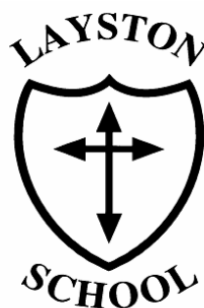




Layston C of E First School



Loving to learn, Learning to Love. For every child a chance to shine

Critical Incident Plan

Updated

April 2022

Reviewed

July 2022

Next review due

July 2023

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body in September 2022.

It is due for review in 1 year (Summer Term 2023) by the Governing Body.

Signature ...*A McMurrough*..

Date ...*5.9.22*..

Head Teacher

Signature ...*C. Wilson*..

Date*5.9.22*..

Chair of Governors



Layston First School

EMERGENCY PLAN

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INTRODUCTION

i. Purpose of the School Emergency Plan

This school emergency plan has been developed to help **Layston First School** 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.

ii. 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;
- Global pandemic.

iii. 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.

iv. 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.

v. Plan Review

The Head Teacher and Governing Body of ***Layston First School*** 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.

SECTION 1 – ACTIVATION

1.1 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?

- ☐ 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
- ☐ Trade union

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:

.....

Number of pupils on educational visit:

.....

Nature of 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?

.....

1.2 Initial action

Immediately inform the Head Teacher or nominated emergency contact.

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

Assess

- Assess the situation and establish a basic overview of the incident.

Call 999

- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.

Take Action

- 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

- Consider activating the School Emergency Plan
- Assemble a School Emergency Management Team (SEMT) to assist with the response.

Call

- 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.

Maintain

- Maintain a log of all communications, actions and decisions
- Where possible, avoid closing the school and try to maintain normal routines.

1.3 Contact details - school staff and governors

SEMT

Name	Role	Work	Mobile	Home
Adele McMurrough	Headteacher	01763 271235	07800 656417	01763 248699
Susie Betley	DHT/MH Lead	01763 271235	07966 299601	01763 449251
Christine Rose	School Business Officer	01763 271235	07799 752 052	
Colin Wilson	Chair of Governors		07814 522 537	01763 274 804
Derek Brand	Caretaker	01763 271235	07980 743902	
Ben Strahan	Senior teacher/IT lead	01763 271235	07837 640874	

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Adele McMurrough	Head	SEMT	Home: 01763 248 699 Mobile: 07800 656 417 head@layston.herts.sch.uk		DSL
Susie Betley	Deputy Head/SEND Co & Mental Health Lead	SEMT	Home: 01763 449 251 Mobile: 07966 299 601 sbetley@layston.herts.sch.uk		DDSL MH First Aider
Ben Strahan	Senior Teacher	SEMT	Mobile: 07980 743 902 bstrahan@layston.herts.sch.uk		
Derek Brand	Caretaker	SEMT	Mobile: 07861 271 091 dbrand@layston.herts.sch.uk		
Christine Rose	School Business Officer/	SEMT	Home: 07799 752 052 Mobile: admin@layston.herts.sch.uk		

Colin Wilson	Chair of Governors	SEMT	Home: 01763 274 804 Mobile: 07814 522 537 cwilson@layston.herts.sch.uk		
Amanda Barnes	Teacher		Home: mbarnes@layston.herts.sch.uk		
Helen Kelly	Teacher	EYFS lead	Home: 07742 888 442 hkelly@layston.herts.sch.uk		
Nicole Kelly	Teacher	Y1	nkelly@layston.herts.sch.uk		
Branka Moss	Teacher		Mobile: 07747 481 204 BMoss@layston.herts.sch.uk		
Annie Watkins	Teacher		Home: 01763 262 915 Mobile: 07779 657 579 awatkins@layston.herts.sch.uk		
Helen Wilcox	Teacher		Mobile: 07804 622581 hwilcox@layston.herts.sch.uk		
Eileen Ballard	FS TA		Home: 07532 040 320 eballard@layston.herts.sch.uk		

Yvonne Burton	TA		Home: 01763 274 108 Mobile: 07852 582 847 yburton@layston.herts.sch.uk		Paediatric first aid
Tracey Dixon	MSA		Home: 01763 237 720 Mobile: 07967 281 850 Tdixon@layston.herts.sch.uk		
Tracey Downs	TA		Home: 01763 274 308 Mobile: 07960 440 171 tdowns@layston.herts.sch.uk		
Alison Foster	TA		Home: 01763 661 125 Mobile: 07747 044 120 afoster@layston.herts.sch.uk		
Harriett Morten	TA		Home: 01763 273 672 Mobile: 07971 324 327 hmorten@layston.herts.sch.uk		
Victoria Mills	MSA		Mobile: 07926 851 342 VMills@ayston.herts.sch.uk		
Kate Payne	MSA		Mobile: 07733 342 669 CPayne@layston.herts.sch.uk		

