

KINGSHILL INFANT SCHOOL

EMERGENCY PLAN

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i. Purpose of the School Emergency Plan

This school emergency plan has been developed to help *Kingshill Infant 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 school's 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, disruption or closure 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

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

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- 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 **Kingshill Infant 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.**

Date and time of call:

Name of informant:

Date and time of incident:

Contact details of informant:

-----Exact

location of incident:

Type of incident and other incident details:

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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
Office

Police

Fire & Rescue Service

Ambulance Service

Local Authority

Health and Safety Executive

Foreign, Commonwealth & Development

Media ₅

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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.

Number of pupils on educational visit:

Name of educational visit leader:

Number of staff on educational visit:

Nature of educational visit:

Location of educational visit:

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

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1.2 Initial action

Immediately inform the Head Teacher or nominated emergency contact.

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

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**THIS SECTION HAS BEEN LEFT BLANK FOR SCHOOLS TO
INSERT ANY NECESSARY CALL CASCADE DIAGRAMS**

1.3 Contact details - governors

school staff and

SCHOOL EMERGENCY MANAGEMENT TEAM					
Elliott Plumb	Head Teacher	Lead	07903 296949		First Aider
Jenny Milbourn	Assistant Head	2nd	07891 760836		First Aider
Sharon Adamson	Office Manager	3rd	07977 274799		
GOVERNORS					
Adam Guest	Chair Governor		07484 678891		
Governor					
STAFF					
Tracey Tomlin SLT 07825 299709 P. First Aider Vickie Fishburn Teacher/DSL 07793 227815 First Aider					
Dan Wateridge Teaching Assistant 07856 049383 First Aider					

* 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 action's 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 school(s) will be contacted by phone where an agreed password will be shared to ensure legitimacy of the caller and will then be followed up by an email from the HCC schools closure mailbox address: SchoolsCNS@hertfordshire.gov.uk.**
- 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 Head Teachers, giving the County picture and any new information as it becomes available.
- 1.6 Schools can notify the Local Authority of closures due severe weather or an emergency situation by emailing schoolsCNS@hertfordshire.gov.uk

Further information can be found on the Schools' Grid by clicking on the link below:
[Severe Weather and Public Emergency](#)

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: SchoolsDCD@hertfordshire.gov.uk
- Register the closure of the premises and the reason for it via schoolsCNS@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 an emergency situation 12

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/carers.
- 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.
- 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: [Health and Safety Risk Assessments & Info](#)

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 directly with the claimant, or their appointed representatives (**see section 2.3 on page 12 of this document 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: [Premises RE-OPENING OF SCHOOLS FOLLOWING CLOSURE](#)

6. Re-Opening Decisions

- 6.1 When the severe weather or emergency 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.

6.3 Head teachers should use their school contact systems for advising staff and parents/carers of the situation and send an updated email to the Local Authority via the schools' closure notification mailbox SchoolsCNS@hertfordshire.gov.uk

Please note this is to inform the Local Authority only – schools should refer to their emergency response plans for any further support.

RESPONDING TO SEVERE WEATHER

7. Steps to take in the event of Severe Weather

7.1 Schools should use notify the Local Authority by emailing the schools' closure notification mailbox SchoolsCNS@hertfordshire.gov.uk if they are planning to close.

7.2 Schools should notify school staff, parents/carers of the situation using local school tools which may include:

- Parent mail
- School Website
- School Text
- Leave a message on the school answerphone
- Leave a message on the main entrance or gate and ensure someone is there to meet any children/parents who may turn up
- Have contact numbers for staff and parents and others to hand and use a cascade system where possible

Please remember to let parents and others know that you will use the above methods to make them aware of a school closure. You can direct them to the link below to help them find your school's contact details should they need them: [Find Your School's Contact Details](#)

7.3 If at all possible, notify all interested parties of your school's closure **as soon as you know**.

If you cannot make a decision until the morning, please send your messages 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**

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 records 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
<i>Elliott Plumb</i>		Primary:	<ul style="list-style-type: none"> • Activate School Emergency Plan • Delegate role and responsibilities • Co-ordinate overall response • Liaise with Emergency Services • Informs Hertfordshire
		Secondary:	<ul style="list-style-type: none"> • County Council via SchoolsCNS • SchoolsCNS@hertfordshire.gov.uk
<i>Jenny Milbourn</i>	[e.g. Head Teacher or Assistant Head	Teacher]	Incident Manager

