



Emergency plan

- This file is accessed by members of the SEMT (School Emergency Action Team).
- It is kept in the main school office and all members of the SEMT have an individual copy of the document.
- It is reviewed annually and updated whenever the membership of the SEMT changes.

If you are dealing with an emergency right now, go straight to:

- **Section 2 for school emergencies**
- **Section 4 for emergencies on learning activities or visits outside the classroom.**

| Plan administration | |
|--------------------------------|--|
| Version number: | 1 |
| Date of issue: | January 2013 |
| Date of review: | annually, September 2019 |
| Person responsible for review: | HT |
| Copies of this plan are held: | Main school office Responding to Critical Incidents File in HT's room |

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Section 1: Introduction

This plan relates to:

- An event which threatens the safety of children, staff or the school premises
- An incident which affects the community within which the school is based
- A crisis which might affect the public reputation of the school.

This plan provides a generic guide to actions that should be considered by the headteacher, his / her nominated deputy, and the School Emergency Management Team (SEMT) in case of an emergency in the school, local community or on a learning activity outside the classroom.

It also covers procedures for an incident occurring in school time, out of school hours and during weekends and school holidays.

Section 2: Emergencies in schools – activation

Information about an incident may come from a staff member, pupil, parent, member of the public, the emergency services or the local authority. Whoever receives the alert should ask for, and record, as much information as possible.

If you are dealing with a school emergency which has taken place on a learning activity or visit outside the classroom, please turn to page 7.

This is only completed, if an incident occurs, by the person who takes the initial call/contact. Copies of this form are kept in the Emergency File which is stored in the main school office. It gives a prompt to the person taking the call of what questions to ask. At the bottom it indicates who should be notified

| |
|---|
| Name and contact details of the informant |
| |
| Details of the incident (including actual words used by informant) |
| |
| Who else has been informed? |
| |
| Exact location of the incident |
| |
| Casualties |
| |
| Any action taken so far |
| |
| Name of contact at the scene |
| |
| Notes |
| |

If appropriate, call 999 for the police, fire or ambulance service, giving the information above. If in doubt, call 999.

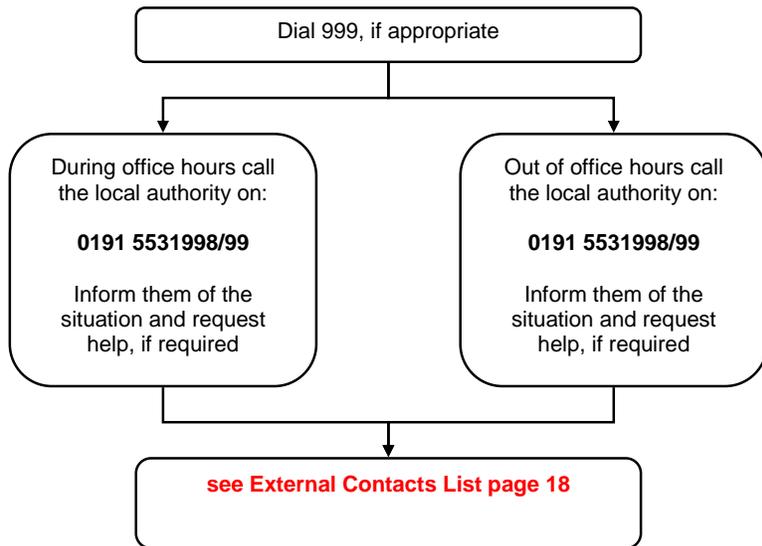
Immediately inform **the headteacher (Lisa Wood)** or the Deputy Headteacher **(TBC)**. If neither is able to respond (they may be involved in the incident) the senior person present must follow the instructions from the checklist of initial action below.

Checklist of initial action by headteacher or nominee

Copies of this form are kept in the Emergency File which is stored in the main school office.

