

# KINGSHILL INFANT SCHOOL

## EMERGENCY PLAN

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## **INTRODUCTION**

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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**

- 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

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### 1.1 Notification of incident

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

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

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

Type of incident and other incident details:

.....

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

.....

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

.....

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

.....

Emergency Services and other agencies – list which services are present

.....

Who has been informed?

- |  |   |
|--|---|
| <input type="checkbox"/> Head Teacher      | <input type="checkbox"/> Police                                     |
| <input type="checkbox"/> School staff      | <input type="checkbox"/> Fire & Rescue Service                      |
| <input type="checkbox"/> Governors         | <input type="checkbox"/> Ambulance Service                          |
| <input type="checkbox"/> Pupils            | <input type="checkbox"/> Local Authority                            |
| <input type="checkbox"/> Parents / carers  | <input type="checkbox"/> Health and Safety Executive                |
| <input type="checkbox"/> Extended services | <input type="checkbox"/> Foreign, Commonwealth & Development Office |
| .....                                      | <input type="checkbox"/> Media                                      |

Insurance company

Trade union

Does anyone else need to be informed?

.....

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

.....

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

.....

Are any immediate actions or support required?

.....

Where is the informant now and where are they going?

.....

**+ If the incident happened on an educational visit please ask the questions below.**

You might already have these details but it could be useful to seek confirmation.

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

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

.....



## 1.2 Initial action

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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:**

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

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

## 1.3 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)
<b>SCHOOL EMERGENCY MANAGEMENT TEAM</b>					
Elliott Plumb	Head Teacher	Lead			First Aider
Jenny Milbourn	Assistant Head	2nd			First Aider
Carla Kiteos	Office	3rd			
Adam Guest	Chair				
Alan Thatcher	Governor				
Claire Holtby	Governor				
Tracey Tomlin	SLT				P. First Aider
Vickie Fishburn	Teacher				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

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### 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](mailto: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](mailto: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](mailto: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](mailto:SchoolsDCD@hertfordshire.gov.uk)
  - Register the closure of the premises and the reason for it via [schoolsCNS@hertfordshire.gov.uk](mailto: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

- 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](mailto: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](mailto: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
Primary: <i>Elliott Plumb</i>  Secondary: <i>Jenny Milbourn</i>	[e.g. Head Teacher or Assistant Head Teacher]	<b>Incident Manager</b>	<ul style="list-style-type: none"> <li>• Activate School Emergency Plan</li> <li>• Delegate role and responsibilities</li> <li>• Co-ordinate overall response</li> <li>• Liaise with Emergency Services</li> <li>• Informs Hertfordshire County Council via SchoolsCNS <a href="mailto:SchoolsCNS@hertfordshire.gov.uk">SchoolsCNS@hertfordshire.gov.uk</a></li> </ul>
Primary: <i>Stella Vasili</i>  Secondary: <i>Elliott Plumb</i>	[e.g. Senior Teacher/ School Business Manager]	<b>Business Continuity Lead</b>	<ul style="list-style-type: none"> <li>• Assist/Support Head Teacher</li> <li>• Maintain/Restore business as usual activities</li> </ul>
Primary: <i>Donna Anderson (Mon-Weds)</i> <i>Carla Kiteos (Thurs-Fri)</i> Secondary: <i>Elliott Plumb</i>	[e.g. Senior Teacher/ School Business Manager]	<b>Communications Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist/Support Head Teacher</li> <li>• Coordinate internal communications</li> </ul>
Primary: <i>Donna Anderson (Mon-Weds)</i> <i>Jenny Henshaw (Thurs-Fri)</i> Secondary: <i>Elliott Plumb</i>	[e.g. Senior Teacher/ School Business Manager]	<b>Media Manager</b>	<ul style="list-style-type: none"> <li>• Assist/Support Head Teacher</li> <li>• Manage media enquiries</li> </ul>
Primary: <i>Stella Vasili</i>  Secondary: <i>Donna Anderson (Mon-Weds)</i> <i>Carla Kiteos (Thurs-Fri)</i>	[e.g. School Secretary/ Office Manager or Assistant]	<b>Log Keeper</b>	<ul style="list-style-type: none"> <li>• Assist/support Head Teacher</li> <li>• Assist/support SEMT</li> <li>• Keep an incident log for the SEMT</li> </ul>
Primary: <i>Elliott Plumb</i>  Secondary: <i>Jenny Milbourn</i>	[e.g. Caretaker/Site Manager]	<b>Site Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist/support Head Teacher</li> <li>• Ensure building access and security</li> <li>• Assist/support emergency response on site</li> </ul>
Primary: <i>Tracey Tomlin</i> Secondary: <i>Jenny Milbourn</i>	[E.g. Senior Teacher/ School Business Manager]	<b>Welfare Coordinator</b>	<ul style="list-style-type: none"> <li>• Assist/support Head Teacher</li> <li>• Lead staff and pupil care/welfare arrangements</li> </ul>
Primary: <i>Elliott Plumb</i> Secondary: <i>Jenny Milbourn</i>	[e.g. Senior Teacher]	<b>Educational Visit Leader</b>	<ul style="list-style-type: none"> <li>• Liaise with the Head Teacher to coordinate the offsite response</li> <li>• Lead staff and pupil care/welfare arrangements whilst off site</li> </ul>