Primary: <i>Sharon Adamson</i> Secondary: <i>Elliott Plumb</i>	[e.g. Senior Teacher/ School Business Manager]	Business Continuity Lead	<ul style="list-style-type: none"> • Assist/Support Head Teacher • Maintain/Restore business as usual activities
Primary: <i>Donna Anderson (Mon-Weds)</i> <i>Jenny Henshaw (Thurs-Fri)</i> Secondary: <i>Sharon Adamson</i> Primary: <i>Donna Anderson (Mon-Weds)</i> <i>Jenny Henshaw (Thurs-Fri)</i> Secondary: <i>Sharon Adamson</i> Primary: <i>Sharon Adamson</i> Secondary: <i>Donna Anderson (Mon-Weds)</i> <i>Jenny Henshaw (Thurs-Fri)</i>	[e.g. Senior Teacher/ School Business Manager] [e.g. Senior Teacher/ School Business Manager] [e.g. School Secretary/ Office Manager or Assistant]	Communications Coordinator Media Manager Log Keeper	<ul style="list-style-type: none"> • Assist/Support Head Teacher • Coordinate internal communications <ul style="list-style-type: none"> • Assist/Support Head Teacher • Manage media enquiries <ul style="list-style-type: none"> • Assist/support Head Teacher • Assist/support SEMT • Keep an incident log for the SEMT
Primary: <i>Elliott Plumb</i> Secondary: <i>Jenny Milbourn</i>	[e.g. Caretaker/Site Manager]	Site Coordinator	<ul style="list-style-type: none"> • Assist/support Head Teacher • Ensure building access and security • Assist/support emergency response on site
Primary: <i>Tracey Tomlin</i> Secondary: <i>Dan Wateridge</i>	[E.g. Senior Teacher/ School Business Manager]	Welfare Coordinator	<ul style="list-style-type: none"> • Assist/support Head Teacher • Lead staff and pupil care/welfare arrangements
Primary: <i>Sharon Adamson</i> Secondary: <i>Elliott Plumb</i>	[e.g. Senior Teacher]	Educational Visit Leader	<ul style="list-style-type: none"> • Liaise with the Head Teacher to coordinate the offsite response <ul style="list-style-type: none"> • Lead staff and pupil care/welfare arrangements whilst off site

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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

IM1 Establish a basic overview of the incident.

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

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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, the 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) and email SchoolsCNS@hertfordshire.gov.uk	
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.	

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	
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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:

- SEMT & Staff
- Pupils
- Parents / carers
- Governors
- Extended services.

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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.	

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 39) 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 the school's 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/carers 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.	

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2.3 Roles and responsibilities - Business Continuity Lead

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

BC1 Receive situation report from Head Teacher or nominated Deputy / attend SEMT to ensure you are well informed.	

<p>BC2 Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> ■ Loss of utility supply ■ Loss of supplier ■ Loss of premises ■ Loss of personnel ■ Loss of telecommunications. <p>BC3 Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.</p> <p>BC4 Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.</p> <p>BC5 Commence log of all actions and decisions</p>	
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BC6 Attempt to recover important documentation; records and equipment if safe to do so (consult the emergency services for advice if necessary).

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<p>BC7 If appropriate, contact organisations which can assist in document restoration.</p>	
<p>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.</p>	
<p>BC9 Seek support from other organisations (e.g., buddy schools, the Local Authority, suppliers / contractors) as required.</p>	
<p>BC10 Work with Communications Coordinator to ensure staff, pupils and parents / carers are informed of any changes to the school routine.</p>	
<p>BC11 In the event of a public health incident (e.g., pandemic, influenza), consider ordering infection control supplies and increasing the cleaning regime and contact HCC Public health.</p> <p>BC12 Work with school staff and other organisations to restore the usual school routine as a matter of urgency.</p>	

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 logbooks to the Log-keeper at the end of the incident.

2.4 Roles and responsibilities – Communications Coordinator

Please refer to appendix 15 (page 71) for more information on communication arrangements.

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).

CO6 Ensure regular information is provided to:

- SEMT

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<ul style="list-style-type: none"> ■ Staff ■ Pupils ■ Parents / carers ■ Governors ■ Extended services. 	
CO7 Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 14, page 70). 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.	
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 logbooks to the Log-keeper at the end of the incident.	

