



BUSINESS CONTINUITY PLAN

July 2025

Passmores Co-operative Learning
Community

Introduction

The scope and complexity of activities currently undertaken by schools and academies is increasing. As the role and levels of responsibilities, within such establishment change, it is inevitable that interactions between schools and their local community, will also increase.

Few activities are undertaken without some element of risk and even mundane activities can result in tragedy.

Critical and major incidents can come out of the blue with little or no warning. At such times there are great demands upon schools for information and action. At times of stress *a planned response* will better prepare those responsible to respond to the challenges placed upon them.

This document provides guidance for Trustees, Governors and staff of Passmores Co-Operative Learning Community involved in events or incidents affecting the school(s) within the organisation, to respond effectively and efficiently and manage the operational response to an emergency or critical incident to major incidents.

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1. Statement of Intent

This document sets out the framework for the Business Continuity Management and Emergency Response arrangements for the schools within the Trust.

This plan will be activated in the event of an incident or an emergency which impacts upon the delivery of our critical activities and where normal responses and procedures are deemed insufficient to deal with the effects.

The plan should be read in conjunction with reference to:

- Health, Safety and Welfare Policy
- Health & Safety Risk Assessments
- Academy Risk Register

The procedures and critical activities have been discussed and agreed by the Board of Trustees

This policy has been reviewed by the FA&R Committee and ratified by the Trust Board on the 21st July 2025

A log book must be kept with this plan at all times.

2. Definitions

Definition: critical incidents – usually sudden, which involves experiencing significant distress, to a level which potentially overwhelms normal responses and procedures and which is likely to have emotional and organisational consequences.

An incident becomes a critical incident when it constitutes a serious disruption arising with little or no warning on a scale beyond the coping capacity of the School operating under normal conditions, and requiring the assistance of the Emergency Services and/or the Local Authority and/or District Councils and/or other agencies.

Examples of critical incidents impacting on schools include:

- Death of a member of staff or a pupil;
- Death or serious injury of a member of staff or a pupil as a result of violence, accident, self-harm and/or sudden or traumatic illness;
- Child protection incident (individual or collective abuse)
- Events which result in higher than normal absences (e.g. infectious diseases such as influenza or meningitis)
- Major fire;
- Building collapse;
- The destruction or serious vandalism of part of the School;
- Riot and/or civil disorder;
- Natural disaster such as flooding;
- Terrorism;
- Missing person(s)/abductions;
- Intense media interest arising from incidents such as those listed above.

Such incidents can occur, for example:

- On the school site during school hours;
- On school transport;
- Whilst the pupils are taking part in activities away from the school site;
- On school premises as part of after-school activities;
- Within the local community involving pupils from the school.
- Within the vicinity of the school

3. Plan Control

3.1 Plan Remit

The following school functions are covered by this plan:

- Non-statutory step-by-step guidance for the Headteacher, Board of Trustees, Governing Bodies and Senior Management Team, on preparing to deal with emergencies (also referred to as 'critical incidents').
- Details of the key contact points and support services available in the event of a critical incident and to link to other sources of information and guidance.
- Covering **critical incidents** on the school site, or in the local community and affecting the school; and off-site - such as during school visits of all kinds.
- Covering incidents which can be 'major', but may not fall under point (2) above, such as bereavement; local traumatic incident with direct affect on the school and/or its staff and pupils etc., but which would not normally fall into the emergency services' understanding of what constitutes a 'critical incident'.

3.2 Plan Owner - Roles and Responsibilities

- The CEO is the 'owner' of this plan and is responsible for ensuring that it is maintained and updated in accordance with Trust Policy for reviewing business continuity response plans.
- The Board of Trustees is responsible for ensuring that **appropriate policies and procedures** are created and maintained.
- The CEO is responsible for the implementation of the Board of Trustees incident policy and procedures. The Executive Primary Head is nominated to cover in the absence of the CEO. In the case of school trips or other out-of-school activities, the adult(s) in charge should be **clearly identified in advance** to avoid any confusion in the event of an incident. As part of the visit/activity risk assessment, the visit leader will be clearly identified and recorded as the person responsible for the event and the name of their deputy.

3.3 Plan Distribution

It is the responsibility of the CEO to ensure that a copy of the up to date plan is held by everyone on the Distribution List. The following list will be the core personnel that a Disaster Management Team will be appointed from.

