



**South Somerset Partnership School
BUSINESS CONTINUITY PLAN**

Based on SCC Model Template



Date Reviewed:	March 2024
Review Frequency:	Every 2 years
Date of next review:	March 2026
Governor Signature:	

Our Ethos:

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

SOMERSET COUNTY COUNCIL



South Somerset Partnership School BUSINESS CONTINUITY PLAN

Based on SCC Model Template

School Name	South Somerset Partnership School
Author	Claire Brand
Date Completed	12/3/24
Date to be Reviewed	March 2026
Version	3.1

VERSION CONTROL

VERSION NO.	DATE	BY WHOM	ACTION
2	February 2016	S Dorrall	New logo and contact details. Term MTPD replaced with Recovery Time Objective
2.1	October 2016	S Dorrall	Addition of Plan – do – check – act diagram. Risk Assessing your business section. Appendix, C, D and E added
3.1	March 2020	S Dorrall	New SCC Font & Logo applied. Contact info updated. Links updated
3.1	March 2022	C Brand	CB updated with current position and risk ratings. Appendix F removed (Emergency Pandemic Outbreak plan) as procedures known from COVID19 experiences.

For further guidance on Business Continuity Plans, please call Russell Davies (Civil Contingencies Unit on 01823 357159 or email: RNDavies@somerset.gov.uk).

It is good practice for the school to retain a printed copy away from the school and conduct regular reviews of a completed plan.

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SECTION 1. INTRODUCTION

1.1 Background Information

Somerset County Council is required by the Civil Contingencies Act 2004 to develop plans to manage business continuity in the event of a range of disruptions to services. By extension, Local Authority schools have the same obligation.

No-notice disruptions are, by definition, impossible to predict. This plan deals with the ones most likely to occur:

- loss of premises (through fire, flood etc)
- loss of utilities (electricity, gas, water, fuel)
- failure of IT and telephony
- staff shortage

The impact of any serious disruption may manifest itself in terms of: delivery of education, safety/welfare, financial consequences; reputation damage; environmental consequences.

1.2 Aim of Plan

The aim of this plan is to provide guidance and support to enable schools to tackle the impact of severe disruptions due to a variety of unlikely, but credible, causes, with the following objectives.

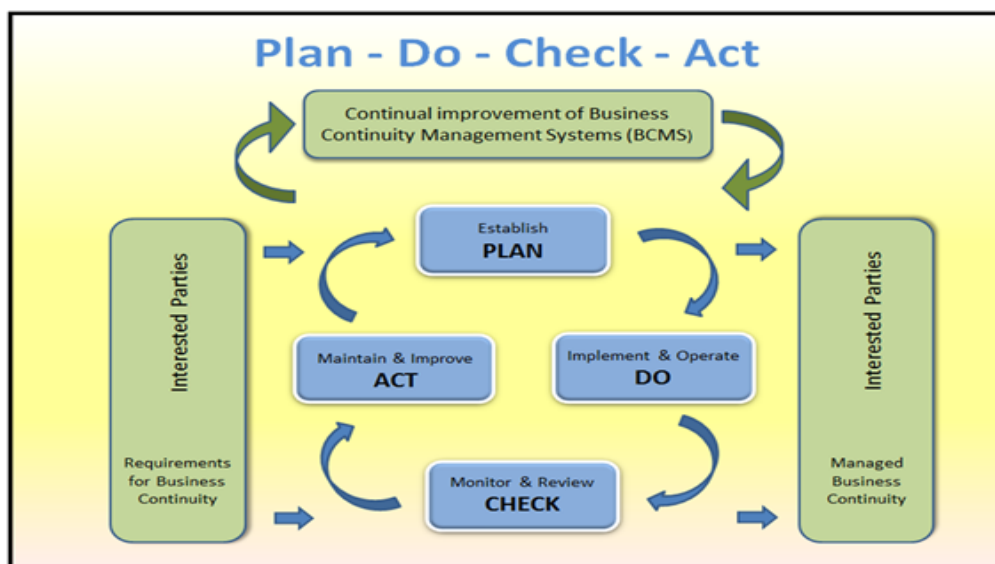
1.3 Objectives of Plan

The plan is designed to achieve the following strategic objectives:

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

1.4 The Plan-Do-Check-Act (PDCA) Model

The International standard applies the "Plan-Do-Check-Act" (PDCA) model to planning, establishing, implementing, operating, monitoring, reviewing, maintaining and continually improving the effectiveness of the organisational BCMS.



Plan (Establish)	Establish Business Continuity policy, objectives, targets, controls, processes and procedures relevant to improving Business Continuity in order to deliver results and align with the organisations overall policy and procedures.
Do (Implement and operate)	Implement and operate the Business Continuity policy, controls, processes and procedures.
Check (Monitor and review)	Monitor and review performance against Business Continuity policy and objective, report the results to management for review, and determine and authorise actions for remediation and improvement.
Act (Maintain and Improve)	Maintain and improve the BCMS by taking corrective action, based on the results of management review and reappraising the scope of the BCMS and Business Continuity policy and objectives.

1.5 Related Plans and Procedures

This plan should be read in conjunction with the school's other evacuation plans and emergency procedures that deal with the immediate response to an emergency situation.

Including:

- Managing Critical Incidents in Schools
- Inclement weather
- Remote Learning Policy

1.6 Plan Review and Testing

This plan should be reviewed for currency and accuracy every 2 years or in the event of significant structural or organisational change.