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2.5 Roles and responsibilities – Media Manager

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.	
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<p>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.</p>	
<p>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.</p>	
<p>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.</p>	
<p>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.</p> <p>M8 Be prepared to be interviewed by the media.</p>	
<p>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.</p> <p>M10 Gather information from the SEMT, emergency services and other organisations as appropriate.</p> <p>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).</p>	
<p>M12 Advise staff on where to direct media enquiries. Ask staff, pupils, and parents / carers to avoid speculation when talking to the media.</p>	
<p>M13 Try to prevent the spread of misinformation (especially through the use of mobile phones).</p>	
<p>M14 Submit incident logbooks to the Log-keeper at the end of the incident.</p>	
<p>M15 Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.</p>	

M16 Be aware of media interest in memorials or anniversaries of the event. M17

Submit incident logbooks to the log-keeper at the end of the incident.

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2.6 Roles and responsibilities - Log-keeper

Please refer to appendix 13 (page 68) for more information on log-keeping.

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.	
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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.	
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

<p>SC1 Receive situation report from Head Teacher or nominated Deputy / attend SEMT to ensure you are well informed.</p> <p>SC2 Commence log of all actions and decisions</p>	
<p>SC3 Take action to protect property. Consider turning off utility supplies.</p>	

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<p>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.</p>	
<p>SC5 Advise the emergency services of any property related issues / hazards (e.g., asbestos, chemical stores). Consider providing personnel with a site map.</p>	
<p>SC6 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. 	
<p>SC7 Liaise with utility suppliers as required.</p> <p>SC8 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. <p>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.</p>	

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.	
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.	

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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 logbooks to the log-keeper at the end of the incident.	

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2.8 Roles and responsibilities – Welfare Coordinator

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.	
<p>W4 Identify pupils who may require additional support:</p> <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). 	
<p>W5 Ensure you receive regular situation updates and seek further information as required.</p> <p>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.</p> <p>W7 Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.</p> <p>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.</p>	
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	
W14 Please refer to appendix 2 (page 39) for information on welfare arrangements and post incident support after the emergency response.	
W15 At the end of the incident submit your incident logbooks to the Log-keeper.	

2.9 Roles and responsibilities - Educational Visit Leader

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.	
<p>E5 Establish arrangements to meet the immediate welfare needs of pupils and staff.</p> <p>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.</p> <p>E7 Ensure that a member of staff accompanies any pupil(s) 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.</p> <p>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.</p> <p>E9 Remember to retain any important items / documents, e.g.: ■</p> <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.	
E12 Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	

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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.	

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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 & Development 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).	
E25 Please refer to appendix 2 (page 39) for providing welfare arrangements and post incident support after the initial emergency response.	
E26 Complete any necessary forms / paperwork. Submit incident logbooks to the Log-keeper.	

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SECTION 3 – EMERGENCY CONTACT DIRECTORY

3.1 Contact details - extended services

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

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3.2 Contact details - local authority

Children's services 0300 1234043

Children's services Business Delivery Manager	01992 555703	
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Media / communications	01992 555582	
Transport	0300 1234043	
Catering	Local Arrangements Apply (HCL)	
Educational visits	01992 556491	
Resilience Emergency planning	01992 556438 during office hours Out of hours 07919 391934	
Health and safety	01992 556478	
Risk / insurance	01992 555480	
Legal	01992 555229	
Human resources	01992 555000 (option 2)	
Educational psychology / Safe Space	01992 588796	

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Occupational health	0330 0084323	
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* Leave this field blank for use during an emergency; you may need to record alternative contact details.

3.3 Contact details - local radio stationsEast Herts Radio 01992 624105 www.studio@easthertsradio.co.uk Herts

Bob FM		01438 810900	
3 Counties Radio		08459 455555	

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

3.4 Contact details - other organisations

Police 999 101(non-emergency no)

Fire & Rescue Service	999	
Ambulance Service	999	
Department for Education	Enquiry line: 0370 000 2288	
Foreign, Commonwealth & Development Office Foreign, Commonwealth & Development Office	Consular assistance: 020 7008 1500 (24 hour)	
Environment Agency	Floodline: 0345 988 1188 (24 hour)	

Met Office Customer centre:
0370 900 0100 (24 hour)

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Health and Safety Executive www.hse.gov.uk	Infoline: 0300 003 1747 Health & Safety Executive contact centre: 0345 300 9923 Duty officer: 0151 922 9235 (out of hours) Duty press officer: 0151 922 1221 (24 hour)	
Insurance company		
Trade union Supplier (transport) Supplier (catering) Supplier (cleaning) Supplier (temporary staff) Utility supplier (gas) Utility supplier (water)	N/A HCL Catering 01707 938625 In House Transco 0800 111999 Affinity 0345 3572407	
Utility supplier (electricity)	UKPN 0800 7838838	
Utility supplier (heating)	HCC	

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Teacher Support Network	Helpline: 08000 562 561 (24 hour) 08000 855 088 (24 hour)	
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* Leave this field blank for use during an emergency; you may need to record alternative contact details.

