

Trust Emergency Management Plan



St Francis of Assisi
CATHOLIC ACADEMY TRUST

Signed off by: Trust Board

Date from: November 2023

Review Date November 2024

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1 Overview

This Trust emergency plan has been developed to help the Academies within the Trust to provide an appropriate emergency response to minimise the impact of an emergency or major incident and to ensure the safety and wellbeing of children and staff in the schools care.

Definition of Emergency and Major Incident

For the purpose of this plan, an emergency is determined as an unexpected event that threatens injury, damage or disruption to school property and/or community; which may have a long-term impact on pupils, staff, governors and parents.

The following levels of emergency may occur:

- Small-scale emergency – this is a minor emergency that can be managed internally within the schools normal coping capacity and internal resource.
- Major Incident – this is a large emergency that threatens disruption that is beyond the normal coping capability of the school.

This emergency plan will not outline the response to specific emergency situations or events, but will provide a general framework for emergency response that can be applied to most emergency situations - whilst allowing for flexibility according to individual requirements.

The following are examples of an emergency that may require activation of this plan:

- Missing person(s)/abductions;
- Fire or flood to building and contents;
- Hostage situation;
- Death, accident or assault to members of staff or pupils.

2 Aim of the School Emergency Plan

To provide effective emergency response arrangements that will ensure the safety and wellbeing of all pupils and staff in the care of the school during an emergency.

i. Objectives

- Establish an effective framework for emergency response;
- Ensure fast dissemination of information to relevant supporting agencies and partners to ensure support throughout response;
- Maintain the required standard of Duty of Care arrangements for pupils and staff;
- Ensure a comprehensive log of actions and decisions is maintained throughout response to the emergency;
- Minimise educational and administrative disruption within the school and facilitate the return to business-as-usual at the earliest opportunity.

3 Plan Review

The Trust Board are responsible for ensuring that this plan is annually reviewed and any necessary amendments are identified and carried out accordingly.

All persons with an identified responsibility within the response arrangements outlined in this plan must be notified of any changes made to the document.

4. Activation

Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- ✓ **Maintain a written record of your actions.**
- ✓ **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- ✓ **Find out what has happened. Obtain as clear a picture as you can.**
- ✓ **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

Contact details of informant:

Date and time of incident:

Exact location of incident:

Type of incident and other incident details:

Hazards – identify present and suspected hazards (e.g. snow, flooding, suspect packages). Is evacuation or lockdown necessary and safe? :

Access – clarify if any routes are blocked and which are safe to use:

Number of people affected (including names, injuries, where they are, where they are being taken to):

Emergency Services and other agencies – list which services are present

Who has been informed?

-
- CEO
 - Head Teacher
 - School staff
 - Governors
 - Pupils
 - Parents / carers
 - Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company

Does anyone else need to be informed?

What advice have the emergency services given (e.g. lockdown / evacuation)?

What arrangements are in place for people not directly involved in the incident?

Are any immediate actions or support required?

Where is the informant now and where are they going?

- ✓ **If the incident happened on an educational visit please ask the questions below.**
You might already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

Nature of educational visit:

Number of pupils on educational visit:

Number of staff on educational visit:

Location of educational visit:

If the incident happened abroad, does the Foreign & Commonwealth Office need to be notified?

5 Initial action

Immediately inform the Head Teacher or nominated emergency contact and the CEO of the Trust.

Head Teacher (or Deputy/senior person present if Head Teacher is unavailable) should do the following:

Assess	<ul style="list-style-type: none">• Assess the situation and establish a basic overview of the incident.
Call 999	<ul style="list-style-type: none">• If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.
Take Action	<ul style="list-style-type: none">• Take immediate action to safeguard pupils, staff and visitors• Fetch any equipment that may prove useful (e.g. first aid kit, grab bag)• Attend to any casualties and administer first aid, if appropriate.
Activate	<ul style="list-style-type: none">• Consider activating the School Emergency Plan• Assemble a School Emergency Management Team (SEMT) to assist with the response.
Call	<ul style="list-style-type: none">• Commence call cascade to ensure notification of all appropriate staff / persons / agencies• Refer to the list of emergency contact numbers for additional support if required.
Review	<ul style="list-style-type: none">• Maintain a log of all communications, actions and decisions• Where possible, avoid closing the school and try to maintain normal routines.

The Local Authority Support Team

Activation

In the event of a School related emergency the proposed arrangement is outlined here:

INCIDENT OCCURS

Headteacher and CEO are notified

Headteacher rings:

Hertfordshire Customer Service Centre: 01438 737261 (Office Hours) Or:

Property Services Call Centre: 0800 547547 requesting LEA help Asbestos

Helpline: 0845 6030369

Information required:

1. Confirmation that your call refers to an Academy in Hertfordshire

2. Name & full address of the Academy

3. Caller's name

4. Caller's phone number (or alternative available contact)

5. Nature of the incident

OUT OF OFFICE HOURS – Central Control Contacts a

Designated Senior Officer from the '**LOCAL AUTHORITY ('LA') EMERGENCY SUPPORT TEAM**'

The Senior Officer Activated:

Establishes contact with the Headteacher

Activates 'First Response Officers' as per LA's contact list, to attend the Academy

(e.g. Communications Experts, Public Relations and a LA

Team Co-ordinator.)