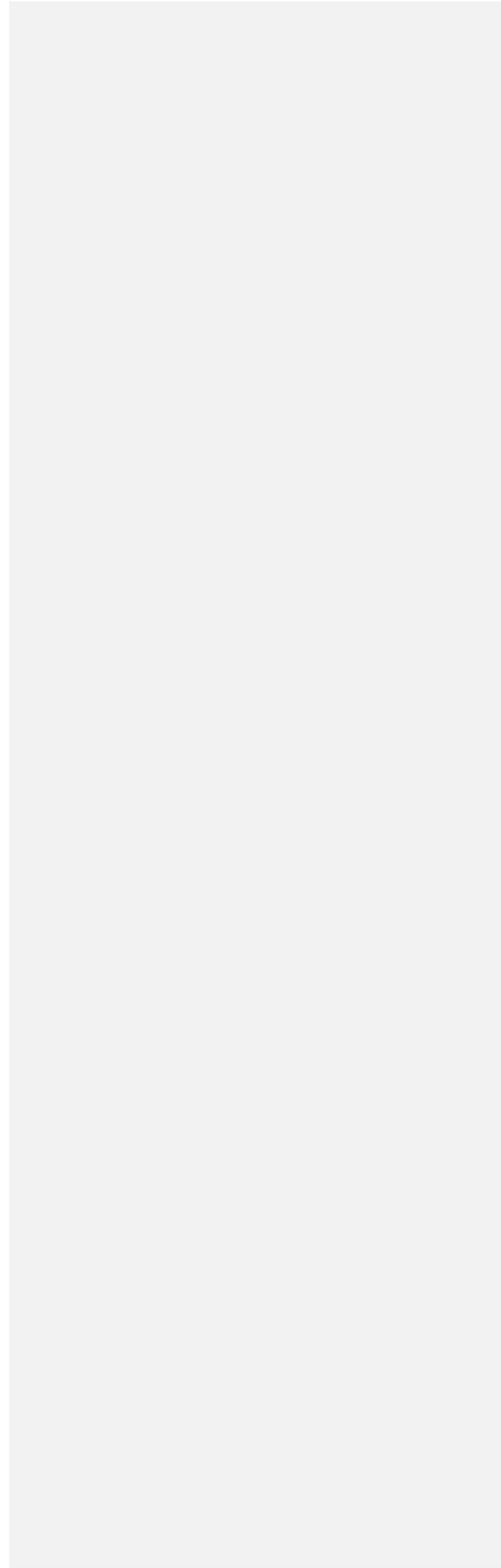
The person taking the initial call should tick off all actions, sign and date the document.

1. Assess the situation.
2. Take immediate action to safeguard pupils and staff where necessary.
3. Call for support:



These numbers should only be used in an emergency. Do not give them to the press, parents or members of the public.

4. Log all communications and actions.
5. Assemble a School Emergency Management Team from pre-identified staff (see appendix 3) and relieve them of their normal duties.
6. Refer to the list of emergency contact numbers in appendix 3 for additional support, if required.



- 7. Where possible, avoid closing the school and try to maintain normal routines.
- 8. Having activated this emergency plan, go on to the next stage – implementation.

Section 3: Emergencies in schools – roles and responsibilities

Stage 1 – establishing the response

Copies of this form are kept in the Emergency File which is stored in the main school office.
The person taking the initial call should tick off all actions, sign and date the document.

| Action list for headteacher or nominee coordinating SEMT | Tick |
|---|------|
| Ensure that accurate, factual information is available for those arriving at the scene. | |
| Liaise with the police, fire and ambulance services, the local authority, and other organisations who may become involved. Act as the main contact to coordinate the response and provide your contact details. | |
| Inform the chair of governors. | |
| Inform all staff and parents of injured pupils. Decide how to inform other parents. | |
| Ensure all staff maintain a log of actions and decisions. | |
| Allocate tasks amongst the SEMT as appropriate. | |
| Arrange administrative / secretarial support for your team, if required. | |

| Action list for SEMT – welfare | Tick |
|---|------|
| Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering). | |
| Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for. | |
| Consider any welfare needs for pupils with special needs. | |