It is good practice to test the plan at regular intervals i.e. annually. A tabletop Business Continuity Exercise is available via the following link:

<https://slp.somerset.org.uk/ipost/iPost%20Documents/BUSINESS%20CONTINUITY%20TABLETOP%20EXERCISE.doc>

1.7 Business Continuity/Emergency Grab Bag

An emergency grab bag should be created to hold key information that will support the school in the event of an emergency/business continuity disruption. Depending on the nature of the disruption, this pack should be kept in a location that can be accessed at all times.

Suggested grab bag contents include:

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of forms in Appendices)
Equipment and other items	First Aid Kit
	Portable radio (plus spare batteries)
	Laptop with wireless connection

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	Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper
	Hazard barrier tape
	Contact details for taxi / transport providers
	School Floor Plans
	Whistle
	High visibility jacket

SECTION 2: PLAN ACTIVATION

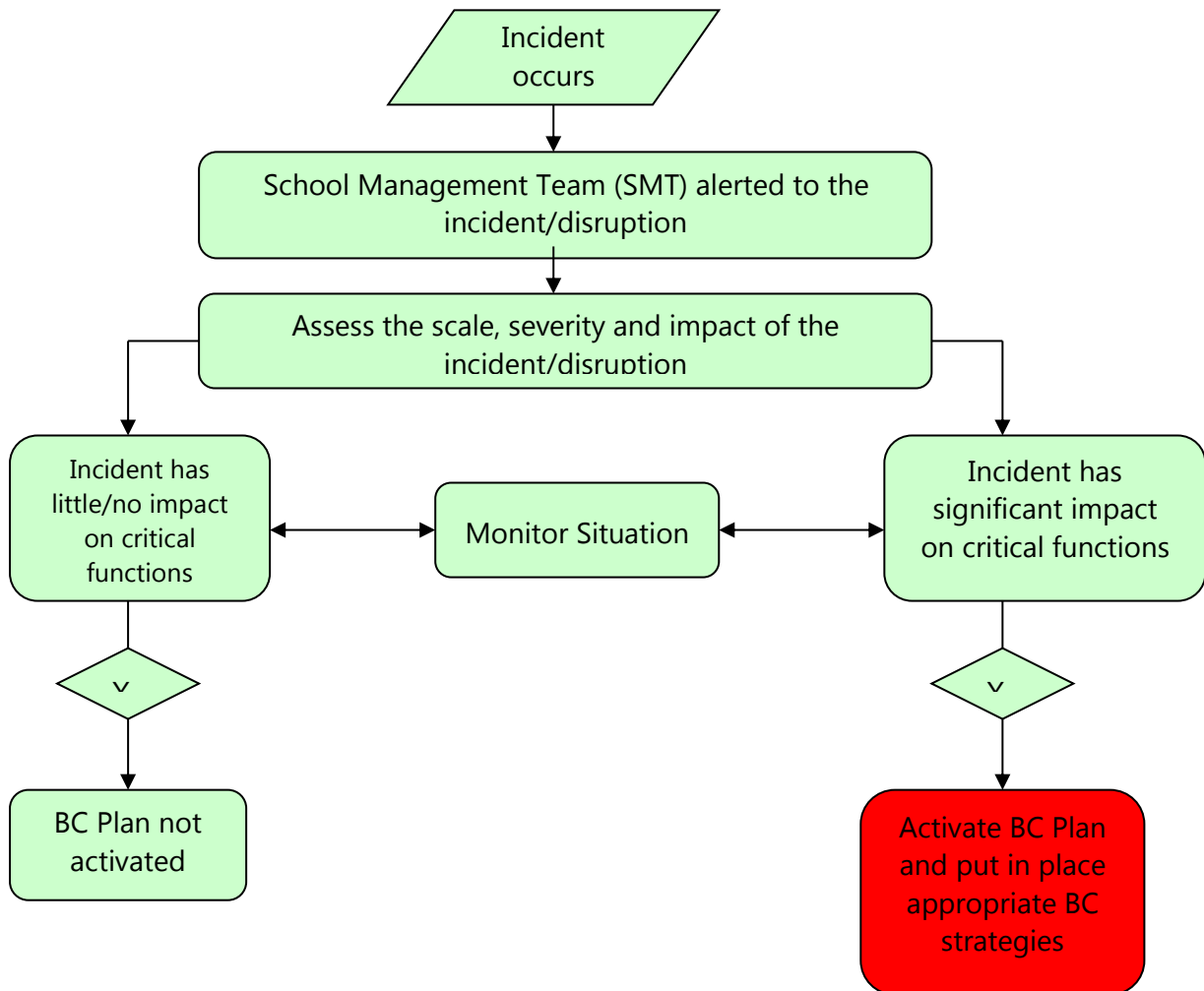
2.1 Circumstances

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

2.2 Responsibility for Plan Activation

The responsibility for implementing this plan lies with the Head Teacher or, if not available, a member of the School (Incident) Management Team.