- 2.1.2 All members of the SEMT must have:
- a copy of the School Emergency Plan within their possession.
  - an understanding of the role, responsibilities and procedures outlined within the plan to enable efficient action at the time of an emergency.
  - 24hr contact numbers for all members of the SEMT.
- 2.1.3 During an incident, the following roles and responsibilities provide a general guide for the SEMT on how to carry out their role. Further specific action may be required, depending on, and according to the incident in hand

## 2.2 Roles and responsibilities – Incident Manager

Ref'	Incident Manager - initial response	Comments / Tick / Sign / Time
IM1	Establish a basic overview of the incident.	
IM2	If required, request the appropriate emergency services to attend.	
IM3	Commence log of all actions and decisions.	
IM4	Formally activate the School Emergency Plan if required and School Emergency Management Team (SEMT)	
IM5	Initiate call notification cascade on page 9.	
IM6	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
IM7	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> <li>▪ Business Continuity Lead</li> <li>▪ Communications Coordinator</li> <li>▪ Log-keeper</li> <li>▪ Media Manager</li> <li>▪ Site Coordinator</li> <li>▪ Welfare Coordinator</li> </ul>	
IM8	Remember to: <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
IM9	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
IM10	Take action to protect property.	

IM11	Decide the appropriate place of relative safety for staff and pupils and activate invacuation, evacuation or lockdown procedures accordingly	
IM12	Work closely with other organisations (e.g., emergency services, 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 <a href="mailto:SchoolsCNS@hertfordshire.gov.uk">SchoolsCNS@hertfordshire.gov.uk</a>	
IM18	Liaise with the Business Continuity Lead to establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	

Ref'	Incident Manager - ongoing response	Comments / Tick / Sign / Time
IM19	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
IM20	Establish the location and frequency of SEMT / Staff meetings	
IM21	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
IM22	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
IM23	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ SEMT &amp; Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	

IM24	Work closely with the Media Manager to provide regular briefings to the media. Seek support from other organisations if necessary.	
IM25	Check that everyone who should have been notified of the incident has been informed.	
IM26	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
IM27	Seek advice on legal and insurance issues, if appropriate.	
IM28	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
IM29	Continue to assess the effect of the incident on the operation of the school and minimise any disruption to the provision of education. Liaise with the Business Continuity Lead to put necessary arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	

Ref'	Incident Manager - recovery	Comments / Tick / Sign / Time
IM30	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
IM31	Ensure that post incident support is available to all who may require it (please refer to <b>appendix 2 (page 39)</b> 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.	