Alison Price	TA/Admin Asst.		Home: 01763 220 563 Mobile: 07980 360 358 aprice@layston.herts.sch.uk		Paediatric first aid
Gemma Saunders	TA		Mobile: 07732 895 973 gsaunders@layston.herts.sch.uk		
Teresa Savage	MSA		Home: 01279 777 711 Mobile: 07854 615 839 tsavage@layston.herts.sch.uk		
Marion Scarrott	HLTA		Home: 01763 271 958 Mobile: 07891 717 112 mscarrott@layston.herts.sch.uk		
Leanne Rooney	TA		Mobile: 07908 785 613 lrooney@layston.herts.sch.uk		
Steph Strachan	HLTA Nurture practitioner		Home: 01763 244317 Mobile: 07972 526 617 sstrachan@layston.herts.sch.uk		
Gill Williams	MSA		Mobile: gwilliams@layston.herts.sch.uk		
Samantha Woolford	Admin Asst.		Mobile: 07800 938 162 swoolford@layston.herts.sch.uk		Paediatric first aid

Emma Hampton	Governor		Mobile: 07766 241 309 ehampton@layston.herts.sch.uk		
Cat Morris	Governor		Home: cmorris@layston.herts.sch.uk		
Rebecca Maddin	Governor		Home: Mobile: rmaddin@layston.herts.sch.uk		
Michelle Sleath	Governor		Home:01763 849912 Mobile: 07957 150769 msleath@layston.herts.sch.uk		
Cath Heslop	Clerk to Governors		Cath.Heslop@clerks.hertsforlearning.co.uk		

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

1.4 Guidance from Hertfordshire County Council

SCHOOL CLOSURE

1. Closure Decisions

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

- 1.1 The decision to close a school 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
- 1.2 Schools with reduced teaching staff should consider staying open and providing group activities to limit the impact on working parents.
- 1.3 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).**
- 1.4 Where possible, advanced warning will be given. Where this has been issued, schools 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.
- 1.5 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.

PROPERTY RELATED EMERGENCIES

2. Premises Damage

- 2.1 **The County Council does not provide an emergency response service and therefore all schools 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 For schools taking out the HCC insurance, further advice can be sought from the Insurance team by emailing insurance@hertfordshire.gov.uk or calling 01992 555480 during office hours.
- 2.4 **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 HCC by emailing Schoolsbmt@hertfordshire.gov.uk
 - For VA schools, notify the Diocesan representative

- 2.5 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

3. Helpline Information

- 3.1 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.

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

STAFFING

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

- 4.1 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.
- 4.2 Head Teachers should ensure there is an up to date list of home contact/mobile phone details of all staff and parents.
- 4.3 Where it is deemed too unsafe or difficult for staff to attend their workplace, other options should be considered.

PREPARATION FOR SEVERE WEATHER

5. Preparing for Severe Weather

- 5.1 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.
- 5.2 Brief staff in advance to ensure they know what is expected of them.
- 5.3 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
- 5.4 Ensure regular suppliers/contractors are informed of procedures and confirm arrangements are in place for essential services/deliveries.
- 5.5 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

If the school is insured with HCC, the Council's insurance section will deal with any liability issues that arise. Any claim that is made to the school should be passed to the insurance section immediately. The team will then process the claim and deal direct with the claimant, or their appointed representatives (**see section 2.3 for contact details**).

- 5.6 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.
- 5.7 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.
- 5.8 In extreme circumstances HCC may request that schools or other establishments be used as rest centres for members of the public.
- 5.9 All schools should have the retained services of a property consultant to provide emergency cover and support. HCC does not provide emergency advice or support in relation to property. Further advice is available on the schools grid in the following location:
<http://www.thegrid.org.uk/info/premises/>

RE-OPENING OF SCHOOLS FOLLOWING CLOSURE

6. Re-Opening Decisions

- 6.1 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.
- 6.2 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
- 6.3 Head teachers should use their school contact systems for advising staff of the situation and send an updated message to the Local Authority and parents.

RESPONDING TO SEVERE WEATHER

7. Steps to take in the event of Severe Weather

- 7.1 Schools do not need to call the Local Authority or local radio stations. Each school will have nominated radio station(s) and an email is automatically sent to the nominated radio station(s) when a school sends a message into the system. The radio stations will notify their listeners of school closures wherever possible.
- 7.2 Please remember that in very extreme cases radio stations may be overloaded. 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

7.3 If at all possible, notify parents of your school's closure **between midday and mid-afternoon of the day before**.

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.