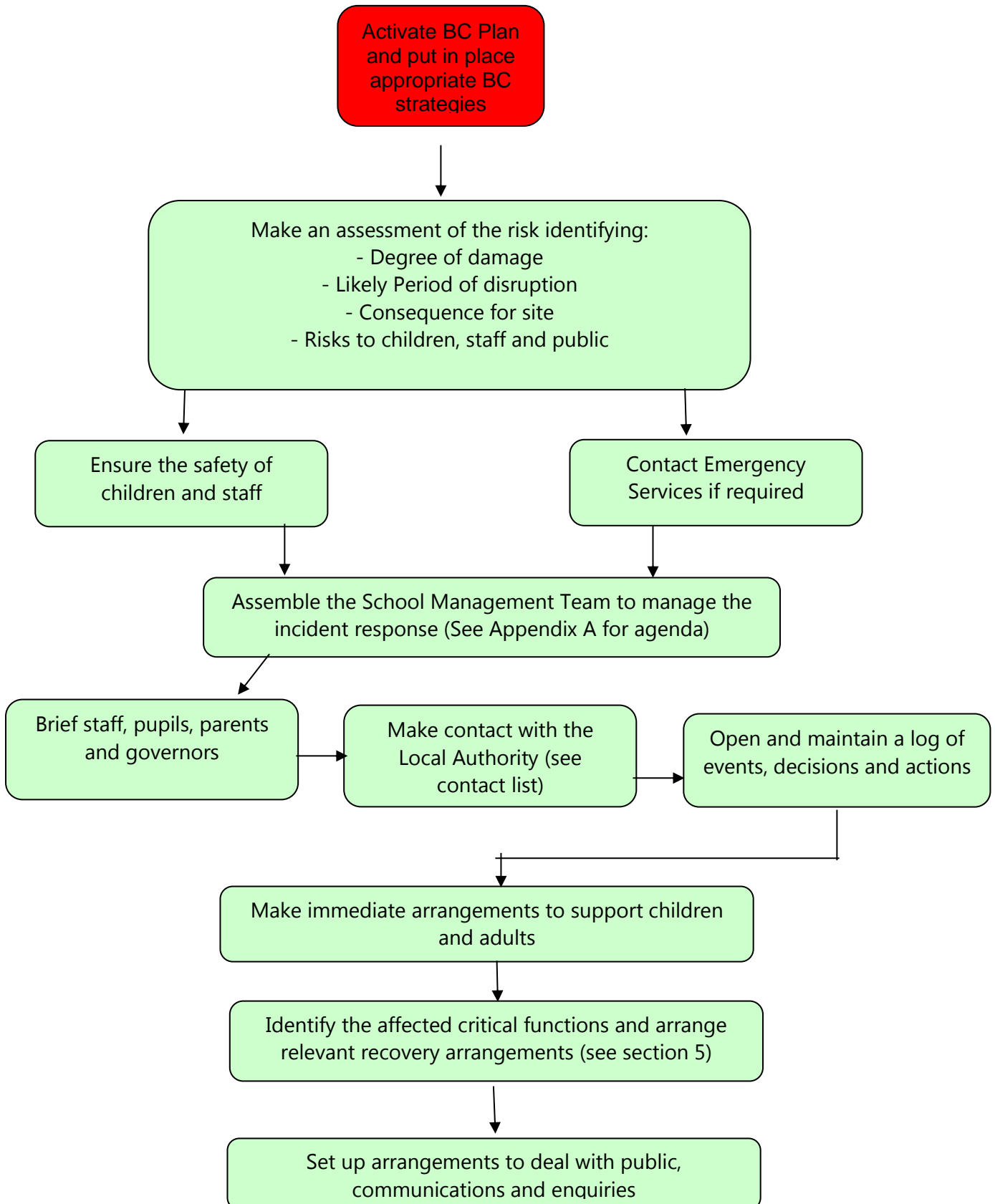
2.3 Activation Process



SECTION 3: PLAN IMPLEMENTATION

3.1 Incident Response

Upon activation of the School Business Continuity Plan, it is suggested that the following actions are taken.



3.2 Roles and Responsibilities

The headteacher, in conjunction with the school/establishment's Senior/School Incident Management Team will delegate Business Continuity Roles and Responsibilities. A guide on the roles and responsibilities required during a Business Continuity incident is described below.

Role	Responsibilities	Accountability / Authority
Headteacher	<ul style="list-style-type: none"> ▪ Responsible owner of Business Continuity Management in the School ▪ Ensuring the School has capacity within its structure to respond to incidents ▪ Determining the School's overall response and recovery strategy 	The Headteacher has overall responsibility for day-to-day management of the School, including lead decision-maker in times of crisis.
Business Continuity Coordinator (SLT)	<ul style="list-style-type: none"> ▪ 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 staff within the School on Business Continuity ▪ Embedding a culture of resilience within the School, involving stakeholders as required 	Business Continuity Co-ordinator reports directly into the Headteacher and will usually be a member of the School Incident Management Team.
School Incident Management Team <i>Could consist of:</i> <i>Headteacher</i> <i>Business Continuity Coordinator</i> <i>Health and Safety Coordinator</i> <i>Chair of Governors</i> <i>Premises Manager</i>	<ul style="list-style-type: none"> ▪ 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 on-going 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 Pupils ▪ Staff welfare and employment issues 	The School Incident Management Team has the delegated authority to authorise all decisions and actions required to respond and recover from the incident.

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Other roles/responsibilities to consider during the activation of a Business Continuity plan include:

Role	Responsibilities	Report to/Actions
Incident Log (record keeper)	<ul style="list-style-type: none"> ▪ To record all key decisions and actions taken in relation to the incident 	The Headteacher or School Incident Management Team.
Media Coordinator	<ul style="list-style-type: none"> ▪ Collating information about the incident for dissemination in Press Statements ▪ Liaison with Local Authority Press Office 	The Local Authority Press Office/Headteacher but should not make direct contact with Media.
Communication	<ul style="list-style-type: none"> ▪ Co-ordinating communication with key stakeholders including: <ul style="list-style-type: none"> ○ Governors ○ Parents/Carers/carers ○ Local Authority (SCC) ○ School Crossing Patrol ○ School Transport Providers ○ External agencies e.g. Emergency Services, Health and Safety Unit 	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).
Premises Manager	<ul style="list-style-type: none"> ▪ To ensure site security and safety in an incident ▪ To link with the School Incident team on any building/site issues ▪ To liaise and work with any appointed contractors 	Reporting directly to the Headteacher or School Incident Management Team.
ICT Coordinator	<ul style="list-style-type: none"> ▪ To ensure the resilience of the School's ICT infrastructure ▪ To link with SCC IT helpdesk or external providers (if applicable) ▪ Work with the Business Continuity Coordinator to develop proportionate risk responses 	ICT Coordinator reports directly to the Business Continuity Coordinator for plan development issues. In response to an incident, reporting to the School Incident Management Team.
Recovery Coordinator	<ul style="list-style-type: none"> ▪ Leading and reporting on the School's recovery process ▪ Identifying lessons as a result of the incident ▪ Liaison with Business Continuity Coordinator to ensure lessons are incorporated into the plan development 	Is likely to already be a member of the School Incident Management Team, and will lead on recovery and resumption strategies. Reports directly to Headteacher.

