

EMPOWERING FUTURES ALTERNATIVE PROVISION

BUSINESS CONTINUITY PLAN (BCP)

Issue Date: December 2025

Next Review: December 2026

Approved by: Director – Empowering Futures Alternative Provision

1. PURPOSE OF THIS PLAN

This Business Continuity Plan outlines how Empowering Futures Alternative Provision (EFAP) will:

- Maintain safe and effective education
- Protect children, young people and adult learners
- Safeguard staff
- Ensure safeguarding continuity
- Maintain teaching, learning, assessment and vocational delivery
- Maintain compliance with LAs and awarding bodies
- Recover quickly from disruption

The plan applies to:

- On-site provision
- Off-site vocational learning
- Online and hybrid AP
- Adult evening/weekend learning
- Satellite delivery sites

EFAP's priority during disruption is **learner safety**, **continuity of safeguarding**, and **minimal interruption to education**.

2. LEGISLATIVE & REGULATORY FRAMEWORK

This plan aligns with:

- KCSIE 2024/25
 - Working Together 2023
 - Health & Safety at Work Act 1974
 - Civil Contingencies Act 2004
 - SEND Code of Practice 2015
 - Equality Act 2010
 - Data Protection Act 2018 & UK GDPR
 - Local Authority Alternative Provision Frameworks
 - Awarding body requirements (NCFE, Focus Awards, ASDAN)
 - Ofsted Education Inspection Framework
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3. SCOPE

This plan applies to all:

- EFAP sites
 - Vocational settings (beauty, nails, hair, sports, fitness, business)
 - Online platforms
 - Staff, contractors, volunteers, visitors
 - Children, young people and adult learners
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4. BUSINESS CONTINUITY OBJECTIVES

EFAP aims to:

1. Protect life, safety and wellbeing
2. Ensure safeguarding continues without interruption
3. Maintain communication with LAs, parents/carers and learners
4. Ensure continuity of teaching & learning (including online transition)
5. Ensure continuity of assessment, IQA, and awarding body compliance
6. Recover teaching space and resources rapidly
7. Protect data, records and equipment

8. Maintain legal, contractual and regulatory obligations
 9. Minimise disruption to vulnerable learners (SEND, EHCP, SEMH, adults at risk)
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5. CHAIN OF COMMAND (Organisational Resilience Leadership)

1. Director & Lead DSL – Rhean White

- Overall authority for continuity decisions
- Safeguarding lead for crisis situations
- Liaison with LAs, Ofsted, awarding bodies

2. DSL – Carla Wallis

- Safeguarding continuity management
- Vulnerable learner checks
- Escalation to LADO/adult safeguarding where applicable

3. Deputy DSL(s) – [Names to insert]

- Backup safeguarding lead
- Coordination of wellbeing and pastoral checks

4. Centre Manager / Site Manager – [Insert Name]

- Site safety, evacuation, accessing alternative venues
- Coordination of on-site recovery

5. Programme Leads (Beauty, Nails, Hair, Sports, Fitness, Business, Customer Service)

- Curriculum continuity
- Vocational safety adjustments
- Learner engagement tracking

6. Admin / Exams & IQA Officer – [Insert Name]

- Assessment continuity
 - Secure storage of records
 - Contact with awarding bodies
 - Maintaining registers and attendance reports
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6. RISK CATEGORIES

EFAP identifies the following risks:

A. Premises Risks

- Fire, flood, electrical failure
- Loss of access to building
- Gas leak or H&S shutdown
- Vandalism or structural damage

B. Staffing Risks

- High staff absence
- Loss of key personnel
- Industrial action
- Medical emergencies

C. IT, Data & Cyber Risks

- System failure
- Cyber attack / ransomware
- Server or device loss
- Loss of online teaching capability

D. Public Health Risks

- Pandemic outbreaks
- Contagious illness among learners
- Local restrictions

E. Safeguarding Risks

- Missing learner incidents
- Sudden safeguarding escalation
- Domestic abuse or crisis at home

F. Assessment & Awarding Body Risks

- Disruption to exams or portfolios
- Delayed IQA/EQA access
- Loss of assessment records

G. Financial & Supply Chain Risks

- Sudden cost increases
 - Loss of supplier
 - Funding disruption
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7. CORE CONTINUITY STRATEGIES

These strategies apply in ALL disruptions:

- Immediate safeguarding review
 - Activation of communication cascade
 - Assessment of risk to life/safety
 - Implementation of temporary online lessons if required
 - Contact with LAs for EHCP learners
 - Contact with parents/carers for vulnerable children
 - Continuity of adult learner communication
 - Relocation to a suitable alternative site (where needed)
 - Preservation of assessment and learner evidence
 - Daily monitoring of learner wellbeing
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8. ALTERNATIVE SITE / RELOCATION PLAN

In the event the main site becomes unusable:

1. Director authorises relocation.
2. Centre Manager leads evacuation and safety procedures.
3. Learners relocate to one of EFAP's satellite delivery sites (list these in final branded version).
4. Risk assessment completed immediately for:
 - SEND learners
 - Learners requiring personal care
 - Medical needs
 - Vocational practical activities
5. LA commissioning teams are notified within 24 hours.
6. Parents/carers/adult learners receive instructions via:
 - Phone
 - SMS
 - Email
 - Website updates
7. Online learning will run temporarily if on-site relocation is delayed.