7.4 Schools should keep a copy of these procedures with their copy of the **Schools Emergency Response Plan**

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

SECTION 2 - ROLES AND RESPONSIBILITIES

2.1 Roles and responsibilities – School Emergency Management Team (SEMT)

2.1.1 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
Primary: <i>Adele McMurrough</i> Secondary: <i>Susie Betley</i>	Head Teacher DHT/SENCO/MHL	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
Primary: <i>Christine Rose</i> Secondary: <i>Sam Woolford</i>	School Business Manager Office Admin	Business Continuity Lead	<ul style="list-style-type: none"> • Assist/Support Head Teacher • Maintain/Restore business as usual activities
Primary: <i>Christine Rose</i> Secondary: <i>Susie Betley</i>	School Business Manager DHT/SENCO/MHL	Communications Coordinator	<ul style="list-style-type: none"> • Assist/Support Head Teacher • Coordinate internal communications
Primary: <i>Christine Rose</i> Secondary: <i>Ben Strahan</i>	School Business Manager Senior Teacher	Media Manager	<ul style="list-style-type: none"> • Assist/Support Head Teacher • Manage media enquiries
Primary: <i>Christine Rose</i> Secondary: <i>Aly Price/Sam Woolford</i>	Office Manager / Office Admin	Log Keeper	<ul style="list-style-type: none"> • Assist/support Head Teacher • Assist/support SEMT • Keep an incident log for the SEMT
Primary: <i>Derek Brand</i> Secondary: <i>Christine Rose</i>	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
Primary: <i>Susie Betley</i> Secondary: <i>Mary Powell</i>	DHT/SENCO/MHL School Business Manager	Welfare Coordinator	<ul style="list-style-type: none"> • Assist/support Head Teacher • Lead staff and pupil care/welfare arrangements

Primary: <i>Ben Strahan</i> Secondary: <i>Susie Betley</i>	Senior Teacher DHT/SENCO/MHL	Educational Visit Leader	<ul style="list-style-type: none"> Liaise with the Head Teacher to coordinate the off-site response Lead staff and pupil care/welfare arrangements whilst off site
---	-------------------------------------	-----------------------------	--

2.1.2 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.

2.1.3 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

2.2 Roles and responsibilities – 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	If the incident has occurred on an educational visit: <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	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> ▪ Business Continuity Lead ▪ Communications Coordinator ▪ Log-keeper ▪ Media Manager ▪ Site Coordinator ▪ Welfare Coordinator 	
IM8	Remember to: <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ 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	Ensure that regular briefings are given to: <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.	

2.3 Roles and responsibilities - Business Continuity Lead

Please refer to appendix 3 (page 44) for more information on business continuity arrangements.

Ref'	Business continuity - 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'	Business Continuity - 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'	Business Continuity - 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.	

2.4 Roles and responsibilities – Communications Coordinator

Please refer to appendix 15 (page 75) for more information on communication arrangements.

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	Ensure regular information is provided to: <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.	

2.5 Roles and responsibilities – Media Manager

Ref'	Media management - initial response	Comments / Tick / Sign / Time
M1	Receive situation report from Head Teacher, or nominated Deputy / attend SEMT to ensure you are well informed.	
M2	Commence log of all actions and decisions	
M3	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M4	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M5	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M6	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M7	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M8	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Comments / Tick / Sign / Time
M9	Devise an on-going strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M10	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M11	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M12	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M13	Try to prevent the spread of misinformation (especially through the use of mobile phones).	
M14	Submit incident log books to the Log-keeper at the end of the incident.	

Ref'	Media management - recovery	Comments / Tick / Sign / Time
M15	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M16	Be aware of media interest in memorials or anniversaries of the event.	
M17	Submit incident log books to the log-keeper at the end of the incident.	

2.6 Roles and responsibilities - Log-keeper

Please refer to appendix 14 (page 73) for more information on log-keeping.

Ref'	Log-keeping - initial response	Comments / Tick / Sign / Time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeping - ongoing response	Comments / Tick / Sign / Time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Comments / Tick / Sign / Time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

2.7 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. 	

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.	

2.8 Roles and responsibilities – Welfare Coordinator

Ref'	Welfare - initial response	Comments / Tick / Sign / Time
W1	Receive initial briefing from Head Teacher or nominated Deputy	
W2	Commence log of all actions and decisions	
W3	Lead on the establishment of arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W4	Identify pupils who may require additional support: <ul style="list-style-type: none"> Those with Special Educational Needs (SEN) Those with medical needs Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref'	Welfare - ongoing response	Comments / Tick / Sign / Time
W5	Ensure you receive regular situation updates, and seek further information as required.	
W6	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W7	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W8	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
W9	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
W10	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W11	Ensure that staff take regular rest periods.	
W12	Ensure staff and pupils are informed of developments	
W13	Relay any media requests to the Media Manager	

Ref'	Welfare - recovery	Comments / Tick / Sign / Time
W14	Please refer to appendix 2 (page 41) for information on welfare arrangements and post incident support after the emergency response.	
W15	At the end of the incident submit your incident log books to the Log-keeper.	

