



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Business Continuity Plan

Version 3
May 2026



One of three Catholic
Multi Academy Trusts in
the Diocese of Nottingham



Document Provenance

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Academies within The Saint Ralph Sherwin Catholic Multi Academy Trust ensure that each child is treated individually and with respect. We lead by the example of our namesake, Saint Ralph Sherwin, a martyr who risked all for his faith, seeking to do the Lord's will "today rather than tomorrow". All academies within the Saint Ralph Sherwin Catholic Multi Academy Trust share the same collective vision:

Vision

We are a Catholic family of schools, working as one. We aim to ensure:

- The best possible education for every child.
- To provide Catholic formation which inspires all of us to live a life of service modelled on the Gospels.
- To continue to build sustainable and caring communities in which the most vulnerable can flourish.
- To recognise that every member of our community has a vital role to play.

Our Mission

'Growing in faith, serving with love, transforming our world; together in Christ'.

Our Core Virtues

All schools within the St Ralph Sherwin Catholic Multi Academy Trust, and members of our Central Team are guided by three core virtues which underpin everything that we do:

- Trust
- Togetherness
- Kindness

Please follow the link below for further information regarding the St Ralph Sherwin Catholic Multi Academy Trust.

[Our Mission, Vision and Virtues - St Ralph Sherwin Catholic Multi Academy Trust](#)



1. Introduction and Purpose

- 1.1. The intention of this policy is to ensure that the Trust has in place a robust Business Continuity Plan that includes clear details about how to respond to disruptive and critical incidents, ensure the safety of pupils, staff and visitors, and that processes enable the recovery and return to business of the Trust.

2. Objectives

- 2.1. The objectives of this policy are:

- To provide a flexible response so that the Trust and/or any academy is equipped to respond to a disruptive incident (Incident Management).
- To enable the Trust to maintain delivery of critical activities during an incident (Business Continuity).
- To enable the Trust to return to 'business as usual' (Resumption and Recovery).
- To keep pupils', staff, and visitors safe.

3. Scope

- 3.1. This policy applies to St Ralph Sherwin Catholic Multi Academy Trust (the Trust), and all constituent academies.

- 3.2. The policy covers:

- Curriculum, teaching, and learning.
- Support Services.
- Finance and Administration.
- Activities taking place on or off Trust/Academy premises, both during and outside of term time.

4. Legislation and Regulation

- 4.1. This policy is written in accordance with requirements set out in ESFA Academy Trust Handbook.

- 4.2. This policy should be read in conjunction with the following policies and documents:

- Individual academy Fire and Evacuation Procedures, including Lock Down.
- Individual academy Trips and Visits Policy.
- Individual academy Examinations Contingency Plans.
- Individual academy ICT Disaster Recovery Plans.
- Individual academy closure protocols.
- Crisis Communications Strategy.
- Risk Management Framework and Policy.

5. Policy details

- 5.1. This Plan will be activated in response to an incident causing significant disruption to The Trust and/or one of its academies requiring immediate responsive action beyond



that which could reasonably be expected during the day-to-day running of the Trust/academy.

5.2. These will be critical or disastrous incidents and may include:

- Death of a child, staff member, Governor, or Director.
- Serious accident involving children and/or staff, on or off the premises.
- A violent intrusion onto Trust premises (e.g., armed intruder, bomb alert, terrorist threat).
- Loss of key staff or skills e.g., above normal levels of absenteeism due to illness or other scenarios such as severe weather, or transport disruption.
- Loss of critical systems e.g., ICT failure, power outage, loss of finance system.
- Denial of access, or damage to, facilities e.g., loss of all or parts of the premises through fire or flood; an external emergency with the premises where the Emergency Service's cordon the area, preventing access; severe weather scenarios (e.g., snow and ice), or utilities failure.
- Loss of a key resource e.g., an external supplier/partner vital to the delivery of a critical activity such as a catering provider or any providers of transport e.g., for SEND pupils.
- The effects of disasters in the wider community.
- The release of hazardous substances near or on, the Academy Trust sites.

