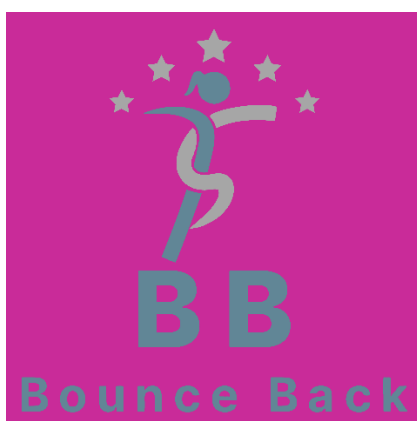


Bounce Back AP LTD

Business Continuity Plan 2025-2026



Date adopted	September 2025
Last reviewed and updated	January 2026
Due for review	January 2027

Signed:

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1. ABOUT THIS PLAN

2. Plan Purpose

To provide a flexible response so that Bounce Back AP can:

- Minimize the risk of disruption through careful planning.
- Respond effectively to an emergency/disruptive incident (incident management).
- Maintain delivery of critical activities during an emergency/incident (business continuity).
- Return to 'business as usual' in a structured way within reasonable timescales (resumption and recovery).
- Comply with duties under the Civil Contingencies Act 2004 and with current best practice.

2.2 Plan Remit

The following Alternative Provision functions are covered by this Plan:

- Teaching
- administration
- Catering

2.3 Plan Distribution

This Business Continuity Plan is distributed as follows:

NAME	ROLE
Rebecca Swallow	Manager
Evie Dyson	Supervisor
Alex Swallow	HSE-Manager

2.4 Plan Storage

All parties on the distribution list, see above, are required to safely and confidentially store a copy of this plan off-site.

3.0 ROLES AND RESPONSIBILITIES

3.1 School Incident Management Team

Role	Responsibilities	Accountability/Authority
Manager	<ul style="list-style-type: none"> ▪ Senior responsible for the owner of Business Continuity Management in the Alternative Provision (AP). ▪ Ensuring the Alternative Provision (AP) has capacity within its structure to respond to incidents. ▪ Determining the Alternative Provision (AP) overall response and recovery strategy. ▪ Business Continuity Plan development. ▪ Developing continuity arrangements and strategies e.g. alternative relocation site, use of temporary staff etc. ▪ Involving the Alternative Provision (AP) community in the planning process as appropriate. ▪ Plan testing and exercise. ▪ Ensuring that all key decisions and actions taken in relation to the incident are recorded accurately. ▪ Conducting 'debriefs' following an incident, test or exercise to identify lessons and ways in which the plan can be improved. ▪ Training staff within the Alternative Provision (AP) on Business Continuity. ▪ Embedding a culture of resilience within the Alternative Provision (AP) involving stakeholders as required. ▪ Collating information about the incident for dissemination in Press Statements. ▪ Liaison with NELC Press Office to inform media strategy. 	The manager of Alternative Provision (AP). has overall responsibility for day to day management of the Alternative Provision (AP) including lead decision-maker in times of crisis.
Alternative Provision (AP). Incident Management Team	<ul style="list-style-type: none"> ▪ Leading the Alternative Provision (AP). initial and on-going response to an incident. ▪ Declaring that an 'incident' is taking place. ▪ Activating the Business Continuity Plan. 	The Alternative Provision (AP). Incident Management Team has the delegated authority to authorize all decisions and actions required to respond and recover from the incident.

	<ul style="list-style-type: none"> ▪ Parents/Carers/Guardians ▪ External agencies e.g. Emergency Services ▪ Undertaking response and communication actions as agreed in the plan. ▪ Prioritizing the recovery of key activities disrupted by the incident. ▪ Managing resource deployment. ▪ Welfare of pupils. ▪ Staff welfare and employment issues. Undertaking duties as necessary to ensure site security and safety in an incident.. ▪ Lead point of contact for any contractors who may be involved in incident response. ▪ Identifying lessons as a result of the incident. 	
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The following personnel have been identified as the AP's Incident Management Team:

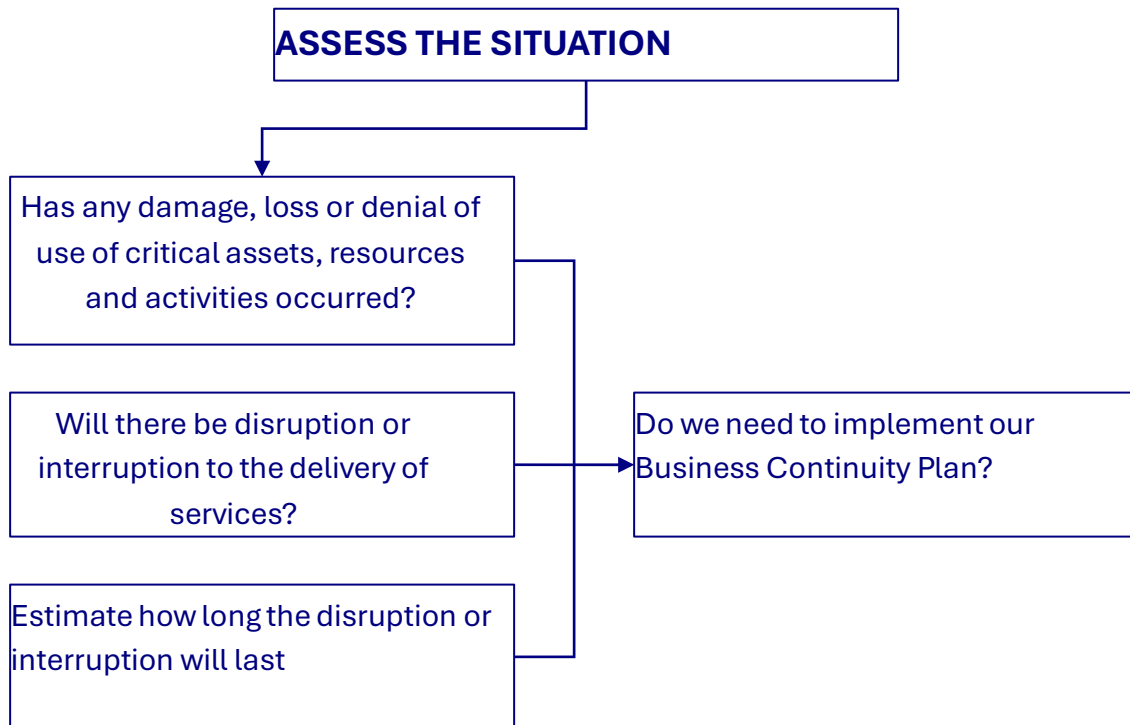
Name	Role	Contact Details (delete/amend as necessary)
Rebecca Swallow	Manager	email- bouncebackap@gmail.com
Alex Swallow	HSE Manager	Email alex.bounceback@yahoo.com
E.Dyson	Supervisor	Email evie@eclipsegymnastics.co.uk

3.2 Additional Response and Recovery Roles

Depending on the circumstances of the incident, it may be necessary to activate one or all of the roles described below.

The following Alternative Provision (AP) staff have been identified as people who may be able to undertake additional roles in your response to an incident:

Name	Role	Contact Details
Di Atkinson	Alternative Provision (AP) Support Staff – first responder	Email Address: diatkins15@gmail.com



The following is a list of the main critical functions (assets, resources and activities) that support the delivery of education and other school based services:

Critical Function	Description
Support staff	The provision of suitably qualified and experienced support staff to assist in the education of pupils and running of establishment services including extended services such as Out-of School Care.
Safe and secure premises	The provision of suitable, safe and secure accommodation to enable the delivery of education and to meet duty of care requirements as per 'in loco parentis', health & safety legislation etc.
Catering facilities and staff	The provision of suitable catering facilities to enable the preparation of school meals including free school meals. The provision of suitably trained catering staff to prepare school meals to national standards. (Contract caterers)
Utilities-gas	The supply of gas to enable the heating of premises and preparation of school meals etc.
Utilities-water	The supply of water for drinking and general usage including flushing of toilets, preparation of meals, washing etc.
Utilities-electric	The supply of electricity to enable ICT systems to run, lighting of premises, etc.
Keeping of suitable records	The keeping of suitable records in relation to staff/pupils and general administrative functions within an establishment.
Provision of Caretaking/cleaning support staff	The provision of suitable numbers of staff to carry out general cleaning such as toilets, waste collection and removal.

'Maximum Tolerable Period of Disruption' (MTPD) is determined by when an impact is deemed to be 'significant' or 'very significant'. The following summaries the MTPD acceptable for each critical function. This would also be determined by the Manager and Dep Manager depending on the incident.

