



LITTLE FLOWER ENGLISH SCHOOL DUBAI

BUSINESS CONTINUITY PLAN

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
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Role	PRINCIPAL
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Signature	



BUSINESS CONTINUITY PLAN

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PLAN PURPOSE AND SCOPE

Purpose	To provide a flexible framework to manage the response to any school disruption or emergency, maintain critical activities and recover from the incident quickly and efficiently.
Plan Scope	The following departments /sites are in scope of this plan: School Administration, Kindergarten, Primary, Transportation and Medical
Links to other Plans and Procedures	<ul style="list-style-type: none"> ■ Little Flower English School Business Continuity Plan may be activated in the event of a highly significant disruption to the daily functioning of the school. Examples could include major ICT outage, pandemics, industrial action, natural disasters, and terrorist attack etc. ■ In the event of a serious emergency, the school's crisis management team will meet to activate maybe activated Business Continuity Plan to ensure continuity of educational activities. ■ Face to face learning system may be replaced with Blended learning or Distance Learning or a combination of that as the situation demands.

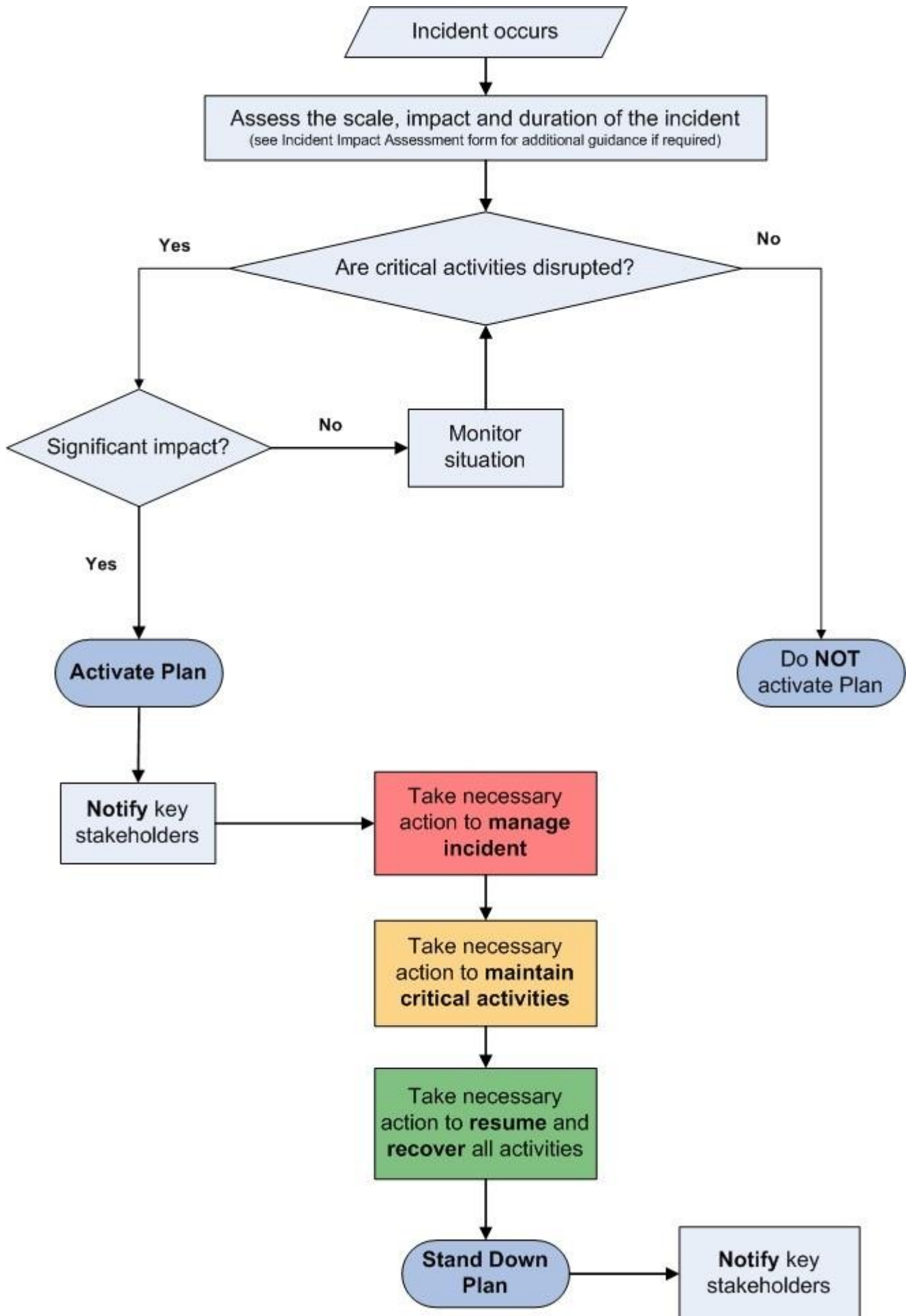
A. PLAN ACTIVATION

Circumstances	<p>This Plan will be activated to manage the response to any incident causing significant disruption to normal service delivery, particularly the teaching-learning activities in school. Plan activation triggers may include:</p> <ul style="list-style-type: none"> ■ Loss of key people or skills e.g. above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transport disruption, emergency response duties, or people leaving the organization. ■ Loss of critical systems e.g. ICT network disruption, telephony outage, power outage, utilities disruption. ■ Denial of access, or damage to, facilities e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time, utilities failure. You may also require the activation of continuity arrangements in the event of an office move. ■ Loss of a key resource such as damage to the computer network, programme hacking, etc. 	
Authority for Plan Activation (other than the Plan Owner)	<p>The Crisis Management Team of the school comprising of the Principal, Administrator, Doctor, Inclusion Champion, HoS and Supervisor</p> <p>The below people or organizations may also be consulted in the crisis</p>	
Notification Procedures	Who?	Why? (note this is <i>not</i> an exhaustive list)
	Principal	Take the decision on whether the Business Continuity Plan should be activated and direct resources. The Principal will normally be the 'Plan Owner'.
	Board of Governors	Responsible for strategic decisions in response to significant incidents
	KHDA	Provide authoritative support and guidelines in operating schools in Dubai
	DHA	Support with all health related information, licensing and guidelines in providing medical care to students.
RTA	Formulates and provides all necessary rules and guideline with regard to the operations of school transport	

A. PLAN ACTIVATION

	CIVIL DEFENSE, DUBAI POLICE	Provide support in managing disasters, incidents, accidents, etc
