SMMA (The **Courtyard**) Business Continuity Policy Summary Sheet

Document Details

Document Title	Business Continuity Policy
Document Type	Policy
Version	2.0
Effective From	1st September 2015
Review Date	1st September 2016
Document Author	Ben Collins, UK School Resilience
Document Sponsor	Ian Ship, Director of Finance & Corporate Services

SMMA (The Courtyard) Business Continuity Policy Summary Sheet

All schools must have in place business continuity management procedures to ensure that they can continue to provide education during an emergency or a period of disruption.

The aim of this policy is to provide a simple and effective framework from which St Mary Magdalene Academy can meet its statutory obligations for business continuity. The policy has been developed based on the requirements set out in the international standard for business continuity management and sets out how the school will ensure effective business continuity management is established, implemented and maintained in accordance with this standard.

Mirroring best practices, this policy is divided into six key stages and a summary of their contents can be found below. For more details, please see the full policy which is available on the academy's intranet.

1. Organise - how the academy will approach the management of its resilience

➢ Sets out the roles and responsibilities for business continuity management:

> The **Executive Director** has ultimate responsibility to ensure that the academy meets it statutory and regulatory obligations, including those for business continuity management.

> **Governing Body Members** are responsible for obtaining assurances that the academy is meeting its statutory and regulatory obligations, including those for business continuity management.

> The **Director of Finance and Corporate Services** has the operational, day-to-day responsibility for ensuring the academy is meeting its statutory and regulatory obligations relating to business continuity management.

> **Senior Leadership Team Members** will be required to actively participate in any response to either an emergency or a period of disruption, and should prepare as required to do so.

> **All academy staff** should ensure they have a basic awareness of the academy's business continuity policy, plan and procedures and that they are familiar with the role that they have in preparing for, mitigating against, responding to, and recovering from an emergency or a period of disruption

➢ Sets out the resources required to establish, implement and maintain the business continuity management system;
➢ Sets out the reporting structure to support business continuity; and
➢ Sets out how business continuity documentation should be controlled.

2. Assess - how the academy will assess its priorities and the risks to which it is exposed

➢ Sets out how the academy will assess the risks that could trigger disruption to school activities by using its existing risk management policy/framework;
➢ Sets out how the academy will assess its prioritised activities by requiring all departments and constituent parts of the academy to complete and return a Business Impact Analysis. The policy sets out also how academy staff will be assisted through the provision of a guided, self-explanatory toolkit; and
➢ Sets out how the academy will assess available business continuity strategies.

3. Plan - how the academy will develop appropriate plans to respond to identified risks

➢ Sets out how the academy will develop an appropriate plan that guides the school to respond, recover, resume, and restore to a pre-defined level of operation following disruption. This includes complementing policies and procedures, considerations to be taken when planning, and the contents to include within the plan

4. Train - how the academy will train its staff on the plan put in place

➢ Sets out that a training needs assessment will be undertaken to identify training needs of staff and the progress of this be monitored and reported using a training register.

5. Test - how the academy will test and validate the plan put in place

➢ Sets out that an exercise is a process to train for, assess, practice, and improve performance in an organisation;
➢ Sets out that the 3 main types of test/exercise that the academy can use to help validate its plans and procedures, including communication tests, tabletop/desktop exercises, and live exercises;
➢ Sets out the steps that should be taken for carrying out any test/exercise; and
➢ Sets out the frequency with which the academy should test/validate its plans.

6. Review - how the academy will review its work to ensure it remains relevant and fit for purpose

➢ Sets out that the academy should seek to monitor/review/evaluate its business continuity on a continual basis. Specifically, this includes a) as part of an annual internal audit; b) following a near-miss; c) following an incident in which the business continuity plan is activated; or d) following the completion of a test/exercise.
➢ Sets out the process for reporting incidents;
➢ Sets out the process for carrying out a post-incident review & debrief; and
➢ Sets out the requirements for maintaining an appropriate audit trail.