CRITICAL FUNCTION	MTPD	NOTES
Teaching Staff	1 week	Supply to be arranged within school or with local agencies.
Support Staff	2 weeks	Supply to be arranged with local contractors – dependent on whether general work or one to one SEN
Admin Support Staff	2 weeks	Support from Local schools also SLA's for Finance and SIMS support.
Premises	1 week	Damage to premises and utilities or denial of access to premises will have a significant impact if lasting for more than 1 week.
Catering	1 week	Loss of normal catering arrangements would mean the delivery of alternative cold meals. Catering contractor to have in place appropriate Business Continuity Plan. (BCP)
Utilities	1 week	Loss of utilities may result in immediate school closure, depending on circumstances and seasonal factors (e.g. summer or winter). Such closure will have a significant impact after 1 week similar to loss of use/denial of access to premises.
Cleaning	3 days	Arrange cleaning contractor.

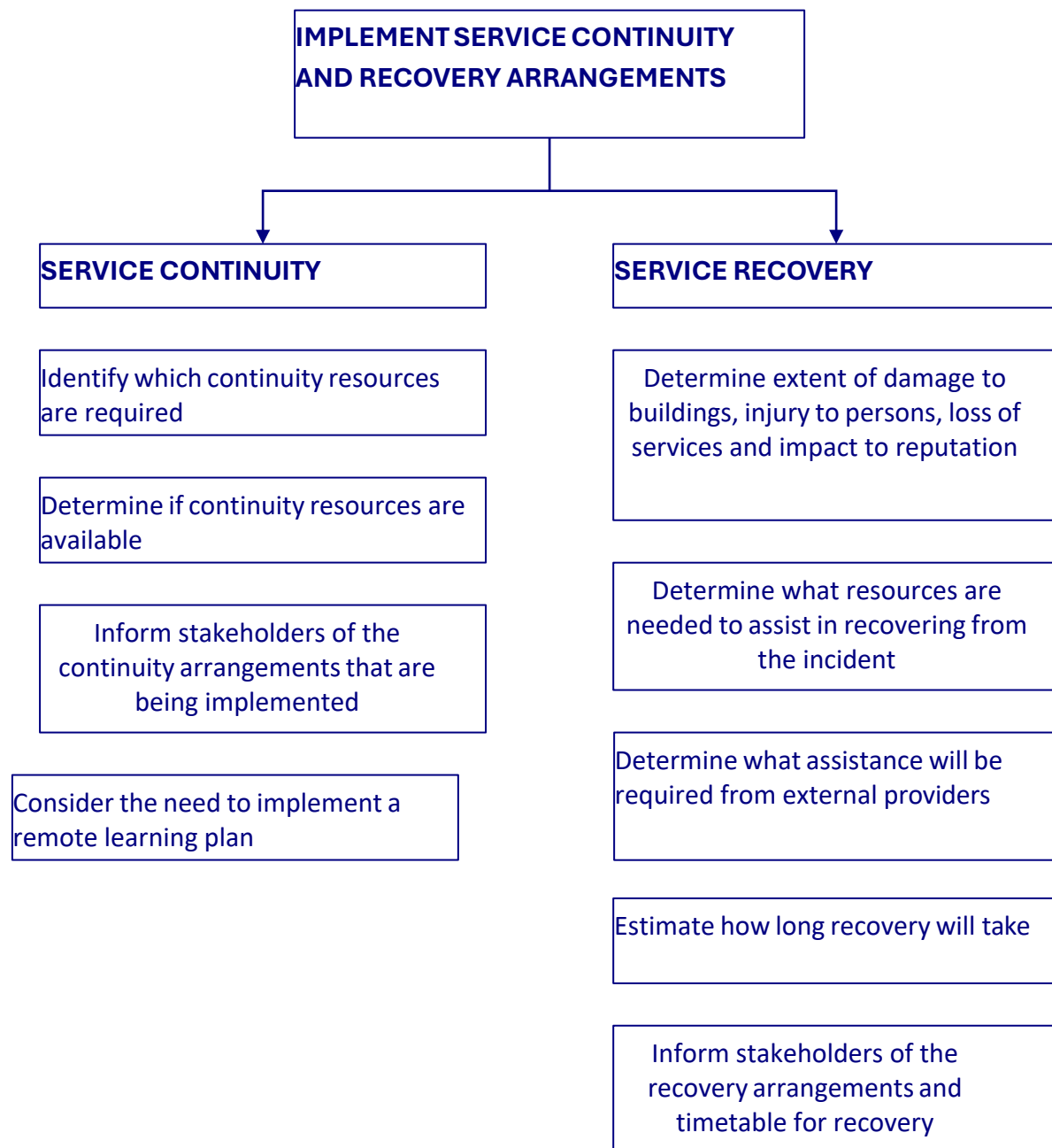
Below is a summary of the typical impacts that a loss or disruption may have:

Impact Area	Example Descriptor
Child welfare/well-being	Impacts on a child may include physical impacts (e.g. hunger, cold etc.), psychological impacts (e.g. loss of course work, having to move school), future prospects and educational abilities.
Parents/Guardians	Impacts on parents/guardians may include loss of earnings (taking time off work), disruption to work, perception of establishment.
Statutory Compliance	Statutory compliance may include duty of care, in loco parentis, H&S legislation, duty to provide 190 days education, OFSTED, duty to provide free school meals etc.
Reputation	Reputation of Alternative Provision (AP).
Extended Services	Extended services e.g. OOSC, after school clubs
Staff	Impacts on staff can be financial, physical, and psychological.

Below are some guidelines as to the impact levels:

Category	Descriptor
Insignificant	There is not thought to be any detrimental impacts that would warrant the implementation of a BCP.
Minor	There is thought to be some detrimental impact on the provision of service but not significant enough to warrant the implementation of BCP.
Moderate	There is thought to be some impact on some areas. This may require the implementation of BCP if the impact is considered to affect critical areas such as education or child well-being.
Significant	A significant impact in a number of areas that warrants the implementation of the BCP.
Very Significant	The impact is severe with major detrimental impact on education, There are also major compliance issues and damage to the reputation of establishment, Services to implementation of BCP.

4.1 PHASE II: IMPLEMENT BUSINESS CONTINUITY PLAN



BUSINESS CONTINUITY ARRANGEMENTS

ITEM	RESOURCE	CONTINGENCY REQUIREMENT
Staffing Loss	AP-Manager	Supervisor to cover
	AP-Supervisor	Manager to cover other support staff to undertake certain areas of responsibility
	Support Staff	Cover within the AP or supply staff via local Agencies
	Admin Staff	Other staff to cover.

	Catering and/or cleaning	Catering contract to supply cover staff.
Premises	Damage/denial of use of general classroom and/or associated contents	Move pupils to alternative room e.g. staff room– consider splitting class, consider use of sports club or Parish Centre if a larger number of classrooms are out of use.
	Damage/denial of use of administrative areas and/or associated contents	Use staff room
	Damage/denial of use of some commons parts (e.g. hall for examinations)	Use classrooms.
	Loss of utilities (gas, electric, water)	Would expect to be reinstalled within no more than 2 days. Also dependent on time of year.
	Loss of telephony system	Use 'Support Staff to Parents' text messaging service to advise parents to contact school via email. Can be accessed remotely if necessary.

Records	Loss or damage to administrative records	Copies kept electronically and backed up remotely daily.
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REMOTE LEARNING PLAN

DETAILS OF REMOTE LEARNING STRATEGY TO BE ADOPTED	
ELECTRONIC LEARNING ONLY	Determine how many pupils have access to I.T facilities and the internet/e-mail
	Consider the option of loaning laptops to pupils
	Can pupils with no laptops gain access through other means?
	Ensure electronic learning platforms are secure and protected from viruses
	Ensure access to the learning platform away from the school (if school access is denied)
MATERIAL PREPARATION	Identify any core materials that can be developed now
	Identify how much material has to be prepared to enable 1 weeks' worth of remote learning (general materials)
	Ensure materials can be stored electronically and accessed off-site in case access to the school is denied
	Identify the person/s responsible for developing learning materials now and during any period of closure
	Do these persons require any training? (e.g. on electronic systems)

DELIVERY AND COLLECTION METHODS	<p>Arrange suitable central point for collection of materials and /or upload onto provisions website..</p> <p>Consider posting materials if necessary to those children without internet access.</p> <p>Email or text.</p> <p>Consider staggering collection times for each class to prevent too many people gathering at central collection point at anyone time.</p>
REMOTE SUPPORT AND MARKING	<p>Use of dedicated email address or telephone line for support. Deadline for completion of work and its collection to be set.</p>
ALTERNATIVE SITE	<p>Liaise with Local Authority and / or local schools.</p>

5.0 APPENDICES

	Content
A	Log Template
B	Financial Expenditure Log

Appendix A

This form can be used to record actions required as a result of an incident/emergency and the reasons for decisions made.

[illegible]

Appendix B

This form can be used to detail expenses incurred as a result of an incident/emergency.

Financial Expenditure Log			
Completed By		Incident	
Date		Time	

[illegible]