## 2.3 Roles and responsibilities - Business Continuity Lead

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

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

BC7	If appropriate, contact organisations which can assist in document restoration.	
BC8	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g., teaching, exams) wherever possible.	
BC9	Seek support from other organisations (e.g., buddy schools, the Local Authority, suppliers / contractors) as required.	
BC10	Work with Communications Coordinator to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC11	In the event of a public health incident (e.g., pandemic, influenza), consider ordering infection control supplies and increasing the cleaning regime and contact HCC Public health.	
BC12	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC13	Put in place arrangements for remote learning, if necessary.	
BC14	Liaise with the Site Coordinator to make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	
BC15	Submit incident 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.

Ref'	Communications - initial response	Comments / Tick / Sign / Time
CO1	Receive situation report from Head Teacher or nominated Deputy / attend SEMT to ensure you are well informed.	
CO2	Commence log of all actions and decisions	
CO3	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO4	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO4	Support staff with any communication needs they may have.	
CO5	Inform those involved in the response of any communication difficulties (e.g., poor mobile signal in the area).	
CO6	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>SEMT</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
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	<p>Liaise with the Incident Manager in sending a letter home to parents / carers. This could include information on:</p> <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
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.	

Ref'	Communications - recovery	Comments / Tick / Sign / Time
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.	

## 2.5 Roles and responsibilities – Media Manager

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Ref'	Media management - initial response	Comments / Tick / Sign / Time
M1	Receive situation report from Head Teacher or nominated Deputy / attend SEMT to ensure you are well informed.	
M2	Commence log of all actions and decisions	
M3	Seek support from other organisations (e.g., emergency services, local authority) in responding to media requests.	

M4	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M5	Designate a specific area for the media, away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M6	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M7	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M8	Be prepared to be interviewed by the media.	
M9	Devise an on-going strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M10	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M11	Provide regular statements to the media. Ensure each message conveys an accurate, consistent, and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M12	Advise staff on where to direct media enquiries. Ask staff, pupils, and parents / carers to avoid speculation when talking to the media.	
M13	Try to prevent the spread of misinformation (especially through the use of mobile phones).	
M14	Submit incident logbooks to the Log-keeper at the end of the incident.	
M15	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	

Ref'	Media management - recovery	Comments / Tick / Sign / Time
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.	

## 2.6 Roles and responsibilities - Log-keeper

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

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

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

Ref'	Site Coordinator- initial response	Comments / Tick / Sign / Time
SC1	Receive situation report from Head Teacher or nominated Deputy / attend SEMT to ensure you are well informed.	
SC2	Commence log of all actions and decisions	
SC3	Take action to protect property. Consider turning off utility supplies.	

SC4	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
SC5	Advise the emergency services of any property related issues / hazards (e.g., asbestos, chemical stores). Consider providing personnel with a site map.	
SC6	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	
SC7	Liaise with utility suppliers as required.	
SC8	Establish safe and secure areas to assist the response, e.g.: <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
SC9	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
SC10	Ensure the school site is secure (e.g., provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
SC11	At the request of the Incident Manager, assist with the lockdown or evacuation of the building if required.	
SC12	Work with the Business Continuity Lead to arrange temporary accommodation, if required.	
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.	

Ref'	Site Coordinator - recovery	Comments / Tick / Sign / Time
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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.	

## 2.8 Roles and responsibilities – Welfare Coordinator

Ref'	Welfare - initial response	Comments / Tick / Sign / Time
W1	Receive initial briefing from Head Teacher or nominated Deputy	
W2	Commence log of all actions and decisions	
W3	Lead on the establishment of arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W4	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g., those who were involved in, or witnessed, the incident).</li> </ul>	
W5	Ensure you receive regular situation updates and seek further information as required.	
W6	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W7	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W8	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
W9	Where possible, every child should be spoken to and asked if they are alright, before they leave school.	
W10	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W11	Ensure that staff take regular rest periods.	
W12	Ensure staff and pupils are informed of developments	
W13	Relay any media requests to the Media Manager	
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

Ref <sup>n</sup>	Educational visit leader - initial response	Comments / Tick / Sign / Time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Keep a log of important information, actions taken, and decisions made.	
E5	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E6	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E7	Ensure that a member of staff accompanies any 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.	
E8	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E9	Remember to retain any important items / documents, e.g.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
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.	

