

# ST. VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL

Bedwell Crescent, Stevenage, SG1 1NJ

## Emergency Plan

(Formally Critical Incident Plan)



*"We are called to be the hands and face of Jesus  
as we learn, love and grow together"*

Document Date: Autumn 2023

Review Date: Autumn 2024

Reviewed by: Health and Safety Committee

Ratified at Full Governing Body meeting

Signature:

Chair of Governors

Date ratified: 5<sup>th</sup> December 2023

# 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 St Vincent de Paul Catholic Primary School provide an appropriate emergency response to minimise the impact of an emergency or major incident and to ensure the safety and wellbeing of children and staff in the schools care.

## ii. Definition of Emergency and Major Incident

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

The following levels of emergency may occur:

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

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

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

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

## 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 St Vincent de Paul Catholic Primary 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:

.....

Contact details of informant:

.....

Date and time of incident:

.....

Date and time of call:

Exact location of incident:

.....

Type of incident and other incident details:

.....

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

.....

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

.....

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

.....

Emergency Services and other agencies – list which services are present

.....

Who has been informed?

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

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

Does anyone else need to be informed?

.....

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

.....

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

.....

Are any immediate actions or support required?

.....

Where is the informant now and where are they going?

.....

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

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

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

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

.....

## 1.2 Initial action

Immediately inform the Head Teacher or nominated emergency contact.

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

### Assess

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

### Call 999

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

### Take Action

- Take immediate action to safeguard pupils, staff and visitors
- Fetch any equipment that may prove useful (e.g. first aid kit, grab bag)
- Attend to any casualties and administer first aid, if appropriate.

### Activate

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

### Call

- Commence call cascade to ensure notification of all appropriate staff / persons / agencies
- Refer to the list of emergency contact numbers for additional support if required.

### Maintain

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

### CRITICAL INCIDENT PLAN – November 2023

In the event of a critical incident e.g. fire, heavy snowfall etc. the following procedures will be followed:

- Neil to phone Alex Whitty to give information about incident
- Sally Lorimer to leave appropriate message on school answer phone & co-ordinate website message with Steve A
- Sally Lorimer to send out Parentmail to all parents and staff
- Neil to put 'school closed' notices on school gates
- All staff members to be contacted by a member of SLT as below:

Alex	Michelle C	Val	Trudie	Sally
Neil Hargrave	A Mojzis (Break Club)	P Caswell (M,T,Wed)	T Lawton (W, T, Fri)	S Ainsworth (website)
M Curry	Katie Worthington	C Lawlor	S Crump	M Fasina (Break Club)
V Hargrave	D Arnese	H Baguley (M/T/W)	M Freitas	Michelle Attwood (M/T/W)
T Batty	D Farrelly	L Peters	M Mooney	L Levy
S Lorimer	K Unwin	C Wallace (Break Club)	S Culkin	L Brooke
R Jennings (t/w/t)	M Ambrose	P Garland	E Foley	N Kear
C Heath	Ursula Lief (Th/Fri)	N Pearce (T/Fri)	R Stokes	J Doyle
S Humphries	D Zanelli	S Heaton	J Bailey	M Madrzyk
E Glover	Elvira Hall	J Cooper	L Mossop	P Watkins
P Marsden	M Copeland	Michelle Malcolm	C Deschamps	J Tavernier (11.30 start)
M Banissy	Gloria Radford	P Osmond	Olesia Raposo	Rabia Tayyaba (Mon/Tues)
	Claire Palmer 11.30 start	Erin Davey	Leyla Basbaydar	Michelle Attwood (M/T/W)
				Elena Pentiu
				Rose Plange (mat leave)