**LA Team
Co-ordinator**

- ✓ Puts LA Support Team Officers on Standby
- ✓ Attends site
- ✓ Mobilises LA Support Team Officers as required

Senior Officer

Attends site to:

- ✓ Assist/advise Headteacher/Nominee
- ✓ Determines full needs
- ✓ Takes action accordingly

Headteacher (or other Incident Manager)

- ✓ Nominates on-site Co-ordinator
- ✓ Identifies on-site facilities
- ✓ Mobilises on-site Team (if appropriate)

6 Contact details - school staff and governors

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details*	Notes (e.g. first aid trained)
SCHOOL EMERGENCY MANAGEMENT TEAM					
Please see individual Academy Plans for details					
GOVERNORS					
Please see individual Academy Plans for details					
STAFF					
Please see individual Academy Plans for details					

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

7. Guidance from Hertfordshire County Council

SCHOOL CLOSURE

Closure Decisions

This guidance sets out the actions Academies need to take in the event of severe weather or if a public emergency is declared by the Local Authority.

The decision to close an Academy in severe weather, or when responding to a public emergency, should be taken by the Head Teacher based on the following:

- local conditions
- this guidance
- an assessment of risk
- information from the Local Authority

Academies with reduced teaching staff should consider staying open and providing group activities to limit the impact on working parents.

If the Council advises a school or a group of schools of a public emergency that may require their school(s) to close, the HCC Warn and Inform procedure should be followed (see page 15).

Where possible, advanced warning will be given. Where this has been issued, the Academy should consider how this might impact on their establishment, for example:

- Staffing issues
- Fuel supplies
- Catering supplies
- Transport issues, e.g. Passenger Transport Unit, taxis etc.

Where it is likely that there will be prolonged severe weather or closures related to a public emergency, a Local Authority team will be set up to co-ordinate and support services. Regular emails will be sent to Heads, giving the county picture and any new information as it becomes available.

8 PROPERTY RELATED EMERGENCIES

2. Premises Damage

- 2.1 **The County Council does not provide an emergency response service and therefore all Academies are expected to retain the services of a property consultant to support them in the event of a critical incident.** The County Council's Property Consultancy framework can be used to engage with an appropriately qualified consultant.
- 2.2 **It is the individual school's responsibility to make the necessary contractual arrangements to undertake repairs and put in place temporary solutions as required.** During normal office hours the County Council's Building Management Team are available to provide advice and support to help you to manage the incident.
- 2.3 Further advice can be sought from the Insurance team by emailing RPAAdvice@WillisTowersWatsonSecure.Com

The following steps should apply in the event of a property related emergency:

- ✓ Contact the relevant emergency service
- ✓ Contact your retained property consultant
- ✓ Notify the relevant insurer(s)
- ✓ Notify the Diocesan representative

Further information can be located here on the schools' grid:

<http://www.thegrid.org.uk/info/premises/>

<http://www.thegrid.org.uk/info/healthandsafety/critical-incident.shtml>

HCC TELEPHONE HELPLINE

9 Helpline Information

Information and updates about any interruptions to the normal business of HCC services can be obtained by telephoning the following HCC helpline:

Helpline: **01992 556616** has thirty lines and is available 24 hours a day, seven days a week. It is only updated when an incident affecting business continuity has occurred.

The helpline is also used to provide information during any other emergencies, which may require us to close any HCC buildings.

10 Staffing

Steps to take in the event of bad weather or emergency situation

Unless specifically told otherwise, staff will be expected to use their best endeavours to attend work without putting themselves or others at risk. Travel to work and school would be considered essential journeys.

Head Teachers should ensure there is an up to date list of home contact/mobile phone details of all staff and parents.

Where it is deemed too unsafe or difficult for staff to attend their workplace, other options should be considered.

11 Preparation for Severe Weather

Preparing for Severe Weather

In the event of severe weather make sure that the heating is left on during 'out of hours' periods for frost protection purposes. Where appropriate, ensure there is adequate fuel for prolonged closures.

Brief staff in advance to ensure they know what is expected of them.

Brief parents, children etc. in advance to ensure they understand where they can get up to date information from, e.g. Parent mail, School Website, school text or local radio stations.

Ensure regular suppliers/contractors are informed of procedures and confirm arrangements are in place for essential services/deliveries.

Where schools are open, risk assessments must be undertaken to ensure the health and safety of staff, pupils and all site users. Inspections of paths and walkways should be carried out regularly and documented. This should include local arrangements for clearing and salting when ice or snow appears, as well as any failures to the surfaces.