| Action list for SEMT – communications | Tick |
|---|------|
| Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. | |
| Line to be used for incoming calls only: | |
| Line to be used for outgoing calls only: | |
| In the event of a major emergency, seek support from your local authority – they may be able to establish a helpline for enquiries from the public. | |

| Action list for SEMT – media management | Tick |
|---|-------------|
| If possible, avoid responding to media enquiries and direct them to local authority communications staff (see appendix 3). | |
| Ensure that any media access to the site, staff and pupils is controlled. In a major emergency, the police may deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through pupil / staff use of mobile phones. | |

| Action list for SEMT – resources | Tick |
|--|-------------|
| Ensure access to the site for emergency services. | |
| Turn off water, gas and electricity supplies if necessary. | |
| Open / close parts of the school as required. | |
| Ensure the security of the school premises. | |

Stage 2 – ongoing response

| Action list for headteacher or nominee coordinating SEMT | Tick |
|--|-------------|
| Provide regular briefings for staff, and continue to liaise with the emergency services and local authority. | |
| Try to maintain normal routines as far as possible. | |
| Tell the staff involved to prepare a written log of their involvement, noting events and times. Inform the local authority's health and safety staff who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers. | |
| Allocate tasks amongst the SEMT as appropriate. | |

| Action list for SEMT – welfare | Tick |
|---|-------------|
| Establish a staff rota and ensure that staff take regular rest periods. | |
| Identify pupils and staff who are badly affected by the incident and may require extra support. | |
| Make arrangements for reuniting pupils with their parents. | |
| Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend. | |

| Action list for SEMT – communications | Tick |
|--|-------------|
| Inform pupils, in groups as small as practicable, considering the best way to impart tragic news. | |
| Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently. | |
| Receive visitors to the school, ensuring they sign in and out and are issued with identification badges. | |

| Action list for SEMT – media management | Tick |
|---|-------------|
| Liaise with local authority communications staff to prepare a press statement, to be agreed by the headteacher and strategic director of the Children's Services department. Decide an ongoing strategy for dealing with the press. | |
| Be prepared to be interviewed by the press if necessary. | |

| Action list for SEMT – resources | Tick |
|---|-------------|
| Establish a safe and secure base for the SEMT. | |
| Arrange an appropriate place to receive parents and guardians of children involved. | |

Section 4: Emergencies outside the classroom – activation

This is only completed, if an incident occurs, by the person who takes the initial call/contact. Copies of this form are kept in the Emergency File which is stored in the main school office. It gives a prompt to the person taking the call of what questions to ask. At the bottom it indicates who should be notified

For emergencies on learning activities outside the classroom, the headteacher (or the pre-agreed nominee) should be immediately informed of any incident by the group leader.

Initial action by headteacher or nominee

1. Maintain a written record of your actions using this pro forma and a log book.
2. Offer reassurance and support. Be aware that all involved in the incident (those at the school and you) may be suffering from shock or may panic.
3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident?

| Initial contact | |
|--|--|
| Name: | |
| Telephone number: | |
| Additional telephone numbers: | |
| Where are they now and where are they going? | |
| Notes: | |

4. Discuss with the group leader what action needs to be taken and by who.
5. Record the details of the off-site activity / visit during which the incident occurred:

| Details of off-site activity / visit | |
|--------------------------------------|--|
| Location and nature of visit: | |
| Name of person in charge of visit: | |
| Telephone number(s): | |
| Number of staff on the visit: | |
| Number of pupils on the visit: | |
| Number of other people present: | |

6. Record the details of the incident:

This is only completed if an incident occurs by the person who takes the initial call/contact. Copies of this form are kept in the Emergency File which is stored in the main school office. It gives a prompt to the person taking the call of what questions to ask. At the bottom it indicates who should be notified.

| Details of incident | |
|---|--|
| Date and time of incident: | |
| Location of incident: | |
| What has happened? | |
| People affected (including names, injuries, where they are / will be taken to): | |
| Emergency services involved and advice they have given: | |
| Names and locations of hospitals involved: | |
| Arrangements for pupils not directly involved in the incident: | |
| Name of person in charge of your group at the incident (include telephone numbers): | |

7. Depending on the scale of the incident, consider assembling a School Emergency Management Team (SEMT) to assist with the response.