9. SAFEGUARDING CONTINUITY

During disruption:

- DSL or Deputy DSL remains on-call at all times
- Safeguarding reporting routes remain unchanged
- Staff must report concerns IMMEDIATELY
- Vulnerable learners receive daily welfare checks
- SEND/EHCP learners continue to receive provision as reasonably practicable
- Adult safeguarding routes remain open for adult learners
- All online learning must follow the Online Safety Policy

If digital access is disrupted:

- Welfare calls are implemented
 - Paper-based work packs are delivered if required
 - Any learner uncontactable triggers Missing Child protocols
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10. SEND & EHCP CONTINUITY

EFAP ensures:

- Provision under Section F continues where reasonably possible
 - Tutors adapt teaching remotely for SEND needs
 - Sensory or emotional regulation needs are considered
 - EHCP annual reviews continue virtually
 - Risk assessments are updated for online or relocated delivery
 - Personalised timetables remain in place
 - Therapies/interventions are maintained where external partners allow
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11. CONTINUITY OF TEACHING & LEARNING

Continuity methods include:

A. Online Teaching

- Microsoft Teams / Zoom / Google Classroom
- Digital learning packs
- Recorded sessions (where appropriate)
- Daily timetables communicated to learners

B. In-Person Relocation

- Teaching resumes once alternative premises are prepared
- Vocational activities adapt to available resources

C. Hybrid Delivery

- Some learners attend on-site
 - Others participate online due to illness, travel disruption, etc.
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12. VOCATIONAL CURRICULUM CONTINUITY

Each vocational area has specific continuity strategies:

Beauty/Nails/Hair

- Theory taught online
- Practical demonstrations recorded or shown remotely
- Learners submit video evidence where appropriate
- Practical sessions resumed as soon as safe premises are available

Sports/Fitness

- Theory online
- Modified physical activities learners can do at home
- On-site practical returned only when safe

Business/Customer Service

- Fully accessible online
 - Projects and assessments can continue digitally
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13. ASSESSMENT, IQA & AWARDING BODY CONTINUITY

This section is essential for compliance.

EFAP ensures:

- All assessment materials are backed up securely
 - Online submissions replace physical portfolios if needed
 - IQA continues through remote sampling
 - EQA visits can be conducted online if required
 - Tutors continue gathering assessment evidence via video, digital documents, or written work
 - Awarding bodies are notified of any major disruption
 - Reasonable adjustments for SEND learners are maintained
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14. DATA, RECORDS & CYBER INCIDENT RESPONSE

EFAP follows the Cyber Security Policy.

In a cyber incident:

1. IT systems are isolated immediately
 2. Director and DSL notified
 3. ICO reporting considered (if data breach)
 4. Awarding bodies notified if assessment records affected
 5. Online learning shifts to approved backup systems
 6. Paper-based safeguarding logs used if digital access is lost
 7. Learner data restored using secure backups
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15. STAFFING CONTINUITY

Strategies include:

- Reallocation of staff roles
- Temporary remote working
- Adjusted timetables
- Prioritising vulnerable learners
- Deployment of contractors or bank staff
- Additional support from Programme Leads

If key staff (DSL/Director) are absent:

- Deputy DSL(s) assume safeguarding responsibility
 - Centre Manager assists decision-making
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16. COMMUNICATION CASCADE

EFAP maintains a structured communication tree:

1. Director → DSL → Deputy DSL → Centre Manager
2. Centre Manager → Programme Leads
3. Programme Leads → Tutors & Support Staff
4. DSL/Admin → Parents/Carers
5. DSL/Admin → LAs (daily or immediate notification depending on severity)
6. Exams/IQA Officer → Awarding Bodies

Communication methods:

- Phone
 - SMS broadcast
 - Email
 - Website updates
 - Learner group communication channels (approved only)
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17. FINANCIAL & SUPPLY CHAIN CONTINUITY

EFAP ensures:

- Payroll continues via remote or alternative finance processes
 - Invoice processing continues
 - Contracts reviewed for emergency clauses
 - Alternative suppliers identified for beauty, sports and cleaning materials
 - Emergency funds accessible for temporary relocation
 - Insurance providers contacted immediately when required
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18. BUSINESS RECOVERY

After an incident:

- The Director leads a full review
 - H&S checks completed before re-opening
 - LA commissioning teams updated
 - Learners and parents receive return-to-site schedules
 - Missed learning is identified and recovered
 - Staff debrief held
 - Incident logged in the EFAP risk register
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19. TRAINING & TESTING

- Staff receive annual training on Business Continuity
 - DSLs receive enhanced crisis management training
 - Scenario-based rehearsals occur at least once per year
 - Online learning continuity tests take place each term
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20. REVIEW

This plan will be reviewed annually or earlier if:

- Incident occurs
- Site location changes
- Curriculum offer changes
- New technologies are adopted
- Feedback from LAs or Ofsted suggests amendments

Approved by:

Rhean White – Director & Lead DSL

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