5.3. Incidents may be classified as:

- Manageable – can be resolved usually within 24 hours, using resources available, without disruption to the Trust/academy, e.g., minor water leak through the roof.
- Disruptive – can be resolved usually within 24 hours, using resources available, but causes some disruption to normal routines, e.g., major water leak, causing teaching spaces to be out of use.
- Critical – incidents which cannot be resolved quickly, and require additional resources, for example see 9.2 and impact on the critical activities of the Trust.
- Disastrous – major incidents which impact on multiple critical activities and/or take place at more than one academy, at the same time; where the Trust does not have the resources to respond to bring business back to normal within a short period of time.

5.4. Advice for dealing with incidents on educational visits is provided in Academy Educational Trips Policy and Guidance. Those academies using Evolve will refer to the educational visits area of the Health and Safety section of Evolve.

5.5. The following documentation is required for all visits to be approved:

- A visit itinerary/programme.
- Appropriate Risk Assessments.
- Supervising adults' confirmation sheet.
- Emergency contact details of all participants.
- Parental consent forms.



5.6. The group leader must be familiar with this Business Continuity Plan. When any group is on an educational visit, the Headteacher (or a deputy, or senior teacher, if the Headteacher is on the visit or unavailable) should provide an emergency contact for the group. The emergency contact must be available after hours, for evening activities, and 24 hours for residential visits. The Academy contact must have written details of the visit readily available, including: a list of all involved, contact arrangements with the group, and day and night contact details for parents, and staff next-of-kin. On residential or after-hours visits, the Headteacher or school contact should take this information home.

6. Incident Management Team

6.1. Any incident triggering the activation of this Business Continuity Plan, at any one academy or at the Trust, will be co-ordinated by the following people, who may then involve other individuals, to ensure an appropriate response to the incident:

*** Please add in any other senior leaders and contact details to the local Academy Management Incident Team**

Name	Role	Contact Telephone Number
The Trust Incident Management Team		
Sarah Noon	Chair of the Trust Board	07721842315
Kevin Gritton	Chief Executive Officer	07855570842
Andrea Felton	Finance Director	07511100370
Nigel Stubbs	Head of Estates and Facilities	07772476363
Joe Redmond	IT Manager	07706345207
Lucy Quach	HR Manager	07599110843
Local Academy Incident Management Team	Headteacher	
	Chair of Local Governing Body	

6.2. Any person listed at 6.1 may activate and stand down this plan.

6.3. All serious incidents should be reported to the relevant Local Authority and the Nottingham Roman Catholic Diocesan Education Service – see St Ralph Sherwin Crisis Communications Strategy for further details.



7. Roles and Responsibilities

7.1. Core Roles

Role	Responsibilities	Accountability/Authority
The Trust Incident Management Team	<ul style="list-style-type: none">• 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.• Provide direction and leadership for the Trust community.• Undertake response and communication actions, as agreed in the Plan.• Prioritise recovery of key activities disrupted by the incident.• Manage resource deployment.• Pupil welfare.• Staff welfare and employment issues	Authorises all decisions and actions required to respond to and recover from the incident.