Snow and ice risk assessment and guidance can be found at:

http://www.thegrid.org.uk/info/healthandsafety/risk_assessment.shtml

http://www.thegrid.org.uk/info/healthandsafety/documents_manual/snow_ice_2017_v2.doc

Where gales or high wind warnings have been issued, the site should be checked for dead or damaged branches/trees and other potential hazards to people or property.

Where it is not possible for some staff and/or children to return home, schools should ensure there are plans in place to provide warmth and hot refreshments.

In extreme circumstances HCC may request that schools or other establishments be used as rest centres for members of the public.

All schools should have the retained services of a property consultant to provide emergency cover and support.

12 Re-opening of Schools Following a Closure

Re-Opening Decisions

- ✓ When the severe weather has passed, establishments should check their premises before announcing that it will reopen. The manager or key-holder should inspect the premises for signs of damage, e.g. heating failure, flooding, burst pipes or damaged trees.
- ✓ School sites that have experienced damage serious enough to warrant declaring a Critical Incident should follow the guidance in the School Emergency Response Plan and use the contact numbers below to report it:

Monday – Friday 08.30 – 17.30 01438 737261

Saturday 09.00 – 16.00 01438 737261

Head teachers should use their school contact systems for advising staff and parents of the situation.

13 Responding to Severe Weather

Steps to take in the event of Severe Weather

- ✓ You should use all other means possible to inform parents and staff that the school will be closed:
 - publish information on your own website
 - leave a message on the answer machine
 - have contact numbers for staff and parents and others to hand and use a cascade system where possible

- leave a message on the main entrance or gate and, in the case of schools, ensure someone is there to meet any children/parents etc. who may turn up
- let parents and others know that you will use the above methods

If you cannot make a decision until the morning, please send your message as early as possible to reach staff, parents and children before they set off for school.

14 Warn and Inform

If the Local Authority needs to contact a school or a group of schools to notify them of any public emergency that may affect their school or locality, the following procedure will be followed:

- ✓ An SMS message will be sent from mobile number **+44 7860 022148** to the mobile phone numbers of the emergency contacts detailed for each school on the Solero system which feeds into Everbridge.
- ✓ An email will be sent from the following address – [Hertfordshire County Council <noreply@everbridge.net>](mailto:noreply@everbridge.net)

15 Roles and Responsibilities

Roles and responsibilities – School Emergency Management Team (SEMT)

The School Emergency Management Team (SEMT) is formed from a pre-identified selection of staff. The SEMT has responsibility for activating and implementing actions within the School Emergency Plan to coordinate the on-going response to an emergency.

It is important that the SEMT record all actions and decisions in their own log books. They must also be available for briefings, handovers and post-emergency debriefs.

Name	Role in School	Emergency Role	Responsibilities
Please see individual Academy policies for names	[e.g. Head Teacher or Deputy Head Teacher]	Incident Manager	<ul style="list-style-type: none"> ✓ Activate School Emergency Plan ✓ Delegate role and responsibilities ✓ Co-ordinate overall response ✓ Liaise with Emergency Services ✓ Informs Hertfordshire County Council's Business Delivery Manager
Please see individual Academy policies for names	[e.g. Senior Teacher/ School Business Manager]	Emergency Management Team	<ul style="list-style-type: none"> ✓ Assist/Support Head Teacher ✓ Maintain/Restore business as usual activities
Please see individual Academy policies for names	[e.g. Senior Teacher/ School Business Manager]	Emergency Support Team	<ul style="list-style-type: none"> ✓ Assist/Support Head Teacher ✓ Manage media enquiries
Please see individual Academy policies for names	[e.g. Caretaker/Site Manager]	Site Coordinator	<ul style="list-style-type: none"> ✓ Assist/support Head Teacher ✓ Ensure building access and security ✓ Assist/support emergency response on site

All members of the SEMT must have:

- ✓ a copy of the School Emergency Plan within their possession;
- ✓ an understanding of the role, responsibilities and procedures outlined within the plan to enable efficient action at the time of an emergency;
- ✓ 24hr contact numbers for all members of the SEMT.

During an incident, the following roles and responsibilities provide a general guide for the SEMT on how to carry out their role. Further specific action may be required, depending on, and according to the incident in hand

Roles and responsibilities – Headteacher - Incident Manager

Ref'	Incident Manager - initial response	Comments / Tick / Sign / Time
IM1	Establish a basic overview of the incident.	
IM2	If required, request the appropriate emergency services to attend.	
IM3	Commence log of all actions and decisions.	
IM4	Formally activate the School Emergency Plan, if required, and School Emergency Management Team (SEMT)	
IM5	Initiate call notification cascade on page 9.	
IM6	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
IM7	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business Continuity Lead ▪ Communications Coordinator ▪ Log-keeper ▪ Media Manager ▪ Site Coordinator ▪ Welfare Coordinator 	
IM8	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT 	