8. Having activated this emergency plan, go on to the next stage – implementation.

Section 5: Emergencies outside the classroom – roles and responsibilities

Action list for headteacher or nominee – Checklist for those at the “school end”

Copies of this form are kept in the Emergency File which is stored in the main school office.

| Communication | Tick |
|--|------|
| Inform school staff as appropriate, depending on the time and scale of the incident. | |
| Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support if required. | |
| Line to be used for incoming calls only: 0191 562 3299 | |
| Line to be used for outgoing calls only: 0191 562 3299 | |
| Consult with the emergency services / local authority regarding informing parents of injured and non-injured pupils. Ensure parents of any injured pupils are immediately informed of what has happened and where their son / daughter is. Record what their plans are, e.g. to travel to their son / daughter, any assistance they need and any means of communications with them. In event of a major incident, the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved. | |
| Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Wherever possible, parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents / next-of-kin are informed. | |
| Inform the chair of governors. Caroline Comer 0191 567 3708 / 078 5502 6774 | |
| During office hours, call your local authority emergency contact: 0191 5531998/99 Outside office hours, call the local authority emergency helpline: 0191 5531998/99 | |
| Support from other organisations may be required (please see section 7). Contact details are available in appendix 3. Examples of support include: <ul style="list-style-type: none"> • Assistance at the school or site of the incident • Help with arranging transport between the incident, parents and the school • Help with media management, including press statements and interview briefing. | |
| If the visit is abroad, and the incident results in substantial medical or other expense, risk and insurance staff at the local authority should be informed as soon as possible. | |
| Inform pupils and staff at school and their parents. Remember that information given must be limited until the facts are clear and all involved parents / next of kin are informed. In the event of a tragic incident, consider seeking support from the educational psychology service about the best way to inform pupils and to support them afterwards. Staff and pupils should be asked to avoid talking to the media. | |

| Media management | Tick |
|--|-------------|
| Introduce, if necessary, controls on school entrances and telephones. | |
| At least initially, the school is advised to avoid responding to media enquiries; these could be directed to local authority communications staff. | |
| Liaise with local authority communications staff as early as possible, and work with them to prepare a press statement, to be agreed by the strategic director of the Children's Services department and the headteacher before release. | |

| Resources | Tick |
|--|-------------|
| Arrange a quiet space to receive parents of the children involved as they arrive at the school and ensure someone is there to meet and greet them. | |

| Reporting of accidents | Tick |
|--|-------------|
| Tell the staff involved to prepare a written log noting events and times. Inform local authority health and safety staff who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers. | |

Section 6: Activity / visit leader's action card

Checklist for those at the "incident end"

Copies of this form are kept in the emergency file which is stored in the main school office.

A copy of this form is given to every member of staff upon their induction.

The form should be taken by the lead member of the party for all school visits. It should be shared with all staff members in the party.

| Immediate action in an emergency | Tick |
|--|------|
| Assess the situation and take immediate action to ensure the safety of pupils and staff. | |
| Establish if anyone is injured and how. | |
| Call the emergency services if necessary. | |
| Be aware that you and others may be suffering from shock. | |

| Next steps | Tick |
|---|------|
| During school hours contact the headteacher or nominee: 0191 5623299 | |
| Outside school hours contact the headteacher or nominee: 0191 520 8750/ 078 345 39968 | |
| Give clear details of what has happened and who is involved. | |
| Discuss with the headteacher or nominee who should inform parents and next-of-kin of pupils and staff. | |
| The headteacher or nominee should contact the local authority if necessary – if they are unavailable you may have to do this. During office hours, call your local authority emergency contact: | |
| Outside office hours, call the emergency helpline: IDS – 0844 8099980 | |
| Avoid speaking to the media – if necessary direct them to your local authority communications staff: 0191 5611136 | |
| Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones). | |
| Make notes of what has happened and your actions. | |
| Keep in contact with the headteacher or nominee. | |

Section 7: Stand-down and recovery

Checklists relating to the Stand Down of an incident either within school or away from the school.

