BUSINESS CONTINUITY PLAN

Updates since last edition

Number section	Title section	Details of changes
		New policy

Contents

1. AIMS

This plan aims to:

- Outline potential risks and issues that could cause disruption to the delivery of critical activities

- Mitigate the impact of disruptions to critical activities by providing actions or procedures to follow, to make sure all pupils continue to get the quality of education to which they're entitled

2. LEGISLATION AND GUIDANCE

This document is based on guidance from the Department for Education (DfE) on emergency planning and response for schools and school security. It also complies with the following statutory guidance and legislation:

- Keeping Children Safe in Education

- Health and Safety at Work Act 1974

- Management of Health and Safety at Work Regulations 1999

This plan also complies with our funding agreement and articles of association.

3. ROLES AND RESPONSIBILITIES

3.1 Business continuity team

Role	Responsibilities	Accountability / Authority
CEO	- Senior responsible owner of Business Continuity Management within the Trust. - Ensuring the Trust has capacity within its structure to respond to incidents - Determining the Trust's overall response and recovery strategy	The CEO has overall responsibility for day-to-management of the Trust, including lead decision-maker in times of crisis.
Headteacher	- Business Continuity Plan development - Leading the Emergency Planning Team. - Activating and standing down this plan. - Developing continuity arrangements and strategies e.g., alternative relocation site, use of temporary staff etc. - Involving the Trust community in the planning process as appropriate - Plan testing and exercise - Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved	Headteacher reports directly into the CEO.

Role	Responsibilities	Accountability / Authority
	• Training staff within the Academy on Business Continuity • Embedding a culture of resilience within the Trust, involving stakeholders as required	
Business Continuity Team (BCT) *(including CEO, Headteacher, SLT, Site manager, office manager, Director of People, Director of Finance)*	• Leading the Trust's initial and ongoing response to an incident • Declaring that an 'incident' is taking place • Activating the Business Continuity Plan • Notifying relevant stakeholders of the incident, plan activation and ongoing response actions • Providing direction and leadership for the whole Trust community • Undertaking response and communication actions as agreed in the plan • Prioritising the recovery of key activities disrupted by the incident • Managing resource deployment • Welfare of Pupils • Staff welfare and employment issues	The Business Continuity Team has the delegated authority to authorise all decisions and actions required to respond to and recover from the incident.

3.2 Additional response and recovery roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

Role	Responsibilities	Accountability / Authority
Incident Loggist (record keeper) - Office Team Lead	• Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately	Reporting directly to the Headteacher or BCT.
Spokesman - Headteacher	• Collating information about the incident for dissemination in Press Statements • Liaison with the LA Press Office to inform media strategy.	The Headteacher should assist with providing information to the Press Office but should not undertake direct contact with Media.

Stakeholder Liaison – Deputy Headteacher	• Co-ordinating communication with key stakeholders as necessary. This includes (but does not cover all):
	  ○ Trustees
	  ○ Local Governing Bodies
	  ○ Parents/Carers
		All communication activities should be agreed by the Trust Incident Management Team. Information sharing should be approved by the CEO (or BCT if the CEO is unavailable).

Role	Responsibilities	Accountability / Authority
	○ LA/Education ○ School Crossing Patrol ○ School Transport Providers ○ External agencies e.g. Emergency Services, Health and Safety Executive (HSE) etc	
Security - Site manager	• Undertaking duties as necessary to ensure site security and safety in an incident • Liaison with the BCT to advise on any issues relating to the school physical infrastructure • Lead point of contact for any Contractors who may be involved in incident response	Reporting directly to the Headteacher or BCT.
ICT Coordinators – Andy @ Andola	• Ensuring the resilience of the Trust's ICT infrastructure • Liaison with the Trust's ICT support. • Develop proportionate risk responses	ICT Coordinator reports directly to the BCT for plan development issues and also in the response to an incident.
Recovery Coordinator – Headteacher	• Leading and reporting on the Trust's recovery process • Identifying lessons as a result of the incident • Liaison with CEO to ensure lessons are incorporated into the plan development	Focussed on leading the recovery and resumption phase. Reporting directly to CEO.

