



SPARKLE MULTI-ACADEMY TRUST

ORCHARDS INFANT SCHOOL  
A Place to Sparkle  
&  
ORCHARDS JUNIOR SCHOOL  
SPARKLE MULTI-ACADEMY TRUST

POLICY FOR  
BUSINESS CONTINUITY PLAN

*REVIEWED SEPTEMBER 2026*

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## 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](#)

## 3. Roles and responsibilities

### 3.1 Headteacher

- Activating and standing down this plan
- Leading the business continuity team

### 3.2 Business continuity team

|                  |                                 |
|------------------|---------------------------------|
| Paul Jones       | Headteacher and CEO             |
| Deb Wilkinson    | Head of Infant School           |
| Peter Neale      | Chair                           |
| Charlie Yanez    | CFO                             |
| Elaine Nicholson | Business Manager Infant School  |
| Jo Dodson        | Safeguarding Lead Junior School |
| Kelsey Martin    | Safeguarding Lead Infant School |
| Emily Gurney     | Communications Junior           |
| Clare Davies     | Communications Infant           |
| Lloyd Carter     | Estate Management               |
| Richard Hodgkins | Deputy Headteacher Infant       |
| Fiona McCarthy   | Deputy Headteacher Junior       |
| Gemma Jones      | Deputy Headteacher Junior       |
| Jack Burnham     | Deputy Headteacher Junior       |

## 4. Communications

| STAKEHOLDER     | COMMUNICATION STRATEGY | CONTACT INFORMATION LOCATION | BACK-UP CONTACT INFORMATION |
|-----------------|------------------------|------------------------------|-----------------------------|
| Staff           | Text/email             | Front Office - arbor         | Virtual IT                  |
| Parents/carers  | Text/email             | Front Office - arbor         | Virtual IT                  |
| Governing board | Text/email             | Front Office - arbor         | Virtual IT                  |

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## 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    | <p>In the event of high levels of staff absence due to:</p> <ul style="list-style-type: none"> <li>➤ Illness</li> <li>➤ Severe weather</li> <li>➤ Transport disruption</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>➤ There deputies for all management and incident roles</li> <li>➤ Alternative ways of working, such as: <ul style="list-style-type: none"> <li>○ Larger class sizes</li> <li>○ Use of halls or outside space to accommodate larger numbers of pupils</li> <li>○ Rescheduling of timetable</li> <li>○ Remote learning</li> <li>○ Redeploying staff from other roles</li> <li>○ Recruiting temporary staff</li> <li>○ Volunteers (including school/college governors)</li> <li>○ Staff from other schools/colleges</li> </ul> </li> <li>➤ Consider short-term closure necessary if the above does not meet demand</li> </ul> | Paul Jones            |
| Partial closure of school site | <p>In the event that part of the school premises/facilities are considered unsafe or not fit for purpose. Examples include:</p> <ul style="list-style-type: none"> <li>➤ Damage limited to a specific part of premises</li> <li>➤ Loss of utilities (power or water) to specific part of premises</li> </ul> | <ul style="list-style-type: none"> <li>➤ Isolate and secure the affected areas to prevent unauthorised access, and display relevant warning signs</li> <li>➤ Consider different ways of working (as listed above)</li> <li>➤ Consider sourcing additional facilities such as modular buildings, portable toilets, generators, lighting, etc</li> </ul>                                                                                                                                                                                                                                                                                                            |                       |

| SCENARIO                    | WHEN TO IMPLEMENT                                                                                                                                                                                                                                                                             | ACTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | PERSON(S) RESPONSIBLE |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Full closure of school site | <p>In the event that the whole school premises/facilities are considered unsafe or not fit for purpose. Examples include:</p> <ul style="list-style-type: none"> <li>➤ Extensive damage caused by fire or flooding</li> <li>➤ Loss of utilities (power or water) to whole premises</li> </ul> | <ul style="list-style-type: none"> <li>➤ Secure premises to prevent unauthorised access and display relevant warning signs</li> <li>➤ Display details of where people can find information about the closure, advice and contact information</li> <li>➤ Have you pre-agreed arrangements with other schools and colleges? If not, can anyone help?</li> <li>➤ Have you pre-agreed arrangements with other premises in the community i.e. leisure centre, community centre, town/village hall? If not, can anyone help?</li> </ul> | Paul Jones            |
| Loss of IT services/data    | <p>In the event that IT services or critical data cannot be accessed. Examples include:</p> <ul style="list-style-type: none"> <li>➤ Loss of network</li> <li>➤ Following a cyber attack</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>➤ School / trust data is backed up off site?</li> <li>➤ Essential school/college data is kept on paper file?</li> <li>➤ We have secure cloud-based services?</li> <li>➤ We have have laptops/tables that can work offline?</li> <li>➤ We have have paper contingencies for record keeping, such as registers, accident forms etc?</li> <li>➤ We can you revert to paper-based activities?</li> <li>➤ We have a data recovery plan?</li> </ul>                                              | Paul Jones            |

## 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.

## 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 will 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

We will liaise with the school catering team about the best arrangements for providing free school meals for pupils in the event of school closure or other disruptive incidents.

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 notify 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 Headteacher / CEO with the continuity team every year in the autumn term. At every review, the policy will be shared with the governing board.



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## Appendix A: business continuity actions checklist

| BUSINESS CONTINUITY ACTIONS                                                                                              | COMPLETED<br>(SIGN DATE) | COMMENTS/FURTHER<br>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 plans), 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?                                                              |                          |                                 |
| Complete a post-incident review                                                                                          |                          |                                 |
| Implement any improvements or findings, such as:                                                                         |                          |                                 |

| BUSINESS CONTINUITY ACTIONS                        | COMPLETED<br>(SIGN DATE) | COMMENTS/FURTHER<br>INFORMATION |
|----------------------------------------------------|--------------------------|---------------------------------|
| Do emergency action plans need updating/enhancing? |                          |                                 |
| Do policies need amending?                         |                          |                                 |
| Are building improvements necessary?               |                          |                                 |
| Are there any training and development needs?      |                          |                                 |

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