Copies of this form are kept in the emergency file which is stored in the main school office.

| As soon as possible after the emergency | Tick |
|--|------|
| Visit injured pupils / staff. | |
| Liaise with parents regarding plans for attendance at funerals. | |
| Liaise with parents regarding plans for attendance / representation at memorial services. | |
| Arrange debriefing meetings for staff and pupils. | |
| Arrange debriefing meetings for the headteacher and School Emergency Management Team (SEMT). | |
| Identify and support high-risk pupils and staff. | |
| Promote discussion of the emergency in class. | |
| Consider the need for individual or group support. | |
| Help affected pupils and staff to return to school. | |
| Seek advice on legal issues from local authority legal staff. | |

| In the longer term | Tick |
|---|------|
| Arrange an incident debrief for staff who were involved in the response. | |
| Initiate a review of the school emergency plan, evaluating the school's response and incorporating any lessons identified. | |
| Consult staff and decide whether and how to mark anniversaries. | |
| The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected. | |
| Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school. | |
| Remember to make any new staff aware of which pupils were involved and how they were affected. | |

Section 8: Support from other organisations

The following agencies may provide support and assistance:

School Emergency Management Team (SEMT):

- Coordinate the school's response to an emergency
- Fulfil specific roles as outline in Section 3 and 5.

Teaching staff:

- Follow procedures for evacuation, shelter or lockdown (outlined in appendix 5) when necessary to secure the safety of pupils
- Provide pupils with information and reassurance
- Assist SEMT in carrying out tasks relating to emergency response as far as they are able.

School governors:

- Support the school during the incident and throughout the recovery process.

Sunderland City Council

Children's Services department:

- Coordination of assistance throughout the local authority
- School transport
- Administrative support
- Welfare services / emotional support
- Additional accommodation
- Health and safety advice.

Emergency planning staff:

- Operational / logistical support
- Emergency planning support
- Communications support
- Debriefing
- Activation of specific emergency plans if required.

Communications staff (press office):

- Press statements
- Advice and assistance with media management.

Legal staff:

- Legal advice.

Occupational health staff:

- Advice and support on health issues
- Counselling service for staff.

Police

- Overall control of the emergency response (depending on emergency)
- Media relations
- Contact with bereaved families
- Criminal investigation.

Fire and rescue service

- Fire fighting
- Life saving and rescue
- Chemical spillage clean-up.

Ambulance service

- Emergency medical response
- Transportation of casualties to hospitals
- Access to other health services.

Trade unions

- Information resource & support services for members
- Health & safety responsibilities (consultation, investigation and joint inspection)
- Will be informed by health & safety staff of incidents causing / threatening injury.

Appendix 1: Closing the school due to extreme weather

It is expected that the school will remain open, except in extreme circumstances whereby the safety of pupils, staff and other members of the school community may be at risk.

- The headteacher or his / her representative(s) will monitor information about travelling conditions from the emergency services and weather warnings from the Met Office
- The headteacher or his / her representative will make the decision as to whether the school will close or remain open during bad weather.
- The headteacher or his / her representative will judge the severity of the journeys faced by both pupils and staff but will always consider safety in arriving at a decision. When to take the decision to close the school is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).

Before the start of the school day:

- The headteacher will liaise with the site supervisor and other members of staff as appropriate
- The headteacher will send a text message to all staff informing them of her decision
- The headteacher will contact **Alan Rowan at the Local Authority (0191 561 1372)**
- The headteacher will contact the school clerk who will send a text to parents
- The headteacher will contact SUN FM to inform them of the decision to close the school
- The site supervisor will display appropriate notices around the school
- Information will be placed on the school website
- The site supervisor will be on-hand to speak to any parents / children who arrive at school

During the school day

- The headteacher will contact Alan Rowan at the **Local Authority (0191 561 1372)**
- The school clerk will send a text to parents asking them to collect their children
- The headteacher will contact SUN FM to inform them of the decision to close the school
- Information will be placed on the school website
- Any children at the school should remain there until the headteacher or her representative is satisfied that appropriate alternative arrangements have been made.