The Business Continuity Management and Emergency Response plan is distributed as follows:

Name	Role
Vic Goddard	CEO – Lead for Passmores Academy & Stewards Academy
Scott Alderson	CFO
Emma Bloomfield	Executive Head. Lead for Potter Street, The Downs, Pear Tree Mead, Purford Green

Ashley Alderson	Network Manager
Depending on the School affected	Deputy/Assistant Principals and Site Managers

3.4 Plan Storage

All parties on the distribution list are required to safely and confidentially store a copy of this plan at their regular place of work and off-site.

3.5 Plan Review

This Plan will be reviewed on an annual basis in the Autumn term with updated copy submitted to the Board of Trustees for approval and distribution in the same term.

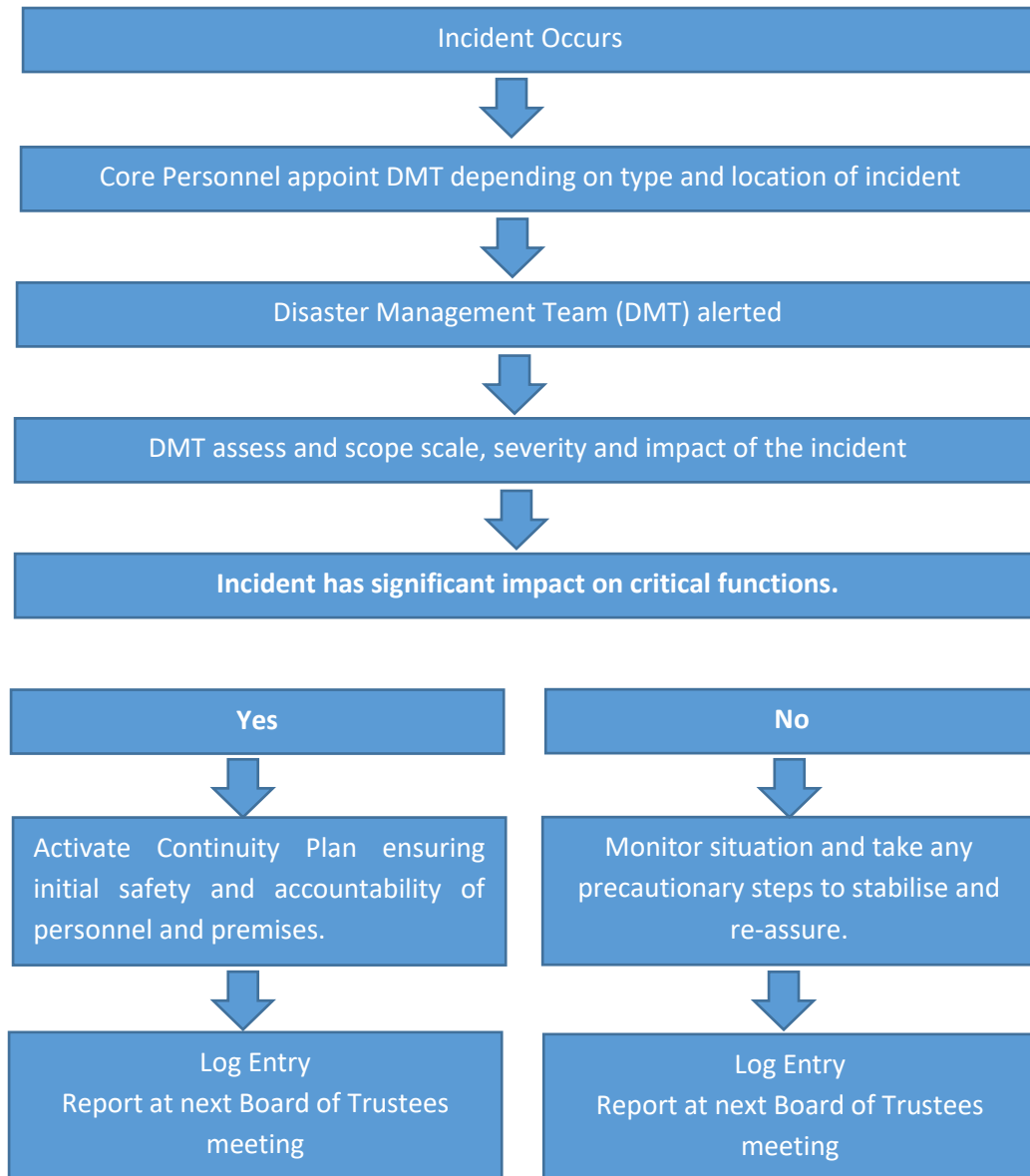
4. Critical Activities

The following activities are identified as 'critical' to the continuity of the business.