SECTION 4: BUSINESS IMPACT ASSESSMENT

For the purpose of this plan, the strategic critical function of the school is stated as:

‘The provision of educational services to its registered pupils, including a safe and secure environment in which to learn.’

In a business continuity context, the following functions are intended to achieve the strategic aim. Each activity has a ‘Recovery Time Objective’ (RTO), a timescale by which an establishment would seek to reinstate a service or services that have been lost during a period of disruption. Some activities will be more critical than others, and establishments should risk assess their critical activities and a realistic recovery time objective of when the service or function can be restored.

The chart below highlights critical functions for you to consider and amend as appropriate.

Critical Function	Description	RTO
Examinations	Providing staff and facilities to enable pupils to sit examinations.	1 Day
Teaching Staff	The provision of a suitable number of qualified teaching staff to deliver the National Curriculum.	1 Day
Support Staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.	1 Day
Safe and Secure Premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc.	1 Week
Catering Facilities and Staff	The provision of suitable catering facilities and staff to enable preparation of school meals.	n/a
Utilities - Gas	The supply of gas to enable the heating of premises and preparation of school meals etc.	As soon as reasonably possible by provider expected within 1 week
Utilities – Water	The supply of water for drinking and general usage including flushing of toilets, preparations of meals etc.	
Utilities - electric	The supply of electricity to enable ICT systems to run, lighting of premises etc.	
Provision of IT	The provision of IT to deliver education and to enable the establishment to run smoothly.	1 Week
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.	1 Month
Keeping of suitable coursework	The creation and safe keeping of coursework including electronic documentation and items such as textiles, D&T work pieces.	1 Month
Provision of cleaning contractors	The provision of suitable numbers of cleaners to carry out general cleaners to carry out general cleaning such as toilets, waste collection and removal.	2 Days

Risk Assessing your Business

In the context of 'Business Continuity Management' a risk assessment looks at the likelihood and impact of a variety of risks that could cause a business interruption.

The Risk Assessment matrix in this plan differs slightly from that used in the assessment of corporate risk. This matrix is incorporated into the ISO22301 which is an International Standard that Somerset County Council has aligned its BC plans to. The ISO22301 is designed specifically to aid Business Continuity Management and is used by numerous private organisations and most Local Authorities nationwide.

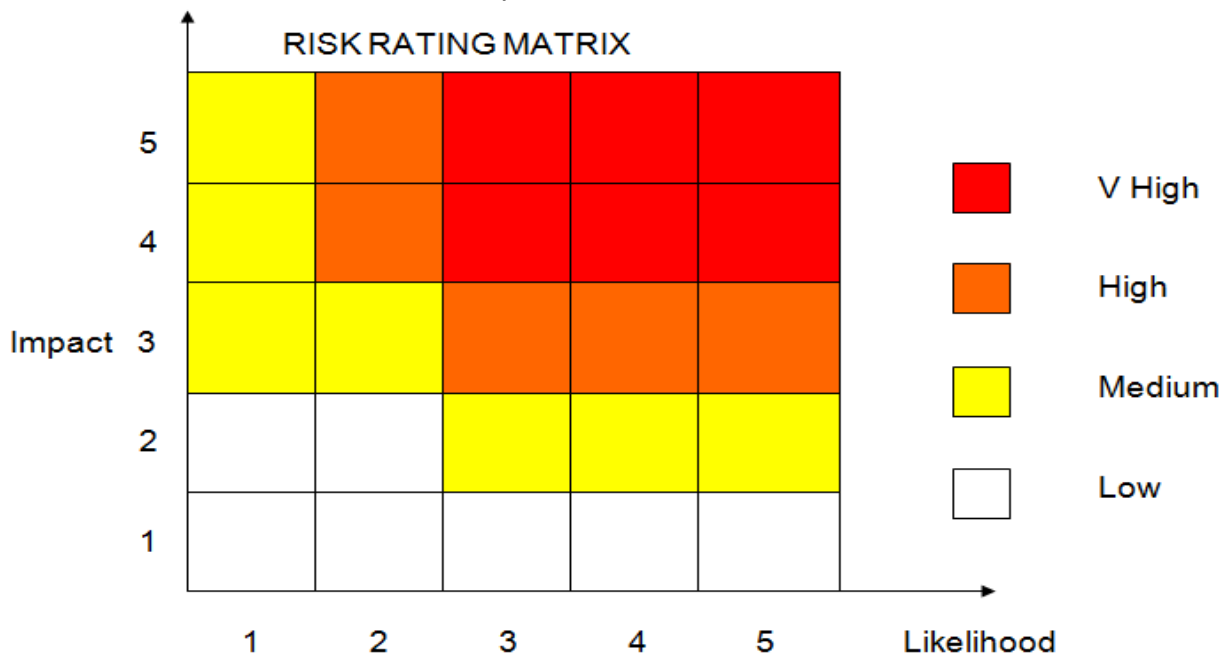
This assessment is a structured and auditable process for identifying significant events, assessing their likelihood and impacts, and then combining these to provide an overall assessment of risk, as a basis for further decisions and actions.

