

Woodlea Primary School

School Emergency Response Plan



Date written	June 2024
Written by	Abigail Oliver, Headteacher and Hampshire County Council
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Template produced jointly by Children's Services and Emergency Planning & Resilience

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Plan administration	
Version number	1
Date of issue	June 2024
Electronic copies of this plan are available from	Teacher Drive School Server
Hard copies of this plan are available from	Admin Officer , Headteacher office
Location of emergency grab bag(s)	Medical room
Date of next review	June 2024 or when necessary
Person responsible for review	Headteacher

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	Woodlea Primary School
Type of school	Primary
School address	Atholl Road, Whitehill, Hants, GU359QX
School operating hours (including extended services)	7.30am – 6pm
Approximate number of staff	30
Approximate number of pupils	190
Age range of pupils	4 - 11

Office contact details	
Office telephone number	01420 476342
Office email address	adminoffice@woodlea.hants.sch.uk

Useful websites	
School website / extranet	https://www.woodlea.hants.sch.uk/
Local authority	www.hants.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff and governors

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details	Notes (e.g. first aid trained)
Abigail Oliver	Headteacher	Main Contact	07958336733		DSL
Lucy Venthams	KS1 Leader, EYFS Teacher		07703 384461		Paediatric First Aider Fire Marshal DDSL
Matt Petts	KS2 Leader, Y4 Teacher		Arbor		
Lillian Zwarts	SENCO		Arbor		DDSL
Jen Maguire	Y2 Teacher		Arbor		
Emily Adams	Y3 Teacher		Arbor		
Vicky Mayne	Y5 Teacher		Arbor		First Aider
Kian Church	Y6 Teacher		Arbor		Outdoor First Aider
Emma Duffield	HLTA		Arbor		Paediatric First Aider Fire Marshal DDSL
Carol Puttock	ELSA		Arbor		Fire Marshal
Claire Poore	EYFS LSA		Arbor		Paediatric First Aider Fire Marshal

Debbie Knowles	LSA		Arbor		Paediatric First Aider Fire Marshal
Lauren Calver	LSA LTS		Arbor		
Sarah Wills	LSA LTS		Arbor		First Aider
Laura Burns	LSA Mon, Tues & Fri LTS		Arbor		First Aider
Tamsin Pearson	LSA Senior LTS		Arbor		
Julie Cook	LSA Mon, Wed-Fri		Arbor		Paediatric
Claire Walters	LSA		Arbor		
Jenni Monah	LSA LTS		Arbor		Paediatric
Abi Kleeman	LSA LTS		Arbor		
Abi Sayers	LSA LTS		Arbor		Paediatric Fire Marshal
Hannah Nash	LSA LTS		Arbor		Paediatric Fire Marshal
Sarah Stanbridge	Admin Officer		07712 896724		First Aider Fire Marshal
Simon Gibbons	Site Manager		07972 650921		Fire Marshal
Leah O'Reilly	Cleaner		Arbor		First Aider

Abbi Knibbs	LTS		Arbor		
Natalie Tanner	LTS		Arbor		
Chair of Governors			Headteacher has details		

1.3 Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details	Notes (e.g. key holder)
Debbie Knowles	Breakfast Club	7.45am – 8.30am	Arbor		Paediatric First Aider Fire Marshal
Hannah Nash	After School Club	3.15pm – 5.45pm	Arbor		Paediatric First Aider Fire Marshal
Abbi Knibbs	After School Club	3.15pm – 5.45pm	Arbor		

1.4 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services	HCC Emergency Planning team 24hrs	07623 960259		
Emergency School Closures		Form on Information Hub for Educational Settings		
HCC Corporate Communications		Direct Dial 01962 847 368	Out of Hours Duty Press Officer 07957 932 574	
Property	HCC maintenance team	01962832482 Reactive.maintenance.team.contract.team@hants.gov.uk		
Transport				
Catering	HC3S	0370 779 5424		
Educational visits	HCC Outdoor Education , PE, DofE office hrs	01962 876218		

Hampshire County Council Emergency Planning & Resilience		For Advice & Guidance 01962 846 846	Out of Hours Duty Officer 07623 960 259 For incidents requiring significant response of the County Council resources– not administrative issues	
Health and safety	H&S team	https://www.hants.gov.uk/educationandlearning/school-health-safety/incident-accident-reporting	Details on Services Portal	
Risk / insurance				
Legal				
Human resources	EPS	02380 383500		
Educational psychology		01252 814729 ehrh.psychology@hants.gov.uk		
Occupational health				

1.5 Contact details - local radio stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes (e.g. coverage, frequency)
We do not use this system as the Hampshire emergency closure system supersedes it.				