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.	

Ref	Educational visit leader - ongoing response	Comments / Tick / Sign / Time
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: <ul style="list-style-type: none"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
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.	

## SECTION 3 – EMERGENCY CONTACT DIRECTORY

### 3.1 Contact details - extended services

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

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

### 3.2 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services		0300 1234043		
Children's services Business Delivery Manager		01992 555703		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm
Media / communications		01992 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		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm  Out of hours 07919 391934
Health and safety		01992 556478		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm
Risk / insurance		01992 555480		
Legal		01992 555229		
Human resources		01992 555000 (option 2)		
Educational psychology / Safe Space		01992 588796		

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 stations

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Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
East Herts Radio		01992 624105	www.studio@easthertsradio.co.uk	Herts
Bob FM		01438 810900		Herts
3 Counties Radio		08459 455555		Herts, Beds and Bucks

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

### 3.4 Contact details - other organisations

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

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

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



## APPENDIX 1 – SCHOOL EMERGENCY GRAB BAG

The School Emergency Grab Bag is located in the Head's office

In the event of an emergency the headteacher should retrieve the grab bag if needed/safe to do so.

The Headteacher is also responsible for ensuring the kit is well maintained.

Contents	Quantity	Checked / Date
Hard copy of School Emergency Plan	1	Feb 26
Staff records (names, addresses, contact numbers, special requirements and next of kin)	1	Feb 26
Pupil records (names, addresses, parents contact numbers and medical records)	On mobile phone (Scholarpack)	Feb 26
School Emergency Plan Contact Directory	On mobile phone (Scholarpack)	Feb 26
School inventory	1	Feb 26
School's layout/drawings/maps	1	Feb 26
Evacuation details and maps	1	Feb 26
Logbooks and pens	1	Feb 26
Building and gate keys	1	Feb 26
Alarm system documents	1	Feb 26
USB Backup	1	Feb 26
Torch	1	Feb 26
Mobile phone & device charger	1	Feb 26
Whistles	1	Feb 26
Loud hailer	1	Feb 26

## APPENDIX 2 – SCHOOL POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Comments / Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g., promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g., deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support</li> </ul>	
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.	
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	

Ref'	Post incident support - general actions	Tick / sign / time
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care</li> <li>▪ Local hospices (e.g., Isobel Hospice)</li> </ul>	
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 on them. 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 that can be taken to support the local community if affected by the incident (e.g., fund raising).	
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils can use if upset during the school day.</li> </ul>	
P24	Brief pupils who may be able to help in the process of resettling (e.g., close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams</li> </ul>	
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.	
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Ref'	Post incident support - remembrance	Tick / sign / time
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations as appropriate</li> </ul>	
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g., a sporting / academic trophy for older children).</li> </ul>	

P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's Day</li> <li>▪ Father's Day</li> <li>▪ Anniversary of the event</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils, how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event</li> </ul>	
P32	<p>Be aware of renewed media interest near anniversaries of any event</p>	

## 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.

#### Alternative Location

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

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

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

	Primary	Secondary
<b>Site Type:</b>	207 place infant school in Ware, Herfordshire. We will move to Wodson Park	
<b>Address:</b>	Wodson Park Sports & Leisure Centre, Wadesmill Road, SG12 0UQ	
<b>Key Holder/Site Contact:</b>	Phone: 01920 282 242 E-mail: contact@wodsonpark.org	
<b>Capacity:</b>	500	
<b>Time required to set up:</b>	3 days.	