Likelihood of occurrence	Indicator
1. Negligible	Slight or very small chance
2. Rare	Infrequent or exceptional
3. Unlikely	Not likely to occur or have occurred
4. Possible	Capable of happening or occurring
5. Probable	Having more evidence 'for' than 'against'. Likely to occur

GUIDANCE:

Each of the hazards should be scored in terms of its 'likelihood' and 'impact', which, combined, produce the 'risk' rating:

Likelihood	Impact	Risk
1 - Negligible	1 - Insignificant	
2 - Rare	2 - Minor	
3 - Unlikely	3 - Moderate	Likelihood x Impact
4 - Possible	4 - Significant	
5 - Probable	5 - Catastrophic	



SECTION 5: POTENTIAL DISRUPTIONS

5.1 Loss of Premises

Loss of premises may result from fire, flood, loss of essential utilities or the building is within an area cordoned off by emergency services. This may occur during school hours, necessitating and evacuation, or during non-school hours preventing staff and pupil's access to the building.

It is a critical function of the school to provide suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care and health & Safety requirements etc. The space below should include all relevant information that would assist with recovery from a loss of premises incident.

Virtual learning: In cases of an enforced closure many school provide links through their website to learning opportunities. These together with other educational internet and paper based services provide methods for providing continuation of education provision).

It is good practice for Schools/educational establishments to maintain contact with the local authority or governing body to help identify suitable working processes and possible alternative locations. From experiences of past Business Continuity events, alternative locations have been sought/implemented when a facility has been closed for a period of more than one week.

Risk	Potential Workarounds	
<p>Complete loss of site</p> <p>Risk Rating: 3x3 = 9 High</p>	<p>Potential alternative sites: SSPS is multi sited</p>	<p>1: To move students and staff to another suitable site within the school if appropriate to the age range and number of the students. If no suitable site is available, look to hire temporary accommodation or seek alternative via LA.</p> <p>2: Mobile/outreach workers to seek an alternative workbase within the school or to work from home via VPN.</p> <p>3: Increase use of virtual learning and use staff to conduct welfare visits.</p> <p>4. Move to entire remote provision</p>
<p>Partial loss of site</p> <p>Risk Rating: 3x3 = 9 High</p>	<ul style="list-style-type: none"> - Use of other free classrooms - If no suitable site is available, look to hire temporary accommodation or seek alternative via LA. 	

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	<ul style="list-style-type: none"> - Increase use of virtual learning and use staff to conduct welfare visits.
<p>Temporary loss of premises (utility failure)</p> <p>Risk Rating</p>	<ul style="list-style-type: none"> - Increase use of virtual learning and use staff to conduct welfare visits. - To move students and staff to another suitable site within the school is appropriate to the age range of the students. If no suitable site is available, look to hire temporary accommodation in cases of extended disruption.
<p>5.2 Loss of Staff</p> <p>The most likely scenarios involving a significant loss of staff are industrial action, fuel shortage, outbreak of disease (e.g., Pandemic illness) and severe weather. In all of these events, there is likely to be a period of notice in which arrangements may be made to mitigate the effects.</p> <p>It is a critical function of the school to provide a suitable number of qualified teaching staff to deliver the National Curriculum and suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services.</p> <p>It is also important to consider 'Single Points of Failure' i.e. Exams Officer/Premises Manager etc</p>	
Risk	Potential Workarounds
<p>Pandemic/ Flu</p> <p>Risk Rating: 4x4 = 16 Very high</p> <p>(risk rating increased at 2022 review)</p>	<p>A flu pandemic will occur in waves, and in view of the Covid-19 pandemic, will require individuals that have tested positive to isolate to reduce the risk of transmission. Disruption will affect both children and staff, and in some cases, staff will need to consider factors such as childcare, caring for sick relatives.</p> <ul style="list-style-type: none"> - Alternative teaching arrangements to include staff from other sites not effected - Temporary cover - Hygiene precautions - Reciprocal arrangement with a partner school for Exams Officer - Remote teaching of students should school have enforced closure for containment. <p>Useful information/contacts: SSE Covid-19 Guidance and Information SSPS Pupil Remote Education Policy can be found here: Pupil Remote Education Policy</p>

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<p>Fuel Crisis</p> <p>Risk Rating: 3x3 = 9 High</p> <p>(rating increase in 2022 due to recent pandemic experience and war in Ukraine)</p>	<ul style="list-style-type: none"> - Alternative teaching arrangements - Virtual learning - Local supply cover - Alternative transport arrangements <p>Useful information/contacts: School transport 01823 356041 , Taxi Companies- Radio Cabs 01935 426666</p>
<p>Industrial Action</p> <p>Risk Rating: 2x3 = 6 Medium</p>	<p>As far as possible, without attempting to influence staff members' legal right to take industrial action, managers should try to estimate the proportion of staff who may be available to work in order to plan work in accordance with priorities</p> <ul style="list-style-type: none"> - Virtual learning - Alternative teaching arrangements - Relocation of staff or students to a site less affected by industrial action
<p>Severe Weather</p> <p>Risk Rating: 5x3 = 15 High</p>	<p>In the event of severe weather (e.g., snow/flooding), staff may be unable to travel to work. Employees are expected to make all efforts to reach their usual place of provide they can do so safely without putting themselves or others at risk.</p> <ul style="list-style-type: none"> - Pre-identified decision process (see 'Severe weather: Quick reference guide - Alternative teaching arrangements - Alternative school transport arrangements - Staff to attend closest open SSPS site

5.3 Failure of IT/Data/Telephony

Failure of IT within a school could be caused by a variety of reasons such as fire, flooding, power cut etc. It is important to ensure that the main server is resilient with separate power supply but if this not possible, back up arrangements should be in place.