When the school is ready to re-open this fact will be communicated in accordance with procedures outlined above.

Appendix 2: School site information and risk assessment

This information would be provided to the Emergency Services, if necessary, during an incident – and in the main could come from the information held by the Caretaker. Below is an indication of what could be included – only the parts you see as relevant to your school.

Key Information:

- detailed plan of school located in main school office
- gas cut off points in boiler houses
- Site supervisor, HT and office staff authorised to isolate utility services within the school
- Site supervisor, HT and office staff authorised to reset the fire alarm and burglar alarm
- Entrance and egress points to school: Caithness Road
- School telephone number: 0191 562 3299
- School fax number; 0191 562 3288
- Site Supervisor mobile telephone number: 07572450491
- HT mobile number; 07834539968

Specific information relating to any hazards on the school site, including:

- The location of chemical stores are locked and labelled in accordance with LA instruction, two store cupboards; identified on detailed plan of school located in main school office

Specific information and procedures relating to any external hazards that could affect the school, for example:

Appendix 3: Emergency contacts list

This is a list of internal contacts - key members of staff who will be called upon to assist either in or out of hours. It is imperative that this list is kept up to date. A level of responsibility should also be given to the people on the list to notify the plan owner if their information changes.

School staff identified for incident response

This should be updated in response to changes and reviewed annually.

| Key holder? | Name | Role | Home telephone | Mobile phone | Notes |
|-------------|---------------|------------------|----------------|--------------|-------|
| yes | Stuart bell | Site Supervisor | | | |
| yes | Lisa Wood | HT | 0191 5208750 | 07834539968 | |
| yes | Keith Lakeman | Relief caretaker | | | |
| | | | | | |

Other school contacts

| Key holder? | Name | Role | Home telephone | Mobile phone | Notes |
|-------------|----------------|--------------------|----------------|---------------|-------|
| no | Caroline Comer | Chair of Governors | 0191 567 3708 | 078 5502 6774 | |
| | | | | | |
| | | | | | |
| | | | | | |

External contacts

You may wish to add in other important numbers specific to your school that you may need during an emergency, such as contact details to access your place of safety or those of key suppliers.

| Organisation | Contact number |
|--|------------------------------|
| Local authority – emergency contact | 0191 5531998 / 99 |
| Local authority – outside office hours emergency contact | 0191 5531998 / 99 |
| Local authority – emergency planning | 0191 5612662 |
| Local authority – educational psychology / welfare service | 0191 5617409 0191 5663097 |
| Local authority – human resources | 0191 5617909 |
| Local authority – occupational health | 0191 5617929 |
| Local authority – school travel assistance | 0191 5612284 |
| Local authority – communications (press office) | 0191 5611136 |
| Local authority – risk & insurance | 0191 5611751 0191 5617573 |
| Local authority – health and safety | 0191 5611737 0191 5611736 |
| Local authority – security | 0191 5612645 |
| Off-site insurance emergency number | 02087628326 |
| The Foreign Office (links with British Consulates) | 020 7008 1500 |
| Local radio (SUN FM) | 0191 548 7799 |
| Met Office Weathercall (60p per minute from a UK landline) | 0870 900 0100 |
| The Samaritans | 08457 90 90 90 |
| Teacher Support Network (trained support and counsellors available 24hrs) <i>Worklife Support</i> | 0800 856148 |

Appendix 4: Communications

Communication systems in case of an emergency

Telephone numbers in case of an emergency – incoming: 0191 5623299
Telephone numbers in case of an emergency – outgoing: 0191 5623299

Communicate with parents when an emergency happens **during the school day**

- text message service
- SUN FM announcement
- Telephone calls

☐ Communicate with parents when an emergency happens **before or after the school is open, at weekends or in school holidays**

- text message service
- SUN FM announcement
- Telephone calls
- Website
- Social media – Facebook, Twitter

☐ How the school will communicate with companies affected by a school closure or emergency, both during the school day and outside school hours.
Office and other key members of staff to have appropriate contact means available to them when not in school (diary, laptop/memory stick)

Our answerphone machine does not have the technology to answer on one ring and play recorded message.