	<ul style="list-style-type: none"> Accurately record all key decisions and actions taken. Collate information about the incident for dissemination in press statements. Liaison with NRCDES and Local Authority Press Offices to inform media strategy. 	
Exec Heads / Headteachers	<ul style="list-style-type: none"> Ensure that their academy has capacity within its structure to respond to incidents. Determine the academy's overall response and recovery strategy. 	Overall responsibility for day to-day management of their academies, consulting with the Trust in times of crisis.
Finance Director	<ul style="list-style-type: none"> Identify risks and appropriate risk responses in Risk Management Policy. 	Reports to Chief Executive Officer.
Estates Manager	<ul style="list-style-type: none"> Business Continuity Plan development. Developing continuity arrangements and strategies, e.g., alternative relocation sites, use of temporary staff. Involving academies in the planning process. Plan testing and exercise. Conducting debriefs following an incident, test or exercise to identify lessons and ways in which the plan can be improved. Embedding a culture of resilience within each academy, involving stakeholders as required. 	Reports to Chief Executive Officer.
Trust Directors	<ul style="list-style-type: none"> Work in partnership with the Executive Team to provide strategic direction in planning for and responding to disruptive incidents. 	Liaise with the Trust Incident Management Team in response to a crisis.
Local Governing Body	<ul style="list-style-type: none"> Undertake actions as requested to support the Trust's response to an incident, and subsequent recovery. 	Report progress in developing Business Continuity Plans to The Trust.

7.2. Additional Roles

Depending on the circumstances of the incident, it may be necessary to activate one, or all, of the roles described below, at one or more academies in the Trust. The

Role	Responsibilities	Accountability/Authority
Trust HR Director/HR Manager	<ul style="list-style-type: none"> Provide support to staff. Arrange cover for absence. Redeploy staff if necessary. 	Reports to Chief Executive Officer.
Area Managers/Premises Officers	<ul style="list-style-type: none"> Ensure site security and safety. Advise on issues relating to physical Infrastructure. 	Reports to Headteacher and Trust Head of Estates and Facilities.



	<ul style="list-style-type: none"> Lead point of contact for contractors, who may be involved in incident response. 	
ICT Network Manager or provider	<ul style="list-style-type: none"> Ensure the resilience of ICT infrastructure. Liaise with external providers, as set out in the ICT Disaster Recovery Plan. Develop proportional risk responses. 	Reports to Headteacher
Examinations Officer	<ul style="list-style-type: none"> Implement Examinations Contingency Plan, if appropriate. 	Reports to Headteacher
Lay Chaplain	<ul style="list-style-type: none"> Provide support to pupils and their families, if appropriate. 	

Headteacher, in consultation with the Trust, will determine which roles are appropriate to the incident.

8. Incident Management

8.1. The purpose and priorities for this phase are to:

- Protect the safety and welfare of pupils, staff, visitors and the wider community.
- Protect vital assets e.g., equipment, data, reputation.
- Ensure urgent and necessary communication takes place.
- Support the Business Continuity phase.
- Support the Recovery and Resumption phase.

8.2. Incident Management Actions.

This checklist may be used by the Trust or Academies. Those managing an incident should tick boxes as appropriate. Select actions appropriate to the incident.

	Action	Further Information/Details	Actioned? (tick/cross as appropriate)
1	Make a quick initial assessment: <ul style="list-style-type: none"> Survey the scene. Assess (i.e., scale/severity, duration, and impact). Disseminate information to others. 	Gather and share information to facilitate decision-making and enhance the Response. An impact assessment form can be found in Appendix A - email to Head of Estates and Facilities.	<input type="checkbox"/>
2	Call the emergency services.	Telephone: 999 Provide as much information about the incident as possible.	<input type="checkbox"/>



