Welcome to the Business Impact Analysis Template

This page is to be deleted once the BIA has been completed

* This document is an example for a High School, based on workshops undertaken with an insurance company but can be adapted for all schools.
* The three Key Activities of Teaching, Safeguarding and Catering (free school meals) in 1b are common to all schools. The Key Stages may differ, and may or may not need to be separated out by age. Not all schools are examination centres.
* Throughout this document:
* **RED** text is for information and is intended to be deleted in the final version
* **BLUE** text may need to be amended to suit your school
* **BLACK** text should not need to be altered
* Once you are happy with your edits, please change the text to black or delete it if it is no longer relevant
* Complete each section as fully as you can
* Consider how you will reduce the impact / likelihood of disruptions to critical activities
* Preferably, discuss the impacts in a team environment
* Send the completed / draft BIA to businesscontinuity@norfolk.gov.uk for review
* Once agreed, copy and paste the critical activities into your Business Continuity Plan

**Business Impact Analysis**

|  |  |
| --- | --- |
| **School:** | Name |
| **Completed by:** | Name/Group |
| **Telephone:** | STD Code and Number |
| **Date:** | Date BIA Developed |
| **Review Date**  | 2 years’ time |
| **Document Version**  | V 2.0 |

**1.0 Overview**

In 1b list your school activities and highlight if they are statutory or non-statutory *(additional lines can be inserted)*

* Activities that help meet strategic objectives
* Activities that meet regulatory / statutory / contractual obligations
* Activities that are critical to interested parties (stakeholders) e.g. partners (internal/external), community of Norfolk.

|  |
| --- |
| **1a**: Key Points About The School |
| Age range of students:  | Number of students (approx.):  |
| Size and location of campus:  | Number of staff:  |
| Specialist subjects:  |
| **1b**: School Activities  |
| **Key School Activities** | **Brief Description**  | **Statutory Duty** | **Non-Statutory Duty** |
| KS\* Teaching | Quality teaching | X |  |
| KS\* Teaching | Quality teaching (delete row if you don’t need to separate out the Key Stages) | X |  |
| Safeguarding Children | Child welfare / child protection coverage | X |  |
| Catering | Provision of free school meals | X |  |
| Examination Centre | Examination Centre (delete this row if not relevant to your school) | X |  |
| Access to ICT | Access to Information and Communications Technology |  | X |
| Extra-curricular  | Extra-curricular activities |  | X |
| Facilities Management  | Facilities management including cleaning and security |  | X |
| Transport | Transport during the school day (NCC is responsible for transporting students to state-funded schools )  |  | X |
| **1c**: How the School is Organised  |

(Enter a brief description of the structure, full time/part time staff etc)

**2. Business Impact and Recovery Targets**

* + Identification of the potential impacts if the business function is not carried out.
	+ Use the ‘Impact Table’ on page 6 to define the impact on your school if the activity is not delivered over a period of time (4hrs-1month). This will enable the identification of critical activities.
	+ Describe the justification for critical timeframes: i.e. in order to protect vulnerable people, in order to meet statutory obligations.
	+ Describe any mitigation / contingency arrangements currently in place.
	+ Identify further contingency arrangements and/or measures that could be implemented to reduce impact.
	+ Identify whose responsibility it is to deliver mitigation actions and by when.

