



MAGNUM OPUS TRAINING

ALTERNATIVE EDUCATION

Business Continuity Policy

Last Review Date: September 2025

Next Review Data: September 2026

Signed: 

Mr S King

Education Director

Section 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

Section 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](#)

Section 3: Roles and responsibilities

3.1 Education Director

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

3.2 Business continuity team

Mr S King [Education Director]:

- Safeguarding and wellbeing of pupils.
- Recording decisions and actions
- Stakeholder communication
- Communication with the media
- Estates management

Section 4. Communications

Communication of plans to stakeholders will be initially sent via email and text message. If we are unable to access stored secure contact information we will communicate via social media platforms.

Section 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: <ul style="list-style-type: none">• Illness• Severe weather• Transport disruption	In situations where able, classes will be merged. External cover will be looked into should class merging pose a risk. Text and email to all commissioners and stake holders to notify them of the absences and closure information. Information on session rescheduling will be sent to parents and commissioners where appropriate. In the event of illness such as isolating, some sessions may be scheduled for online remote learning.	Education Director
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	All data is secure on Microsoft 365 and encrypted. Back up personal data is stored in the centres office in a secure locked filing cabinet. Use the back-up contingency for register keeping and contacting commissioners [commissioner information backed up and secure at the centres office].	Education Director

Section 6. Remote education

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

Section 7. Attendance

The Centre 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:

- The Centre will also continue to record and monitor pupils' engagement where the provision of remote education is made and reported to the commissioning school.

Section 8. Safeguarding

Safeguarding and promoting the welfare of children and young people remains of paramount importance. The Centre 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](#)

8.1 Vulnerable pupils

In all circumstances, the Centre 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.

Notifying the 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

8.2 Wellbeing and support

To handle the potential emotional impact on pupils due to the disruption of critical activities, the Centre 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 pupils to appropriate support and advice

Section 9. Links with other policies

This policy is linked to our:

- Health and safety policy
- Child protection policy and safeguarding
- Behaviour and Attendance policy
- Risk assessments

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?		
Planning for how critical activities will be maintained, 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 lesson-learnt log, what went well? What didn't?		
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

KEY CONTACT	ROLE/RESPONSIBILITY	CONTACT INFORMATION
Mr Scott King	Education Director	<u>Scottking@magnumopustraining.com</u> 07972870530
Mr Scott King	Safeguarding lead	<u>Scottking@magnumopustraining.com</u> 07972870530