3.3 The Role of Trustees

Role	Responsibilities	Accountability / Authority
Trustees	• Working in partnership with the CEO to provide strategic direction in planning for and responding to disruptive incidents • Undertaking actions as required to support the Trust's response to a disruptive incident and subsequent recovery • Acting as a 'critical friend' to ensure that the Trust's Business Continuity Plan is fit-for-purpose and continuity arrangements are robust and reliable	Liaison with the CEO or BCT in response to a crisis. Reporting progress in developing Business Continuity Plans to Parents/Carers

	• Monitoring and evaluating overall performance in developing the Trust's resilience and reporting to Parents/Carers	

4. COMMUNICATIONS

Consider if you can securely store back-ups of this information off site.

STAKEHOLDER	COMMUNICATION STRATEGY	CONTACT INFORMATION LOCATION
Staff	Text/email/Walkie Talkie/in person	Arbor/remote Access/grab bag
Parents/carers	Text/email/local authority website/school website/via the schools text messaging system	Arbor/remote Access
Governing board	Text/email/phone call	Arbor/remote Access/grab bag
Local authority critical incident team	Email/phone call	
School Crossing Patrol Co-Ordinator	Text/email/phone call	
Parkwood 24/7 Taxis	Phone call	01371 879176
External agencies Emergency Services	Phone call	999 or 111 for non-emergencies
Health and Safety Executive (HSE) etc.	Phone call – emergencies	0300 003 1647
Employee Assistance Programme	Phone call/website	0208-987- 6579 www.workplaceoptions.co.uk

5. CONTINUITY STRATEGIES

The table below sets out examples of some scenarios where a continuity plan may be needed to maintain critical activities.

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE

Shortage of staff or skills	In the event of high levels of staff absence due to:
	
	• Illness
	
	• Severe weather
	
	• Transport disruption
	
	Please note: staff absence due to strike action may require a separate strategy that accounts for <u>legislation and guidance</u> on handling strike action.
		• Each academy has at least one deputy head and additional senior leaders in management and incident roles.
		
		• Multi-skilling and cross-training to ensure staff are capable of undertaking different roles and responsibilities, this may involve identifying deputies, job shadowing, succession planning and handover periods for planned (already known) staff absence e.g. maternity leave.
		
		• Different ways of working would be considered, such as:
		
		   o Larger class sizes (subject to adult and child ratios)
		   o Use of teaching assistants, student teachers, learning mentors etc.
		   o Pre-prepared education materials that allow for independent learning.
		   o Team activities and sports to accommodate large number of pupils at once.
			CEO
			
			Staff training/ Headteacher
			
			CEO/Headteachers/
			
			SLT members

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE

		o Use of halls or outside space to accommodate larger numbers of pupils
		o Rescheduling of timetable
		o Remote learning
		
		• Alternative resourcing considered, such as:
		
		    o Redeploying staff from other academies or roles
		    o Recruiting temporary staff
		    o Volunteers (including Trustees)
		    o Staff from other academies
		
		• Suspending 'non-critical' activities and focusing on your priorities
		
		• Short-term closure would be considered as a last resort and remote working engaged.
		