1.6 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Police Non Emergency		101		
NHS – Non Urgent Advice		111		Always dial 999 for Emergencies
Hampshire County Council Contact Centre - <i>Hantsdirect</i>	Children's Services	0300 555 1384 Out of Hours - 0300 555 1373		
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: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 01392 885 680 (24 hour)		

Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Insurance company				
Trade union				
Supplier (transport)				
Supplier (catering)				
Supplier (cleaning)				
Supplier (temporary staff)				
Utility supplier (gas)	Gas Emergency Service	0800 111 999		
Utility supplier (water)				
Utility supplier (electricity)				
Utility supplier (heating)				

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.
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1.7 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

Section 2 – Activation

2.1 Notification of incident

Information about an incident may come from a many sources

Whoever receives the alert should ask for, and record, as much information as possible.

- Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.
- 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 number of informant

Date and time of incident:

Exact location of incident:

Details of incident:

Where is the informant now ? Are they going to change location – hospital etc ?

People affected (including names, injuries, where they are, where they are being taken to):

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

What advice have the emergency services given?

Who has been informed?

- ☐ Headteacher
- ☐ 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?

Are any other actions required?

- + 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, do the Foreign & Commonwealth Office need to be notified?

2.2 Initial action

Immediately inform the Head Teacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present may follow the instructions below.

- Assess the situation and establish a basic overview of the incident.
- Take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

These contact details should remain confidential, only to be used in an emergency by school staff

- Gather equipment that may prove useful (e.g. first aid kit, grab bag).
- Log all communications and actions.
- Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.
- Refer to the list of emergency contact numbers for additional support if required.
- Where possible, avoid closing the school and try to maintain normal routines.

Section 3 – Roles & Responsibilities

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: ▪ 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.	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare.	
C4	Remember to: ▪ 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.	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	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.	
C9	Inform governors as appropriate.	

C10	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.	
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Ref	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	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.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police or Fire & Rescue Service.	

Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	

C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Head Teacher of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to Appendix 2 for more information on business continuity arrangements.

Ref	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications.	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref	Business continuity - ongoing response	Tick / sign / time
BC6	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.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	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	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities - communications

Please refer to Appendix 6 for more information on communication arrangements.

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ 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.	
CO10	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	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

3.4 Roles and responsibilities - log-keeping

Please refer to Appendix 9 for more information on log-keeping.

Ref'	Log-keeping - initial response	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	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	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).	

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	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.	
M3	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.	
M4	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.	
M5	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.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	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).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	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.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: - 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'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: - SEMT briefing room - Briefing area for parents / carers - Media briefing room.	
R7	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.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

3.7 Roles and responsibilities - welfare

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: - 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	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	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..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref	Welfare - recovery	Tick / sign / time
W9	Please refer to Appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities - educational visit leader

Ref	Educational visit leader - initial response	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	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	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.	
E6	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.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: - 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	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.: - 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	Tick / sign / time
E25	Please refer to Appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	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: ▪ 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.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care.	
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.: ▪ 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: ▪ 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	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: ▪ 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	Taking into account the wishes of the family, consider providing a suitable memorial at the school: ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children).	
P30	Be aware of important dates which may need to be prepared for. E.g.: ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event.	
P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event.	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Examination papers	Safe in head teachers office		
Asset registers / equipment inventories	Admin Officer Office		Server
Insurance documentation	Hampshire County Council Deal With All Insurance		

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details	Arbor (Cloud based)		
Financial information	IBC/ Server		
Medical information	Arbor (Cloud based)		

Remote learning	Notes / instructions
Website / extranet	
Email	If the school is shut for a significant amount of time then Class Teachers to organise work parents can do with the children to be sent out to parents
Post	If the school is shut for a significant amount of time then Class Teachers to organise work parents can do with the children to be sent out to parents

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Main Plant Room	Red Push Button On Wall Next To Door
Water	Main Plant Room	Behind The 2 Heating Boilers Is The Main Water Tap
Electricity	Switch Room, Next To Main Plantroom	
Heating	Main Plantroom	

Internal hazards	Location	Notes / instructions
Asbestos	Non Recorded	Asbestos Register Kept In Main Reception Office
Chemical store(s)	Site Manager's Room	Jerry Can Of Unleaded Petrol Kept In Outside Storeroom

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	School Field	A place which is within site of the children but secluded enough for confidential conversations which cannot be overheard
Media briefing area	School Car Park	This must be a space well away from the children and any adults. Only authorised people can talk to the press and not without talking to Hampshire Press office first. Authorised people are Headteacher, Chair of Governors, Assistant Headteacher's or School Business Manager