	Stakeholders/ Partners	<p>If the incident is causing significant disruption, an appropriate message should be released to stakeholders/partners detailing:</p> <ul style="list-style-type: none">• What is causing the disruption and the impact• Action being taken to respond to the incident• Estimated length of the disruption and return to business as usual.

PLAN ACTIVATION PROCESS



B. INCIDENT MANAGEMENT

3.1 INCIDENT MANAGEMENT PHASE

Purpose

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

If the disruption is not a 'no notice' emergency, section 4.0 will be of more relevance to you.

	REQUIREMENT	ACTION	ACTION DONE? (Check box according ly)	BY WHO? (Insert details of responsible Officer)
1.	Make a <i>quick</i> initial assessment: <ul style="list-style-type: none"> ■ Survey the scene/situation ■ Assess the impact on pupils and staff ■ Assess (i.e. scale/severity, duration & impact) ■ Disseminate information (to others) ■ Call the Emergency Services if needed ■ Evacuate the school building if necessary 	Gather and share information to facilitate decision-making and enhance the response. <i>A full impact assessment form can be found in Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	
2.	Nominate individuals to carry out Incident Management roles, as appropriate.	Information on roles and responsibilities can be found in <i>Schools Business Continuity Plan</i>	<input type="checkbox"/>	
3.	Ensure a log of key decisions and actions is started and maintained throughout the incident	The Log template can be found in <i>Schools Business Continuity Plan Guidance.</i>	<input type="checkbox"/>	
4.	Where appropriate, record names and details of any staff or pupils that may have been injured or affected by the incident as part of your incident record keeping.	This information should be held securely as it may be required by Emergency Services or other agencies during or following the incident.	<input type="checkbox"/>	
5.	Log details of all items lost by pupils, staff, visitors etc as a result of the incident, if appropriate	The Log template has to be prepared as per needs.	<input type="checkbox"/>	
6.	Assess the key priorities for the remainder of the working day and take relevant action	Consider actions to ensure the health, safety and well-being of pupils, staff and the wider school community at all times. Consider your business continuity strategies, i.e. alternative ways of working, re-location to your recovery site etc to ensure the impact of the disruption is minimized. Consider the school's moral obligation to provide support to some pupils and their families as required	<input type="checkbox"/>	

7.	Log all expenditure incurred as a result of the incident and seek advice	Record all costs incurred as a result of responding to the incident.	<input type="checkbox"/>	
8.	Consider your communications strategy to ensure staff and pupils are kept informed about what is required of them. If the incident is taking place outside of normal working hours, staff may need to be contacted to advise of any alterations to normal working arrangements for the next day.	All staff member's emergency contact details should be held securely electronically. Ensure parents/carer's contact details are also available.	<input type="checkbox"/>	
9.	Ensure recording processes are in place for staff/pupils leaving the site	Ensure the safety of staff and pupils before they leave the site and identify suitable risk control measures as required.	<input type="checkbox"/>	