2.9 Roles and responsibilities - Educational Visit Leader

Ref	Educational visit leader - initial response	Comments / Tick / Sign / Time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Keep a log of important information, actions taken and decisions made.	
E5	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E6	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E7	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E8	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> Contact details Consent forms (including medical and next-of-kin details) Maps Tickets Insurance policies Proof of identity Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Comments / Tick / Sign / Time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> Records of expenditure Medical certificates / hospital admission forms Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Comments / Tick / Sign / Time
E25	Please refer to appendix 2 (page 41) for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork. Submit incident log books to the Log-keeper.	

SECTION 3 – EMERGENCY CONTACT DIRECTORY

3.1 Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Mel Taylor	Layston Pre-School & Nursery clc	0830 - 1530	Mobile: 07720 647374 laystonpreschoolandnursery@gmail.com		Key holder
Alice Walker	Buntings Out of School Club	0700 – 0850 (term) 1515 – 1800 (term) 0800 – 1730 (hols)	Mobile: 07891 056362 info@buntingsnursery.co.uk		Key holder
Jacqui Smith	Pilates	1800 – 2000 (Mon) 1845 – 2015 (Wed)	Mobile: 07956 647806 Jacqui.t.smith@gmail.com		Key holder

Vicky Keightley	Zumba	0930 - 1030 (Sat)	Mobile: 07779 285101 carobellaassist@hotmail.com		Key holder
Emma Russell	Rainbows	15:45 – 16:45 (Mon term time)	Mobile: 07745 513910 Ejrusell258@gmail.com		
Jo McNamara	Buntingford Scouts	11.30 – 18.00 (2 nd Sat each month)	Mobile: 07917 664737 Jo.mcnamara@yahoo.co.uk		Key holder
Paul Arnold	Piano teacher	Tuesday & Wednesday 9:30-10:00	Mobile: 07970 464363		

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

3.2 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	01438 737511 (for the Consultation Hub - professional consultations about concerns) http://www.thegrid.org.uk/info/welfare/child_protection/referral/consultation.shtml	
LADO & CPSLO Team	Team Manager • Kassiane(Kay) Papageorgiou	01992 556979		
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 556509	james.ottery@hertfordshire.gov.uk	
Risk / insurance		01992 555480		

Legal		01992 555503		
Human resources		01992 555000 (option 2)		
Educational psychology / Safe Space		01992 556998		
Occupational health		01992 588750		
HCC Public Health Team -		24 hour advice line for school headteachers only (Covid-19) 01992 556285		

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

3.3 Contact details - local radio stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC Three Counties Radio (103.8FM / 92.1FM / 90.4M / 630MW / 1161MW)		01582 636900		Whole of Hertfordshire

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

3.4 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		HCC		

Trade union				
Supplier (transport)				
Supplier (catering)	Herts Catering Ltd	01707 281464		
Supplier (cleaning)	Nightingale	01223 832922	m.tritton@nightingalecleaning.com	
Supplier (temporary staff)	Randstad	01582 811878	mark.tuff@randstadeducation.co.uk	
Utility supplier (gas)	Via HCC			
Utility supplier (water)	Affinity			
Utility supplier (electricity)	Via HCC			
Utility supplier (heating)	TClarke East			
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)		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.

3.5 Contact details - for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

APPENDIX 1 – SCHOOL EMERGENCY GRAB BAG

The School Emergency Grab Bag is located in the school office (above pigeon holes).

In the event of an emergency Mary Powell or Adele McMurrough should retrieve the grab bag if needed/safe to do so.

Sam Woolford and Aly Price are also responsible for ensuring the kit is well maintained.

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 (on person)		
Alarm system documents		
USB Backup (LARA icloud)		
Torch (on mobile phones)		
Mobile phone & device charger (Personal)		
Whistles		
<i>[insert any additional items required]</i>		

APPENDIX 2 – SCHOOL POST INCIDENT SUPPORT

Ref ^a	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	Send a letter to parents / carers with information on: <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.	

APPENDIX 3 - 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.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Books in classrooms		
Examination papers	Locked cupboard/safe in HT office		
Asset registers / equipment inventories	Business Continuity Plan in Office		
Financial information (bank account details etc)	Locked cupboard/safe in office		
Insurance documentation (policy details etc)	Locked cupboard in office		

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details	SIMS		
Financial information (bank account details etc)	NatWest bank – locked in office cupboard		
Insurance documentation (policy details etc)	HCC records		
Medical information	SIMS		

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.

	Primary	
Site Type:	Edwinstree / St Peter's Church	
Address:	Buntingford	
Key Holder/Site Contact:	Jo Gant	
Capacity:	450	
Time required to set up:	2 weeks	

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.