***Add / Amend as required***

| **School Activity** | **Description of impact if the activity cannot continue** | **Impact over time on the activity / organisation 1-5** Refer to Impact Description below for impact definitions, 1= Insignificant; 5 = Extreme | **Justification/ Comments**(inc. critical times of year, regulatory or other deadlines) | **Mitigation and Contingency Plans / Arrangements in Place** | **Suggested Actions to reduce Likelihood / Impact** |
| --- | --- | --- | --- | --- | --- |
| **4 Hrs** | **24 Hrs** | **24 –48hrs** | **1 Weeks** | **2 Weeks** | **1 month** |
| **KS4 Teaching** | * Potential to impact on results & attainment of Year 10 & 11 Students
* Impact on reputation
* Potential for complaints
 | **2** | **2** | **4** | **4** | **5** | **5** |  | Cross-skilling of staff so teaching can continue if staffing is reduced. Prioritise over KS3 at critical times if necessary. | Reciprocal arrangement with \*\*\*\*\*\* for both location and facilities. Staff from this school able to re-locate to \*\*\*\*\*\*\* to teach. Registers available via CMIS held at \*\*\*\*\*.SIMS data back up off site so restore can take place. |
| **KS3 Teaching**  | * Potential to impact on results & attainment of Year 7, 8 & 9 students
* Impact on reputation
* Potential for complaints
 | **2** | **2** | **3** | **4** | **4** | **5** | Students at KS3 have more time to catch up on any missed work  | Cross-skilling of staff so teaching can continue if staffing is reduced | As above |
| **Safeguarding****Children** | * Harm to an individual
* Potential culpability
* Damage to reputation
 | **5** | **5** | **5** | **5** | **5** | **5** | Must be maintained at all times | (Refer to safeguarding policy / extract key points) | (Refer to safeguarding policy / extract key points) |
| **Catering (Specifically free school meals)** | * Unable to fulfil statutory obligations
* Hunger impacts on behaviour and performance
 | **2** | **2** | **5** | **3** | **3** | **3** | Free school meals have to be provided. If there was no access to catering in the medium to long term we would need alternative arrangements for food preparation / free school meals provision. (Amend if catering is contracted out) | Could provide packed meals,/ get meals from other schools / contact parents and get them to provide | Discuss alternatives with catering contractor. Plenty of local food outlets. |
| **Examination Centre (Assuming exam day)** | * May be unable to follow exams sitting
* Increased stress on students
* Poor results
* Poor inspection results
* Damage to reputation
 | **5** | **5** | **5** | **5** | **5** | **5** | (Add critical times of year) | Backups of candidate data made at critical times and kept off site.Access to all examination lists available via examination boards secure website accessible from off-site. Copy of invigilator telephone number list also held off-site. | Unlikely whole school affected, so other rooms could be used. Mutual aid arrangement agreed in place with \*\*\*\*\*\*\* if whole school unavailable.  |
| **Access to ICT** | * No (or restricted) access to teaching materials
* Pupils unable to work online or use online resources
* Potential impact on performance of pupils & staff
 | **?** | **?** | **?** | **?** | **?** | **?** | Schools’ dependence on ICT varies, so your scores might be different to othersLoss would be more critical at exam time (see above) | Use manual registers.  | Reciprocal arrangement with other schools for access to hardware and home use from students. Online access to Fronter / SAM Learning / other LoB websites to enable learning to continue. |
| **Extra Curricular**  | * Disappointed students
* Missed opportunity to enhance learning for students
 | **2** | **2** | **2** | **3** | **3** | **3** | Activities are positive for students but not always essential. |  | Consideration would be given to running revision classes  |
| **Facilities Management**  | * Impact on cleanliness of the school
* General maintenance & upkeep of the school would not happen
* Potential health & safety risk
 | **?** | **?** | **?** | **?** | **?** | **?** | School sites vary, so your scores might be different to others from a H&S perspective |  |  |
| **Transport** | * Some pupils unable to attend school
* Some pupils potentially stranded
* Disruption for pupils & parents making alternative arrangements
* Might miss sporting or extra-curricular activity
* Might miss planned trip
 | **3** | **3** | **3** | **4** | **5** | **5** | Home to school transport is not the responsibility of the school, but is included for completeness.Home to school transport to state funded schools is the responsibility of the County Council, but the school would have to inform the relevant parents.Lack of attendance would be critical around exam time. Impact might be higher depending on percentage of students transported. | Note about school minibus for sports trips etc?Norfolk County Council’s BC plan would be activated re home to school transport. |  |

**Impact Table**(Amend as necessary for Non-NCC.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Level****Descriptor** | **1. Insignificant** | **2. Minor** | **3. Moderate** | **4. Major** | **5. Extreme** |
| **Service Delivery** | Little disruption to school life | Some disruption to school life  | Significant disruption to school life | Loss of school for >48 hours but <7 days | Loss of school for > 7 days |
| **Health & Safety** | Insignificant Injury | Minor injury  | Threat of violence or serious injury | Extensive or multiple injuries | Fatality or multiple major injuries |
| **Financial Loss** **(incl. budget Overspend)** | Loss of < £25K OrLoss of <0.03% of school’s annual revenue budget  | Loss of £25 - 175K OrLoss of 0.03% to 0.15% of school’s annual revenue budget  | Loss of £175 - 500K OrLoss of 0.15% to 0.3% of school’s annual revenue budget  | Loss of £500K - £1m OrLoss of 0.3% to 1.0% of school’s annual revenue budget  | Loss of > £1m OrLoss of >1.0% of school’s annual revenue budget  |
| **Performance** | Minimal or no effect on County Council objective   | Little effect on achieving corporate objective  | Partial failure to achieve County Council objective  | Significant impact on achieving County Council objective  | Non delivery of County Council objective  |
| **Reputation** | Insignificant damage to reputation   | Minimal negative coverage in local press  | Significant local or minimal national negative media coverage  | Significant negative coverage in national press  | Extensive negative national media coverage.  |
| **Environment** | Insignificant environmental damage | Minor damage to local environment | Moderate damage to local environment | Major damage to local environment | Significant damage to local or national environment |

