS

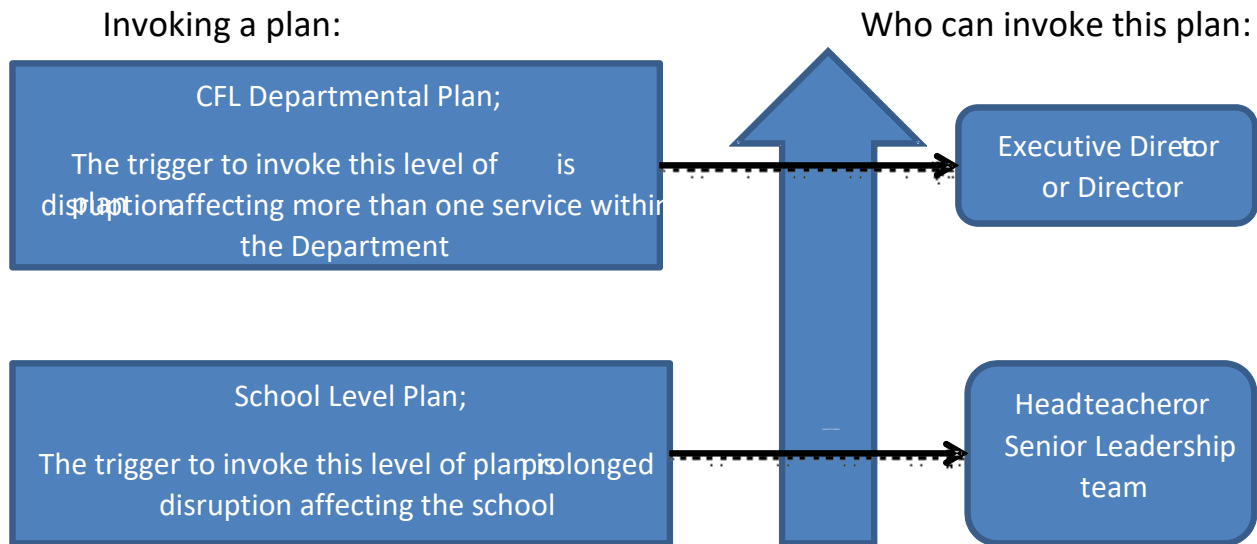
- Create an awareness of the need for planned arrangements to be made.
- Provide re-assurance of the practical help that is available from the Local Authority and other agencies, at short notice.
- Develop robust emergency arrangements.
- Ensure that all staff are sufficiently trained and briefed as necessary to ensure the effective operation of the plan.
- Provide support and reassurance to every member of the School community and their families.

The plan is designed to achieve the following strategic objectives:

- To safeguard the safety and welfare of students, staff and visitors;
- To resume provision of education services at the earliest opportunity and, where possible, secure a continuation of learning;
- To maintain the community and identity of the School;
- To return the School to normality.

Invoking this plan

Use the appropriate level of plan below. For the purpose of this document the **school plan will be based on the school level plan and will be implemented by the Executive Headteacher of the school.**



When to invoke this plan

Assess Damage, Loss or Denial of Use

A preliminary assessment should be made of the damage that may have occurred. Damage may include physical damage to property or plant and equipment. It may also include harm to employees that may keep them away from work.

It may also include denial of use of property, plant and equipment or the inability of employees to attend their place of work.