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Risk	Critical IT Systems	Workaround Options
Failure of IT Server/ systems Risk Rating: 3x4 = 12 High	<ul style="list-style-type: none"> - SIMS, FMS - PDrive - Internet 	<ul style="list-style-type: none"> - Back up paper system - Disaster Recovery Contracts - Off site back up arrangements - 'Cloud' arrangements
Loss of Data Risk Rating: 2x4 = 8 High	Critical Data	Workaround Options
	<ul style="list-style-type: none"> - Unlikely due to IT back up being off site, cloud based and monitored by SCC ICT 	Continue teaching by other methods
Loss of Telephony Risk Rating 4x3=12 High	<i>In the event that the main landline was lost, what alternative communication methods do you have in place?</i> <ul style="list-style-type: none"> - Email - Work mobile phones and PAYG phones - Radios - Microsoft Teams 	

5.4 Loss of Utilities (Electricity/Gas/Water)

In the event that the school lost any of the utilities, what would the impact of this be and how long would the school continue to operate safely?

All contractor contact information can be found in Section 6 of this plan.

Risk	Impact	Potential Workarounds
Electricity/Gas/Oil Risk Rating: 2x3 = 6 Medium (lower in summer months)	<ul style="list-style-type: none"> - Heating system/hot water – could operate safely for 2 days, possibly longer depending on utility. 	<ul style="list-style-type: none"> - Additional portable heaters - Make use of an alternative site
	<ul style="list-style-type: none"> - Catering provider failure – sustainable for 5 days 	<ul style="list-style-type: none"> - Prepare picnic style lunch or hot lunch depending on utility supply at SSPS.
	<ul style="list-style-type: none"> - IT Network/Telephone system and associated teaching technology 	<ul style="list-style-type: none"> - Make use of an alternative site - Virtual learning with staff WFH.
Water Risk Rating:	Impact	Potential Workarounds
	<ul style="list-style-type: none"> - Drinking supply – sustainable for 2 days 	<ul style="list-style-type: none"> - Bottled water

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	- Sewerage	Make use of an alternative site which is unaffected

SECTION 6: CONTACT INFORMATION

Job Title	Name	Home Address	Telephone	Email
Headteacher	Jo Simons	Held on SIMS	Home: Mobile: 07880 042853 Other:	jo.simons@ssps.org.uk
Business Manager	Claire Brand	Held on SIMS	Home: Mobile: 07809 213575 Other:	Claire.brand@ssps.org.uk
Chair of AMG	Andrew Smith	Held on SIMS	Home: Mobile: 07966381589 Other:	Andrew.smith@ssps.org.uk
			Home: Mobile: Other:	

6.1 Staff Contact Information (School Incident Management Team)

Details as above or on SIMS

Further information on school Closures is available on Guidance for Schools, via the following link: [School Closures](#)

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Organisation	Purpose e.g Supplier Of Stationery, Portacabin etc.	Name Of Usual Contact	Tel No (Office Hrs)	Out Of Office Hrs	Other Info
Somerset County Council School closures	Please follow the School Closures guidance: School Closures				
Somerset County Council			0300 123 2224		
SSE Property Services			01823 357357		
SCC Insurance Services			01823 355920		
Area Building Surveyor	Rob Paton Mark Jacob		07957 541526 07768 801636		
Press Office			01823 355020		
Western Power	Supplier	Emergencies	105 or 0800 096 3080		
Gas Supplier – DNO – Wales and West Utilities	Supplier		0800 111 999		
Electricity Supplier – DNO – Chard- Western Power Distribution, Yeovil – Southern Electric	Supplier		105 for loss of supply 0800 6783 105		

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Organisation	Purpose e.g Supplier Of Stationery, Portacabin etc.	Name Of Usual Contact	Tel No (Office Hrs)	Out Of Office Hrs	Other Info
			0800 072 7282		
Water Board – Wessex Water		Emergencies	0345 600 4 600		
Public Health England			020 7654 8000		https://www.gov/government/organisations/public-health-england
Support Services for Education					

APPENDIX

APPENDIX A: INCIDENT MANAGEMENT TEAM AGENDA

1. Background and Situation Report as known (Chair)

2. Updates and actions:

Premises

Current state

Critical items recovered/still in situ

Estimate of return

Welfare (staff, visitors, clients)

Confirm all persons accounted for

Current arrangements for retaining staff

Outstanding welfare issues

Communications

Message given out to staff

New contact number for public

Public message via Communication and Marketing

Brief for Somerset Direct

Collect contact numbers for team members.

Continuity and Recovery

Critical services affected

Options to work around disruption

Resources shortfall

Alternative premises identified (if applicable)

3. Time of next meeting

Please also refer to the School Guide '[*Dealing with Major Incidents and Updating your Contingency Plan*](#)' for key contacts and actions to follow in the event of such an incident.

