



St Peter's
Catholic School



Faith is our Foundation

Business Continuity Plan 2025-26

Details

Approved by: Stuart Shelton, Headteacher
Date: September 2025
Last reviewed on: June 2025
Next review due by: September 2026



Contents

1. Aims	2
2. Legislation and guidance	2
3. Responsibilities	2
4. Communications.....	2
5. Continuity strategies	0
6. Remote education.....	0
7. Attendance.....	0
8. Provision of free school meals	0
9. Safeguarding	0
10. Monitoring arrangements	1
11. Links with other policies	1
Appendix A: business continuity actions checklist	2
Appendix B: key contact details	4

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

- Safeguarding and wellbeing of pupils – Stuart Shelton, Headteacher and the Lead DSL
- Recording decisions and actions (someone needs to keep a detailed written log of all events) – Jennie Pate, Headteacher's PA
- Stakeholder communication (keeping staff and parents/carers informed) – Stuart Shelton, Headteacher, Kieran Mallon, Assistant Headteacher (WhatsApp), Jennie Pate, Headteacher's PA
- Communication with the media – Stuart Shelton, Headteacher, with support from OLAAS MAC
- Estate management – Marie McGrady, School Business Manager
- Supporting with logistics planning – Senior Leadership Team

4. Communications

STAKEHOLDER	COMMUNICATION STRATEGY	CONTACT INFORMATION LOCATION	BACK-UP CONTACT INFORMATION
Staff	Text/email/WhatsApp	All members of SLT have a laptop which is taken home with	WhatsApp will be used as a further communication tool –

STAKEHOLDER	COMMUNICATION STRATEGY	CONTACT INFORMATION LOCATION	BACK-UP CONTACT INFORMATION
		access to the school systems.	which is on personal devices.
Parents/carers	Text/email/Social Media/WhatsApp Channel/School Website	All members of SLT have a laptop which is taken home with access to the school systems.	School social media accounts are on personal devices of members of SLT, so updates can be provided on there.
Governing board	Text/email	All members of SLT have a laptop which is taken home with access to the school systems.	Headteacher has mobile number of Chair, who can they cascade the information to the Board.
OLAAS MAC	Email/Phone calls	Headteacher will be in communication with the CSEL and other members of SLT at the MAC at all times.	

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"> ➤ Illness ➤ Severe weather ➤ Transport disruption <p>Please note: staff absence due to strike action may require a separate strategy that accounts for legislation and guidance on handling strike action.</p>	<ul style="list-style-type: none"> ➤ Different ways of working would be considered, such as: <ul style="list-style-type: none"> ○ Larger class sizes ○ Use of halls or outside space to accommodate larger numbers of pupils ○ Rescheduling of timetable ○ Remote learning ➤ Alternative resourcing would be considered, such as: <ul style="list-style-type: none"> ○ Redeploying staff from other roles ○ Recruiting temporary staff ○ Volunteers (including school/college governors) ○ Staff from other schools/colleges within the MAC ➤ If all else fails, a short term closure or partial closure of year groups would be considered. 	<p>Headteacher</p> <p>Senior Leadership Team</p>

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
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"> ➤ Damage limited to a specific part of premises ➤ Loss of utilities (power or water) to specific part of premises 	<ul style="list-style-type: none"> ➤ Isolate and secure the affected areas to prevent unauthorised access, and display relevant warning signs ➤ Consider different ways of working (as listed above) ➤ Sourcing of additional facilities such as modular buildings, portable toilets, generators, lighting, etc ➤ Arranged with Tudor Grange School to use that site as a temporary site for school. ➤ If evacuation is required, Tudor Grange Leisure Centre is the relocation site for St Peter's Catholic School. 	<p>Headteacher Business Manager</p>
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"> ➤ Extensive damage caused by fire or flooding ➤ Loss of utilities (power or water) to whole premises 	<ul style="list-style-type: none"> ➤ Secure premises to prevent unauthorised access and display relevant warning signs ➤ Details of where people can find information about the closure, advice and contact information will be shared. ➤ Arranged with Tudor Grange School to use that site as a temporary site for school. ➤ If evacuation is required, Tudor Grange Leisure Centre is the relocation site for St Peter's Catholic School. 	<p>Headteacher Business Manager</p>

SCENARIO	WHEN TO IMPLEMENT	ACTIONS	PERSON(S) RESPONSIBLE
Loss of IT services/data	In the event that IT services or critical data cannot be accessed. Examples include: <ul style="list-style-type: none"> ➤ Loss of network ➤ Following a cyber attack 	<ul style="list-style-type: none"> ➤ There are paper form registers available from the Main Office, in case of emergency. ➤ Back up happens to a secure cloud. ➤ All laptops can work offline. ➤ There are paper documents to be used rather than electronic. ➤ If required, lessons can continue with paper-based activities. ➤ All calls are forwarded to a back up mobile line. 	Business Manager Director of Learning for IT Strategy

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.

Work will be provided, where possible, via Microsoft Teams, as long as no loss to data/cyber attack.

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

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](#)

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. This will include:

- 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 Stuart Shelton, Headteacher every year in the autumn term. At every review, the policy will be shared with the governing board.

11. Links with other policies

This policy is linked to our:

- Health and safety policy
- Emergency/critical incident plan
- Examinations contingency plan
- Child protection policy
- Attendance policy
- Risk assessments
- Remote learning policy

Appendix A: business continuity actions checklist

BUSINESS 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 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		

BUSINESS CONTINUITY ACTIONS	COMPLETED (SIGN DATE)	COMMENTS/FURTHER INFORMATION
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

Available on request