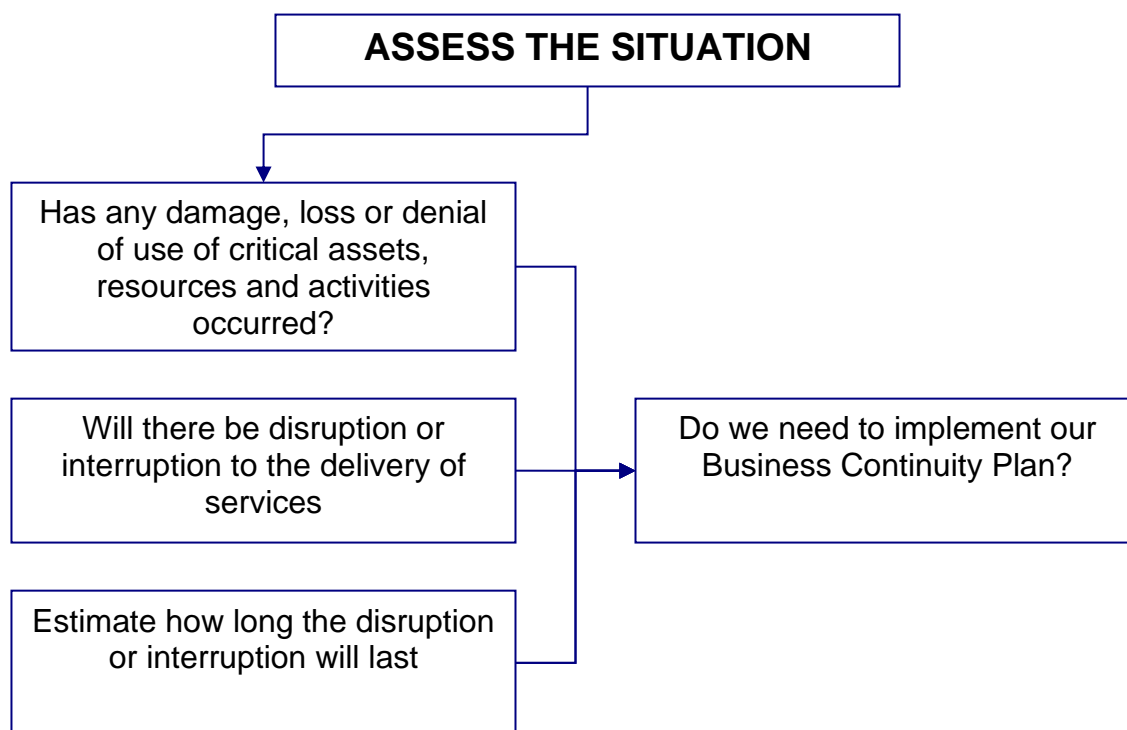
Consideration should also be given to the potential damage to the reputation of the organization and the inability to meet statutory obligations.

Will this Cause Disruption or Interruption

An assessment should be made as to the disruption or interruption of business delivery that will occur due to the damage, loss or denial of use of critical assets, resources and activities.

Determine Period of Interruption or Disruption

The length of disruption or interruption will determine the level of impact. The Business Continuity Working group has developed guidelines as to the potential length of impact that is deemed acceptable before any disruption or loss becomes significant or very significant.



Immediate Business continuity actions to be taken upon an incident

Incident = a situation with the potential to affect business as usual service delivery

- 1) Continue to monitor service disruption as normal and assess the situation
The impact of disruption over time has been determined in the Business Impact Assessment , details of which are listed in appendix 5, should the disruption exceed the recovery time objective then the business continuity plan should be invoked;
- 2) Invoke BC plan when triggers reached and then;
- 3) Set up a decision Log and record your actions, keeping track of expenditure. A log sheet template can be found in Appendix 1.
- 4) Assess the situation and inform the Civil Contingencies team of the issues by completing the situation report template in Appendix 2
- 5) Implement the Business continuity Strategy detailed in this plan

Communication following an incident and subsequent plan invocation

The school recovery management team (Executive Headteacher and/or senior leadership team) will inform the Council recovery teams as appropriate.

Notification of incident and provision of ongoing information:

- Identify who will need to be informed of incident (e.g. pupils, parents, governors etc)
- Determine the information that needs to be provided about the incident (Ensure joint approach to this if any partners e.g. blue light or council services are involved)
- Determine how the information is to be provided (e.g. letter to parents, parent call, website, text message, pupil/staff briefings etc)
- Decide who is responsible for delivering what message to what persons
- Ensure that messages are authorised before they are delivered
- Keep under review information and messages as incident progresses

Incoming enquiries and requests for information:

- Prepare a response for parents/next-of-kin
- Nominate person to respond to enquiries
- For parents/next-of-kin obtain confirmation of identity before providing information
- For press enquiries, refer to the corporate communications team
- Ensure a direct contact number is available for incoming calls
- Don't forget the staff and pupils will also need to be kept informed and a consistent message adopted

The following action should be taken where press enquiries are made

- Seek advice from communications lead or the Executive Headteacher (possibly also working with the Chair of the Governors)
- Prepare a written statement in conjunction with communications or Executive Headteacher
- Brief staff and if necessary pupils on talking to media
- Advise parents/next of kin on talking to media

Communication cascade system

- The Executive Headteacher will initiate the communication cascade, should they that information needs to be cascaded to parents/careers then the necessary member of staff will be contacted to implement the parent contact text system.