		• Ensuring staff management issues are considered i.e. managing attendance policies, job description flexibility and contractual requirements etc
			CEO/Headteachers/
			SLT members
			
			CEO/Headteachers/SLT members
			
			CEO/Trustees/Headteachers
			
			CEO/Director of people/Director of finance/Headteacher

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Partial closure of school site	In the event that part of the school premises/facilities are considered unsafe or not fit for purpose. Examples include: • Damage limited to a specific part of premises • Loss of utilities (power or water) to specific part of premises	• Isolate and secure the affected areas to prevent unauthorised access, and display relevant warning signs • Consider different ways of working (as listed above) • Consider sourcing additional facilities such as modular buildings, portable toilets, generators, lighting, etc. • Utilise any pre-agreed arrangements with other schools. • Utilise pre-agreed arrangements with other premises in the community, i.e. leisure centre, community centre, town/village hall? If you do not have any pre-agreed arrangements can anyone help?	Site manager Business Continuity Team Headteacher/Site manager Headteacher/Deputy Headteacher Headteacher/Deputy Headteacher

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Full closure of school site	In the event that the whole school premises/facilities are considered unsafe or not fit for purpose. Examples include: • Extensive damage caused by fire or flooding • Loss of utilities (power or water) to whole premises	• Secure premises to prevent unauthorised access and display relevant warning signs • Display details of where people can find information about the closure, advice and contact information • Utilise pre-agreed arrangements with other schools • Utilise pre-agreed arrangements with other premises in the community i.e. leisure centre, community centre, town/village hall? If no pre-agreed arrangements are in place, can anyone help?	Site manger Headteacher/Deputy Headteacher/OTL/Site manager Headteacher/Deputy Headteacher Headteacher/Deputy Headteacher

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Loss of IT services /data/telephony/power	In the event that IT services or critical data cannot be accessed. Examples include: • Loss of network • Following a cyber attack	• Contact Andlola and request access to the back-up data • Use any paper based essential school data available • Continue to use cloud-based services where possible • Utilise the laptops/tablets that can work offline • Use paper contingencies for record keeping, such as registers and accident forms • Revert to paper-based activities where possible • Refer to the data recovery plan • Forward calls to a school mobile • Emergency generator i.e. uninterruptible power supply • Emergency lighting	Business Continuity Team

6. REMOTE EDUCATION

Where possible, the school will provide remote education when attendance in school is either not possible or contrary to government guidance. The school will implement an appropriate curriculum, teaching and support that will enable pupils to continue learning effectively and in accordance with DfE guidance.

Where pupils with special educational needs and disabilities (SEND) are not able to access remote education without adult support, the school will work with families to put in place reasonable adjustments.

Please refer to the Remote Education Policy.

7. ATTENDANCE

The school will continue to record absence in the attendance register if it remains open, using the most appropriate code. The codes used will be in line with the Education (Pupil Registration) (England) Regulations 2006 as amended ('the Pupil Registration Regulations'), and working together to improve school attendance guidance.

Where pupils are unable to attend school:

- In some exceptional circumstances, this should be recorded as code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. The school will also record the nature of the circumstances in which a pupil is unable to attend school

- Because they are ill or have an infectious illness, this will be recorded as code I (illness)

- The school will also continue to record and monitor pupils' engagement where the provision of remote education is made, although we will not formally track this in the attendance register

8. PROVISION OF FREE SCHOOL MEALS

Where pupils eligible for benefits-related free school meals are receiving remote education, the school will work with the school catering team or food provider to make sure those pupils can have a good-quality lunch. This will ensure that the school continues to support eligible pupils for the short period where they are unable to attend school.

The school will identify pupils with any medical conditions, including allergies, to make sure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly. For example, where pupils are being served food in the classroom.

9. SAFEGUARDING

Safeguarding and promoting the welfare of children and young people remains of paramount importance. The school will continue to have regard to relevant statutory safeguarding guidance. This includes:

- Keeping Children Safe in Education
- Working together to safeguard children
- The early years foundation stage (EYFS) framework

9.1 Vulnerable pupils

In all circumstances, the school will prioritise vulnerable children and young people for face-to-face education and childcare.

We will try to support any children and young people who we believe may have challenging circumstances at home.