## 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)
SCHOOL EMERGENCY MANAGEMENT TEAM					
Mrs Alex Whitty	Acting Head		XXXXXX		
Mrs Michelle Curry	Acting Deputy Head/SENCO		XXXXXX		
Mr Neil Hargrave	Site Manager		XXXXXX		
Mrs Sally Lorimer	Business Mng		XXXXXX		
Mrs Val Hargrave	Asst. Head of KS1 & EYF		XXXXXX		
Mrs Trudie Batty	Asst. Head of KS2		XXXXXX		
Mr John Sloan	Chair of Governors		XXXXXX		
GOVERNORS					
Mr John Sloan	Chair of governors		XXXXXX		
Mr Kunle Anjorin	Parent governor		XXXXXX		
Mr Nathan Barry	Co-opted governor		XXXXXX		
Mrs Bernadette Bullock	Parent governor		XXXXXX		
Mrs Damon Carr	Parent governor		XXXXXX		
Mrs Geraldine Cartwright	Foundation governor		XXXXXX		
Mr Simon Crump	Staff governor		XXXXXX		
Mrs Gloria Enock	Foundation governor		XXXXXX		
Mrs Mary Hewitson	Foundation governor		XXXXXX		
Mrs Charlie Leiff	Local Authority governor		XXXXXX		
Mrs Siobhan Morgan	Foundation governor		XXXXXX		
Mr Ryan Pearse	Co-opted Governor		XXXXXX		
Mrs Rhian Richards	Co-opted governor		XXXXXX		
Dr. Sajan Sebastian	Foundation governor		XXXXXX		
Mrs Anne-Claire Simon	Co-opted governor		XXXXXX		
Fr Nigel Woollen	Foundation governor		XXXXXX		



STAFF					
Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details*	Notes (e.g. first aid trained)

\* 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 actions schools need to take in the event of severe weather or if a public emergency is declared by the Local Authority.

- 1.1 The decision to close a school in severe weather, or when responding to a public emergency, should be taken by the Head Teacher based on the following:
  - local conditions
  - this guidance
  - an assessment of risk
  - information from the Local Authority
- 1.2 Schools with reduced teaching staff should consider staying open and providing group activities to limit the impact on working parents.
- 1.3 If the Council advises a school or a group of schools of a public emergency that may require their school(s) to close, the **HCC Warn and Inform procedure should be followed (see page 14)**.
- 1.4 Where possible, advanced warning will be given. Where this has been issued, schools should consider how this might impact on their establishment, for example:
  - Staffing issues
  - Fuel supplies
  - Catering supplies
  - Transport issues, e.g. Passenger Transport Unit, taxis etc.
- 1.5 Where it is likely that there will be prolonged severe weather or closures related to a public emergency, a Local Authority team will be set up to co-ordinate and support services. Regular emails will be sent to Heads, giving the county picture and any new information as it becomes available.

### PROPERTY RELATED EMERGENCIES

#### 2. Premises Damage

- 2.1 **The County Council does not provide an emergency response service and therefore all schools are expected to retain the services of a property consultant to support them in the event of a critical incident.** The County Council's Property Consultancy framework can be used to engage with an appropriately qualified consultant.
- 2.2 **It is the individual school's responsibility to make the necessary contractual arrangements to undertake repairs and put in place temporary solutions as required.** During normal office hours the County Council's Building Management Team are available to provide advice and support to help you to manage the incident.
- 2.3 As a VA school we would contact Catholic Insurance Services following consultation with Nigel Spears and Wilby & Burnett (details in 2.4).

## 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: Wilby & Burnett - Adam Aitchison T: 01799 513621 M: 07780 701 415
- Notify the relevant insurer(s): Catholic Insurance Services
- For VA schools, notify the Diocesan representative: Nigel Spears M: 0773 818 3828

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

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

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

## HCC TELEPHONE HELPLINE

### 3. Helpline Information

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

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

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

## STAFFING

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

- 4.1 Unless specifically told otherwise, staff will be expected to use their best endeavours to attend work without putting themselves or others at risk. Travel to work and school would be considered essential journeys.
- 4.2 Head Teachers should ensure there is an up to date list of home contact/mobile phone details of all staff and parents.
- 4.3 Where it is deemed too unsafe or difficult for staff to attend their workplace, other options should be considered.