Critical Services to maintain in the event of disruption

These are taken from the BIA which is kept with this plan as Appendix 5

Order of priority	Activity	Recovery time Objective
1	Loss of utilities	4 hours
2	Loss of Communications – ICT classroom	4 hours
3	Loss of Communications – ICT Office	4 hours
4	Loss of Premises - Kitchen	1 day
5	Loss of Staff - Caretaker	3 days
6	Loss of Premises - main office	3 days
7	Loss of Catering Supplier	3 days
8	Loss of Communication - Landlines	3 days
9	Loss of Teaching Staff	1 week
10	Loss of Office Staff	1 week

Business Continuity Strategy and Implementation

Short term = up to 24hours

Medium term = 24 hour to 1 week

Long term = ongoing situation

Type of disruption	Duration of disruption	Overview of Strategy	How to implement this strategy to maintain the critical services and aid recovery
Loss of utilities Heating/Gas/Electric/Water	Short Term	Relocate affected services Close school	Use spare capacity or space within the establishment and relocate services to another area of the School if only partially affecting the school. Implement outdoor learning if weather permits. Direct third party suppliers to put in place their contingency plans Investigate closure of school if utilities unable to determine length of time service unavailable.
	Medium Term	As above Ensure minimum response time adhered to	All utilities are aware this is an educational establishment. A service level agreement is in place to re-establish utilities to the School within a set timeframe. Investigate the hire of appliances (heaters/port a loos etc) where practicable.

			Investigate the options of claiming on Insurance if damage has occurred
	Long term		Repair, replace utilities to School
Loss of IT functionality – curriculum	Short Term	Online learning	Provide materials and lessons via Google Classroom and the school website
	Medium Term	Back-up systems Change curriculum Back-up tapes Remote learning	Ensure regular remote back-up or weekly tape back-up of I.T data Change curriculum/defer certain specialist lessons until full recovery Access back-up discs to initiate recovery Initiate remote learning package for pupils to follow
	Long term		Have in place appropriate maintenance contracts for speedy recovery of utilities Change contractors
Loss of IT functionality – Office support	Short Term	Paper based activities	Revert to paper based activities
	Medium Term	As above and Back-up tapes Remote access	Continue with paper based activities Investigate possibility of one member of staff working from home to access the software remotely. Access back up disc's and initiate recovery of systems Investigate practicalities of remote access
	Long term		Have in place appropriate maintenance contracts for speedy recovery of utilities Change contractors

Loss of catering - Kitchen	Short term		<p>Provision of cold meals (sandwiches) from supplier</p> <p>Alternative premises investigated to prepare meals and transport (Relish could transport from other local schools under contract)</p>
	Medium term		<p>Implement emergency meal plan suggested by School Catering Support adviser</p> <p>Ask parents to supply sandwiches</p> <p>Reduce provision to supply free school meals only.</p> <p>Investigate possibilities of changing contractors.</p>
	Long term		<p>Appoint outsourced meal contractor</p>
Loss of Caretaker	Short Term	Do nothing	<p>Cover opening/locking up of the school by increasing hours of cleaner or with existing key holders</p>
	Medium Term	Work with a reduced staffing level, seek resources from elsewhere	<p>As above and/or</p> <p>Approach cleaning company for caretaker cover.</p> <p>Provide third party cover via agency</p>
	Long term	As above plus permanent recruitment	<p>Permanent recruitment or contract supplier to provide staffing support.</p>

Loss of Premises – Main Office	Short Term	Work in a reduced area within the school investigate staff rota Work remotely	Use spare capacity or space within the establishment Investigate staff working from home to access software remotely. Establish work policies to enable office based staff to log on remotely. Investigate alternative methods of operating gate entry system.
	Medium Term	As above and/or	Refurbish temporary space within building to relocate office within the building Move controls of gate entry system Obtain quotations to repair/replace office area – submit insurance claim
	Long Term	As above and/or Refurbishment of School office or actions to relocate office area	Carry out refurbishment work to restore main office or relocate to a practicable secure area
Loss of catering ability	Short term	Buy in cold provision	Purchase of sandwiches Notify parents & send children home for lunch Approach other schools in area regarding short-term provision of cold meals
	Medium term	Investigate replacing contractors	Ask Parents to supply sandwiches Investigate alternative contractors and temporarily engage them. Initiate tender process.
	Long term	Implement new catering contract	Change contractors
Loss of communications - landlines	Short term	Back up communication tools	Email / text / mobile / person to person could replace calls

