

BUSINESS CONTINUITY PLANNING FOR CORONAVIRUS (COVID -19): MARLFIELDS PRIMARY ACADEMY

The overall purpose of this plan is to provide a structured and informed response to the threat from COVID-19 which is specific to our educational setting. The principles adopted are based upon the recently published Government Action Plan which identifies four key approaches and these have been adapted to educational settings:

- **Contain**: detect early cases, follow up close contacts, and prevent the disease taking hold within your setting and local community for as long as is reasonably possible
- **Delay**: slow the spread locally, if it does take hold, lowering the peak impact and pushing it away from the winter season
- **Research**: utilise all available research and evidence to best keep settings, parents and children as informed as possible
- **Mitigate**: provide the best care and support possible for people who may become ill, and ensure ongoing support for people ill in the community to minimise the overall impact of the disease on society, public services and on the economy.

The following table provides a FRAMEWORK for our Business Continuity (BC) Plan which will be ADAPTED to meet the specific needs of our setting during the Covid-19 timescale. It will be reviewed every 3-4 weeks by the Governing Body and Senior Management Team.

Objective	Task or Action required (incl. Targets/How)	Resource Implications	Who (Lead first)	When	Expected Outcome/Measures
To ensure effective LEADERSHIP of the BC Plan within your setting	<p>Identification of staff member(s) who will be named leads for the leadership and management of all aspects of your BC Plan and its implementation.</p> <p>Identification of Link trustee, Committee Member or Governor</p> <p>To identify the process of monitoring and updating of BC Plan as further advice/guidance becomes available.</p>	<p>Consideration of existing responsibilities of Owners and Managers, and capacity</p> <p>Ensuring FULL and REGULAR monitoring of local and national guidance as distributed.</p>	<p>S Isherwood S Radcliffe L Pearce M Carr</p> <p>Gov –M Gartside G Provis</p> <p>Updating S Isherwood or named person</p>	8 th April 2020.	Well-drafted and planned response at a local level which ensures the local setting community are best informed and prepared to meet the demands of this risk.

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To establish a robust COMMUNICATION strategy	<p>How regularly does the setting update and inform:</p> <p>Staff members Governors, Trustees, Committee Children Parents Local Community</p> <p>What is shared, how is it shared, how is it 'enforced' that it is read and actioned</p> <p>Teachers 2 parents/newsletter/website/emails /phonecalls/vitual meetings</p>	<p>Use of existing national PHE resources.</p> <p>Increase displays of posters – 10</p> <p>Links to support approved websites</p> <p>NOTE: Settings have a role to manage inappropriate communications and maintain focus on factually correct advice from validated sources.</p>		TBD	<p>All stakeholders within your community feel well informed, confident the settings is acting on latest advice and are taking all necessary actions to minimise risks.</p> <p>Stakeholders have appropriate forums to ask questions and receive a timely response to queries.</p>
To reinforce existing and emerging PREVENTATIVE strategies <u>Hand washing and sanitising</u>	<p>Reinforce messages Catch it, Bin it, Kill it.</p> <p>Has your setting increased enforcement and monitoring of personal hygiene expectations?</p> <p>Critical times are:</p> <p>Post snack and mealtimes After outside play Following use of toilets Before and after practical activities Teach hand and respiratory hygiene methods with children</p>	<p>Provide tissues and bins in key locations</p> <p>Increased availability of sanitisers – for staff and children..</p> <p>Use of these resources prior to key events – e.g. Parents meetings</p> <p>Display of posters in critical places around the setting</p>		Immediate and ongoing	<p>All stakeholders at EVERY OPPORTUNITY are reinforcing extremely high levels of personal hygiene for the benefit of the whole community.</p> <p>ADDITIONAL resources and utilised to minimise spread of any potential infections.</p>

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To reinforce existing and emerging PREVENTATIVE strategies <u>Social Interaction</u>	<p>Reduce potential face to face interaction which is not necessary to prevent spread of infection.</p> <p>Postponement of non-essential assemblies</p> <p>Reduction in parental gatherings pre and post opening hours.</p> <p>Stoppage of hand shaking</p> <p>Role/functions of staff meetings</p> <p>Postponement of clubs/non essential meetings</p>	<p>Consideration of alternative uses of communications to avoid large gatherings</p> <p>Email, social media, newsletters</p> <p>Enforce greetings which do not use physical contact – notices available and communications out to stakeholders.</p>		Ongoing	<p>To minimise the opportunity for large group gatherings and therefore reducing opportunities for contact or close interaction.</p> <p>Early information to stakeholders (esp. parents) to reinforce the importance being placed on managing risk.</p> <p>Finding alternative ways of sharing information which reduces the need for face to face interaction.</p>
To reinforce existing and merging PREVENTATIVE strategies <u>Educational Visits and Activities</u>	<p>Increased risk assessments undertaken</p> <p>Advice taken through EVOLVE process and other national advice for travelling</p> <p>Postponement of non-essential trips/visits – can these be delayed EARLIER to avoid later cancellation and potential cost implication</p> <p>Postponement of sporting/recreation activities</p>	<p>See latest national and local advice on trips/travelling</p> <p>Cost implications especially if cancellation charges involved.</p>	Trip Organisers	Ongoing	