	<ul style="list-style-type: none"> ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
IM9	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
IM10	Take action to protect property.	
IM11	Decide the appropriate place of relative safety for staff and pupils and activate invacuation, evacuation or lockdown procedures accordingly	
IM12	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
IM13	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for and anyone that requires additional support/special requirements.	
IM14	If evacuating, ensure school grab bag is collected, if it is safe to do so	
IM15	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
IM16	Inform governors as appropriate.	
IM17	Notify Business Delivery Manager at Hertfordshire County Council that you have activated your School Emergency Plan (01992 555703, Mon- Fri 08:00 - 17:00)	
IM18	Liaise with the Business Continuity Lead to establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	

Ref'	Incident Manager - ongoing response	Comments / Tick / Sign / Time
IM19	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
IM20	Establish the location and frequency of SEMT / Staff meetings	
IM21	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
IM22	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
IM23	<p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> ▪ SEMT & Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
IM24	Work closely with the Media Manager to provide regular briefings to the media. Seek support from other organisations if necessary.	
IM25	Check that everyone who should have been notified of the incident has been informed.	
IM26	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
IM27	Seek advice on legal and insurance issues, if appropriate.	
IM28	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
IM29	Continue to assess the effect of the incident on the operation of the school and minimise any disruption to the provision of education. Liaise with the Business Continuity Lead to put necessary arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	

Ref'	Incident Manager - recovery	Comments / Tick / Sign / Time
IM30	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
IM31	Ensure that post incident support is available to all who may require it (please refer to appendix 2 (page 41) for more information).	
IM32	Work closely with the Site Coordinator in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
IM33	Consider long-term arrangements to guide schools return to business-as-usual	
IM34	Complete any necessary forms / paperwork. Submit your incident log books to the Log-keeper.	
IM35	Arrange a debrief for school staff involved in the response.	
IM36	Liaise with Communications Coordinator to arrange a debrief session with parents/guardians if required	
IM37	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
IM38	Initiate a review of the school emergency plan.	
IM39	Consider contacting the head teachers of nearby schools to inform them of any important issues relating to the incident.	
IM40	Consider memorials or anniversaries of the event.	

Roles and responsibilities - Emergency Management Team

Ref	Emergency Management Team - initial response	Comments / Tick / Sign / Time
BC1	Receive situation report from Head Teacher, or nominated Deputy / attend SEMT to ensure you are well informed.	
BC2	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC3	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC4	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC5	Commence log of all actions and decisions	
BC6	Attempt to recover important documentation; records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC7	If appropriate, contact organisations which can assist in document restoration.	

Ref	Emergency Management Team - ongoing response	Comments / Tick / Sign / Time
BC8	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC9	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	

BC10	Work with Communications Coordinator to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC11	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime	

Ref	Emergency Management Team - recovery	Comments / Tick / Sign / Time
BC12	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC13	Put in place arrangements for remote learning, if necessary.	
BC14	Liaise with the Site Coordinator to make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	
BC15	Submit incident log books to the Log-keeper at the end of the incident.	

Roles and responsibilities – Emergency Support Team

Ref	Communications - initial response	Comments / Tick / Sign / Time
CO1	Receive situation report from Head Teacher, or nominated Deputy / attend SEMT to ensure you are well informed.	
CO2	Commence log of all actions and decisions	
CO3	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO4	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO4	Support staff with any communication needs they may have.	
CO5	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref	Communications - ongoing response	Comments / Tick / Sign / Time
CO6	<p>Ensure regular information is provided to:</p> <ul style="list-style-type: none"> ▪ SEMT ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO7	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 15, page 75). Ensure that records of calls made to parents / carers are maintained.	
CO8	Liaise with the Media Manager about contacting local radio stations.	
CO9	Update the school answer phone on a regular basis.	
CO10	Liaise with the Incident Manager in sending a letter home to parents / carers. This could include information on:	

	<ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO11	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Comments / Tick / Sign / Time
CO12	Provide regular briefings to pupils and parents / carers.	
CO13	Assist the Business Continuity Lead in providing remote / virtual learning.	
CO14	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	
CO15	Submit incident log books to the Log-keeper at the end of the incident.	

Roles and Responsibilities – Site Coordinator

Ref'	Site Coordinator- initial response	Comments / Tick / Sign / Time
SC1	Receive situation report from Head Teacher, or nominated Deputy / attend SEMT to ensure you are well informed.	
SC2	Commence log of all actions and decisions	
SC3	Take action to protect property. Consider turning off utility supplies.	
SC4	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
SC5	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	

SC6	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	
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Ref	Site Coordinator - ongoing response	Comments / Tick / Sign / Time
SC7	Liaise with utility suppliers as required.	
SC8	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
SC9	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
SC10	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
SC11	At the request of the Incident Manager, assist with the lockdown or evacuation of the building if required.	
SC12	Work with the Business Continuity Lead to arrange temporary accommodation, if required.	