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Appendix 5: Evacuation and shelter plan

Fire drills and fire procedures

- regular fire drills ensure all staff, fire wardens and pupils know evacuation routes and procedures
- all visitors informed of fire evacuation procedures on entry to the building and details are on the reverse of visitor badges and on the back of every door within the building
- PEEPS are in place for children with D&SEN. The class teacher and support worker have copies of the plan
- Fire alarm signalled by continuous buzzer and red warning lights
- Staff and pupils are accounted for by means of electronic register. Visitors accounted for by means of signing in and out system

Sheltering / Lockdown

- Lockdown Procedures and Policy will take immediate effect

Evacuation

- Local Mission is identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time : telephone [Keith 07906757264](tel:07906757264) / [Ralph Thompson on 5689788](tel:07906757264)

☒ Communication / Procedure for sending pupils home if the situation becomes prolonged.

- include text message, telephone calls and announcement on SUN FM, social media (if appropriate)

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Appendix 6: Business continuity inventory

Equipment inventory

Key pieces of equipment which may need to be sourced quickly

SEN files

| Description | Make | Model number | Serial number | Purchase price | Purchase date | Location |
|-------------|--------------------|--------------|---------------|----------------|---------------|----------------|
| SAFE | THOMAS LANCECO LTD | UNKNOWN | UNKNOWN | UNKNOWN | PRIOR 2000 | SENCO room |
| SAFE | CHUBB SECURE LINE | T2-44K | HCP001 | £188.00 | 1.4.10 | MAIN RECEPTION |

Data / IT systems

| Data / IT system | Users requiring access | Backed up? | Where is the back up held? |
|---------------------------------|------------------------|------------|--|
| All user data stored on Servers | All | YES | Backed up locally at present. New system to be purchased to back up off-site |
| | | | |

Paper-based records

Key paper documents

| Document | Location | Duplicated? | Where are duplicates held? |
|-----------------------|---|-------------|---|
| School emergency plan | <ul style="list-style-type: none"> HT's room Main school office Copy kept by all members of ET | Yes | <ul style="list-style-type: none"> Site supervisor's house HT's computer/HT house DHT computer/DHT house server |

Appendix 7: Pandemic influenza plan

Who to inform /seek advice from:

- LA:
- Health Protection Agency:

Minimum staffing

- Will require there to be a ratio of 1 – 20 in EYFS and 1-30 in the rest of the school (teacher to pupil)
- Priority will be given to Y6 pupils

Outline procedures for dealing with a child who shows symptoms of pandemic influenza at school

- isolate them from other pupils and arrange for them to be taken home

Outline systems to minimise the spread of infection if the school stays open during a pandemic

- hand-washing, disposal of tissues
- communication to parents via letter / web-site

Appendix 8: Training and exercising

To ensure that those people who are identified as part of the SEMT are aware of their role they should receive some kind of training or at least discussion around the process.

Training record

| Training title | Areas covered | Date | Attendees |
|---------------------|---------------|----------------------|---|
| Lockdown Procedures | all areas | on-going 2018 - 2020 | Christina Holland Suzanne Campbell Stuart Bell Lisa Wood |
| | | | |

In the event that you decide to exercise the plan e.g. get the SEMT together around a desk and run through a scenario to ensure that they would know what to do – details of the exercise should be listed here. The most important thing is that any lessons learned/actions identified should be acted upon.

Exercise record

| Date | Brief details of exercise | Aspects of plan tested | Actions identified | Outcome of actions |
|------------|--|------------------------|---|--|
| March 2018 | altercation between parents on school yard | all aspects | member of SLT to engage children in hall if waiting for all clear | door security bars purchased phones purchased for staff working outdoors air horn to be used for people working outdoors |
| | | | | |
| | | | | |

Appendix 9: Bomb threats and suspicious packages

Check Lists - could be laminated and non-permanent marker pens used to enable use again.