			<p>Announcements/alerts can be placed on website</p> <p>Letters in book bags.</p> <p>Do nothing</p>
	Medium term	As above and Recover	<p>Purchase SIM cards for staff to use with phones to make calls</p> <p>Have in place appropriate maintenance contracts for speedy recovery of utilities</p>
	Long term	Replace	Replace/repair communications network
Loss of Teaching Staff	Short Term	Work with a reduced staffing level	<p>Provide internal cover using the resources available in the School.</p> <p>Investigate the possibilities of regrouping and changing existing cover arrangements</p> <p>Provide third party cover via agency</p> <p>Do nothing</p>
	Medium Term	As above &/or work with a reduced staffing level, seek resources from elsewhere	<p>Regroup, reduce or change provision of service to individual pupils</p> <p>Rotate class supervision</p> <p>Have multi-class supervision</p> <p>Rotate class attendance at school</p> <p>Implement remote learning</p>
	Long term	As above plus permanent recruitment	Permanent recruitment
Loss of office staff	Short Term	Work with reduced staffing level, or provide internal cover	<p>Work with a reduced staffing level</p> <p>Provide internal cover from the other member of office staff.</p> <p>Do nothing</p>
	Medium Term	As above &/or work with a	Provide third party cover via agency or existing contractor

		reduced staffing level, seek resources from elsewhere	Reduce or change provision of service Initiate recruitment process
	Long term	Permanent recruitment	Permanent recruitment

Appendix 1
Decision Log template

DATE	TIME	RECORDED BY	ISSUE	ACTION TAKEN	SIGNATURE

Appendix 2

Incident:					
To:					
From: (Service)		Date:		Time:	
Percentage of Service Available:					
GENERAL SITUATION (overview of current situation, who is effected, any casualties)					
ACTIONS TAKEN: (What has the Service done?)					
ACTIONS OUTSTANDING: (What needs to be completed?)					
HORIZON SCAN: (Potential issues, does the situation have the potential to escalate and affect other services?)					
ACTIONS REQUESTED OF/QUESTIONS FOR THE BUSINESS RECOVERY TEAM (What information/actions does the Service need from the Business Recovery Team?)					

Completed by:

Situation Report template

Appendix 3

Staff Contacts

CONTACT LIST

Contact	Name	Tel no during school hours	Tel no out of school hours
Executive Headteacher	Danielle Ashley	020 8653 7195	
SLT?		020 8653 7195	
SBM		020 8653 7195	
Caretaker	Peter McEvoy		
Council Emergency Control (who will direct you to the emergency response and planning team)		020 8688 1700	
Director of Education		020 8760 5787	020 8688 1700
Director, Education & learning		0208 760 5690	020 8688 1700
Interim Director, Development & care		020 8760 5452	020 8688 1700
Director Community & Support		020 8726 6000 ext. 65671	020 8688 1700
Director Social Care & Family support		0208726 6000 ext. 65452	020 8688 1700
Psychology Service		020 8686 0393	020 8688 1700
Welfare Duty Officer		020 8726 6180	020 8688 1700
Head of Health and Safety within the council		020 726 6000 ext. 62001/65451	020 8688 1700
Risk Protection Arrangement		0330 058 5566	
Resilience Manager		0208 604 7295	020 8688 1700
Press Team		0208 726 6000 ext. 65644	020 8688 1700

Appendix 4

Key Partner / Suppliers Contacts

COMPANY	CONTACT NAME	WORK PHONE	WORK MOBILE
Council	Council Emergency Control	020 8688 1700	020 8688 1700
Gas	Engie	020 8760 6000	020 8760 6000
British Gas Emergency line	Engie	0800 111 999	0800 111 999
Electric	Engie	020 8760 6000	020 8760 6000
Electric Emergency line	Engie	0800 028 0247	0800 028 0247
Water	Thames Water	020 8760 6000	020 8760 6000
Water Emergency leak line	Thames Water	0845 9200 800	0845 9200 800
IT provider	Adept	020 8255 5555	
Catering adviser	Relish	0330 024 0016	07747 216 407
Cleaning Contractor	ZING	020 3982 2453	07738 321 704
JCA	Jane Cousins	07545148324	07545 148 324
Electronic Gates	W & S security	020 8688 1158	07973 366 738
Electrician	Leroy Johnson	07956 683 947	
Heating	J M Mechanical	07956 119 498	
Intruder Alarm	Guardian Alarms	020 8686 8777	
Fire Alarm	Workplace Fire & Safety	0845 00 66 701	