## PREPARATION FOR SEVERE WEATHER

### 5. Preparing for Severe Weather

- 5.1 In the event of severe weather make sure that the heating is left on during 'out of hours' periods for frost protection purposes. Where appropriate, ensure there is adequate fuel for prolonged closures.
- 5.2 Brief staff in advance to ensure they know what is expected of them.

- 5.3 Brief parents, children etc. in advance to ensure they understand where they can get up to date information from, e.g. Parent mail, School Website, school text or local radio stations.
- 5.4 Ensure regular suppliers/contractors are informed of procedures and confirm arrangements are in place for essential services/deliveries.
- 5.5 Where schools are open, risk assessments must be undertaken to ensure the health and safety of staff, pupils and all site users. Inspections of paths and walkways should be carried out regularly and documented. This should include local arrangements for clearing and salting when ice or snow appears, as well as any failures to the surfaces.

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

[http://www.thegrid.org.uk/info/healthandsafety/risk\\_assessment.shtml](http://www.thegrid.org.uk/info/healthandsafety/risk_assessment.shtml)

[http://www.thegrid.org.uk/info/healthandsafety/documents\\_manual/snow\\_ice\\_2017\\_v2.doc](http://www.thegrid.org.uk/info/healthandsafety/documents_manual/snow_ice_2017_v2.doc)

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

- 5.6 Where gales or high wind warnings have been issued, the site should be checked for dead or damaged branches/trees and other potential hazards to people or property.
- 5.7 Where it is not possible for some staff and/or children to return home, schools should ensure there are plans in place to provide warmth and hot refreshments.
- 5.8 In extreme circumstances HCC may request that schools or other establishments be used as rest centres for members of the public.
- 5.9 All schools should have the retained services of a property consultant to provide emergency cover and support. HCC does not provide emergency advice or support in relation to property. Further advice is available on the schools grid in the following location:  
<http://www.thegrid.org.uk/info/premises/>

## RE-OPENING OF SCHOOLS FOLLOWING CLOSURE

### 6. Re-Opening Decisions

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

Monday – Friday	08.30 – 17.30	01438 737261
Saturday	09.00 – 16.00	01438 737261
- 6.3 Head teachers should use their school contact systems for advising staff of the situation and send an updated message to the Local Authority.

## **RESPONDING TO SEVERE WEATHER**

### **7. Steps to take in the event of Severe Weather**

7.1 Schools do not need to call the Local Authority or local radio stations.

Each school will have nominated radio station(s) and an email is automatically sent to the nominated radio station(s) when a school sends a message into the system. The radio stations will notify their listeners of school closures wherever possible.

7.2 Please remember that in very extreme cases radio stations may be overloaded.

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

## **WARN AND INFORM**

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

- An email will be sent from the LA department responsible.

## SECTION 2 - ROLES AND RESPONSIBILITIES

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

2.1.1 The School Emergency Management Team (SEMT) is formed from a pre-identified selection of staff. The SEMT has responsibility for activating and implementing actions within the School Emergency Plan to coordinate the on-going response to an emergency. It is important that the SEMT record all actions and decisions in their own log books. They must also be available for briefings, handovers and post-emergency debriefs.

Name	Role in School	Emergency Role	Responsibilities
Primary: <i>Mrs Alex Whitty</i>  Secondary: <i>Mrs Michelle Curry</i>	Acting Head Teacher  Acting Deputy 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's Business Delivery Manager</li> </ul>
<i>Sally Lorimer</i>	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>
<i>Mrs Val Hargrave</i>  <i>Mrs Trudie Batty</i>	Assist Headteacher EYF & KS1  Assist Headteacher KS2	<b>Communications Coordinators</b>	<ul style="list-style-type: none"> <li>• Assist/Support Head Teacher</li> <li>• Coordinate internal communications</li> </ul>
<i>Sally Lorimer</i>	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>Mrs Lorinda Levy</i>  Secondary: <i>Mrs Lucy Brooke</i>	School Secretary	<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>
<i>Mr Neil Hargrave</i>	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>
<i>Mrs Val Hargrave</i>  <i>Mrs Trudie Batty</i>  <i>Mrs Michelle Curry</i>	Assist Headteacher EYF & KS1  Assist Headteacher KS2  Acting DH / SENCO	<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>