Full headcount of employees:	30		
Number of staff that can work remotely without affecting business as usual operations:	2		
Location of staff records and contact database:	<i>Sims Office</i>		
Team/ Function i.e. School Office/year group/management team	Minimum number of staff needed in short- term (after 1 day)	Minimum number of staff needed in Medium-term (after 1 week)	Minimum number of staff needed in the long- term (after 1 month)
1. School office	1	2	2
2. SLT	1	2	2
3. YR	2	2	3
4. Y1	1	1	2
5. Y2	1	1	2
6. Y3	1	1	1
7. Y4	1	1	1

Action plan for loss of staff

When number of staff drops below the required minimum level we will use agency staff, phased or rotated teaching days for classes.

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):	School Website Home Learning Folders	
Staff contact responsible for maintenance:	Ben Strahan Richard Heywood richard@creative-corner.co.uk Web host is RM Education	

Resource Recovery

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

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		2	5	15
Telephones		1	2	2

<i>[insert other]</i>				
<i>[insert other]</i>				
Action plan for loss of access				

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.		

APPENDIX 4 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Opposite Y1 Toy shed (lower playground)	
Water	Top cleaners' cupboard. Main stopcock by pedestrian gate at main entrance.	
Electricity	Router cupboard in corridor adjacent to kitchen.	
Heating	Boiler room.	

Internal hazards	Location	Notes / instructions
Asbestos	Register in office. Electronic record	
Chemical store(s)	COSHH related substances in caretaker's store and cleaners' cupboard.	

Other	Location	Notes / instructions
Fire hydrants / extinguishers	Various locations around school	
Fire or intruder alarm system reset box	Entrance corridor	
First Aid Kit	All classrooms, admin corridor	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	HT office	
Media briefing area	TBD incident dependent	

APPENDIX 5 – 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

Attach site map – website details

RIB valley telephone tree

APPENDIX 6 – 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	continuous
Signal for bomb evacuation	continuous
Signal for all-clear	Switched off

Assembly points - fire evacuation	
Fire evacuation assembly point A	Top playground
Fire evacuation assembly point B	Lower playground

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Top playground
Bomb evacuation assembly point B	Lower playground

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	See business continuity plan
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	

APPENDIX 7 – 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	Intermittent alarm
Signal for all-clear	Alarm off and lead to inform safe

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.	

APPENDIX 8 - LOCKDOWN

Lockdown Procedure

1.

2. Introduction

In the event of a critical incident such as an intruder or terrorist attack or an emergency situation outside the School that prevents the evacuation of people from the premises, the School may need to enact lockdown procedures or invacuation. This would only be required in the most extreme of circumstances in order to protect pupils, staff and visitors to the School. Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the School. Our procedures aim to minimise disruption to the learning environment whilst ensuring the safety of pupils and staff.

3. Functions of a Lockdown

The lockdown can serve several functions:

- removing pupils, staff and visitors from the threat;
- isolating the dangerous situation from much of the School;
- allowing for an accurate accounting of pupils within each room.

3. Type of Lockdown

Two types of lockdown procedures may be enacted:

- 'Partial Lockdown': the threat is outside the School site, e.g. a reported incident or civil disturbance in Buntingford, air pollution such as a gas cloud or smoke plume, a major fire in the vicinity of the School, a dangerous dog roaming loose.
- 'Full Lockdown ': the threat is inside the School site, e.g. intruder(s) with the potential to pose a risk to staff, pupils and visitors.

4. Triggering a Lockdown

A 'partial lockdown' will be ordered by the HT or a member of the SLT or senior colleague following advice from emergency services. A member of staff should report any potential threats likely to require a 'full lockdown' to the HT or a member of SLT immediately. The HT or a member of SLT or senior colleagues will contact the emergency services and/or order a 'full lockdown'. In the event of the need for a 'full lockdown' emergency services must be called. If the danger is imminent, staff should phone 999 immediately and continue to try to notify the HT or a member of SLT. Staff should follow the procedures as set out in this policy unless and until directed by the emergency services otherwise.

5. Procedure for a 'Partial Lockdown'

In the event of a 'partial lockdown' being enacted, the following steps should be taken:

- An announcement will be made and repeated three times: 'partial lockdown'. This may be followed by a further announcement with explanation either publicly (over the tannoy) or via all staff e-mail. (Dependent on alarm sound availability.)
- Lessons outside should be moved into a safe location, such as a classroom or hall.