Appendix C- Distribution list

Once plan is complete or has been updated, please circulate to the following:

- Headteacher
- School Business Continuity Coordinator
- Chair of Governors
- Emergency Pack should hold a copy of the BC Plan
- SLT

Appendix D- Testing schedule

Type of Test (e.g. Live exercise, desktop exercise, communications test)	Date of Test	Lessons Learned

Appendix E- Activation list

Description of Incident	Date of Incident	Lessons Learned
Ceiling collapse at Lower School – Dampier Street	Feb 16	The multi sited nature of the PRU allowed teaching to continue with minimal disruption to T&L
Gas Leak	27/11/2019	Students don't react well to change however the ability to

		move sites allowed T&L to continue.
COVID at MY PRU	July 2021	Move to remote learning was successful and therefore repeatable if required

Appendix F - Remote Education Policy



Pupil Remote Education Policy (Now appendix to Business Continuity Plan)



Date Reviewed:	December 2022
Review Frequency:	Annual
Date of next review:	December 2023
Governor Signature:	

Our Ethos:

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Resources

4. [Online safety](#)
5. [Safeguarding](#)
6. [Data protection](#)
7. [Marking and feedback](#)
8. [Health and safety](#)
9. [School day and absence](#)
10. [Communication](#)
11. [Monitoring and review](#)

Appendix

- a. **[Updated]** [Remote education During the Coronavirus \(COVID-19\) Pandemic](#)

Statement of intent for longer term lockdown or self-isolation.

At SSPS, we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote education.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote education.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following: Equality Act 2010

- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

This policy operates in conjunction with the following school policies:

- **Child Protection and Safeguarding Policy**
- **Data Protection Policy**
- **Special Educational Needs and Disabilities (SEND) Policy**

- **Behavioural Policy**
- **Accessibility Policy**
- **Marking and Feedback Policy**
- **Curriculum Policy**
- **Assessment Policy**
- **Online Safety Policy**
- **Health and Safety Policy**
- **Attendance and Truancy Policy**
- **ICT Acceptable Use Policy**
- **Staff Code of Conduct**
- **Data and E-Security Breach Prevention and Management Plan**
- **Children Missing Education Policy**

Roles and responsibilities

The **governing board** is responsible for:

- Ensuring that the school has robust risk management procedures in place.
Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote education arrangements.

The **headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote education.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote education.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an **annual** basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote education.
- Conducting reviews on a **weekly** basis of the remote education arrangements to ensure pupils' education does not suffer.

The **health and safety officer** is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the **headteacher**.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote education.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The **DPO** is responsible for:

- Overseeing that all school-owned electronic devices used for remote education have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote education are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote education is resilient and can efficiently recover lost data.

The **DSL** is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote education period.
- Liaising with the **ICT technicians** to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the **headteacher** and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. Ensuring all safeguarding incidents are adequately recorded and reported.

The **SENCO** is responsible for:

- Liaising with the **ICT technicians** to ensure that the technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the **headteacher** and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote education period.

The **SBM** is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

The **ICT technicians** are responsible for:

- Ensuring that all school-owned devices used for remote education have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote education can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote education.
- Reporting any health and safety incidents to the **health and safety officer** and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the **DSL** and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote education, to the **headteacher**.
- Reporting any defects on school-owned equipment used for remote education to an **ICT technician**.
- Adhering to the **Staff Code of Conduct** at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote education.
- Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues to the school as soon as possible.

- Ensuring that their child always has access to remote education material during the times set out in paragraphs [9.1](#) and [9.2](#).
- Reporting any absence in line with the terms set out in paragraph [9.6](#).
- Ensuring their child uses the equipment and technology used for remote education as intended.
- Adhering to the **Parent Code of Conduct** at all times.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote education.
- Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.
- Reporting any technical issues to **their teacher** as soon as possible.
- Ensuring they have access to remote education material and notifying a responsible adult if they do not have access.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
- Ensuring they use any equipment and technology for remote education as intended.
- Adhering to the **Behavioural Policy** at all times.

Resources

Learning materials

The school will make use of a range of different teaching methods during remote education to help explain concepts and address misconceptions easily. For the purpose of providing remote education, the school may make use of:

- Work booklets
- Email
- Past and mock exam papers
- Current online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote education.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.

Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote education.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs can be **delivered to the pupil's home address**.

Teaching staff will liaise with the **SENCO** and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote education period.

The **SENCO** will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.

Any issues with remote education resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access remote education resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote education resources.

Teaching staff will oversee academic progression for the duration of the remote education period and will mark and provide feedback on work in line with [section 7](#) of this policy.

The arrangements for any 'live' classes, e.g. webinars, will be communicated via **email** no later than **one day** before the allotted time and kept to a reasonable length of no more than **one hour** per session.

The **ICT technicians** are not responsible for providing technical support for equipment that is not owned by the school.

Food provision

The school will signpost parents via **letter** towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Providing vouchers to families

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the **Technology Acceptable Use Agreement** prior to commencing remote education.

Online safety

This section of the policy will be enacted in conjunction with the school's **Online Safety Policy**.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Consumption of food is not deemed appropriate while in a lesson or meeting.
- Consumption of soft drinks is allowed but must be made ready for the start of the session.
- Use appropriate language – this includes others in their household.
- Set out behaviour expectations at the start of a lesson.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.
- Staff must ask pupils to disable their cameras where appropriate and mute mics when teaching.
- If a question needs answering then allow pupils to use the 'raise hand' function.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENCO**.

Pupils not using devices or software as intended will be disciplined in line with the **Behavioural Policy**.

The school will risk assess the technology used for remote education prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote education has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required – to be overseen by RM.

The school will communicate to parents via **letter** about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote education, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

Safeguarding

This section of the policy will be enacted in conjunction with the school's **Child Protection and Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working.

The **DSL** and **headteacher** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote education.

The **DSL** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education.

Phone calls made to vulnerable pupils will be made using school phones where possible.