<i>Mrs Val Hargrave</i>	Assist Headteacher EYF & KS1	<b>Educational Visit Leader</b>	<ul style="list-style-type: none"> <li>• Liaise with the Head Teacher to coordinate the off site response</li> <li>• Lead staff and pupil care/welfare arrangements whilst off site</li> </ul>
<i>Mrs Trudie Batty</i>	Assist Headteacher KS2		

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	<p>If the incident has occurred on an educational visit:</p> <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	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <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	<p>Remember to:</p> <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, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
IM13	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for and anyone that requires additional support/special requirements.	
IM14	If evacuating, ensure school grab bag is collected, if it is safe to do so	



IM15	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
IM16	Inform governors as appropriate.	
IM17	Notify Business Delivery Manager at Hertfordshire County Council that you have activated your School Emergency Plan (01992 555703, Mon- Fri 08:00 - 17:00)	
IM18	Liaise with the Business Continuity Lead to establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	

Ref	Incident Manager - ongoing response	Comments / Tick / Sign / Time
IM19	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
IM20	Establish the location and frequency of SEMT / Staff meetings	
IM21	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
IM22	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
IM23	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <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 appendix 2 (page 41) for more information).	
IM32	Work closely with the Site Coordinator in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
IM33	Consider long-term arrangements to guide schools return to business-as-usual	
IM34	Complete any necessary forms / paperwork. Submit your incident log books to the Log-keeper.	
IM35	Arrange a debrief for school staff involved in the response.	
IM36	Liaise with Communications Coordinator to arrange a debrief session with parents/guardians if required	
IM37	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
IM38	Initiate a review of the school emergency plan.	
IM39	Consider contacting the head teachers of nearby schools to inform them of any important issues relating to the incident.	
IM40	Consider memorials or anniversaries of the event.	

## 2.3 Roles and responsibilities - Business Continuity Lead

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

Ref'	Business continuity - initial response	Comments / Tick / Sign / Time
BC1	Receive situation report from Head Teacher, or nominated Deputy / attend SEMT to ensure you are well informed.	
BC2	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <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.	

Ref'	Business Continuity - ongoing response	Comments / Tick / Sign / Time
BC8	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC9	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC10	Work with Communications Coordinator to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC11	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime	

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

## 2.4 Roles and responsibilities – Communications Coordinator

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

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

Ref'	Communications - ongoing response	Comments / Tick / Sign / Time
CO6	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ SEMT</li> <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 15, page 75). Ensure that records of calls made to parents / carers are maintained.	
CO8	Liaise with the Media Manager about contacting local radio stations.	
CO9	Update the school answer phone on a regular basis.	
CO10	Liaise with the Incident Manager in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <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.	

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

## 2.5 Roles and responsibilities – Media Manager

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

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

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



## 2.6 Roles and responsibilities - Log-keeper

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

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

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

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

## 2.7 Roles and responsibilities – Site Coordinator

Ref'	Site Coordinator- initial response	Comments / Tick / Sign / Time
SC1	Receive situation report from Head Teacher, or nominated Deputy / attend SEMT to ensure you are well informed.	
SC2	Commence log of all actions and decisions	
SC3	Take action to protect property. Consider turning off utility supplies.	
SC4	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
SC5	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
SC6	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> <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>	

Ref'	Site Coordinator - ongoing response	Comments / Tick / Sign / Time
SC7	Liaise with utility suppliers as required.	
SC8	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> <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.	