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm
Signal for all-clear	Verbal Command

Assembly points - fire evacuation	
Fire evacuation assembly point A	School Field
Fire evacuation assembly point B	School Carpark Towards Front Gates

Assembly points - bomb evacuation – seek Police advice	
Bomb evacuation assembly point A	School Field
Bomb evacuation assembly point B	School Carpark Towards Front Gates

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	Forest Community Centre
Type of premise	Community Centre
Contact name and details of key holder(s)	Lindsay Kelly
Address	Pinehill Road, Bordon, GU35 0BS
Directions / map	
Estimated travel time (walking, with pupils)	15 minutes
Estimated travel time (by coach, with pupils)	2 minutes
Capacity	
Capacity (sleeping)	
Facilities / resources	Phone line, internet, toilets
Notes	

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APPENDIX 5 - SHELTER

Signals	
Signal for shelter	Verbal communication from Headteacher
Signal for all-clear	Verbal confirmation from Headteacher

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 6 - LOCKDOWN

Signals	
Signal for lockdown	Lockdown alarm (SOS button in Admin Office)
Signal for all-clear	Verbal confirmation from Headteacher

Lockdown	
Rooms most suitable for lockdown	All classrooms to be locked internally by locking both the internal (if possible) and external doors
Entrance points (e.g. doors, windows) which should be secured	Outside doors in each classroom If safe to do so • Main office door • Staffroom external door • Hall external door • (Outside) Drama Room external door • (Outside) Headteacher office external door • KS2 cloakroom area to playground external door
Communication arrangements	▪ School internal telephones can access a) School office b) Admin Officer's office c) Headteacher's office d) ELSA room ▪ Two-way radios ▪ Mobile phones ▪ email
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. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors.	

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 7 - 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: ▪ 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 in appendix 6. It may be appropriate to inform: ▪ 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 2).	

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01420 476342	School office
Outgoing calls	01420 476342	Headteacher's office

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	- 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	- Log-in details - Who is authorised / trained to edit the website? - Can it be updated remotely or only from the school site?
Text messaging system	- Log-in details - Who is authorised / trained to use the text messaging system? - Can it be used remotely or only from the school site?
Local radio stations	Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	As normal
Newsletter	Any significant incident should have a dedicated letter to parents rather than a newsletter
Email	Email any letter to parents who have requested
Letter	

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
Parents / carers	Text message	School Office
Governors	Email	Headteacher
Extended services	Phone	School Office

APPENDIX 9 - BOMB THREATS

- + If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.

Time of call:	Telephone number you were contacted on:
.....	

Exact wording of the threat:

.....

.....

- + Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.

Where is the bomb right now?	What will cause it to explode?
.....	

When will it explode?	Did you place the bomb? If so, why?
.....	

What does it look like?	What is your name?
.....	

What kind of bomb is it?	What is your telephone number?
.....	

What is your address?

.....

.....

- + Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?	Time the call ended:
.....	

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- ☐ Male
☐ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| ☐ Normal | ☐ Well spoken | ☐ Impediment |
| ☐ Loud | ☐ Poorly spoken | ☐ Stutter |
| ☐ Quiet | ☐ Deep | ☐ Lisp |
| ☐ Whispered | ☐ High pitched | ☐ Slurred |
| ☐ Clear | ☐ Hoarse | ☐ Other |
| ☐ Disguised | ☐ Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| ☐ Normal | ☐ Quick | ☐ Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| ☐ Normal | ☐ Upset | ☐ Irritated |
| ☐ Calm | ☐ Angry | ☐ Muddled |
| ☐ Excited | ☐ Rational | ☐ Other |
| ☐ Laughing | ☐ Irrational | |

Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

APPENDIX 10 - SUSPICIOUS PACKAGES

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

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	

SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	
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APPENDIX 11 - LOG-KEEPING GUIDELINES

	THURSDAY, 19/05/2011
19.40	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.
19.50	RANG PHILIP. NUMBER ENGAGED.
19.55	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.
20.05	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 388 07802 338 202.
20.20	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
20.40	MOMENT. WE'LL HAVE TO CLOSE THE SCHOOL TOMORROW. ALSO NEED TO ARRANGE A SITE VISIT IN THE MORNING (PROVISIONAL TIME 8AM).

Notes should be recorded in chronological order. In Capital Letters

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. Ideally in 24 hour format

- + Notes should be clear, intelligible and accurate.
- + Include factual information.
- + Use plain and concise language.
- + Keeps records of any expenditure.
- + Do not remove any pages.
- + Do not use correction fluid.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.