Business Impact Assessment

The Federation of St Joseph's Junior, Infant and Nursery School

Junior Site: Woodend, SE19 3NU (0208 653 7195)

Infant & Nursery Site: Crown Dale, SE19 3NX (0208 670 2385)

office@st-josephs-jun.croydon.sch.uk

office@st-josephs-inf.croydon.sch.uk

www.stjosephsfederation.co.uk

Executive Headteacher: Danielle Ashley

Introduction

The Federation of St Joseph's Junior, Infant and Nursery School is a Voluntary Aided primary school, in the Diocese of Southwark. It is in the trusteeship of the Diocese. The school is conducted by its Governing Body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government, and seeks at all times to be a witness to Jesus Christ. The school exists primarily to serve the Catholic community and Catholic children always have priority of admission. However, the Governing Body welcomes all applications, particularly from those of other denominations and faiths who support the religious ethos of the school.

The Federation of St Joseph's Junior, Infant and Nursery School is a two-form entry school and there are 375 pupils on roll. The school is situated in a residential neighbourhood in Upper Norwood, where train and bus routes to and from central London provide excellent access to the school.

Vision and Aims

The Federation of St Joseph's Junior, Infant and Nursery School aims to provide for the full academic, moral, spiritual, personal and social development of every child. We encourage children to work and think independently and to have a moral code against which to make decisions.

Details of the School

Type: Primary & Nursery
Status: Voluntary Aided
Age Range: 3 - 11 years
Number of Pupils on roll 01/09/24: 375
Senior Leadership Team: 3 (Not including CM)
Number of Teaching Staff: 16
Teaching Support Staff: 33
Administrative Staff: 2
Caretaker: 1

Business Impact assessment

Within a local authority setting, the Business Impact Analysis is about determining how great would the impact of disruption or interruption be in terms of the provision of services to the community?

This BIA will identify:

- The Schools service delivery requirements, stakeholder obligations and statutory duties (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)

- The critical functions including those outside the school, that support the delivery of services
- The impact and consequences over time of the failure of these critical functions
- The perceived threats and their potential to disrupt critical functions and service delivery

As part of the overall business continuity management programme, a strategy has been developed that is intended to prevent or mitigate the impacts of any unwanted events.

However, there may be occasions when incidents do occur and as such, it is necessary for all establishments to have in place appropriate business continuity plans. Completing a business impact assessment will inform the structure and content of the business continuity plan, ensuring that all service impacts have been considered and accounted for.

Critical functions and descriptions

Critical Function	Description
Executive Headteacher	The provision of the Executive Headteacher and the strategic focus of the school
Teaching staff	The provision of a suitable number of qualified teaching staff to deliver National Curriculum
Teaching Assistants	The provision of suitably qualified and experienced Teaching Assistants to assist the class teacher, in the support and education of pupils, support in delivering the curriculum and supporting the school.
SBM	The provision of advising and supporting the Head Teacher and Governors in strategic financial management, budget setting, and budget monitoring. Personnel, resources management, contract monitoring and statutory returns.
Site manager/caretaker	The provision of the general running of the school, unlocking/locking, supervision of cleaning staff, general maintenance, availability on site to deal with deliveries, orders and premises management.
Office staff	The provision of the administration of the school, maintenance of teaching and non-teaching HR and payroll records, school/pupil records, communication between parents and school (face to face, on the telephone and in writing), procurement, payment of invoices and administration support to the school.
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
Cleaning Staff	The provision of suitable numbers of cleaners to carry out general cleaning such as toilets, waste collection and removal
Heating	Loss of utilities, depending on circumstances may result in immediate school closure, depending on circumstances and seasonal factors (e.g. summer or winter).