Ref'	Site Coordinator - recovery	Comments / Tick / Sign / Time
SC13	Work closely with the Incident Manager in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
SC14	Assist with the arrangement of a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
SC15	Liaise with the Business Continuity Lead to make an inventory of any equipment which has been damaged. Arrange for important items/documentation to be salvaged, restored or replaced.	
SC16	Procure temporary classrooms if appropriate.	
SC17	Submit incident log books to the log-keeper at the end of the incident.	

## 2.8 Roles and responsibilities – Welfare Coordinator

Ref'	Welfare - initial response	Comments / Tick / Sign / Time
W1	Receive initial briefing from Head Teacher or nominated Deputy	
W2	Commence log of all actions and decisions	
W3	Lead on the establishment of arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W4	Identify pupils who may require additional support: <ul style="list-style-type: none"> <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>	

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

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

## 2.9 Roles and responsibilities - Educational Visit Leader

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

Ref'	Educational visit leader - ongoing response	Comments / Tick / Sign / Time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <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).	

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

## SECTION 3 – EMERGENCY CONTACT DIRECTORY

### 3.1 Contact details - extended services

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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
Critical Incident		01438 737261		
Children's services		0300 1234043		
Children's services Business Delivery Manager		01992 555703		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm
Media / communications		01992 555537		
Property		01438 737261		
Transport		0300 1234043		
Catering		Local Arrangements Apply		
Educational visits		01992 556491		
Emergency planning		01992 555961		
Health and safety		01992 556478		
Risk / insurance		01992 555480		
Legal		01992 555503		
Human resources		01992 555000 (option 2)		
Educational psychology / Safe Space		01992 588796		
Occupational health		01992 588750		

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

### 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)
BBC 3 Counties Radio		<a href="http://news.bbc.co.uk/local/threecounties/hi/tv_and_radio">http://news.bbc.co.uk/local/threecounties/hi/tv_and_radio</a>		
Heart Radio		www.heartdunstable.co.uk		

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

### 3.4 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999	101(non-emergency no)	
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0300 003 1747  Incident contact centre: 0345 300 9923  Duty officer: 0151 922 9235 (24 hour)  Duty press officer: 0151 922 1221 (24 hour)		
Insurance company	Catholic Insurance Services	01296 422040	Our of hours: Sedgwick 0345 604 8580	

Supplier (catering)	Herts Catering	01707 292500	Head Office	
Supplier (cleaning)	Pendergate Ltd T/A Kindred	01707 256 666		
Supplier (temporary staff)	County Teachers	Chloe Stoker 01438 878 777		
Supplier (temporary staff)	Class Education	01462 659913		
School Grounds	Schools Grounds Co	01438 869090	Josh	
Utility supplier (gas)	Transco	0800 111 999	Contract T1009580	Meter : G00140 01 & 02 01 - 124808800 02 - 124812297
Utility supplier (water)	Affinity - Water	0345 357 2407		Customer No 1493393-9
Utility supplier (electricity)	UK Power Networks	0800 783 8838	Inf: 341278104 Jun: 871279426	Meter: E00140 -1 & 02 01 – LGUWQH79 02 – LGUWQH8B
Utility supplier (heating)	T Clarke	<b>Sam Greene</b> FM Hub Coordinator T: 01480 861 544 M: 07880 715 213 sam.greene@tclarke.co.uk		
Teacher Support Network		England: 08000 562 561 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

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

## APPENDIX 1 – 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.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care</li> <li>▪ Local hospices (eg 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. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

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

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <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.</li> </ul>	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <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	Be aware of renewed media interest near anniversaries of the event.	