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APPENDIX 1 – SCHOOL EMERGENCY GRAB BAG

The School Emergency Grab Bag is located *[insert storage location here]*.

In the event of an emergency *[insert role here]* should retrieve the grab bag if needed/safe to do so. The *[insert role here]* is also responsible for ensuring the kit is well maintained.

[The following is a suggested list of contents]

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		
School's layout/drawings/maps		
Evacuation details and maps		
Logbooks and pens		
Building and gate keys		
Alarm system documents		
USB Backup		
Torch		
Mobile phone & device charger		
Whistles		
Loud hailer		
<i>[insert any additional items required]</i>		

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APPENDIX 2 – SCHOOL POST INCIDENT SUPPORT

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.	

<p>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.</p> <p>P5 Consider providing relevant books in the school library.</p>	
<p>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.</p> <p>P7 Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.</p> <p>P8 Be sensitive about the demands practical issues might make on pupils (e.g., deadlines for coursework, imminent exams).</p> <p>P9 Send a letter to parents / carers with information on:</p> <ul style="list-style-type: none"> ■ The nature of the incident ■ How their child was notified of the incident ■ Arrangements for support organised by the school ■ Who to contact if they would like additional support 	
<p>P10 Maintain regular contact with parents / carers.</p>	
<p>P11 Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.</p>	
<p>P12 Consider organising an event for parents / carers to discuss any issues or concerns they might have.</p>	
<p>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.</p>	

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<p>P14 Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.</p>	
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P15 Consider requesting support from other organisations. E.g.:

- Teacher Support Network
- Samaritans
- Cruse Bereavement Care
- Local hospices (e.g., Isobel Hospice)

<p>P16 Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.</p>	
<p>P17 Cancel or rearrange any events which are inappropriate.</p>	
<p>P18 Plan appropriate support for staff to enable them to cope with any questions or discussions, pupils might have about the incident.</p> <p>P19 Ensure that any new roles given to staff do not place too great a burden on them. Over time, staff may need to be relieved of any additional responsibilities given to them.</p> <p>P20 Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.</p>	
<p>P21 Consider any actions that can be taken to support the local community if affected by the incident (e.g., fund raising).</p> <p>P22 Negotiate with parents / carers a suitable date for returning to school after a period of absence.</p>	
<p>P23 Consider if any additional support could be provided which would make the return easier. E.g.:</p> <ul style="list-style-type: none"> ■ Initial part-time attendance ■ Alternative methods of teaching ■ A sanctuary that pupils can use if upset during the school day. 	
<p>P24 Brief pupils who may be able to help in the process of resettling (e.g., close friends).</p>	
<p>P25 Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:</p> <ul style="list-style-type: none"> ■ Missed work ■ Rescheduling projects ■ Exams 	
<p>P26 Contact bereaved families to express sympathy on behalf of the school.</p>	

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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.	
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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 as appropriate

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).

<p>P30 Be aware of important dates which may need to be prepared for. E.g.: ■</p> <p>Birthdays</p> <ul style="list-style-type: none"> ■ Christmas ■ Mother's Day ■ Father's Day ■ Anniversary of the event 	
<p>P31 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 <p>P32 Be aware of renewed media interest near anniversaries of any event</p>	

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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 continue to be delivered during the time of disruption.

In the event that it is no-longer possible to operate from the school site, the Head Teacher should consider what can be taken and accommodated, if unable to return to the school for some time i.e., a community hall, and

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

It may be wise to identify and have agreements in place with two alternative sites, because an emergency alternative site unusable. Or if your school has significantly more pupils than your buddy establishment can accommodate, the pupils into different buddy establishments.

	Primary	

Human Resources

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

The author should assess the number of staff required to maintain critical function within each area i.e., management, in the short, medium, and long-term. An action plan should be prepared for when the number of staff available falls below requirements.