- Corridors and toilets should be cleared if possible and where safe to do so.
- Pupils should be kept in classrooms.
- Secure classroom windows if possible and where safe to do to so.
- Move all people away from windows.
- Prepare a list of the pupils in your room.
- All movement must be controlled.
- The lesson should continue where possible.
- Where possible, keep abreast of e-mails for further communication.
- Do not allow pupils to use mobile phones.
- Where possible, SLT and those with radio contact will communicate information to staff.
- Once the threat has subsided, an announcement will be made three times: 'lockdown all clear'.
- After the 'lockdown all clear' is sounded and unless given alternative instructions by the emergency services or by a member of SLT, normal school resumes. Pupils should move to timetabled lessons or break/lunch/home.

6. Procedure for 'Full Lockdown'

In the event of a 'Full Lockdown' being enacted, the following steps should be taken:

- An announcement will be made and repeated three times: 'full lockdown'. This may be followed by an e-mail announcement to all staff but no further message or explanation will be publicly shared via the tannoy. (Dependent on alarm sound availability.)
- As the potential danger may be within a building, lessons on the field should NOT be moved into a building but pupils escorted safely to the far end of the field or any safe alternative exit. Pupils should remain with staff and a list of pupils taken immediately.
- Staff should NOT lock exterior doors.
- Corridors and toilets should be cleared where possible directing all people immediately into classrooms or secured spaces such as offices.
- Pupils should be kept in classrooms.
- Lock or secure classroom doors if possible and where safe to do so.
- Ensure pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.
- Move all people away from windows.
- Pupils should sit on the floor, preferably out of sight of door windows.
- Turn off lights.

- Prepare a list of the pupils in your room.
- Do not allow pupils to use mobile phones.
- DO NOT respond to anyone at the door until the 'all clear' is announced.
- Be prepared to ignore the fire alarm activation, as the School will be evacuated using a different method via the tannoy system or radio communication or e-mail. However, where there are obvious signs of fire, all should evacuate. (Dependent on alarm sound availability.)
- Keep lines of communication open but do not make unnecessary calls which could delay more important communication.
- If safe and possible, access e-mails in case of whole staff communication. Do not send unnecessary e-mails which could delay more important communication.
- Radio communication may be used but be aware of alerting whereabouts to any potential intruder.
- Once the threat has subsided, an announcement will be made three times: 'lockdown all clear' (Dependent on alarm sound availability.)
- After the announcement, stay with pupils in the classroom until given instructions by the emergency services or SLT.
- Emergency Services will have been called and staff must follow instructions.

7. Invacuation During Lunch, Break or Transitions

Where a 'partial lockdown' is signalled before school, at break, during transitions or lunch, pupils should be directed to their next timetabled lesson. This will enable pupils to be registered quickly. If a 'full lockdown' is signalled before school, at break, during transitions or lunch then, where safe to do so and unless otherwise instructed, staff should direct pupils to the nearest available space but should stay cautious and alert to any potential threat. Staff should take a register of all people in the room.

8. Hostage Situation

If faced with or held by an attacker, the following guidance is offered:

- Follow instructions as they are given by the attackers
- Try to remain calm
- Avoid rash or excitable behaviour
- Avoid using mobile phones
- Try to reassure pupils where possible
- Make observations where possible which may help a subsequent investigation: details of attacker, pupils in the room, etc.

9. Communication with Parents

Pupils will not be released to parents during lockdown. Parents should be notified as soon as it is practicable to do so via the School's established systems. Parents will be understandably concerned and regular accurate information will be vital to alleviate anxiety.

- Parents must be reassured that the School understands their concerns for their child's welfare and that it is doing everything possible to ensure his or her safety.
- Parents must understand that the School is in lockdown, during which time the switchboard and entrances/exits will be unmanned with all exterior doors possibly locked.
- Parents do not need to contact the School. Calling the School could tie up telephone lines that are needed for contacting emergency services.
- Parents should not directly contact their child using mobile phones. This may place them in danger and, whilst intending to reassure, may cause further alarm or concern.
- Parents should not come into School. They could be putting themselves and their children at risk.
- Parents should wait for the School or emergency services to contact them about when it is safe to collect their children and from where this will be, usually the front of the School.

Parents will be told:

'..the School is in a lockdown situation. During this period the switchboard and entrances will be un-manned and nobody allowed in or out...'

10. Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services will support the decision of the HT regarding the timing of communication to parents. In the event of a prolonged lockdown or more severe scenario, HCC has the capacity to provide humanitarian assistance by establishing a Reception Centre for friends and family outside of the cordoned area.

Signals	
Signal for lockdown	intermittent
Signal for all-clear	Switch off and phone call to all classes

Lockdown	
Rooms most suitable for lockdown	
Entrance points (e.g. gates, doors, windows) which should be secured	
Communication arrangements	<ul style="list-style-type: none"> ▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other.
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. All outside activity to cease immediately, pupils and staff return to building Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points to the site and then the buildings (e.g. doors, windows) to prevent an intruder entering.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	<p>Initially Free movement may still be permitted within the building dependent upon circumstances.</p> <p>Once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the emergency services.</p> <p>In the event of a full lockdown being required:</p> <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) ▪ Lock classroom doors internally. 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. 	