3	<ul style="list-style-type: none"> Evacuate the building if necessary. Consider the welfare of pupils in deciding whether and where to evacuate. If there is time and it is safe to do so, recover vital assets/equipment to enable delivery of critical activities. Notify relevant stakeholders of site evacuation. 	<ul style="list-style-type: none"> Use normal fire evacuation procedures. Consider arrangements for staff/pupils with special needs and those with egress plans. If the decision is to stay on the premises, ensure the assembly point is safe and take advice from Emergency Services. 	<input type="checkbox"/>
4	Ensure all pupils, staff, contractors, visitors report to the identified assembly point.	The normal Assembly Point for the Academy is: The Playground.	<input type="checkbox"/>
5	Check that all pupils, staff contractors, visitors are accounted for.	Nominated staff have reported that areas have been cleared/checked.	<input type="checkbox"/>
6	Ensure appropriate access to site for emergency services vehicles.	Ensure any required actions are safe by undertaking a dynamic risk assessment.	<input type="checkbox"/>
7	Establish a contact point for all supporting personnel.	Consider the availability of staff and who may be best placed to communicate information.	<input type="checkbox"/>
8	Identify individuals to undertake specific emergency response roles.	Information on roles and responsibilities can be found at para 3.	<input type="checkbox"/>
9	Ensure a log of key decisions and actions is started and maintained throughout the incident.	The log template can be found in Appendix B.	<input type="checkbox"/>
10	Record names and details of pupils, staff, visitors, contractors who may have been injured.	This information should be held securely as it may be required by emergency services during or following the incident.	<input type="checkbox"/>
11	Log details of all items lost as a result of the incident.	A form for recording this information is in Appendix C.	<input type="checkbox"/>
12	Consider the involvement of other services or organisations for advice and guidance.	For example, Local Authority emergency planning teams, NRCDES.	<input type="checkbox"/>
13	If appropriate arrange contact with the Trust marketing department.	Via Nicola Allen the Trust PR contact.	<input type="checkbox"/>
14	Assess the key priorities for the first 24 hrs.	<ul style="list-style-type: none"> Prioritise the safety and well-being of pupils and the Trust community. Consider alternative ways of working, relocation etc, see para 5.4 for Business Continuity Strategies. Consider the legal duty to provide free school meals and how this will be facilitated, even in the event of emergency closure. 	<input type="checkbox"/>
15	Ensure staff are kept informed about what is required of them.	Consider: <ul style="list-style-type: none"> What actions are required. Where staff will be located. Notify staff who are not currently in work with details of the incident. 	<input type="checkbox"/>



16	Ensure pupils and their families are kept informed, as far as possible, taking account of the circumstances and advice of emergency services / external advisors.	<ul style="list-style-type: none">• Consider communication strategies and additional support for pupils with SEND.• Inform parents of pupils who are absent.• Agree arrangements for the collection of pupils.• Consider methods of communication, email, website, text etc.	<input type="checkbox"/>
17	Ensure accurate recording of all those leaving the site.	Ensure the safety of staff and pupils before they leave site and identify suitable support and risk control measures as required.	<input type="checkbox"/>
18	Log all expenditure incurred as a result of the incident.	Finance Director to keep log of costs.	<input type="checkbox"/>
19	Inform Insurance broker.	Head of Estates and Facilities to liaise with brokers.	<input type="checkbox"/>



9. Business Continuity

9.1. The purpose of the business continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. This may require one or more of the business continuity strategies to enable alternative ways of working. During an incident, it is unlikely that all resources will be available, it is therefore likely that some non-critical activities may need to be suspended at this time.

9.2. Critical activities for the Trust are:

- Delivering education to pupils at each academy.
- Providing facilities for pupils to sit examinations and statutory tests.
- Providing accommodation which meets Health & Safety requirements.
- Making payments to suppliers and ordering goods.
- Running payroll.

9.3. Business Continuity Actions

	Action	Further Information/Details	Actioned? (tick/cross as appropriate)
1	Identify other stakeholders required in the Business Continuity phase.	Stakeholders will vary depending on the nature of the incident. Maintain up to date contact list. See Appendix E.	<input type="checkbox"/>
2	Evaluate the impact of the incident.	Consider: Which activities are disrupted? What is the impact over time if these activities do not continue? Would the impact be: <ul style="list-style-type: none"> • Manageable <input type="checkbox"/> • Disruptive <input type="checkbox"/> • Critical <input type="checkbox"/> • Disastrous <input type="checkbox"/> 	<input type="checkbox"/>
3	Plan how critical activities will be maintained, using identified or new business continuity strategies.	Consider: <ul style="list-style-type: none"> • Immediate priorities • Communication strategies • Deployment of resources • Finance • Monitoring • Reporting • Stakeholder engagement Produce an action plan for this phase of response.	<input type="checkbox"/>
4	Log all decisions and actions including what you decide not to do and the rationale.	The log template can be found in Appendix B.	<input type="checkbox"/>
5	Log all expenditure incurred as a result of this phase.	Finance Director to keep a log of costs.	<input type="checkbox"/>