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	<i>e.g., administration staff</i>
	Please note: Schools should keep both electronic and paper versions

1.		
2. 3.		
4.		
<p><i>[insert details here of contingency plan for when number of staff drops below the required minimum level of staff from retired teachers]</i></p>		

Remote Learning

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<p>Remote learning is the collation of learning resources for pupils to access at home during the rare occasions of unforeseen circumstances. Remote learning materials can also be used during school holidays or by children during school holidays.</p> <p>The author should ensure remote learning materials are pre-prepared by the appropriate nominated member of staff.</p>		
	Primary	
	<i>[insert detail including location]</i>	<i>[insert detail including location]</i>
	<i>[insert name and contact for the member of staff responsible for the maintenance of remote learning resources]</i>	<i>[insert name and contact for the member of staff responsible for the maintenance of remote learning resources]</i>

Resource Recovery

Resource recovery refers to the recovery of resources required to carry out “business as usual” operation

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

Computers / Tablets	
Telephones / mobiles	
Fax number	
<i>[insert other]</i>	
<i>[insert other]</i>	

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

Records and Paper Work

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

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

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

1. Coursework	Short Term
2. Examination papers	Short Term

3. Asset registers/equipment inventories	Short Term
4. Financial Information	Short Term
5. Medical records	Short Term
6. <u>Contacts database</u> 7. <u>Insurance documentation</u> 8. <u>Remote learning</u> 9. <u>Anything else</u> 10. 11.	Short Term Short Term Short Term

12.

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All info on school server

All info on school server

All info on school server

All info on school server

Interm IT Restore information on virtual severs Interm IT Restore information on virtual severs Interm IT Restore information on virtual severs Interm IT Restore information on virtual severs

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Critical Suppliers

Critical suppliers are those those delivering resources to the school that are essential to maintain business function i.e., catering; passenger transport etc. The author should assess the loss of each in the short, medium and long-term and prepare back up arrangements and/or secondary suppliers.

1.	
2.	
3.	
4.	
5.	
6.	

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APPENDIX 4 - SITE INFORMATION

Use this space to documents key information as appropriate:

Gas Cupboard outside Site Managers Office Padlock key in Emergency Pack

Water	External boiler room and street	Key held in cupboard in office
Electricity	Behind curtains in the hall	Padlock key in Emergency Pack

Heating	Internal and external boiler rooms	Key held in cupboard in office
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Asbestos See asbestos log book Minimal asbestos in building, no present danger to health

Chemical store(s)	No flammable chemicals are stored in the building	
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Fire hydrants / extinguishers Classroom, Exit to Playground, Outside YR2, Reception, Hall, Outside Library, In YR5 Classroom and Fire Blanket in spare Nursery, Staff Room, and Fire Blanket in spare Outside YR 3,Exit to Field Classroom.
Door, Outside YR2

Fire or intruder alarm system reset box	Dining Room	
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First Aid Kit In all Classrooms

SEMT briefing area

Heads Office

Media briefing area Heads Office

Safe Space Hall

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

APPENDIX 6 – EVACUATION

An evacuation is to move people away from a real or potential danger to a safe place. This may mean evacuating to another area of the school building if deemed safe 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 incidents, 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. The 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 or senior staff) and then move to a different assembly point / location, a suitable distance from the school.

Signal for fire evacuation Fire Alarm System

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

Fire evacuation assembly point A *School Playground*

Fire evacuation assembly point B	St Mary's Car Park
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Bomb evacuation assembly point A Wodson Park Sports Hall

Bomb evacuation assembly point B Wodson Park Sports Hall

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).

Name of premise St Marys CoE Junior School

Type of premise	Junior School
Contact name and details of key holder(s)	Hannah Orton, Headteacher

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Address	Heath Drive, Ware, SG12 0RL
Directions / map	Directly opposite the school entrance.
Estimated travel time (walking with pupils)	Less than 2 minutes
Estimated travel time (by coach with pupils)	N/A
Capacity	200+
Capacity (sleeping)	50+
Facilities / resources	Kitchen and toilets

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. The 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.

Signal for shelter Verbal

Signal for all-clear	Verbal
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Upon hearing the shelter signal, take the action below.