Ref	Site Coordinator - recovery	Comments / Tick / Sign / Time
SC13	Work closely with the Incident Manager in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
SC14	Assist with the arrangement of a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	

SC15	Liaise with the Business Continuity Lead to make an inventory of any equipment which has been damaged. Arrange for important items/documentation to be salvaged, restored or replaced.	
SC16	Procure temporary classrooms if appropriate.	
SC17	Submit incident log books to the log-keeper at the end of the incident.	

Emergency Contact Directory

Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details*	Notes (e.g. key holder)

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Critical Incident		01438 737261		
Children's services		0300 1234043		
Children's services Business Delivery Manager		01992 555703		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm
Media / communications		01992 555537		
Property		01438 737261		
Transport		0300 1234043		
Catering		Local Arrangements Apply		
Educational visits		01992 556491		
Emergency planning		01992 555961		

Health and safety		01992 556478		
Risk / insurance		01992 555480		
Legal		01992 555503		
Human resources		01992 555000 (option 2)		
Educational psychology / Safe Space		01992 588796		
Occupational health		01992 588750		

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999	101(non-emergency no)	
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		

Health and Safety Executive		Infoline: 0300 003 1747 Incident contact centre: 0345 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Insurance company				
Trade union				
Supplier (transport)				
Supplier (catering)				
Supplier (cleaning)				
Supplier (temporary staff)				

Utility supplier (gas)				
Utility supplier (water)				
Utility supplier (electricity)				
Utility supplier (heating)				
Teacher Support Network		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

17 School Emergency Grab Bag

The School Emergency Grab Bag is located *Please see individual Academy policies*].

In the event of an emergency *[insert role here]* should retrieve the grab bag if needed/safe to do so. *Please see individual Academy policies*).

The *[insert role here]* is also responsible for ensuring the kit is well maintained. *Please see individual Academy policies*).

[The following is a suggested list of contents]

Contents	Quantity	Checked / Date
Hard copy of School Emergency Plan		
Staff records (names, addresses, contact numbers, special requirements and next of kin)		
Pupil records (names, addresses, parents contact numbers and medical records)		
School Emergency Plan Contact Directory		
School inventory		
Schools layout/drawings/maps		
Evacuation details and maps		
Log books and pens		
Building and gate keys		
Alarm system documents		
USB Backup		

Torch		
Mobile phone & device charger		
Whistles		
Loud hailer		
<i>[insert any additional items required]</i>		

18 Post Incident Support

Ref	Post incident support - assistance for pupils and parents / carers	Comments / Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	

P9	<p>Send a letter to parents / carers with information on:</p> <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care ▪ Local hospices (eg Isobel Hospice). 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	

P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none">▪ Missed work▪ Rescheduling projects▪ Exams.	

Ref	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

Ref	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	

P32

Be aware of renewed media interest near anniversaries of the event.

19 Business Continuity

Business Continuity Template

- The purpose of this Business Continuity template is to ensure that critical activities are resumed as quickly as possible and/ or continued to be delivered during the time of disruption.

Alternative Location

In the event that it is no-longer possible to operate from the school site, the Head Teacher should consider a 'place of safety' where pupils and staff can be taken and accommodated if unable to return to the school for some time i.e. a community hall, another school or leisure centre etc.

An alternative site should be pre-identified wherever possible. The forging of agreements and obtaining a contact name will assist with quick activation during an emergency. This could be a reciprocal agreement with another school i.e. a 'buddy school'.

It may be wise to identify and have agreements in place with two alternative sites, because an emergency affecting the local area may render one alternative site unusable. Or if your school has significantly more pupils than your buddy establishment can cater for it may be necessary to split the pupils into different buddy establishments.

	Primary	Secondary
Site Type:		
Address:		
Key Holder/Site Contact:		
Capacity:		
Time required to set up:		

Human Resources

Human resources refers to the number of staff required to maintain business. A risk assessment which takes into account the ages and abilities of the children and the geographical features of the school should determine minimum staff to pupil ratios.

The author should assess the number of staff required to maintain critical function within each area i.e. management, school office, year groups etc in the short, medium and long-term. An action plan should be prepared for when the number of staff available does not meet minimum requirements.

Full headcount of employees:

<p>Number of staff that can work remotely without affecting business as usual operations:</p>	<p><i>e.g. administration staff</i></p>		
<p>Location of staff records and contact database:</p>	<p>Please note: Schools should keep both electronic and paper versions</p>		
<p>Team/ Function i.e. School Office/year group/management team</p>	<p>Minimum number of staff needed in short-term (after 1 day)</p>	<p>Minimum number of staff needed in Medium-term (after 1 week)</p>	<p>Minimum number of staff needed in the long-term (after 1 month)</p>
<p>1.</p>			
<p>2.</p>			
<p>3.</p>			
<p>4.</p>			
<p style="text-align: center;">Action plan for loss of staff</p>			
<p><i>[insert details contingency plan for when number of staff drops below the required minimum level e.g. agency staff, requesting assistance from retired teachers]</i></p>			

Remote Learning

Remote learning is the collation of learning resources for pupils to access at home during the rare occasion of a school closure due to unforeseen circumstances. Remote learning materials can also be used during school holidays or by children off school due to ill-health.