## APPENDIX 2 - BUSINESS CONTINUITY

### Business Continuity Template

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

#### Alternative Location

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

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

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

	Primary	Secondary
Site Type:	Bedwell Primary School	St Joseph's Church
Address:	Bedwell Crescent (next door)	Bedwell Crescent (next door)
Key Holder/Site Contact:	01438 351198 <a href="mailto:head@bedwell.herts.sch.uk">head@bedwell.herts.sch.uk</a> Headteacher – Miss E Shaw	01438 352134
Capacity:		
Time required to set up:		



## Human Resources

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

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

<b>Full headcount of employees:</b>			
<b>Number of staff that can work remotely without affecting business as usual operations:</b>	Admin staff have access to Arbor & Parentmail (online access from anywhere) Google classroom for teachers and SLT		
<b>Location of staff records and contact database:</b>	<b>All information needed on Arbor - online</b>		
<b>Team/ Function i.e. School Office/year group/management team</b>	<b>Minimum number of staff needed in short-term (after 1 day)</b>	<b>Minimum number of staff needed in Medium-term (after 1 week)</b>	<b>Minimum number of staff needed in the long-term (after 1 month)</b>
1.			
2.			
3.			
4.			

### Action plan for loss of staff

Needs to be agreed with SLT – Confirmed in Autumn Term 2023

### Remote Learning

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

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

	Primary	Secondary
<b>Resource available (website/ learning platform/ email/ post):</b>	Google Classroom & other web-based subscribed resources	
<b>Staff contact responsible for maintenance:</b>	OVERALL SLT Assistant Headteacher – EYFS & KS1 Assistant Headteacher – KS2	SLT

### Resource Recovery

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

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

Application/system	Full service	Minimum number needed in short-term (after 1 day)	Minimum number needed in medium-term (after 1 week)	Minimum number needed in long-term (after 1 month)
Computers				
Telephones				

### Action plan for loss of access

Needs to be agreed with SLT – Confirmed in Autumn Term 2023

### Records and Paper Work

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

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

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

Resource	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Coursework		
2. Examination papers		
3. Asset registers/equipment inventories	Short-term (online with immediate access)	
4. Financial Information	Short-term (online with immediate access)	
5. Medical records	Short-term (online with immediate access)	
6. Contacts database	Short-term (online with immediate access)	
7. Insurance documentation	Short-term (online with immediate access)	
8. Remote learning	Short-term (online with immediate access)	

### Critical Suppliers

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

Supplier (inc. Contact number and Address)	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
Herts Catering: 01707 292500		
Post Office: 01438 767120		

## APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Infant boiler room	
Water	Infant Building: small kitchen Junior Building: inside the staffroom door (lefthand side)	Water mains switch for whole school is on the left-hand side as you exit the school main pedestrian gate.  See map attached
Electricity	Junior Building: Main switch in Site Manager store in Junior Building in main hall (righthand side if standing on steps looking into the hall) Infant Building: Site Manager cupboard in reception area on lefthand side before you go into the small kitchen.	See map attached
Heating	Boiler rooms: Junior building: as you leave the staffroom towards car park turn directly left, the boiler room is the lefthand door in the covered area	See map attached