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 or to another building on campus).	
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

Developing the Lockdown Procedure

The lockdown of a building is an emergency procedure which aims to secure and protect the occupants from an external or internal risk. Lockdown procedures may be activated as a proportionate response to any number of situations, including:

- A reported intruder on the school premises who may pose a risk to the safety of staff and/or pupils
- A reported incident/civil disturbance in the local community, with the potential to pose a risk to the safety of staff and/or pupils
- A terrorist threat

[Each school has a number of variables; therefore, it is not suitable to create a generic school lockdown procedure. This section provides guidance on how to formulate your school lockdown procedure. Please replace this guidance with your agreed lockdown procedure once finalised.]

Developing the Procedure

A brief example suggested template is provided below to help you get started with the development of your school lockdown procedure. For further help, please refer to [Protect UK](#) where you will find guidance to help you develop your full school lockdown procedure.

Example Template:

Advance planning is required to lockdown a site or event and flexibility in those plans may save lives. In order to achieve dynamic lockdown planning should:

Identify all access and egress points in both public and private areas of the site. Access points may be more than just doors and gates.

Identify how to quickly and physically secure access/egress points.

Identify how to disable lifts without returning them to the ground floor.

Identify how to stop people leaving or entering the site, and direct people away from danger. Identify how your site can be zoned to allow specific areas to be locked down.

Include staff roles and responsibilities and train staff in these.

Processes need to be flexible enough to cope with and complement evacuation, invacuation and movement to protected spaces.”

For further help, please refer to [Protect UK](#) where you will find guidance to help you develop your full school lockdown procedure.

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Signal for lockdown Verbal

Signal for all-clear	Verbal
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Rooms most suitable for lockdown Assembly Hall

Entrance points (e.g. gates, doors, windows) which should be secured	All external doors and windows
Communication arrangements Notes	<ul style="list-style-type: none"> ■ Two-way radios ■ Classroom telephones ■ Mobile phones ■ Instant messaging / email ■ Other.

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.

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.	

<p>L4 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 should 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, ensure people take appropriate action to increase protection from attack – this could include:</p> <ul style="list-style-type: none"> ■ Blocking 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 <p>L5 Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access</p> <p>L6 If possible, check for missing / injured pupils, staff and visitors</p> <p>L7 Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services</p>	
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APPENDIX 9 – FIREARMS OR WEAPONS ATTACK

For the latest guidance, please refer to [Protect UK](#) where you can learn how to prepare and protect in the event of an incident.

The following government ‘stay safe’ advice should also 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
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- 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

HIDE

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
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- Follow officer's instructions
- Remain calm

Armed Police Response

Officers may

- Can you move to a safer area?
- Avoid sudden movements that may be considered a threat
- Keep your hands in view

- 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

Immediate steps to take if you receive a bomb threat: communication

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc. or who has any contact with the public, could possibly receive a bomb threat. Your staff must, therefore, understand the actions required of them as the potential first response to a threat message and their duty of care to others.

If a telephone threat is received:

- Stay calm and listen carefully
- Have immediate access to the [Bomb threat checklist](#) and the key information that should be recorded
- If practical, keep the caller talking and alert a colleague to dial 999
- If displayed on your phone, note the number of the caller, otherwise, dial **1471** to obtain the number once the call has ended
- If the threat is a recorded message, write down as much detail as possible and retain for the police to secure
- If the threat is received via text message, do not reply to, forward or delete the message; note the number of the sender and follow police advice
- Know who to contact in your organisation upon receipt of the threat, e.g., building security and senior manager, as they will need to make an assessment of the threat

[Bomb threats checklist](#) (also below):

For any additional guidance, please refer to [Protect UK](#)

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APPENDIX 11 - SUSPICIOUS ITEMS

When dealing with suspicious items, the following steps should be taken:

- Do not touch it
- If you are in an owned public space, or a managed building, report it to a member of staff or security. If they are not available, dial 999 **but do not use your mobile phone within 15 metres of the suspicious item and place yourself out of sight of the item.**
- If you believe there may be a risk to life, move away at least 100 metres from the item. Even for a small item, such as a rucksack, 100 metres is the recommended minimum evacuation distance, but always follow any directions given by the police or security staff.
- See Guidance for Staff for a full breakdown of evacuation distances. Once at a safe distance, stay behind hard cover and away from secondary hazards, such as glazed areas or parked vehicles, and do not re-enter the evacuated area until the police direct it is safe to do so.