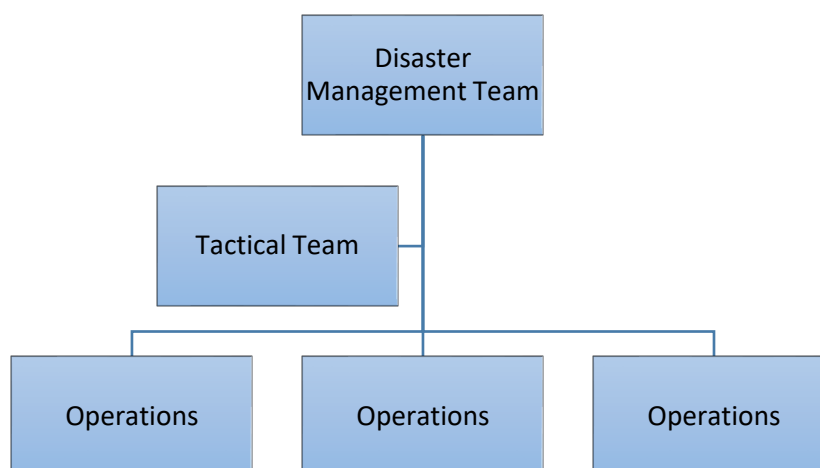
Activity	Relevant Statutory Duties	Existing Measures	Implications/Impact	Resource Requirements	Timescales
Safeguarding staff/pupils	Responsibility for health and safety	Annual Risk Assessments/policies	Injury / Death	Staff/pupils Safe environment that is fit for purpose	48 hours
Teaching	Provision of educational facility	Agreement to use local facility (church/hall) Home tutoring - online	Pupils not able to continue their learning	Resources - books; pencils, reference books; i-pads/ computers etc	48 hours
Catering	Provision of Free School Meals	Local senior school to support provision of at least a cold meal	Not fulfilling statutory obligation	Contact at local school to liaise with and arrange	4 hours
Access to Management Information Systems (MIS)	Data information retrieval / security	IT systems backed up on a daily basis.	All pupil/finance/staff/school data lost	Access to back up disks to commence retrieval process.	4 hours
Safeguarding local community/other stakeholders	Responsibility for the health and safety of neighbours and the local community	Fire/Intruder Alarms. Perimeter fencing. Annual risk assessments/policies	Injury / Death / destruction of property	Facility to support and assist community re-grouping	4 hours

5. Plan Activation

This flowchart is designed to ascertain whether to initiate the Business Continuity Management and Emergency Closure Plan.



6. Incident Management Structure



6.1 Strategic

A Disaster Management Team will be established at the onset of an incident to assist the Headteacher in managing the response.

Position	Responsibilities
Headteacher	<ul style="list-style-type: none"> ✓ Overall responsibility for the day-to-day management of the school(s), including principal decision-maker in times of crisis. ✓ Liaison with Emergency Services/Media. ✓ Ensuring the school has sufficient capacity to respond to crisis. ✓ Determining the school's overall response and recovery strategy. ✓ Complete Incident Log ✓ Report to Board of Trustees
Deputy Headteacher	<ul style="list-style-type: none"> ✓ Support the Headteacher in the day-to-day management of the individual school in a crisis situation, taking and administering delegation of duties aligned with the recovery plan.
CEO/CFO	<ul style="list-style-type: none"> ✓ Liaises with the Headteacher/Head of School in response to a crisis ✓ Co-ordinates with the Head teacher to provide strategic direction in planning for and responding to, a crisis ✓ Supports the school's crisis response and subsequent recovery ✓ Ensures that the Business Continuity Management and Emergency Response Plan proves to be robust and remains fit for purpose.

6.2 Tactical

The DMT will create a tactical group to help coordinate the crisis response.

Position	Responsibilities
CEO	Working Party co-ordinating and leading the response and recovery plan.
Executive Primary Head	
Head of School/Co-Principals	
CFO	Action - Contact Tree - statutory duty to inform various stakeholders/departments /media (prioritise)
Network Manager	Members of the Working Party will be relevant to the school involved in a crisis situation.
Head of Administration	

6.3 Operational Support

Other teachers, staff members and grounds workers may be utilised to support the tactical team with the response.