The **DSL** will arrange for regular contact with vulnerable pupils **once** per **week** at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on paper and suitably stored in line with the **Records Management Policy**.

The **DSL** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

- Have at least **one** suitably trained individual present.
- Be undertaken by no fewer than **two** members of staff.
- Be suitably recorded on paper and the records stored so that the **DSL** has access to them.
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the **DSL**, their deputy, or any other relevant member of staff – this arrangement will be set up by the **DSL** prior to the period of remote education.

The **DSL** will meet (in person or remotely) with the relevant members of staff **once** per **week** to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the **DSL** immediately.

Pupils and their parents will be encouraged to contact the **DSL** if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote education and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote education.

All contact details will be stored in line with the **Data Protection Policy** and retained in line with the **Records Management Policy**.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's **Data and E-Security Breach Prevention Management Plan**.

Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behavioural Policy** or the **Disciplinary Policy and Procedure**.

Marking and feedback

All schoolwork completed through remote education must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the **Marking and Feedback Policy**.
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and staff to maintain a good work ethic during the period of remote education.

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via **email** if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the **headteacher** as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the **SENCO** as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote education where possible.

Health and safety

This section of the policy will be enacted in conjunction with the school's **Health and Safety Policy**.

Teaching staff and **ICT technicians** will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote education.

If using electronic devices during remote education, pupils will be encouraged to take a **five-minute** screen break every **two hours**.

Screen break frequency will be adjusted to **five minutes** every **hour** for younger pupils or pupils with medical conditions who require more frequent screen breaks.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the **health and safety officer** or other relevant member of staff immediately so that appropriate action can be taken.

School day and absence

Pupils will be given a Remote education timetable that has been devised by the school to maximise time both on and off line and will be given to parents at the appropriate time.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at **10:55am** until **11:10am**.
- Lunchtime will take place between **12:00pm** and **12:30pm**.

Pupils are not expected to do schoolwork during the times outlined in paragraph 9.2.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform their **child's teacher** no later than **8:30am** if their child is unwell.

Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via **telephone**, **school website** and social networks about remote education arrangements as soon as possible.

The **headteacher** will communicate with staff as soon as possible via **email or Microsoft Teams** about any remote education arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager **once per week**.

As much as possible, all communication with pupils and their parents will take place within the school hours outlined in [section 9](#).

Pupils will have verbal contact with a member of teaching staff at least **once per week** via **group phone call**.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote education or data protection will be communicated to the **pupils' teacher** as soon as possible so they can investigate and resolve the issue.

The **pupils' teacher** will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

The **headteacher** will review the effectiveness of communication on a **weekly** basis and ensure measures are put in place to address gaps or weaknesses in communication.

Monitoring and review

This policy will be reviewed on an **annual** basis by the **headteacher**.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is **September 2021**

UPDATE: September 2020

Remote education During the Coronavirus (COVID-19) Pandemic

Within the ever-changing circumstances we are currently living through, we must be prepared for local lockdowns. **In the event of a local lockdown**, the school will implement provision for remote education to ensure pupils never miss out on education. We will ensure that our curriculum is inclusive and accessible to all. This policy annex outlines how we will deliver remote education during the pandemic.

1. Legal framework

- 1.1 This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:
 - DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
 - DfE (2020) 'Adapting teaching practice for remote education'
 - DfE (2020) 'Guidance for full opening: schools'
 - DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
 - DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
 - DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

2. Contingency planning

- 2.1 The school will open to all pupils at the start of the Autumn term, in line with national and local guidance.
- 2.2 The school will work closely with the LA to ensure the premises is 'COVID-secure' and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school's website.
- 2.3 The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
- 2.4 The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
- 2.5 If there **is not** a local lockdown, but a single class or 'bubble' needs to self-isolate, the school will immediately implement remote education for that group.

3. Teaching and learning

- 3.1 All pupils will have access to high-quality education when remote working.
- 3.2 The school will use a range of teaching methods to cater for all different learning styles, this includes:

- **Textbooks**
 - **Video clips**
 - **Printed resources**
 - **Online resources**
 - **Over the phone**
- 3.3 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.4 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work each day.
 - Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally – work will be taken from the current scheme of work to mitigate any lag in learning in line with others in the school.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos – staff will be assigned set times to contact pupils completing remote education to discuss set work and misconceptions.
 - Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
 - Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- 3.5 All provisions for remote education will be subject to the class group's age, ability and/or any SEND.
- 3.6 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the **headteacher** will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- 3.7 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.8 The school will utilise the support available through the DfE's 'Get help with technology during coronavirus (COVID-19)' scheme.
- 3.9 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
- Pupils in Years 3 to 11
 - Clinically extremely vulnerable children across all year groups who are shielding or self-isolating in line with government advice

- Children in all year groups who are unable to access remote education whilst attending school on a hospital site

3.10 Before distributing devices, the school will ensure:

- The devices are set up to access remote education.
- Appropriate safeguarding controls and support are in place to help pupils and their families use the devices safely.

3.11 Once devices are ready for collection, the school will either arrange for them to be collected by families from school or delivered to pupils' homes, ensuring infection control measures are adhered to as part of this process.

4. Returning to school

4.1 The **headteacher** will work with the LA to ensure pupils only return to school when it is safe for them to do so.

4.2 After a period of self-isolation, or the lessening of local lockdown rules, the **headteacher** will inform parents when their child will return to school.

4.3 The **headteacher** will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

5. Monitoring and review

5.1 This policy annex will be reviewed in line with any updates to government guidance.

5.2 All changes to the policy will be communicated to relevant members of the school community.