C. BUSINESS CONTINUITY

TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF PREMISES		ADDITIONAL INFORMATION
1.	<p>Identification of alternative locations designated as the agreed 'work area recovery site'. You will need to consider transport requirements and accessibility for these identified premises. You may need to have multiple places agreed for your work area recovery if you have large premises and these different options will need to be documented.</p> <p>You may find it helpful to categories available sites according to the following:</p> <ul style="list-style-type: none"> ■ 'Cold' sites - has no equipment/furniture/computer systems set up but can be re-fitted in the event it is needed. This obviously means it takes longer to make 'fit for purpose' following an incident. ■ 'Warm' sites - usually these sites will have hardware and connectivity already established though may take some time to befit for purpose. ■ 'Hot' sites - is essentially a duplicate of the original site, with full computer systems as well as near complete back-up of user data, but may not match the capacity of the original site. 	
2.	Creating an emergency 'grab bag' that contains essential information and equipment needed for both incident management and business continuity, and should be stored in a secure place on and off site. The contents of the bag should be the responsibility of a named person and should be regularly checked and updated.	
3.	Mutual support agreements with schools where there is capacity for schools to accommodate each other in the event of an incident.	
4.	Virtual learning environment opportunities	
5.	Localising the incident, e.g. isolating the problem and utilizing different sites or areas within the school premises portfolio	
6.	Off site activities e.g. physical activities, school trips	
TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF CRITICAL ICT SYSTEMS (INCLUDING TELEPHONY)		ADDITIONAL INFORMATION
1.	Flexible lesson plans	
2.	Use of a secure external network, virtualized network or secure cloud that can be accessed via the internet to allow extra back up and protection for your files	
3.	Manual workarounds: ensure there is a record of where pre-printed forms etc are stored and that there are procedure guides to inform their use where necessary	
4.	Access systems via the internet outside of your network for secure, cloud based applications.	
5.	Ensure that anyone who requires ICT to undertake critical activities has the Ability to work at home where possible and appropriate. Ensure that critical equipment is taken home where practical and possible and consider procuring mobile equipment for these users.	
6.	Using different ways of working. This could include: changing work patterns, suspending 'non critical' activities to focus on your priorities and assist the recovery of critical systems in the first instance with a phased approach for all other ICT 'non critical' activities.	
TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF STAFF OR SKILLS		ADDITIONAL INFORMATION
1.	Use of temporary staff (teaching/non teaching)	
2.	Multi-skilling/cross training to ensure staff can undertake different roles and responsibilities. This could involve identifying deputies /job shadowing/staff undertaking temporary additional duties	

3.	Using different ways of working to allow for a reduced workforce. This could include: Use of pre-prepared educational materials that allow for independent learning Team activities and sports to accommodate larger numbers of pupils at once Larger class sizes (subject to relevant ratios) Virtual learning environment opportunities	
4.	Suspending 'non-critical' activities to focus on your priorities	
5.	Using mutual support agreements with other schools to focus on your priorities	
6.	Ensuring that the business continuity aspects of staff management are considered in all management arrangements, e.g. managing attendance, job descriptions, contractual requirements etc.	
TACTICAL OPTIONS TO MITIGATE AGAINST A LOSS OF A KEY SUPPLIER, THIRD PARTY OR PARTNER AGENCY		ADDITIONAL INFORMATION
1.	Pre-identified alternative suppliers	
2.	Ensuring all external providers have a Business Continuity Plan in place and you understand the impact to their plan on the delivery of your critical activities in the event of an incident	
3.	Insurance cover	
4.	Using mutual support agreements with other schools	
5.	Using alternative ways of working to mitigate the loss, e.g. suspending activities.	

D. RECOVERY AND RESUMPTION

RECOVERY AND RESUMPTION PHASE

Purpose	<ul style="list-style-type: none"> ■ To return to 'business as usual' as quickly as possible ■ To ensure any non critical activities suspended as part of your business continuity response are recovered within appropriate timescales ■ Where the impact of the incident is prolonged, normal operations may need to be delivered under new circumstances e.g. from a different building on a longer term basis.
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	REQUIREMENT	ACTION	ACTION DONE? (Check box according ly)	BY WHO? (Insert details of responsible Officer)
1.	Agree and plan the actions required to enable recovery and resumption of normal working practices	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	<input type="checkbox"/>	
2.	Continue to record all expenditure incurred as a result of the incident	Use the Financial Expenditure Log to record any expenditure which can be found in the <i>Schools Business Continuity Plan Guidance</i>	<input type="checkbox"/>	
3.	Respond to any ongoing and long term support needs of Staff and Pupils.	Depending on the nature of the incident, the schools Incident Management Team may need to consider the use of health services, for example counseling.	<input type="checkbox"/>	
4.	Once recovery and resumption actions are complete, communicate the return to 'business as usual'.	Ensure all staff are aware that the Business Continuity Plan is no longer in effect.	<input type="checkbox"/>	
5.	Carry out a 'debrief' of the incident with Staff and Suppliers/Partners if appropriate. Complete a post incident report to document opportunities for improvement and any lessons identified.	The incident de-brief report should be reviewed by all members of the Schools Incident Management Team to ensure that key actions resulting from the incident are implemented within designated timescales.	<input type="checkbox"/>	
6.	Review this Business Continuity Plan in light of lessons learned from the incident and the consequent response to it	Implement recommendations for improvement and update this Plan.	<input type="checkbox"/>	