Bomb threat prompt card for reception staff

If you receive a telephone call from someone who claims to have information about a bomb, perform the following actions:

| Actions | Tick |
|---|------|
| 1. Stay calm. | |
| 2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give. | |
| 3. Make a note of: <ul style="list-style-type: none"> • The exact time of the call • The caller's sex and approximate age • Any accent the person has, or any distinguishing feature about their voice (e.g. speech impediment, state of drunkenness) • Any distinguishable background noise. | |
| 4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? • What is your name? • What is your address? • What is your telephone number? | |
| 5. Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller. | |
| 6. Report the call to the police and the headteacher / nominated deputy immediately. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the headteacher. | |

Guidance on suspicious packages

The likelihood of a school receiving a postal bomb or suspected biological / chemical package is very low. However, you should be aware of the immediate steps to be taken if you receive a suspicious package or come into contact with a biological or chemical substance.

Postal bombs or biological / chemical packages may display any of the following signs:

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including (but not restricted to) almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological / chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package.

If you suspect that a letter or a package may contain a bomb:

| Instructions | Tick |
|--|------|
| Stay calm. | |
| Put the letter or package down gently and walk away from it. | |
| Do not put the letter or package into anything (including water) and do not put anything on top of it. | |
| Ask everyone to leave the area (including classes if necessary). | |
| Notify the police and the headteacher / nominated deputy immediately. | |
| Do not use mobile phones or sound the alarm using the break glass call points. | |

If you suspect that a letter or a package may contain a biological or chemical threat:

| Instructions | Tick |
|--|------|
| Stay calm. | |
| Do not touch the package further or move it to another location. | |
| Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination. | |
| Notify the headteacher / nominated deputy immediately. | |

The headteacher / nominated deputy should then:

| Instructions | Tick |
|---|------|
| Notify the police immediately on 999. | |
| Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed. | |
| Evacuate the building, keeping people away from the contaminated room as far as possible. | |
| Keep all persons exposed to the material separate from others and available for medical attention. | |
| Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention immediately. | |

If anyone believes they have been exposed to biological / chemical material, they should be encouraged to:

- Remain calm
- Avoid touching their eyes, nose or any other part of their body
- Wash their hands in ordinary soap where facilities are provided.

Appendix 10: Emergency arrangements for other services using the school site

This potentially would be relevant to any out of hours activities which take place within the school grounds but which are not necessarily run by school staff.

Think about not only the action these groups may need to take if an incident occurs during their time in the school grounds but also the action school staff may need to take in notifying the groups of an incident which would affect them. E.g school closed due to fire – contact would need to be made with groups to let them know that their activity would not be able to go ahead.

External Users of our site / facilities

External users of our site / facilities are given the following information upon their induction:

- Telephone number of site supervisor / relief caretaker
- Fire / shut down / evacuation procedures
- Information as to where Emergency File is kept

Communication with external users of school should an emergency occur

- Admin staff will contact the respective party to inform them of school closure etc
- Admin staff will have available to them during out of school hours the contact details of external users of school

Appendix 11: Log keeping

Basic principles

Notes should be contemporaneous or made as soon as reasonably practicable after the incident (that is, within 24 hours). They should be clear, intelligible and accurate.

What to use to record your log

- Hardback notebook
- Numbered pages
- Bound so that pages cannot easily be removed (i.e. not ring-bound or spiral-bound)
- Use permanent black ink.

How to write the log

- Note all relevant facts in chronological order
- Stick to the facts – do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- Note down non-verbal communication as well as what is said
- If you make a mistake, cross it out with a single line (so that what is underneath is still visible) and initial it
- Do not tear pages out
- Do not leave blank spaces – or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not write between lines
- Do not write in the margins (except for dates, times or initials)
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed
- Record important statements, questions, comments and answers in direct speech
- Sign, date and time each series of entries at their close
- Make a note of the time the log began and ended
- Record where the log was made
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed
- Use plain language and correct grammatical English
- Avoid approximations and abbreviations
- Do not miss out key words
- Do not use arrows or dashes.