#### Human Resources

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

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

Full headcount of employees:	43		
Number of staff that can work remotely without affecting business as usual operations:	5		
Location of staff records and contact database:	<p><b>Please note:</b> Schools should keep both electronic and paper versions</p> <p>We use Arbor MIS so we can access electronically remotely from anywhere in the world.</p>		
Team/ Function i.e., School Office/year group/management team	Minimum number of staff needed in short-term (after 1 day)	Minimum number of staff needed in Medium-term (after 1 week)	Minimum number of staff needed in the long-term (after 1 month)
1. Office	1	2	3
2. Teachers including SLT	8	8	8
3. Teaching Assistants	4 (2 Level 3 in Nursery and 2 in Reception)	6	8
4. Catering staff and premises	3	3	4
<b>Action plan for loss of staff</b>			

In the event of a significant loss of staff, the school would implement a staged response to maintain safe and effective provision. In the immediate term, we would deploy available internal capacity, with the Senior Leadership Team providing classroom cover and prioritising key operational functions to ensure safeguarding and continuity of learning. Simultaneously, we would engage reputable supply agencies to secure short-term staffing, focusing first on critical roles. Where capacity allows, we would also seek support from partner schools within our local network or trust, including the temporary redeployment of experienced staff or leadership support. We hold appropriate insurance to cover staff absence, helping to mitigate financial impact and protect the school's budget during this period. Throughout, we would adapt timetables, combine classes where safe to do so, and prioritise core provision, ensuring that vulnerable pupils and those with additional needs continue to receive appropriate support.

### Remote Learning

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

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

	Primary	Secondary
<b>Resource available (website/ learning platform/ email/ post):</b>	<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>	
<b>Staff contact responsible for maintenance:</b>	<i>Elliott Plumb, Headteacher</i>	

### Resource Recovery

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

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

Application/system	Full service	Minimum number needed in short-term (after 1 day)	Minimum number needed in medium-term (after 1 week)	Minimum number needed in long-term (after 1 month)
Computers / Tablets	15	9 (1 per class, 1 admin and headteacher)	11	15
Telephones / mobiles	12	2	2	10
Fax number				
<i>[insert other]</i>				
<i>[insert other]</i>				

### Action plan for loss of access

In the event of loss or disruption to critical resources (such as IT systems, utilities, learning spaces, or key equipment), the school would enact contingency arrangements to maintain safe operation and continuity of education. This would include switching to backup systems where available (e.g. cloud-based platforms or offline resources), relocating classes to alternative spaces within the school, and prioritising access to essential areas. If required, we would liaise with the Local Authority and partner schools to access temporary accommodation, shared facilities, or loaned equipment. For ICT loss, we would utilise paper-based learning and pre-prepared offline materials to ensure teaching can continue. Site-related issues (e.g. loss of utilities or building access) would trigger partial or full closure procedures, with communication to parents and staff via established channels and, where possible, a move to remote learning provision. We would also engage contractors and emergency services as appropriate to restore provision as quickly as possible. Insurance arrangements are in place to support recovery costs and minimise financial impact. Throughout, priority would be given to safeguarding, maintaining provision for vulnerable pupils, and restoring normal operations at the earliest opportunity.

### 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.

Resource	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Lesson Planning	Short Term	All info on SharePoint
2. Examination papers (PSC)	Short Term	All info on SharePoint
3. Asset registers/equipment inventories	Short Term	All info on SharePoint
4. Financial Information	Short Term	All info on SharePoint and NatWest Online Banking
5. Medical records	Short Term	All info on SharePoint
6. Contacts database	Short Term	All info on SharePoint
7. Insurance documentation	Short Term	All info on SharePoint
8. Remote learning	Short Term	Oak Academy and Website
9. Tapestry	Short Term	App based

#### 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.

Supplier (inc. Contact number and Address)	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Caterlink Caterers	Short Term	Lunches provided by mobile Caterlink Unit
2. Herts Full Stop	Short Term	Computers, screens, flipcharts and pens/books and infrastructure needed to deliver lessons

## APPENDIX 4 - SITE INFORMATION

Use this space to documents key information as appropriate:

Utility supplies	Location	Notes / instructions
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

Internal hazards	Location	Notes / instructions
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	

Other	Location	Notes / instructions
Fire hydrants / extinguishers	Reception, Hall, Outside Nursery, Staff Room, Outside YR 3, Exit to Field Door, Outside YR2 Classroom, Exit to Playground, Outside YR2, Library, In YR5 Classroom and Fire Blanket in spare Classroom.	
Fire or intruder alarm system reset box	Dining Room	
First Aid Kit	In all Classrooms	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Heads Office	
Media briefing area	Heads Office	
Safe Space	Hall	

## **APPENDIX 5 – SCHOOL DIAGRAMS / MAPS**

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**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.