Position	Responsibilities
Representative of DMT	✓ As a member of the DMT - to work with and direct teachers, staff members and premises staff responsible for the recovery plan. ✓ Ensure H&S compliance
Senior Leadership Team	✓ To support in co-ordinating activities as part of recovery plan ✓ Initiate Contact Tree
Office/Admin Management	✓ Organise communications - parents/visitors/local community
Premises	✓ Liaison with Emergency Services with regard to making safe ✓ Co-ordination of Health & Safety

6.4 Health, Safety and Security

The school site must be a safe and secure environment at all times. In the case of an incident or severe adverse weather, it is the responsibility of the DMT to ensure that the school site is safe and fit for purpose before allowing staff, pupils and other stakeholders access.

The PCLC has robust policies and procedures in place, which embrace the ethos of a safe and healthy environment for our stakeholders. The following are examples of this process and it is important that the DMT adhere to these standards when addressing the recovery plan and any findings not supporting this ethos, are recorded as part of the Incident Log.

Health & Safety

PCLC has an up to date Health & Safety policy in place. All staff, pupils, visitors and stakeholders are made aware of the policy (see school website) and undergo regular updated training to minimise the risk of incidents.

Risk Assessments are carried out regularly to support and promote staff and pupils' safety and well-being. Such assessments include Stress; Curriculum; Managing Violence; Lone Working; Asbestos Management.

Regular termly full inspections of the grounds and premises are carried out by the H&S lead governors in liaison with the school's H&S co-ordinator. A report and recommendations provided to FGB.

Fire Drills are carried out on a termly basis and recorded in log within the Fire Register.

H&S training is given to all new members of staff and volunteers as part of the induction process. Ongoing training is provided as required, such as First Aid, Catering and Caretaking - use of appliance and tools, working with dangerous substances (COSHH).

Notification of H&S issues are reported to the H&S Co-ordinator for attention and action.

Full service/attendance to appliances are carried out as required. Such areas would include fire appliances, electrical equipment, kitchen equipment

School Security

- ✓ **Entry security** – There is an entry security system in place to prevent unwelcome visitors entering the School. All staff are issued with a photo identity and security access card. There is a system in place to de-activate any card that is reported lost or stolen.

- ✓ **Out-of-hours security system** – The School building is fitted with an up to date security system to reduce the potential for arson damage and vandalism. The system is regularly updated and maintained.
- ✓ **CCTV** – There is a full CCTV system in place to monitor all areas of the School and grounds, which has the ability to record and view activity, which can be used as supporting evidence in cases for prosecution.
- ✓ **Visitor validation** – Individual professional visitors to the School such as psychologists, nurses, dentists, centrally employed teachers, and other public sector staff will have been checked by their employing organisation, whether local authority, Primary Care Trust, or Strategic Health Authority. It is not necessary for the School to see their CRB paperwork as appropriate checks will have been carried out but the School's policy states that it is necessary to carefully check identity when an individual arrives to ensure that impostors do not gain access to children.

Behaviour Policy

Each school in the Trust has an agreed set of expectations for behaviour and codes of conduct for all areas of the School and all activities undertaken by the pupils. This is to minimise and better manage any risks when undertaking activities such as sport. Before embarking on Out of School activities, agreed codes of behaviour with parents and participants before the event, and a full risk assessment for each activity/event, is undertaken to reduce the potential for serious incidents.

7. Incident Management Phase

The purpose of the incident management phase is to ensure that a full assessment and evaluation of the situation is carried out.

This Management/Action Plan should be discussed as part of an SLT meeting to identify and record actions for times of crisis for each school within the Trust. For example, one school may have outbuildings or demountable classrooms that need to be included in the assessment of the management phase.

