**Example Business Continuity Plan – Sunny Side Kindergarten**

Business continuity planning is intended to minimise any safety, financial, educational, operational, reputational and/or other damaging consequences of a disruptive event.

**1. Arrangements to manage inability to access a building or children’s services approved site**

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| **Details of arrangements** | **Workarounds*****Partial site unavailable:*** *Consider** Determine if remaining areas of the site are suitable for operations based on service approval
* Approved provider and nominated supervisor determine what changes to operations are required.

*Notify** Contact Quality Assessment and Regulation Division (QARD) Area Team to notify of any operation changes
* Admin staff may need to work remotely from a neighbouring service site or from home.
* Provide regular updates to families and carers to notify of any operation changes via SMS, emails, social media and newsletter
* If co -located, notify site users. E.g. School Principal, Allied Health, other children’s services

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| ***Whole site unavailable:*** *Consider** Approved provider to discuss issues and possible options for relocation once length of reinstatement program is confirmed.
* Approved provider determine what changes to operations are required.

*Notify** Contact QARD Area Team to notify of any operation changes.
* Complete and submit any required service applications to QARD via the National Quality Agenda IT System (NQA ITS)
* Provide regular updates to families and carers to notify of any operation changes via SMS, emails, social media and newsletter
* If co -located, notify site users. E.g. School Principal, Allied Health, other children’s services.
* Redirect suppliers to alternate site.

**IT Resources required:*** Access to wireless network.

**Considerations:*** OH&S issues in relocating children’s service equipment and resources
* Transport arrangements for children in regional and remote areas
* Children’s access to early education and care
* Demands placed on families and carers due to loss of access to early education and care, co – located services and resources, relocation, etc
* Demands placed on staff due to loss of resources, relocation, etc

*Key Contacts can be found in the Contacts section of the Emergency Management Plan.* |

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**2. Arrangements to manage a loss of technology / telephony / data / power / water**

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| --- | --- |
| **Details of arrangements** | **Workarounds*****Data/technology:*** * Relocate admin and staff facilities to other networked space within the school if co-located
* Admin staff may need to work remotely from Sunny Side PS to access network
* Utilise laptops where available to provide access to network

***Telephones:*** * Ensure there is an up to date, printed, hard copy list of all child and staff contact details in an accessible, secure location.
* Utilise mobile phones to contact staff.
* Place message on answering machine, if possible, referring callers to an emergency contact number either on site or at alternative location.

***Power:*** * Determine the requirement for the operation of the service. I.e. water pump for toilet operation.
* Battery back-up (UPS) is on servers. Determine time limit of UPS and back up servers as required.
* Restructure the program to account of the lack of power.

***Water:**** Purchase/have a supply of bottled water
* Order bulk water delivery

**Considerations:*** Ensure OH&S issues are considered when using back up power and water pumps
* Review and update staff contact details to include mobile phone numbers.
* Staff Communications Tree to include details of messaging systems

**Key contacts:*** QARD Area Team - contact number
* Phone provider – contact number
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**3. Arrangements to manage a loss or shortage of staff or skills**

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| --- | --- |
| **Details of arrangements** | **Workarounds*** Prioritise work allocations for remaining staff
* Determine the number of Casual Relief Educators required.
* Casual Relief Educators to be sourced from:
	+ Service’s own pool of emergency educators.
	+ Approved provider’s own pool of emergency educators.
	+ Approved provider’s preferred CRT agency
* Delivery multi aged program where possible to make up full groups
* Implement succession plan/back up for key roles within service. i.e. person in day-to-day charge, nominated supervisor
* Inform service community of issues via social media, newsletter or via phone or face to face conversations where necessary.

**Considerations:*** Workload of staff and emergency educators
* Table of key contacts
* Casual Relief agency
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**NOTE:** This example template is a guide only and should be used as an aid to develop or supplement your EMP. Please adapt it as appropriate to ensure relevance to your facility and services

**Sample Business Continuity Checklist**

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| --- | --- |
| **Action** | **Actioned?** |
| Activate the service’s Emergency Control Organisation Team |  |
| Evaluate the impact of the incident for:* Service operations
* Impact over time
* Manageability
* Staffing levels
* Resources for recovery
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| Identify actions to mitigate impact, including:* Suspension of non-critical operational functions
* Mutual support arranged with other facilities/services
* Distance/virtual learning Use of different areas within site
* Off-site activities
* Back–up of key service data
* Using paper-based systems
* Flexible educational program plans
* Using generators, portable lighting
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| Produce an Action Plan for maintaining critical activities that includes:* Priorities
* Communications
* Resource deployment
* Allocation of specific roles
* Monitoring
* Reporting
* Stakeholder engagement
 |  |
| Establish a register to log all decisions and actions |  |
| Establish a register to log all financial expenditure incurred |  |
| Secure resources for continuity/recovery including:* Staffing
* Premises
* IT and equipment
* Welfare
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| Deliver appropriate communications including to:* Staff
* Parents/guardians
* Allied Health
* Co-located services/faculties e.g. School Principal
* Other users of site
* QARD Area Team
* Suppliers
* Local Shire/Municipality (as appropriate)
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