L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 9 – FIREARMS OR WEAPONS ATTACK

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



RUN	<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
HIDE	<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
TELL	<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

Armed Police Response	<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
Officers may	<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

APPENDIX 10 - 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?

7. What is your name?

2. When is it going to explode?

8. What is your address?

3. What does it look like?

9. What is your telephone number?

4. What does the bomb contain?

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

5. How will it be detonated?

11. Why have you placed the bomb?

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

- 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:

☐ Male ☐ Female Age

Nationality

Threat language:

☐ Well-spoken ☐ Irrational ☐ Taped

☐ 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="text"/>
<input type="checkbox"/> Crockery	<input type="checkbox"/> Static	<input type="checkbox"/> Factory machinery	<input type="text"/>

Remarks

Additional notes:

Signature _____

Print name _____

Date ____ / ____ / ____

APPENDIX 11 - 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. • Cordon off the area.
<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.

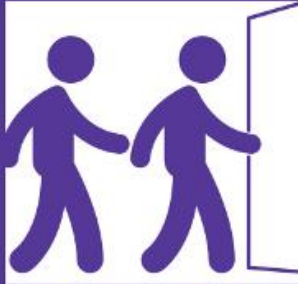
CONTROL Access to the cordoned area	<ul style="list-style-type: none"> • Staff and pupils should not be able to approach the area until it is deemed safe • Try and keep eyewitnesses on hand so they can tell police what they saw
--	---

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 airway irritation, nausea, vomiting, twitching, sweating, disorientation, breathing difficulties.

ACT QUICKLY. These actions can **SAVE LIVES.**



National Ambulance
Resilience Unit
NARU



NFCC
National Fire
Chiefs Council



supported by **JESIP**

APPENDIX 12 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <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	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: <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).	

APPENDIX 13 - LOG-KEEPING GUIDELINES

Any emergency affecting a school 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

The following page shows an example of what a log could look like:

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 338 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

APPENDIX 14 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details – username: admin@layston.herts.sch.uk. Password: calypso ▪ Who is authorised/trained to edit the website? Sam Woolford ▪ Can it be updated remotely or only from the school site? Both
Text messaging system (changing end June)	<ul style="list-style-type: none"> ▪ Log-in details – Schoolcomms ▪ Who is authorised / trained to use the text messaging system? Sam ▪ Can it be used remotely or only from the school site? Both
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils	Class teacher	
Parents / carers	Text or email	
Governors	email or Phone	
Extended services	email	

APPENDIX 15 – TRAINING AND EXERCISING

14.1 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.

14.2 Exercises

Exercises act as a training reinforcement to give staff and pupils the confidence that they hold the knowledge and skills necessary for responding to an emergency. Exercises should be designed to test procedures and not people, and should help to make participants feel comfortable in their role.

Exercises can be held in two different formats:

Type	Description
Table - top	A table-top exercise is an effective way to validate a plan. It enables open discussion and an opportunity for contribution from all participants, thus maximising learning. Participants should be provided with an initial incident briefing to set the scene at the start of the exercise, followed by a series of phases/scenario advancements with accompanying questions to guide discussions. After each phase of questions, each table should be encouraged to share key points or concerns from their discussions. This type of exercise would be most useful for the SEMT.
Live Exercise/Drills	A live exercise or drill enables staff and pupils to physically act out response to a scenario. Live exercises do not need to be complicated; you conduct a lock down scenario or a live evacuation to your buddy establishment. To avoid unnecessary alarm, it is important to ensure parents and relevant partners are made aware when a live exercise will be carried out.

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.

APPENDIX 16 – SCHOOL DETAILS AND PLAN ADMINISTRATION

School details	
Name of school	Layston C of E First School
Type of school	Voluntary controlled
School address	The Causeway, Buntingford, Herts. SG9 9EU
School operating hours (including extended services)	0700 hrs – 1800 hrs.
Approximate number of staff	30
Approximate number of pupils	150
Age range of pupils	4 – 9 yrs

Plan administration	
Version number	
Date of issue	
Electronic copies of this plan are available from	

Hard copies of this plan are available from	
Location of emergency grab bag(s)	
Date of next review	
Person responsible for review	

The template plan that this document is based on was produced as part of the Developing Community Resilience Through Schools project, a collaboration of local authorities previously awarded 'Beacon Status' for emergency planning. The project has been supported by the Cabinet Office and the Department for Education, who recommend that schools consider emergency planning as part of their wider duty of care to staff and pupils.

The partner authorities are:

- Cleveland Emergency Planning Unit
- Essex County Council
- Gloucestershire County Council
- Hertfordshire County Council
- Humber Emergency Planning Service
- Nottinghamshire County Council and Newark & Sherwood District Council
- Rotherham Metropolitan Borough Council.