The author should ensure remote learning materials are pre-prepared by the nominated member of staff.

	Primary	Secondary
Resource available (website/ learning platform/ email/ post):	<i>[insert detail including location]</i>	<i>[insert detail including location]</i>
Staff contact responsible for maintenance:	<i>[insert name and contact for the member of staff responsible for the maintenance of remote learning resources]</i>	<i>[insert name and contact for the member of staff responsible for the maintenance of remote learning resources]</i>

Resource Recovery

Resource recovery refers to the recovery of resources required to carry out business as usual operations.

The author should assess what resources are required to maintain critical function in the short, medium and long-term and prepare an action plan for loss of access i.e. utilising library or buddy school computers for student ICT lessons.

Application/system	Full service	Minimum number needed in short-term (after 1 day)	Minimum number needed in medium-term (after 1 week)	Minimum number needed in long-term (after 1 month)
Computers				
Telephones				
Fax number				
<i>[insert other]</i>				
<i>[insert other]</i>				

Action plan for loss of access

[insert details contingency plan for loss of access to critical resources]

Records and Paper Work

Records and paperwork refers to the important documentation that is required to maintain critical function.

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

The author should assess the loss of each in the short, medium and long-term and prepare an action plan for restorative and/or back up arrangements.

Resource	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Coursework		
2. Examination papers		
3. Asset registers/equipment inventories		
4. Financial Information		
5. Medical records		

6. Contacts database		
7. Insurance documentation		
8. Remote learning		

Critical Suppliers

Critical suppliers are those suppliers delivering resources to the school that are essential to maintain business function i.e. catering; passenger transport.

The author should assess the loss of each in the short, medium and long-term and prepare back up arrangements and/or secondary suppliers.

Supplier (inc. Contact number and Address)	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1.		
2.		
3.		

20 Site Information

Please see individual Academy Policy for information

Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)		

Other	Location	Notes / instructions
Fire hydrants / extinguishers		
Fire or intruder alarm system reset box		
First Aid Kit		

Pre-designated areas	Location	Notes / instructions
SEMT briefing area		
Media briefing area		

21 School Diagrams Maps

THIS SECTION HAS BEEN LEFT BLANK FOR SCHOOLS TO INSERT ANY RELEVANT DIAGRAMS AND MAPS SUCH AS LOCATION OF IMPORTANT EQUIPMENT AND FACILITIES

Please see individual school policy for information

22. Evacuation

An evacuation is to move people away from a real or potential danger to a safe place. This may be evacuating to another area of the school building or an evacuation of the whole site. You should have a routine assembly point that is already identified for fire evacuations; however other types of incident, such as a bomb threat, will require an assembly point that is much further away from the building. If you can, identify a secondary assembly point for bomb threats, if you cannot identify a location it will have to be dealt with proactively during the emergency.

Different warning signals should be used for different circumstances. What signals are used should be decided upon locally as alarm system capabilities differ between schools. It may be that they can be set to sound the normal fire bell noise and also a separate signal for evacuation. If your alarm does not have this capability then an alternative signal e.g. air horn or manual bell could be used. Alternatively, you could use your current system to evacuate the building and make people aware of the reason for the evacuation (verbally / via fire marshals etc.) and then move to a different assembly point / location a suitable distance from the school.

Signals	
Signal for fire evacuation	TBC
Signal for bomb evacuation	<i>Consideration: where there is a need to evacuate due to a suspect package or telephone threat, the SEMT should evacuate the school room by room without sounding the alarm.</i>
Signal for all-clear	TBC

Assembly points - fire evacuation	
Fire evacuation assembly point A	<i>Please see individual schools policy for information</i>
Fire evacuation assembly point B	<i>Please see individual schools policy for information</i>

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	<i>Please see individual schools policy for information</i>
Bomb evacuation assembly point B	<i>Please see individual schools policy for information</i>

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	<i>Please see individual schools policy for information</i>
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

23 Invacuation

Invacuation is when there is a hazard outside of the school building. This could be environmental, such as a smoke cloud or suspected chemical leak. Actions to be taken include closing doors and windows and ensuring ventilation systems are switched off.

Different warning signals should be used for these different circumstances. What signals used should be decided upon locally as alarm system capabilities differ between schools. It may be that they can be set to sound the normal fire bell noise and also a separate pulsating tone to signal invacuation. If your alarm does not have this capability then determine a system appropriate for the size of site and spread of buildings e.g. for small primary schools a simple system using an air horn or manual bell could be used.