6	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and availability of staff.	<input type="checkbox"/>
7	Secure resources to enable critical activities to continue or be recovered.	Consider requirements such as staffing, premises, equipment, ICT, welfare issues.	<input type="checkbox"/>
8	Communication.	Ensure methods of communication are appropriate to key stakeholders.	<input type="checkbox"/>

Business Continuity Strategies (examples – highlighted areas to be completed by Trust/Academies)

		Further Information (Academies to add their arrangements)
1	Use of temporary staff, e.g., supply teachers, office staff.	Access to our own pool of teaching supply staff. Admin support from other local academies within the Trust.
2	Multi skilling and cross training to ensure staff are capable of undertaking different roles, succession planning, shadowing.	Ongoing CPD. Sharing of information within the 24 other academies in the Trust. Support from DOPs.
3	Using different ways of working to allow for reduced workforce, e.g. <ul style="list-style-type: none"> • Larger class sizes. • Use of teaching assistants, learning mentors. • Online learning tools. • Pre-prepared materials to allow for independent learning. • Team activities and sports to accommodate larger numbers of pupils. 	Remote learning Policy in place. Review the class size structure and availability of teaching staff. Support staff may assist as directed by the SLT. The hall may be used for larger class sizes.
4	Suspending non-critical activities and focus on priorities.	Administrator to cancel all non-critical activities via messaging service and app via the website. This may be actioned from any device where there is an internet connection.
5	Use facilities of other nearby academies/schools.	Local Primary academies within the Trust would be approached in the first instance, but if needed the other academies within the Trust could be approached.
6	Consider flexibility of job descriptions in the short term.	Assistance from HR and discussions with staff.
7	Staff absence cover.	Support from HR would be provided.

	Arrangements to manage loss of access to premises or loss of utilities	Further Information (Academies to add their arrangements)
1	Use facilities at other schools/academies.	
2	Arrangements with other providers, e.g., libraries, church halls, leisure centres.	



3	Online learning platforms.	(To Be populated by each academy and approved by the SIT)
4	Localising the incident – isolating from particular area.	Plan of the school attached and uploaded to Every System.
5	Catering.	Estates team to be informed and agree arrangements.
6	Off-site activities, e.g., swimming.	To determine if essential.
7	Arrangements for collection of mail from sorting office.	Administrator to make arrangements and collect. Also, via “Keepsafe” initially.
8	Emergency Grab Bag with key documents to be compiled – store one at Reception to be taken in the event of building evacuation and another at an alternative location. See Appendix D for contents of grab bag.	Located in the front office and also in the red box in the foyer. Business Manager/office staff to take on evacuation. Includes premises information. Refer to Every system.

	Arrangements to manage loss of ICT, internet, power	Further Information (academies to add their arrangements)
1	Backups of key data to second external hard drive.	Weekly backups taken. Backup hard drive held securely in the safe.
2	Revert to paper-based systems.	Staff to put packs together. Registers to be taken paper based if electronic option not available. Information to be uploaded at another site.
3	Flexible lesson plans e.g ??	Remote learning via Century, Times Table Rockstars, Purple Mash, Maths Shed and Spelling Shed.
4	Emergency power supplies, e.g. Uninterruptible Power Supply (UPS).	The first telephone point coming in from the exchange, which is located in xxxxxxxx (to be entered) Servers on UPS backup.
5	Emergency Lighting.	Complete inspection as per the Every schedule.
6	Alternative Fire Alarm Evacuation siren.	Hand Bell to be used continuously in the event of the system failing. Located in xxxxxxxx

	Arrangements to manage loss of key suppliers	Further Information (Academies to add their arrangements)
1	Pre-identified alternative suppliers.	Trust recommended supplier – Repton Security Tel: 01332 799327
2	Ensure significant suppliers have business continuity plans in place as part of contract terms.	Trust recommended suppliers.
3	Insurance cover.	Held centrally RPA – Photographs of each room uploaded to the Every System.
4	Use mutual support agreements with other schools.	As directed by the Central Team.
5	Suspend, delay non-critical activities.	Send text messages/emails. Use app via website.