We will endeavour to keep in contact with pupils if they're not attending, particularly if they have a social worker. We might achieve this by:

- Notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head
- Agreeing with the social worker on the best way to maintain contact and offer support to pupils
- Keeping in contact to check their wellbeing and refer on to other services if they need more support

9.2 Wellbeing and support

To handle the potential emotional impact on pupils due to the disruption of critical activities, the school will:

- Aim to follow normal school routines as far as possible
- Set up support systems for pupils to talk and share their feelings
- Signpost pupils to appropriate support and advice
- Where needed, provide access to counselling services or specialist treatment

The school will follow the DfE's guidance on promoting and supporting mental health and wellbeing in schools and colleges.

10. MONITORING ARRANGEMENTS

This policy will be reviewed by the Compliance Lead annually. At every review, the policy will be shared with the board of trustees.

11. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Health and safety policy
- Critical incident plan
- Child protection policy
- Attendance policy
- Risk assessments
- Remote learning policy

APPENDIX A: BUSINESS CONTINUITY ACTIONS CHECKLIST

BUSNESS CONTINUITY ACTIONS	COMPLETED (SIGN DATE)	COMMENTS/FURTHER INFORMATION
Invoke the relevant emergency action plan, i.e. evacuation and deal with the immediate emergency/incident		
Undertake post-incident support activities and evaluate the impact of the incident		
Consider:		
Which school activities are disrupted?		
What is the impact of these activities being disrupted?		
Are there any critical activities approaching (exams, etc)?		
Planning for how critical activities will be maintained (using your business continuity plan), giving consideration to:		
- Immediate priorities		
- Communication strategies		
- Deployment of resources		
- Finance		
- Monitoring the situation		
- Reporting		
- Stakeholder engagement		
Log all decisions and actions, including what you decide not to do and include your decision-making rationale		
Log all financial expenditure incurred		
Complete a lessons-learnt log, what went well? What didn't?		

BUSNESS CONTINUITY ACTIONS	COMPLETED (SIGN DATE)	COMMENTS/FURTHER INFORMATION
Complete a post-incident review		
Implement any improvements or findings, such as:		
Do emergency action plans need updating/enhancing?		
Do policies need amending?		
Are building improvements necessary?		
Are there any training and development needs?		

APPENDIX B: KEY CONTACT DETAILS

Held at the Trust

APPENDIX C: ADDITIONAL CONTACTS

Held at the Trust

APPENDIX D: EMERGENCY BOX/'GRAB BAG'

Section	Details
Business Continuity	Business continuity plan (plus spare copies of forms in Appendices and guidance) Key contact details, including; Trustees, Staff, Parents/Carers, Local authority, suppliers etc.
Organisational information	Staff handbook (policies and procedures) School branding material and stationery School logo Other key documents
Financial information	Bank, insurance details, payroll etc Invoices, purchase orders, etc Financial procedures Assets register and insurance policy
Staff information	Staff contact details Staff emergency contact details
IT/Equipment information	Software licence agreement and key codes Office telephone list (for phone divert) Back up rota and data restoration routine
Equipment and other items	First Aid Kit Portable radio (plus spare batteries) Wind up LED torch Back-up tapes Laptop with wireless connection Pay as you go mobile phone and battery powered mobile phone charger Stationery including permanent markers, clipboards pens, blue-tak, pins, pencils and notebook paper

	Disposable camera with film
	Hazard barrier tape
	Emergency cash, a cheque book or spare credit card
	Contact details for taxi/transport providers
	School floor plans
	Spare keys
	Whistles/Megaphones
	High visibility jacket