Guidance for staff

Unattended and suspicious items can be encountered in any crowded or public place, such as a school, football stadium, shopping centre, transport hub or large public event. It is vital that a documented local plan is in place to deal with the risk. To make sure the plan is effective, proportionate and takes into account new information, those responsible for assessing unattended items must be briefed accordingly and have received training in what is normal, what is unusual, what is potentially suspicious and what to do about it.

When dealing with suspicious items apply the 4 Cs protocol:

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- Are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible? Could it be an Improvised Explosive Device (IED)?

- Had the item been found after seeing suspicious behaviour? Check with others in the area?
- Based upon what you can see, do you think the item poses an immediate threat to life?

Is the item Typical of what you would expect to find in this location?

- Most lost property is found in locations where people congregate or wait, so ask if anyone nearby has left an item or saw who did. Check if maintenance staff have been working at the location.

- If the item is assessed to be unattended rather than suspicious, examine further, paying particular attention to the contents, before applying lost property procedures.

However, if you believe the item represents a possible risk to life, then follow the protocol as below

CONFIRM**Whether or not the item exhibits recognisably suspicious characteristics.**

The HOT protocol may be used to inform your judgement:

Is it Hidden?

- Has the item been deliberately concealed or is it obviously hidden from view? **Obviously** suspicious?

<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 from the hazard. Move at least 100 meters away from a small item, such as a rucksack; at least 200 metres away from a small vehicle or large item, such as a car or a wheelie bin; and at least 400 metres away from a large vehicle, such as a van or lorry. • keep yourself and other people out of line of sight of the item. It is a broad rule, but generally, you are better protected from fragmentation if you are behind hard cover and cannot see the item. • think about what you can shelter behind. Pick something substantial, such as concrete or brick, and keep away from glass such as windows and skylight. • Cordon off the area as best you can in advance of police attendance.
<p>COMMUNICATE</p> <p>Dial 999</p>	<ul style="list-style-type: none"> • Inform the Head Teacher & Site Coordinator • Do not use radios or phones/mobiles within 15 metres of the item and place yourself out of line of sight.

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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 or try and get contact details before witnesses move away.
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For further guidance in printable, poster format to easily advise others with actionable information, please download [Unattended and Suspicious Items Action Card](#)

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

Remove'.

APPENDIX 12 - SCHOOL CLOSURE

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.	
<p>SC3 Seek support from other organisations (e.g., the Local Authority) as appropriate.</p> <p>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:</p> <ul style="list-style-type: none"> ■ Pupils ■ Parents / carers ■ Staff ■ Governors ■ Local radio stations ■ The local authority. 	
SC5 If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6 If the closure takes place outside of 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.

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.	
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SC10 Ensure the security of the school premises.	
SC11 Put in place arrangements for remote learning (please see appendix 3 pg.44).	

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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, is 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 and clear 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:

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APPENDIX 14 - COMMUNICATIONS

Incoming calls

Outgoing calls	07903 296949	In the 'Grab Bag'
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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.

Answer phone / mobile

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	<ul style="list-style-type: none"> ■ Log-in details ■ Who is authorised / trained to edit the website? ■ Can it be updated remotely or only from the school site?
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).

Pupils Text Messaging Service School Office/website

Parents / carers	Text Messaging Service	School Office/website
Governors	Text Messaging Service	School Office/website
Extended services	Telephone	School Office/website

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:

<p>School Emergency Management Team (SEMT) Training of the SEMT ensures familiarisation with roles, responsibilities and procedures with the</p>	<p>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.</p>
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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:

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 responses to a scenario. Live exercises do not need to be complicated; you can 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

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- The activation processes
- Communications equipment
- Information management

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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 documents, 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.

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APPENDIX 17 – SCHOOL DETAILS AND PLAN ADMINISTRATION

Name of school Kingshill Infant School

Type of school	Infant, State Maintained
School address	Heath Drive, Ware, SG12 ORL
School operating hours (including extended services)	0700 - 1800
Approximate number of staff	40
Approximate number of pupils	210

Age range of pupils 3 to 7

Version number 1

Date of issue	June 2024
Electronic copies of this plan are available from	Staff Drive policies and procedures
Hard copies of this plan are available from	School Office and Emergency Grab Bag
Location of emergency grab bag(s)	School Office

Date of next review June 2025

Person responsible for review: Adam Guest

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.

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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.

This policy will be updated in-line with changes to government guidance and / or alongside the monthly review of the school's risk assessment. The next review is due on 6.6.2025.

Elliott Plumb
Headteacher
6th June 2024