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<p>To reinforce existing and merging <u>PREVENTATIVE strategies</u></p> <p><u>Cleanliness of the site</u></p>	<p>Ensure hygiene standards are improved and maintained to reduce the spread of infection.</p> <p>Is there the need for increased hours/ resources for site cleaning?</p> <p>Risk assessment of areas where there are gaps in quality of cleaning/sanitation</p> <p>Daily management of cleaning – increased monitoring and QA</p>	<p>Levels of staffing, equipment and materials – are they enough? Increased costs to manage if increases are required.</p> <p>Potential for Deep Cleaning</p>	<p>Owners, Managers and cleaning contractor/staff</p>	<p>Daily</p>	<p>Minimise spread of infection, both in closed communities and within community as a whole.</p> <p>Reassure staff/children /parents that additional focus is being placed upon site cleanliness</p>
<p>To reinforce existing and emerging <u>PREVENTATIVE strategies</u></p> <p>Management of increasing number of children/staff showing symptoms</p>	<p>Consideration of space in setting for increasing numbers of unwell children to remain prior to going home</p> <p>Reinforce emergency contact with parents- esp. where parents could be self isolated.</p> <p>Internal staffing/supervision of unwell children prior to collection</p> <p>Availability for children to be collected if parents unwell/self isolated</p>	<p>Adequate size space in setting for growing numbers on daily basis</p> <p>Staffing levels to supervise</p> <p>Increased emergency contact details</p> <p>Consideration of the activities carried out on the setting/ site that are not directly under the control of the setting/ e.g. breakfast clubs; and further education classes.</p>	<p>Owners, Managers and Office staff – contact to parents</p>		<p>Unwell children quickly leave the site and parents/agreed contacts can collect.</p>

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To reinforce existing and emerging PREVENTATIVE strategies <u>Staff /Pupil absence</u>	Identify level of service to be offered in the event of; Growing levels of staff sickness and absence Inability of deliver curriculum Inability to supervise-safeguarding concerns Curriculum management – Closure of small groups – merger Off site /home working – non-ratio staff .CPD for staff to be arranged project based learning for pupils arranged BBC bitesize used Appropriate websites used Spag.com Espresso	Potential use of large spaces to bring age groups together where there are staff shortages - hall Use/availability of supply staff Cost implications reclaimed Identify key staff, risks of absence and mitigations e.g. Safeguarding leads, Senco, TA for particular children, caretakers etc. Staff register updated as necessary Postponement of clubs/activities to release staff for duties/supervision at lunchtime Joint approaches with neighbouring settings. Requirements on self isolated staff to prepare work Potential use of volunteers to work in setting (management of safeguarding) Access to teleconference facilities	Owners and Managers to lead/manage	Ongoing as needs change	Functioning of setting continues even with disruption of day to day resources Alternative curriculum delivery allows for core functions to be maintained

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<u>Future Planning :</u> Loss of core services due to external staffing shortages Business continuity of Finance/Management decisions	<p>If increased population becomes affected, potential impact on :</p> <p>Food deliveries and contracted deliveries Refuse collections Energy deliveries – e.g. Oil</p> <p>Loss of finance staff</p> <p>Loss of SMT</p> <p>Governors conducting business</p>	<p>National Voucher scheme for FSM to be used Close school if not safe to open</p> <p>Call on support from others for loss of finance staff S Isherwood and Mel Hatton – link to schools like Holmes Chapel using same system.</p> <p>Support from Cheshire East if all members of SMT not available</p> <p>Zoom virtual meetings monthly with Governors to ensure business decisions are still discussed and decisions taken when necessary.</p>	<p>S Isherwood M Hatton/J Yoxall</p> <p>Governors</p>	<p>As necessary</p>	<p>Business continues</p> <p>Children on FSM still supported</p> <p>Vulnerable children supported</p> <p>Governors still able to meet virtually and make necessary decisions.</p>
<u>Future Planning :</u> Setting Closure/home working for staff	<p>Determined based upon future national advice based upon population distancing strategy</p>	<ul style="list-style-type: none"> - Joint approaches with neighbouring settings - Arrangements for contacting parents/children from off site - Class Dojo/teachers2parents/emails/phones/website - Arrangements for safeguarding concerns – Checs/CPOMS 	<p>Governors</p> <p>Staff</p>	<p>As necessary</p>	<p>Children still supported</p> <p>Business continues</p>

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