	Action	Details	Responsibility	Action (Tick)
1.	Initial assessment	Survey the incident scene and disseminate information.	DMT	<input type="checkbox"/>
2.	Call the emergency services (as appropriate)	Provide as much information about the incident as possible.	DMT	<input type="checkbox"/>
3.	Ascertain whether pupils should remain within the school grounds or at a relative place of safety indoors (in cases of terrorism or threat of a violent attack, bringing pupils and staff out onto open grounds, may be a higher risk than keeping them in a lockdown situation within one areas of the premises. Evacuate the school building if necessary. If it is safe, consider the recovery of vital assets to sustain critical school activities. Inform relevant stakeholders of site evacuation.	Use standard fire evacuation procedures. Consider staff members and pupils with special needs and/or disabilities. If remaining within the school grounds, ensure that the assembly point is safe. Take advice from emergency services as appropriate.	OST Delegated individual	<input type="checkbox"/>
4.	Ensure that all pupils, staff members and school visitors report to the identified assembly point.	This will be the designated assembly points for the individual school	OST Delegated individuals	<input type="checkbox"/>
5.	Check that all pupils, staff members and visitors have been evacuated. Consider the safety of all pupils, staff members and visitors as a priority.	Undertake a roll call using the pupil attendance register, staff lists and the visitors signing in book.	OST	<input type="checkbox"/>
6.	Ensure that the emergency service vehicles have access to the incident site.	Ensure any required actions are safe by undertaking a risk assessment.	OST	<input type="checkbox"/>
7.	Establish a contact point for all supporting personnel.	Consider the availability of staff members and who may be best placed to communicate information.	OST	<input type="checkbox"/>
9.	Ensure a log of key decisions and actions is started and maintained throughout the incident.	Use the template in the appendix.		<input type="checkbox"/>
10.	Where appropriate, record names and details of any staff members or visitors who may have been injured or affected by the incident.	This information should be held securely as it may be required by emergency services or other agencies either during or following the incident.		<input type="checkbox"/>
11.	Assess the impact of the incident. Identify and agree next steps.	Continue to record key decisions and actions in the incident log.		<input type="checkbox"/>
12.	Log details of all items lost by pupils, staff members and visitors as a result of the incident, if appropriate,			<input type="checkbox"/>

13.	Consider the involvement of other teams, services or organisations that may be required to support the management of the incident.	See attached key contact list		<input type="checkbox"/>
15.	Assess the key priorities for the remainder of the working day and take relevant action.	<p>Consider actions to ensure the health, safety and well-being of the school community at all times.</p> <p>Consider your business continuity strategies to ensure that the impact of the disruption is minimised.</p> <p>Consider the school's legal duty to provide free school meals and how this will be facilitated.</p>		<input type="checkbox"/>
16.	Ensure staff members are kept informed about what is required of them.	Remaining calm is essential. Staff need to be well informed and understand the scope of the situation. (insert details of how this will happen)		<input type="checkbox"/>
17.	Ensure parents and pupils are kept informed as appropriate to the circumstances of the incident.	<p>Consider communication strategies and additional support for pupils with special needs.</p> <p>Agree arrangements for parents collecting pupils at an appropriate time.</p> <p>Consider the notification of pupils not currently in school.</p>		<input type="checkbox"/>
19.	Ensure Governors are kept informed as appropriate to the circumstances of the incident.	The Chairs of the Trustees and Local Governing Body will be informed asap by phone.		<input type="checkbox"/>
20.	Consider the wider notification process and the key messages to communicate.	Local radios may be useful in broadcasting key messages.		<input type="checkbox"/>
21.	Communicate the interim arrangements for delivery of critical school activities.	<p>Ensure all stakeholders are kept informed of any contingency arrangements.</p> <p>This will be achieved through parentmail/sims and the school website.</p>		<input type="checkbox"/>
22.	Log all expenditure incurred as a result of the incident	Record all incident-related costs incurred in the attached financial expenditure log.		<input type="checkbox"/>
23.	Seek specific advice/inform your insurance company.	Insurance policy details can be found in the general office at Passmores. Or these can be emailed over by the finance team.		<input type="checkbox"/>
24.	Ensure recording process is in place for staff members and pupils leaving the site.	Ensure the safety of staff members and pupils before they leave site and identify suitable support and risk control measures.		<input type="checkbox"/>

8. Continuity

The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended.

No.	Action	Details	Responsibility	Action (tick)
1.	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, you may need additional/specific input in order to facilitate the recovery of critical activities. This may require the involvement of external partners.		<input type="checkbox"/>
2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on the normal operations of the school.		<input type="checkbox"/>
3.	Log all decisions and actions, including what you decide not to do and include your decision making rationale.	See the attached activity log.		<input type="checkbox"/>
4.	Log all financial expenditure incurred.	See the attached financial expenditure log.		<input type="checkbox"/>
5.	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and the availability of staff members.		<input type="checkbox"/>
6.	Secure resources to enable critical activities to continue or be recovered.			<input type="checkbox"/>
7.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders		<input type="checkbox"/>

8.1 Offsite and Educational Visits

All activity beyond the School gate is risk managed and includes an emergency or contingency plan.

The School has a trained Educational Visits Coordinator (EVC), with all visits risk managed & planned in accordance with Code of Practice 28, *Safe Practice on Educational, Adventurous and Recreational Visits*.