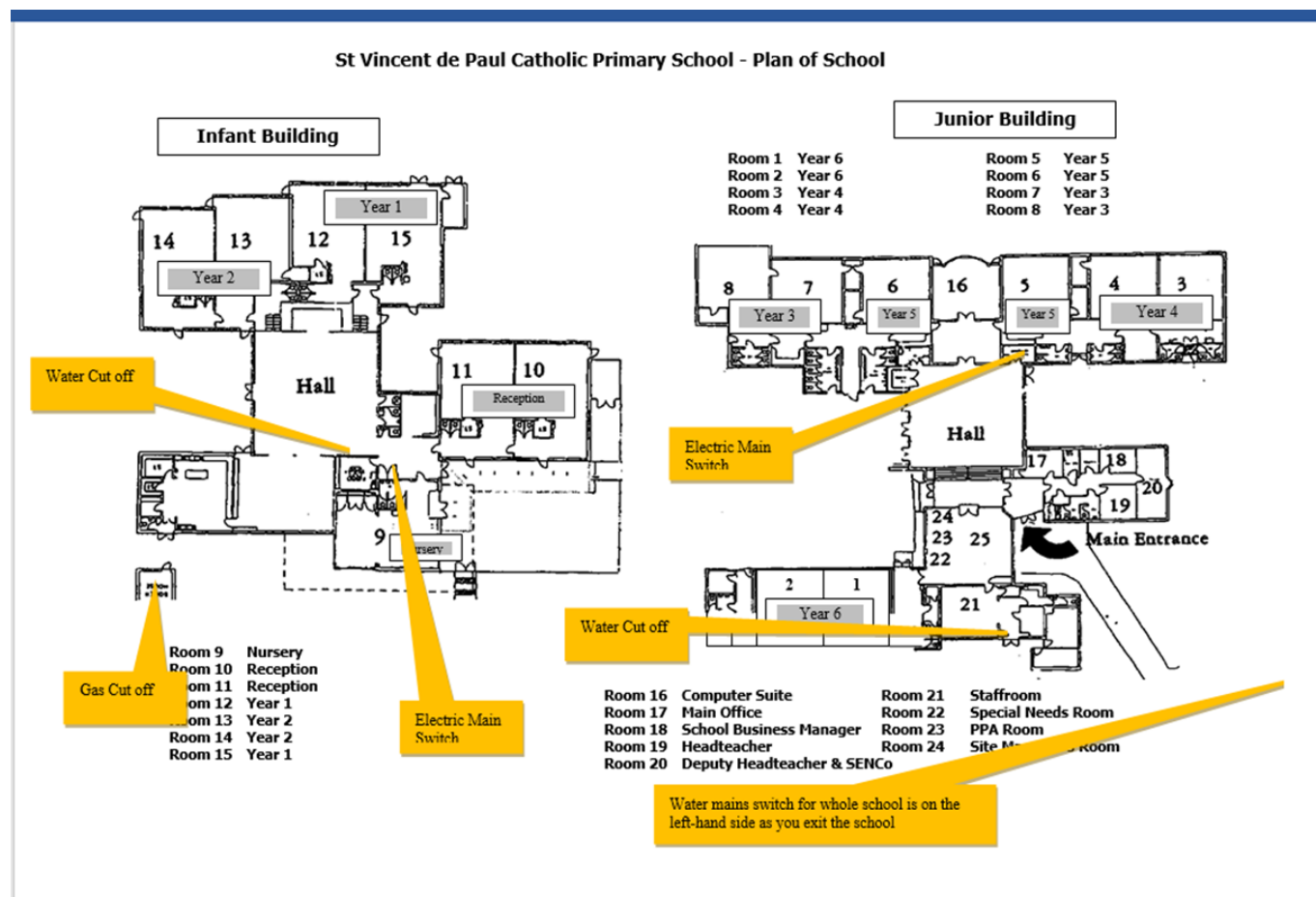
Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)	None	

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

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

## APPENDIX 4 – SCHOOL DIAGRAMS / MAPS

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



## APPENDIX 5 – EVACUATION

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

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

Signals	
Signal for fire evacuation	Fire alarm (triggered to go off in both buildings)
Signal for bomb evacuation	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.
Signal for all-clear	

Assembly points - fire evacuation	
Fire evacuation assembly point A	KS2 – Junior playground KS1 & EYFS – Infant playground
Fire evacuation assembly point B	KS2 playground

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Bedwell School – Next door
Bomb evacuation assembly point B	St Joseph's Church – Next door

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	Bedwell School
Type of premise	Primary School
Contact name and details of key holder(s)	
Address	Bedwell Crescent, Stevenage. SG1 1NJ

Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	



## APPENDIX 6 – INVACUATION

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

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

Signals	
Signal for shelter	Each classroom rung on internal phone
Signal for all-clear	Each classroom rung on internal phone or visit from member of SLT

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## APPENDIX 7 - 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

An example template is provided below to assist with the development of your school lockdown procedure.