APPENDIX E: LOCKDOWN PROCEDURE 2025 – 2026

Procedures	Action
Phase 1	
	Head Teacher, DHT and Site Manager - members of staff to inform any one of these.
Define and list the circumstances in which our site will call a lockdown.	• Mr Green is on site: Localised incidents – **Warning for potential Lockdown** • Mr Amber is on site: Localised Emergencies – **Partial Lockdown** • Mr Red is on site: Major community emergencies – **Full Lockdown**
Determine how individuals will report something suspicious	Immediately inform HT, DHT, SLT or office manager via Mobile phone or Walkie Talkie
Arrange how the lockdown alert signal will be given:	• Mobile phones • Walkie Talkie • Word of mouth
Share the draft plan with staff and incorporate any relevant additions and changes	• One annual drill of full and partial lockdown at the beginning of the year – closest weekday to 11th November. • If any updates are made
Share and discuss the draft plan with other agencies such as police.	Review and integrate changes to facilitate a co-ordinated local approach.
Communicate and train staff in the procedures	• All staff at yearly review of Lockdown procedure • All new staff on induction • Site manager to keep catering team informed
Document roles and responsibilities of the personnel.	• HT, DHT, Office Manager contacting police where relevant

Phase 2 – Initiating a Lockdown	
Instigate lockdown procedures:	- Close and lock all external doors - Contact police if required HT, DHT - Liaise with Site Manager - Communicate serious incidents resulting in lockdown to staff, CEO, Trustees. Direction from CEO to confirm communication for families.
Open lines of communication with HT, DHT & SM **(Emergency Planning Team)**	Emily Perryman – Gemma Clarke – Scott Waple -
Phase 3 – Lockdown:	
- Stay in current position unless instructed to move to another area by a member of EPT - Stay calm and listen to instructions - Support other staff who may be anxious	- Contact Emergency Planning Team to assist with co-ordination of plan - Liaise with Office Staff to assist with lock down - Collect any information about incident/intruder etc. - Provide as much information to the police as possible

Partial lockdown:	**Full lockdown:**
- Communicated via phone verbally, Walkie Talkie or by a member of EPT in person - Ensure all staff & children are inside - Lock all external doors - Close windows - Continue as normal inside the school, although bring all your children into the same space. - Await further instruction – stay near phone/Walkie Talkie	- Ensure all staff & children are inside - Lock all external doors Lock / block doors, with staff /children inside - Close windows and blinds - Prepare to barricade doors if escalation is required - Turn off lights - Turn mobile phones to silent - All to sit quietly out of sight of the door / against the wall / under tables - Await further instruction/ all clear.

	- Depending on circumstance, all staff & children may be required to gather and sit quietly, in case school needs to evacuate urgently. - Staff will be informed of this via phone/Walkie Talkie. - Await further instruction. - If the fire alarm sounds, evacuate as normal. - Corridor doors to be closed and secured with door stops, if possible. - If the fire alarm sounds, DO NOT evacuate unless told to do so by EPT or you can witness fire/smoke. - Be vigilant.
Office Staff	- Support EPT in maintaining lockdown - Provide staff to man front exits etc. - Assist with communication of lockdown to all staff and members of the public on a regular basis - Assist with welfare facilities if required - Assist with locking internal doors where possible
Phase 4 – Lockdown over	
Mobile phones / Walkie Talkie	EPT to relay separately to inform staff of the end of lockdown.
Debrief incident team: HT, DHT & SLT & SM	Brief incident team on situation
Assign incident team to debrief staff: Head Teacher , DHT, SLT & SM	- Speak to staff and obtain any relevant information which may assist in an investigation - Speak to the critical incident team at Local Authority - Advise staff of the Employee Assistance Programme if they require additional support (Telephone: 0208- 987- 6579. Website: www.workplaceoptions.co.uk - Brief staff meetings over next couple of days

Phase 5 – Follow up	
Provide ongoing support to staff: Head Teacher, DHT and SLT	• Immediate and ongoing support should be given to staff post incident
Follow up and review procedures: Head Teacher, DHT, SM and SLT	• Review procedures, how did they work – what needs to be changed • Ask for feedback from staff about what worked well and what did not • Update procedures as required, re-distribute and ensure all staff and others trained in new procedures • Inform CEO, Trustees / Academy Committee. • Practise again with new procedures.