10. Recovery and Resumption

10.1. The purpose of the recovery and resumption phase is to resume “Business as Usual” working practices for the Trust/academy as quickly as possible. Where the impact of the incident is prolonged, “normal” operations may need to be delivered under new circumstances, e.g., from a different location.

	Action	Further Information/Details	Actioned? (tick/cross as appropriate)
1	Agree and plan the actions required to enable recovery and resumption of normal working practices.	Form an action plan.	<input type="checkbox"/>
2	Respond to ongoing and long-term support needs of pupils and staff.	Lay Chaplain and counselling services.	<input type="checkbox"/>
3	Once recovery and resumption actions are complete, communicate the return to business as usual to staff, pupils, and stakeholders.	Consider appropriate communication.	<input type="checkbox"/>
4	Carry out a debrief of the incident with staff and possibly pupils (incident dependent). Document lessons learned.	The debrief report should be reviewed by the Local Governing Body and The Trust if appropriate (Trust will determine).	<input type="checkbox"/>
5	Review Business Continuity Plan in light of lessons learned from the incident and the response to it.	Revise plan and ensure revised version is in use at all academies.	<input type="checkbox"/>

Data will be processed to be in line with our requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.



Appendix A Impact Assessment Form

Completed By:	Date:	
Incident:		
Question	Response	
How were you made aware of the incident?		
What is the nature of the incident? (e.g., type, location, severity)		
Are there any staff or pupil casualties or fatalities?		
Have the Emergency Services been called?		
Is the incident currently affecting academy activities? If so which ones/which areas?		
What is the estimated duration of the incident?		
What is the actual or threatened loss of workforce?	Over 50%	<input type="checkbox"/>
	20 – 50%	<input type="checkbox"/>
	1 – 20%	<input type="checkbox"/>
Has access to the whole site been denied? If so, for how long? (Provide estimate if not known)		
Which work areas have been destroyed, damaged, or made unusable?		
Is there evidence of structural damage?		
Which work areas are inaccessible but intact?		
Are systems and other resources unavailable? (Include ICT, telecoms, other assets)		
Which areas or activities are affected by ICT/ telecoms disruption?		
Have any utilities (gas, electric, water) been affected?		
Is there media interest in the incident? (Likely or actual)		



Appendix D Contents of Emergency Box / Grab Bag

Many documents will be available electronically and backed up to the cloud or on remote servers.

However, there may be key information/documents which may not be accessible electronically. This list gives examples of the items which should be readily available and taken offsite in the event of an emergency.

Section	Details
Business Continuity	Business Continuity Plan (plus spare copies of the forms in the Appendices) Key contact details including, Key Trust Contacts, Members, Directors, Governors, Parents, NRCDES, Local Authority, suppliers, school transport.
Organisational Information (if applicable)	Company Seal. Company details, login to Companies House. Branding materials, logo, letterheads.
Financial Information (if applicable)	Bank details. Insurance Policies. Assets Register. Cheque Book. Emergency Cash. Credit/Purchase cards. Logins.
Staff Information	Staff emergency contact details.
ICT /Equipment Information	IT Support. Software licence agreements and key codes. Office telephone lists. Data backup rota and data restoration routine.



<p>Premises Information</p>	<p>Site Plan. Spare keys. Alarm Codes. Utilities suppliers contact details. Emergency planning contacts card, including key holders. Isolation for gas, electric, water information.</p>
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