**3. Dependencies and Interdependencies** (including partners, internal teams, suppliers etc)

(Add / Amend as required. You will want to have contact numbers for these in your Business Continuity Plan.)

|  |  |  |
| --- | --- | --- |
| **People we are Dependent or Reliant Upon** | **For** | **Impact if Lost** |
| County Council Bus Companies  | * Home to school transport (NCC)
* Extra-curricular trips
 | * Some students delayed / unable to attend school – NCC has a statutory responsibility to arrange home-school transport and would
* Disruption for students & parents making alternative arrangements
* Extra-curricular trip might have to be cancelled.
 |
| (List businesses / organisations) | * Provision of work experience, both general and for Diplomas
 | * Little impact for non-Diploma, but is part of the qualification on Diploma Courses
 |
| (List suppliers / providers) | * Facilities management, cleaning, CCTV, security
 | * Impact on cleanliness of the school. Could cope for a couple of days but the general state of the school would soon deteriorate without cleaning. Potential health & safety risk
* General maintenance & upkeep of the school would not happen
* School would be less secure - potential for damage to school property or facilities
 |
| (List suppliers / providers) | * Support services such as finance, payroll and HR
 | * Possible issues re paying for goods and services and budget management
* Lack of HR advice, e.g. re disputes.
 |

|  |  |  |
| --- | --- | --- |
| **People Who Depend or Rely Upon Us** | **For** | **Impact if Lost** |
| Local Council | * Use of school as an Emergency Rest Centre
 | * Would be unable to fulfil our obligation. Another rest centre would need to be found
 |
| Other schools | * Provision of school meals
 | * Breach of contract.
* Continuity situation for the other schools
 |
| Clubs, Scouts | * Rooms for their meetings / activities
 | * Disappointed users, loss of income. Users may go elsewhere permanently
 |

**4. Requirements**

Please indicate resources that would be required to continue critical activities (those scoring 4 or 5 within 24 hours in section 2); Consider IT, software, and any other relevant resources. Consider requirements for the longer term.

In the Comments section, we suggest you copy and paste the relevant text from the table in section 2, covering mitigation and contingency plans and add to it as necessary.

Once agreed, copy and paste this table into your Business Continuity Plan, under “Our Critical Activities” – this should help you to focus during a disruption to business continuity.

| **CRITICAL School Activity** | **Requirements****Consider the resources required for the critical activities** | **When Required (time period before 4/5 is scored in Section 2)** | **Comments** |
| --- | --- | --- | --- |
| **4 Hrs** | **24 Hrs** | **24 – 48 Hrs** | **1 Weeks** | **2 Weeks** | **1 month** |
| Teaching | Agreed location to continue studiesTeaching Staff & Resources Facilities to teach in Manual registers  |  |  |  | **X** |  |  |  |
| Safeguarding Children | (As per Safeguarding Policy) | **X** |  |  |  |  |  |  |
| Catering  | Immediate need is to get food (e.g. local supermarket / other school) |  | **X** |  |  |  |  |  |
| Access to ICT | Hardware SoftwareKey TerminalBack up data  |  | **X** |  |  |  |  |  |
| ExaminationCentre | Agreed fallback locationSpace and desksExamination information / paper access | **X** |  |  |  |  |  | If whole school unavailable would relocate to agreed site. Reciprocal arrangement with \*\*\*\*\*\*\* for both fallback location and use of equipment. Examinations Officer and Data Manager hold contacts for all examination boards both at school and off-site. Access to all examination lists available via examination boards secure website accessible from off-site. Copy of invigilator telephone number list also held off-site. |