Signals	
Signal for shelter	<i>Please see individual schools policy for information</i>
Signal for all-clear	<i>Please see individual schools policy for information</i>

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	

S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	
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24 Lockdown

Action	Initial response - lockdown
1 st	Ensure all pupils are inside the school building. Alternatively, for example if staff and pupils are outside, hide or disperse if you judge this will improve their safety.
2 nd	<ul style="list-style-type: none"> ✓ Upon alarm, all doors and windows should be locked or barricaded where possible to prevent attackers from entering the building or room. ✓ This should be done with minimum exposure to those inside wherever possible.
3 rd	Dial 999. Dial once for each emergency service that you require.
4 th	<p>Ensure people take action to increase protection from attack:</p> <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors ▪ Stay silent (including turning mobiles to silent) ▪ Turn off air conditioning where possible
5 th	Ensure that pupils, staff and visitors are aware of an exit point if possible, in case the attacker does manage to gain access.
6 th	If possible, check for missing / injured pupils, staff and visitors.
7 th	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

25 Firearms or Weapons Attack

The following government 'stay safe' advice should be taken in the rare event of a firearms or weapons attack.

RUN - to a place of safety. This is a better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE - Turn your phone to silent and turn off vibrate. Barricade yourself in if you can.

TELL - the police by calling 999 when it is safe to do so.

COUNTER TERRORISM POLICING

ACT | ACTION COUNTERS TERRORISM

<p>RUN</p>	<ul style="list-style-type: none"> • Escape if you can • Consider the safest options • Is there a safe route? Run if not hide • Can you get there without exposing yourself to greater danger? • Insist others leave with you • Leave belongings behind
<p>HIDE</p>	<ul style="list-style-type: none"> • If you cannot run, hide • Find cover from gunfire • If you can see the attacker, they may be able to see you. Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal • Find cover from gunfire e.g. substantial brickwork/heavy reinforced walls • Be aware of your exits • Try not to get trapped • Be quiet, silence your phone • Lock/barricade yourself in • Move away from the door

<p>TELL</p>	<p>Call 999 – What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker:</p> <ul style="list-style-type: none"> • Location – Where are the suspects? • Direction – Where did you last see the suspects? • Descriptions – Describe the attacker, numbers, features, clothing, weapons etc. • Further information – Casualties, type of injury, building information, entrances, exits, hostages etc. • Stop other people entering the building if it is safe to do so
<p>Armed Police Response</p>	<ul style="list-style-type: none"> • Follow officer’s instructions • Remain calm • Can you move to a safer area? • Avoid sudden movements that may be considered a threat • Keep your hands in view
<p>Officers may</p>	<ul style="list-style-type: none"> • Point guns at you • Treat you firmly • Question you • Be unable to distinguish you from the attacker • Officers will evacuate you when it is safe to do so

26 Bomb Threats

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on your phone
3. If the threat had been sent via email or social media, see appropriate section below
4. If you are able to, record the call
5. Write down the exact wording of the threat:

ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

2. When is it going to explode?

3. What does it look like?

4. What does the bomb contain?

5. How will it be detonated?

6. Did you place the bomb? If not you, who did?

7. What is your name?

8. What is your address?

9. What is your telephone number?

10. Do you represent a group or are you acting alone?

11. Why have you placed the bomb?

Record time completed:

INFORM BUILDING SECURITY OR COORDINATING MANAGER

DIAL 999 AND INFORM POLICE

Name and telephone number of person informed:

Time informed:

This part should be completed once the caller has hung up and police / building security / coordinating manager have all been informed

Date and time of call:

Duration of the call:

The telephone number that received the call:

About the caller:

Threat language:

Male Female Age

Well-spoken Irrational Taped

Nationality

Foul Incoherent

Caller's voice

Calm Slurred

Lisp

Familiar (If so, who did it sound like?)

Crying Excited

Rapid

Clearing throat Stutter

Deep

Accent (If so, what accent?)

Angry Disguised

Laughter

Nasal Slow

Hoarse

other (please specify)

Other sounds:

<input type="checkbox"/> Street noises	<input type="checkbox"/> Motor	<input type="checkbox"/> PA system	<input type="checkbox"/> Office machinery
<input type="checkbox"/> House noises	<input type="checkbox"/> Clear	<input type="checkbox"/> Booth	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Animal noises	<input type="checkbox"/> Voice	<input type="checkbox"/> Music	_____
<input type="checkbox"/> Crockery	<input type="checkbox"/> Static	<input type="checkbox"/> Factory machinery	_____

Remarks

Additional notes:

Signature _____

Print name _____

Date ***1 - 1*** - - - - -

27 Suspicious Items

When dealing with **suspicious items**:

- ✓ Do not touch
- ✓ Try and identify an owner in the immediate area.
- ✓ If you still think it's suspicious, don't feel embarrassed or think somebody else will report it
- ✓ Ensure that whoever found the item or witnessed the incident remains on hand to brief the police.
- ✓ Apply the 4 Cs protocol:

Confirm, Clear, Communicate and Control	
<p>CONFIRM</p> <p>Whether or not the item exhibits recognisably suspicious characteristics.</p>	<p>The HOT protocol may be used to inform your judgement:</p> <p>Is it Hidden?</p> <ul style="list-style-type: none"> • Has the item been deliberately concealed or is it obviously hidden from view? <p>Obviously suspicious?</p> <ul style="list-style-type: none"> • Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible? • Do you think the item poses an immediate threat to life? <p>Is the item Typical of what you would expect to find in this location?</p> <ul style="list-style-type: none"> • Most lost property is found in locations where people congregate. Ask if anyone has left the item. • If the item is assessed to be unattended rather than suspicious, examine further before applying lost property procedures.
<p>CLEAR</p> <p>the immediate area</p>	<p>Do not touch it</p> <ul style="list-style-type: none"> • Take charge and move people away to a safe distance. Even for a small item such as a briefcase move at least 100m away from the item starting from the centre and moving out. • Keep yourself and other people out of line of site of the item. It is a broad rule, but generally if you cannot see the item then you are better protected from it. • Think about what you can hide behind. Pick something substantial and keep away from glass such as windows and skylights. <p>Cordon off the area.</p>
<p>COMMUNICATE</p> <p>Dial 999</p>	<ul style="list-style-type: none"> • Inform the Head Teacher & Site Coordinator • Do not use radios within 15 metres.

CONTROL**Access to the cordoned area**

- Staff and pupils should not be able to approach the area until it is deemed safe
- Try and keep eyewitnesses on hand so they can tell police what they saw

If you think someone has been exposed to a **hazardous substance**, 'Remove, Remove, Remove'.

If you think someone has been exposed to a **HAZARDOUS SUBSTANCE**

Use caution and keep a safe distance to avoid exposure yourself.

TELL THOSE AFFECTED TO:



REMOVE THEMSELVES...

...from the immediate area to avoid further exposure to the substance. Fresh air is important.

If the skin is itchy or painful, find a water source.

REPORT... use M/ETHANE



REMOVE OUTER CLOTHING...

...if affected by the substance.

Try to avoid pulling clothing over the head if possible.

Do not smoke, eat or drink.

Do not pull off clothing stuck to skin.



REMOVE THE SUBSTANCE...

...from skin using a dry absorbent material to either soak it up or brush it off.

RINSE continually with water if the skin is itchy or painful.

REMEMBER: Exposure is not always obvious. SIGNS CAN INCLUDE:



The presence of hazardous or unusual materials.

A change in environment, such as unexplained vapour,



odd smells or tastes.



Unexplained signs of skin, eye or air way irritation, nausea, vomiting, twitching, sweating, disorientation, breathing

difficulties.

ACT QUICKLY. These actions can SAVE LIVES.



Public Health England

supported by JESIP

28 School Closure

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options (see guidance from Hertfordshire County Council Section 1.4 (pg.11-15). It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period of time, consider the actions below.

Ref	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 3 pg.46).	

29 Log Keeping Guidance

Any emergency affecting an academy may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or response to the incident is lost. Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received and tasks carried out.

The principles of log keeping are noted below making sure that all information and decisions are recorded would be essential in the event of any inquiry relating to the incident.

- Notes should be contemporaneous or made as soon as reasonably practicable after the incident (within 24 hours). They should be clear, intelligible and accurate.
- Note all relevant facts in chronological order
- Stick to the facts – don't include assumptions (unless you are noting assumptions to show your reasoning for making a decision, if so 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 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 and 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

30 Training

Training and exercising is an essential part of ensuring the school is prepared for an emergency. It is required to ensure teachers and pupils know what to do in the event of an emergency.

Training can be carried out during staff meetings, as part of an inset day, school assemblies or individual classes.

There are three groups that require training:

Role/group	Training
School Emergency Management Team (SEMT)	Training of the SEMT ensures familiarisation with role, responsibilities and procedures with the school plan. Practise drills will increase the confidence of the SEMT and allow opportunity for clarification where there is uncertainty, allowing for efficiency in a real event.
Staff/Governors	Training of the remaining staff and Governors ensures awareness of the school emergency plan and confidence in the procedures within it.
Pupils	It is important that students know what to do in the event of an emergency at school. They need to be familiar with the different drills, which will ensure that in a real event these can be implemented quickly and efficiently. Involving students in the emergency planning process can also link into their wider education.

Although it may not be possible to test all aspects of the emergency plan during an exercise, the following should be tested wherever possible:

- Contact lists;
- The activation process;
- Communications equipment;
- Information management.

Lessons and improvements identified during exercises should always be documented in a post-exercise report. Any learning/ recommendations should be considered during the next scheduled review of the plan.

A number of incident scenarios and an exercise planning document are available on The Hertfordshire Grid for Learning which can be used to carry out exercises.

Further advice and assistance may also be sought from the Local Authorities Resilience Team - email resilience.team@hertfordshire.gov.uk for information.