Signals	
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

Assembly points - fire evacuation	
Fire evacuation assembly point A	School Playground
Fire evacuation assembly point B	St Mary's Car Park

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Wodson Park
Bomb evacuation assembly point B	St Mary's School Field (far end)

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

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	N/A

## 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.

Signals	
Signal for shelter	Verbal
Signal for all-clear	Verbal

Upon hearing the shelter signal, take the action below.

Ref <sup>a</sup>	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 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

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### 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

### 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**

#### Signals

Signal for lockdown	Hand bell
Signal for all-clear	Verbal 'ALL CLEAR'

#### Lockdown

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	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
Notes	

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

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. All outside activity to cease immediately, pupils and staff return to building Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points to the site and then the buildings (e.g., doors, windows) to prevent an intruder entering.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	<p>Initially “free movement” may still be permitted within the building dependent upon circumstances.</p> <p>Once all staff and pupils are safely inside, senior staff 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"> <li>▪ Blocking access points (e.g., move furniture to obstruct doorways)</li> <li>▪ Lock classroom doors internally. Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors</li> </ul>	

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

## APPENDIX 9 – FIREARMS OR WEAPONS ATTACK

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.



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

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

## APPENDIX 10 - BOMB THREATS

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### 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):

### Bomb threats checklist

#### ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

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

ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?	7. What is your name?
<input type="text"/>	<input type="text"/>
2. When is it going to explode?	8. What is your address?
<input type="text"/>	<input type="text"/>
3. What does it look like?	9. What is your telephone number?
<input type="text"/>	<input type="text"/>
4. What does the bomb contain?	10. Do you represent a group or are you acting alone?
<input type="text"/>	<input type="text"/>
5. How will it be detonated?	11. Why have you placed the bomb?
<input type="text"/>	<input type="text"/>
6. Did you place the bomb? If not you, who did?	12. Record time completed:
<input type="text"/>	<input type="text"/>

INFORM BUILDING SECURITY OR  
COORDINATING MANAGER

DIAL 999 AND INFORM POLICE

Name and telephone number of person informed:	Time informed:
<input type="text"/>	<input type="text"/>

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

Date and time of call:	Duration of call:	The telephone number that received the call:
<input type="text"/>	<input type="text"/>	<input type="text"/>

About the caller:

Male                       Female                       Age

Nationality

Threat language:

Well spoken                       Irrational                       Taped  
 Foul                                       Incoherent

Caller's voice:

<input type="checkbox"/> Calm	<input type="checkbox"/> Slurred	<input type="checkbox"/> Lisp	Familiar (if so, who did it sound like?)
<input type="checkbox"/> Crying	<input type="checkbox"/> Excited	<input type="checkbox"/> Rapid	<input type="text"/>
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Stutter	<input type="checkbox"/> Deep	Accent (If so what accent?)
<input type="checkbox"/> Angry	<input type="checkbox"/> Disguised	<input type="checkbox"/> Laughter	<input type="text"/>
<input type="checkbox"/> Nasal	<input type="checkbox"/> Slow	<input type="checkbox"/> Hoarse	

Other (please specify)

Other sounds:

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

Remarks

Additional notes

Signature:

Print name:

Date:

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA**

- 1 Do not reply to, forward or delete the message
- 2 If sent via email, note the address
- 3 If sent via social media, what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

**SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY OR COORDINATING MANAGER**

Retention period: 7 years

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

## APPENDIX 11 - SUSPICIOUS ITEMS

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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:



**Confirm**



**Communicate**



**Clear**



**Control**

## Confirm, Clear, Communicate and Control

<p><b>CONFIRM</b></p> <p>Whether or not the item exhibits recognisably suspicious characteristics.</p>	<p>The HOT protocol may be used to inform your judgement:</p> <p><b>Is it Hidden?</b></p> <ul style="list-style-type: none"> <li>• Has the item been deliberately concealed or is it obviously hidden from view?</li> </ul> <p><b>Obviously suspicious?</b></p> <ul style="list-style-type: none"> <li>• Are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible? Could it be an Improvised Explosive Device (IED)?</li> <li>• Had the item been found after seeing suspicious behaviour? Check with others in the area?</li> <li>• Based upon what you can see, do you think the item poses an immediate threat to life?</li> </ul> <p><b>Is the item Typical of what you would expect to find in this location?</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• If the item is assessed to be unattended rather than suspicious, examine further, paying particular attention to the contents, before applying lost property procedures.</li> </ul> <p>However, if you believe the item represents a possible risk to life, then follow the protocol as below ↓</p>
<p><b>CLEAR</b></p> <p>the immediate area</p>	<p><b>Do not touch it</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Cordon off the area as best you can in advance of police attendance.</li> </ul>
<p><b>COMMUNICATE</b></p> <p>Dial 999</p>	<ul style="list-style-type: none"> <li>• Inform the Head Teacher &amp; Site Coordinator</li> <li>• Do not use radios or phones/mobiles within 15 metres of the item and place yourself out of line of sight.</li> </ul>

<b>CONTROL</b>  <b>Access to the cordoned area</b>	<ul style="list-style-type: none"><li>• Staff and pupils should not be able to approach the area until it is deemed safe.</li><li>• Try and keep eyewitnesses on hand so they can tell police what they saw or try and get contact details before witnesses move away.</li></ul>
--	--

For further guidance in printable, poster format to easily advise others with actionable information, please download [Unattended and Suspicious Items Action Card](#)

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

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

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

### TELL THOSE AFFECTED TO:



#### **REMOVE THEMSELVES...**

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

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

**REPORT... use M/ETHANE**



#### **REMOVE OUTER CLOTHING...**

...if affected by the substance.

Try to avoid pulling clothing over the head if possible.

Do not smoke, eat or drink.

**Do not pull off clothing stuck to skin.**



#### **REMOVE THE SUBSTANCE...**

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

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

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



The presence of hazardous or unusual materials.



A change in environment, such as unexplained vapour, odd smells or tastes.



Unexplained signs of skin, eye or airway irritation, nausea, vomiting, twitching, sweating, disorientation, breathing difficulties.

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



NFCC  
National Fire  
Chiefs Council



supported by JESIP

## APPENDIX 12 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g., the Local Authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options (see guidance from Hertfordshire County Council Section 1.4 (pg.11-15). It may be appropriate to inform:</p> <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
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.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media, are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	

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



Thursday, 19/05/2011

7.40pm Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.

Notes should be recorded in chronological order.

Rang Philip. Number engaged.

7.50pm

Rang Philip. Told him about the situation and asked him to meet me

7.55pm at the school entrance as soon as possible. He'll be there for 8.15pm.

8.05pm Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388~~ 07802 338 202.

8.20pm Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).

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

8.40pm Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Only include times, dates or initials within the margins.

## APPENDIX 14 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls	07903 296949	In the 'Grab Bag'

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 / mobile phone	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to edit the website?</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils	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:

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

### 14.2 Exercises

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

Exercises can be held in two different formats:

Type	Description
Table - top	A table-top exercise is an effective way to validate a plan. It enables open discussion and an opportunity for contribution from all participants, thus maximising learning. Participants should be provided with an initial incident briefing to set the scene at the start of the exercise, followed by a series of phases/scenario advancements with accompanying questions to guide discussions. After each phase of questions, each table should be encouraged to share key points or concerns from their discussions. This type of exercise would be most useful for the SEMT.
Live Exercise/Drills	A live exercise or drill, enables staff and pupils to physically act out 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

- The activation processes
- Communications equipment
- Information management

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

A number of incident scenarios and an exercise planning 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](mailto:resilience.team@hertfordshire.gov.uk) for information.

## APPENDIX 17 – SCHOOL DETAILS AND PLAN ADMINISTRATION

School details	
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

Plan administration	
Version number	1
Date of issue	July 2023
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	March 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.

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.

Reviewed: March 2025