Utilities-gas	The supply of gas to enable the heating of premises and preparation of school meals.
Utilities-water	The supply of water for drinking and general usage including flushing of toilets, preparation of meals, washing.
Utilities-electric	The supply of electricity to enable ICT systems to run, lighting of premises.
Loss of premises – Offices	Damage to premises and utilities or denial of access to premises will have a significant impact
Loss of premises – classrooms	Damage to premises and utilities or denial of access to premises will have a significant impact
Loss of premises – kitchen	Damage to premises and utilities or denial of access to premises will have a significant impact
Loss of premises toilets	Denial of access to toilets would result in school closure and will have a significant impact
Loss of Catering facilities	The provision of suitable catering facilities to enable the preparation of school meals including free school meals.
Loss of supplier – cleaning	The provision of cleaning contractor to enable a clean tidy learning environment.
Loss of telecommunications – computer network – ICT education	The provision of ICT to deliver lessons
Loss of telecommunications – computer network – administration/office	The provision of ICT to deliver the administration support for the school.
Loss of website	The provision of a web presence and means of communication with parents/pupils/governors and the community
Loss of attendance management system	The provision of recording pupil attendance in school
Loss of text messaging system	The provision of communicating by text to parents/guardians
Loss of telephone – land lines	The provision of communicating via land line to and from the school.
Loss of email	The provision of receiving or sending emails and as a communication with parent/guardians

Impact of Activity Disruption over time

This is the opportunity to go through each activity and assess how each one would be affected by a disruption of varying time scales.

The risk rating is the level of impact caused to the school or community of **not** having that particular service available.

Activity	1 hour	4 hrs	1 day	3 days	1 week	1 Mth	Comment
Executive Headteacher	1	1	1	1	2	3-4	Recovery Time Objective 1 month
Teaching staff	1	1	2	2	3	4	Recovery Time Objective 1 week
TA staff	1	1	1	1	2	3	Recovery Time Objective 1 month
Caretaker	1	1	1	3	3	4	Recovery Time Objective 3 days
Office Manager	1	1	1	1	2	3	Recovery Time Objective 1 month
Office Support staff	1	1	1	2	3	3-4	Recovery Time Objective 1 week
Catering staff	N/A						Recovery Time Objective under contract
Cleaning staff	1	1	2	2	2	3	Recovery Time Objective 1 month
Heating	2	2	2	3	4	4	Recovery Time Objective 3 days
Utilities-gas	2	3	4	4	4	4	Recovery Time Objective 4 hours
Utilities-water	2	3	4	4	4	4	Recovery Time Objective 4 hours
Utilities-electric	2	3	4	4	4	4	Recovery Time Objective 4 hours
Loss of premises – Offices main office	2	2	2	3	3	4	Recovery Time Objective 3 days
Loss of premises – classrooms	2	2	2	2	3	3	Recovery Time Objective 1 week
Loss of premises – kitchen	2	2	3	3	4	4	Recovery Time Objective 1 day
Loss of Staff room	1	1	1	2	2	2	Recovery Time Objective < 1 month
Loss of premises toilets	2	2	2	2	3	3	Recovery Time Objective 1 week
Loss of BC/After School Club	N/A						Recovery Time Objective
Loss of catering supplier	2	2	2	3	4	4	Recovery Time Objective 3 days
Loss of cleaning contractor	1	1	1	1	2	2	Recovery Time Objective < 1 month
Loss of ICT Curriculum	2	3	3	4	5	5	Recovery Time Objective 4 hours
Loss of ICT administration/office	2	3	3	4	4	5	Recovery Time Objective 4 hours
Loss of website	1	1	2	2	3	3	Recovery Time Objective 1 week
Attendance management system	1	1	1	2	3	4	Recovery Time Objective 1 week
Loss of text messaging system	1	1	1	2	3	3	Recovery Time Objective 1 week
Loss of telephone – land lines	1	2	2	3	4	4	Recovery Time Objective 3 days

This process allows the service to prioritise which services need to be up and running first.

Definitions of the risk ratings have been aligned to the corporate risk assessment levels as shown in the table below. Only one of the criteria has to be considered possible to use the definition. i.e. not all aspects have to be a possibility to allow you to use a certain level.