Changes have been made to the original document with references to the Haringey School Emergency Plan template and following on from consultation with schools within Hertfordshire.

Appendix 17: What to do if you suspect an outbreak or incident

If an outbreak or incident is suspected, Layston First School will review and reinforce the baseline infection prevention and control measures already in place.

This will include:

- Encouraging all staff and students who are unwell not to attend the setting. Further guidance on the management of specific infectious diseases, including advised exclusion periods can be found in Gov.uk health protection in schools and other childcare facilities [chapter 3](#)
- Ensuring all eligible groups are enabled and supported to take up the offer of [national immunisation](#) programmes including coronavirus (COVID-19) and flu
- Ensuring occupied spaces are well ventilated and let fresh air in
- Reinforcing good hygiene practices such as frequent cleaning, see Gov.UK health protection in schools and other childcare facilities [chapter 2](#)
- Considering communications to raise awareness among parents and carers of the outbreak or incident and to reinforce key messages, including the use of clear hand and respiratory hygiene measures within the setting such as [E-Bug](#)

When to seek advice from your UKHSA health protection team

Most infectious diseases in education and childcare settings can be managed by following the advice provided in [Chapter 3](#) and ensuring children, young people and staff follow the recommended exclusion periods.

We may consider seeking specialist advice from the relevant UKHSA HPT if we are concerned and have seen:

- A higher than previously experienced and/or rapidly increasing number of staff or student absences due to acute respiratory infection or diarrhoea and vomiting
- Evidence of severe disease due to an infection, for example if a pupil, student, child or staff member is admitted to hospital
- More than one infection circulating in the same group of students and staff for example chicken pox and scarlet fever

We will contact UKHSA HPT as soon as possible to report any outbreak or serious or unusual illness for example:

- E.coli 0157 or E coli STEC infection
- food poisoning
- hepatitis
- measles, mumps, rubella (rubella is also called German measles)
- meningococcal meningitis or septicemia
- scarlet fever (if an outbreak or co-circulating chicken pox)
- tuberculosis (TB)
- typhoid
- whooping cough (also called pertussis)

What information may be asked for

If you are wishing to contact your UKHSA HPT due to concerns about an outbreak or incident in your setting, then it will be useful to have the information listed below available. This will help the health protection team to assess the size and nature of the outbreak or incident and advise on any recommended actions.

Information includes:

- type of setting, for example nursery or special school
- total numbers affected (staff and pupils)
- total numbers attending (staff and pupils)
- any food handlers affected
- number of classes, rooms, year groups affected (including nursery if applicable)
- symptoms experienced
- date when symptoms started including a brief overview of the sequence of numbers of new cases since the outbreak started.
- any indications of severe disease such as overnight admissions to hospital
- were there any events or trips in the week prior to the start of the outbreak
- if known whether any tests or clinical assessments have taken place
- vaccination uptake (for example for MMR and other infections)
- if there are any individuals within the affected group at higher risk from severe disease

UKHSA East of England Health Protection Team are the local UKHSA HPT
Suite 1 First Floor Nexus, Harlow Innovation Park, London Road,
Harlow,
CM17 9LX

What actions will be recommended

They will conduct a risk assessment of the situation based on the information provided, and the type of infection.

The risk assessment will then inform the need for any further actions which may include:

- reinforcement of baseline infection prevention and control measures
- communication to parents and carers
- exceptionally, temporary advice to reduce mixing among a targeted group
- exceptionally, the temporary use of face coverings in communal areas

They may consider holding an incident management team (IMT) meeting which would bring together local stakeholders and the appropriate local authority. If, in exceptional circumstances and as a last resort, limiting the number of children or young people attending the setting is considered necessary for public health reasons, this should be discussed at an IMT meeting before being implemented.

Classification of an outbreak

An outbreak or incident may be defined in epidemiological terms as:

- an incident in which 2 or more people experiencing a similar illness are linked in time or place
- a greater than expected rate of infection compared with the usual background rate for the place and time where the outbreak has occurred

For example:

- 2 or more cases of diarrhoea or vomiting which are in the same classroom, shared communal areas or taking part in the same activities
- higher than usual number of people diagnosed with scabies
- higher than usual number of people with respiratory symptoms

These definitions should not be taken as a threshold for reporting or action. Please follow the guidance for when to seek help or report infections in your setting.

Confidentiality

It is important to note that health protection teams are bound to manage personal case details in strict confidence. Therefore, information given to settings from the team for distribution during an outbreak will never name cases or give out any personal details.

Organisations where cases are identified are also bound to manage personal case details in strict confidence.

Read further information on the Personal Information Charter which can be found on [GOV.UK](https://www.gov.uk).