All plans include standard documentation such as:

- Emergency contacts list
- All relevant information connected to the actual visit - visit forms, briefing notes, itinerary etc.
- Medical and parental consent forms
- Copy of motor insurance documents
- Spare money in case of emergency
- School mobile phone

- Contact plans for parents and other staff who could assist in the event of an emergency
- Immediate first aid and/or emergency services assistance;
- Information on how to reach emergency support from the Local Authority
- Short- and medium-term welfare of staff and pupils involved including medical and home contact information
- Record keeping and accident reporting procedures and appropriate incident/accident reporting forms
- A copy of the School's insurance cover (e.g. staff, vehicle and offsite activities insurance)
- A copy of the Risk Assessment to include:
 - Type of activity;
 - Location of the visit and the transport method:
 - Nature of the group of young people;
 - Staff competencies;
 - Distance from support;
 - Specific foreseeable eventualities which may require possible changes to programme and consideration of actions such as repatriation
 - Where adventurous activities are involved or activities may be vulnerable to changes in weather etc it is essential that a 'Plan B' is prepared to ensure that leaders do not proceed with an activity in adverse conditions.

8.2 Administrative Support/Management Information Systems

In the event of an emergency the School administrative team has the following support systems in place:

- An up to date **list of all pupils and staff, with next of kin contact** details held centrally at the School both on computer and hard copy, with back-up disks;
- Prompt **completion of registers** at the beginning of each morning and afternoon session. Names of pupils who are late or who leave school early are recorded;
- **Staff signing in and out Registers** are strictly maintained;
- An **inventory of equipment** held on site and a second copy retained at an alternative site. The inventory is regularly updated; An Asset Register is also held by the school.
- An **effective signing-in and -out procedure** for all visitors and volunteers in school;
- **Emergency Evacuation procedures** prominently displayed in all areas of the School site.
- A copy of **Guidance Notes for Supply Teachers** is handed to supply agency staff to ensure they are familiar with procedures in the event of an emergency. This document includes the School Aims and Ethos, School Routines and times, Expectations of staff, Health & Safety/first Aid/Fire Evacuation, Child Protection etc.

9. Recovery

The purpose of the recovery phase is to resume normal school operations as soon as possible.

No.	Action	Details	Responsibility	Action (Tick)
1.	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.		<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of staff members and pupils.	Depending on the nature of the incident, the DMT may need to consider the use of counselling services.		<input type="checkbox"/>
3.	Once recovery actions are complete, communicate the return to normal school operations.	Ensure all staff members are aware that the business continuity plan is no longer in effect.		<input type="checkbox"/>
4.	Debrief staff members (possibly with pupils) about the incident.			<input type="checkbox"/>
5.	Complete a report to document opportunities for improvement and any lessons identified.	<ul style="list-style-type: none"> The incident report should be reviewed by all members of the DMT. Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school. 		
6.	Review this continuity plan in light of lessons learnt from the incident and the response to it.	<ul style="list-style-type: none"> Implement recommendations for improvement and update this plan. Ensure any revised versions of the plan are read by all members of the business continuity team. 		<input type="checkbox"/>

Incident Log

Note: Copies of this template should be made so that the log sheets are ready for use if required.

Incident:

Location of Incident:

Date:

Time:

Maintain a log below of your actions taken as the incident progresses.

Date	Time	Event / Action Taken	Reason(s)
Please attach any emails sent and received			

Name:

Signature:

Date:

Activity Log

Completed by:		Sheet number	
Incident		Date	
Time		Log details	

Key Contacts

Contact	Telephone No.	Mobile or Alternative	Email address
School contacts			
CEO			v.goddard@passmoresacademy.com
Executive Primary Head			ebloomfield@purford.essex.sch.uk
CFO			s.alderson@pclc.co.uk
Head of School - Passmores			n.christie@passmoresacademy.com
Head of School – Stewards			Sdrew@stewardsacademy.org
Head of School – Purford			R.thomson@purfordgreenschool.com
Head of School – Potter Street			n.gladwin@potterstreetacademy.com
Head of School – Pear Tree Mead			head@peartreemead.com (C.Peden)
Head of School – The Downs			head@downs.essex.sch.uk (R.Calderwood)
Network Manager			a.alderson@pclc.co.uk
Chair of Trustees			Baxie23@hotmail.com
Vice Chair of Trustees			dmorgan@harlow-college.ac.uk
Other Key Contacts			
Emergency number			
Children’s services			
Media contacts			
Local BBC radio station			
Local newspaper			
Insurance (Zurich)			