	Service disruption	Financial Loss	Reputation	Failure to provide statutory service/meet legal obligations	People / Health and safety
Extreme 5	Total failure of service and huge disruption to community	Over £5m	National publicity > than 3 days. Resignation of leading Member or Chief Officer.	Possible multiple civil or criminal suits. Litigation, claim or fine above £5m	Fatality of one of more clients/staff
Very high 4	Serious disruption to service or direct affect on critical service	£500k-£5m	Regional or national public or press interest.	Possible litigation, claim or fine £500k - £5m	Serious injury. Permanent disablement of one of more clients/staff
Medium 3	Disruption to service	£50k - £500k	Local public/press interest, Some complaints received	Possible litigation, claim or fine £50k - £500k	Major injury to an individual
Low 2	Some minor impact on service	Little financial loss (£5k - £50k)	Contained within department, very few complaints received	Possible litigation, claim or fine £5k - £50k	Possible minor injuries to several people
Negligible 1	Annoyance but does not disrupt service if activity not functioning	No financial loss	Contained within unit/section, no complaints received	Possible litigation, claim or fine less than £5k	Either no injury or only minor injury to an individual

Dependencies on space

The delivery of a robust service is extremely dependant on the space requirements to teach the pupils.

The school is a two form entry. The infant school classrooms are larger than the junior school classrooms.

During dry warm weather, arrangements could be made outside on the field. The only shade is around the outside edges of the field and consideration would need to be given to the well-being of the pupils and that they were protected in some way.

The school has good links with St Chad's.

Should the whole School be affected a minimum of 15 classrooms would be required.

The School is using its website and Google Classroom to deliver learning materials and to communicate with its students remotely.

A demountable cabin could be provided due to the space outside the school.

School finance and administration manager and school office support staff -

The School finance and office manager can access emails remotely and this has in the past allowed the manager to work from home.

If the office space was unavailable to work in, temporary arrangements could be made in the any one of the offices along the administration corridor, as they have access to the ICT network and a phone.

The entry phone and gates system is managed from the office and initially this would be problematic until the controls were moved to the temporary location. However, not having the office in direct sight of the gates may compromise the safety of the School and would not be ideal.

Minimum specification for space would be two desks, access to SIMs.net, SIMs financials, Internet/LGfL for emails and a telephone. Arrangements would need to be made to relocate the gate entry system.

Historic risk impacts

The Executive Headteacher is a very active and respected mentor and is called upon to act as a panel member for many initiatives, projects and committees and can be absent from the Federation on a number of occasions throughout the academic year.

The senior leadership team is very robust and slip into their alternative roles when the Head is absent effortlessly. There is also a management team which sits below the senior leadership team which incorporates subject leaders and the finance and administration manager who are competent and knowledgeable which compliments the SLT when the Executive Headteacher is absent. However, it is acknowledged that should the Executive Headteacher be absent from the school for a significant period of time, this may have an impact on the perception of the parents as to how well the school is being managed.

Winter weather has had an impact on the operational aspect of the school, in cases of extreme weather the school closed, in this instance the communication cascade to teachers and parents was initiated by text to update them of the situation and that work had been placed on the website or google classrooms for the pupils to complete.

There have been no other risk impacts to the operational running of the Federation.

Dependencies external services

External providers currently provide service for:

Education ICT (Adept Education)

Email (London Grid for Learning)

Website (meandhim design)

Finance & School business management (JCA School Support)

All contracts have a recovery period built into them, and each service would be responsible for providing staff to cover in the event of long term sickness

Minimum staff numbers and roles

Role	Current numbers	Minimum numbers
Executive Headteacher	1	1
SLT	3	1
Teaching staff	16	8
TA's	37	5
School Business Manager	1	1
Office Staff	2	1
Site manager	1	1

All teaching staff need to be fully qualified, teaching assistants need to hold the relevant qualification appropriate to their role, all staff regardless of their position within the school need to have advanced DBS clearance.

The current class structure is one teacher and one TA in each class with additional TA support as required.

The school directly employs midday supervisors.

One office staff is trained on the raising of purchase orders and cheques, processing invoices and cheque payments. If the School Business Manager were to be incapacitated there is no one that would be able to step up into the position and carry out the role fully. An external provider could be contacted to supply finance support and school business management/office management, but due to the cost implications of this, it could only be sustainable for a short time.

Review of Plan

This plan was created in November 2022.

The next review should be undertaken by the Head Teacher and Governors in December 2024.