To assist with the development of the school lockdown procedure the following actions are advised by the National Counter Terrorism Security Office (NaCTSO) in the Crowded Places Guidance (<https://bit.ly/2ohXjwo>):

“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 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.”

Signals	
Signal for lockdown	
Signal for all-clear	

Lockdown	
Rooms most suitable for lockdown	Classrooms and Admin area
Entrance points (e.g. gates, doors, windows) which should be secured	
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 will conduct an ongoing and dynamic risk assessment based on advice from the emergency services.</p> <p>In the event of a full lockdown being required:</p> <p>Ensure people take action to increase protection from attack:</p> <ul style="list-style-type: none"> <li>▪ Block 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 8 – FIREARMS OR WEAPONS ATTACK

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



<b>RUN</b>	<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>
<b>HIDE</b>	<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>
<b>TELL</b>	<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>

<b>Armed Police Response</b>	<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>
<b>Officers may</b>	<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 9 - BOMB THREATS

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

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

### ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

7. What is your name?

2. When is it going to explode?

8. What is your address?

3. What does it look like?

9. What is your telephone number?

4. What does the bomb contain?

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

5. How will it be detonated?

11. Why have you placed the bomb?

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

- Record time completed:

## INFORM BUILDING SECURITY OR COORDINATING MANAGER

## DIAL 999 AND INFORM POLICE

Name and telephone number of person informed:

Time informed:

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

Date and time of call:

Duration of the call:

The telephone number that  
received the call:

About the caller:

☐ Male ☐ Female Age

Nationality

Threat language:

☐ Well-spoken ☐ Irrational ☐ Taped

☐ Foul ☐ Incoherent

Caller's voice

☐ Calm ☐ Slurred ☐ Lisp ☐ Familiar (If so, who did it sound like?)

☐ Crying ☐ Excited ☐ Rapid

☐ Clearing throat ☐ Stutter ☐ Deep ☐ Accent (If so, what accent?)

☐ Angry ☐ Disguised ☐ Laughter

☐ Nasal ☐ Slow ☐ Hoarse

☐ Other (please specify)

**Other sounds:**

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

**Remarks**

**Additional notes:**

Signature \_\_\_\_\_

Print name \_\_\_\_\_

Date     — / — / —



## APPENDIX 10 - SUSPICIOUS ITEMS

When dealing with **suspicious items**:

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

Confirm, Clear, Communicate and Control	
<p><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</b> suspicious?</p> <ul style="list-style-type: none"> <li>• Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?</li> <li>• 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. Ask if anyone has left the item.</li> <li>• If the item is assessed to be unattended rather than suspicious, examine further before applying lost property procedures.</li> </ul>
<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 to a safe distance. Even for a small item such as a briefcase move at least 100m away from the item starting from the centre and moving out.</li> <li>• Keep yourself and other people out of line of site of the item. It is a broad rule, but generally if you cannot see the item then you are better protected from it.</li> <li>• Think about what you can hide behind. Pick something substantial and keep away from glass such as windows and skylights.</li> <li>• Cordon off the area.</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 within 15 metres.</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</li> </ul>
--	---

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

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

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

## TELL THOSE AFFECTED TO:



### REMOVE THEMSELVES...

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

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

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



### REMOVE OUTER CLOTHING...

...if affected by the substance.

Try to avoid pulling clothing over the head if possible.

Do not smoke, eat or drink.

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



### REMOVE THE SUBSTANCE...

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

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

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



The presence of hazardous or unusual materials.



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



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

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



National Ambulance  
Resilience Unit  
**NARU**



**NFCC**  
National Fire  
Chiefs Council



supported by **JESIP**

## APPENDIX 11 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <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	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options (see guidance from Hertfordshire County Council Section 1.4 (pg.11-15). It may be appropriate to inform: <ul style="list-style-type: none"> <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 school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

## **APPENDIX 12 – SCHOOL CLOSURE NOTIFICATION SYSTEM**

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### **Everbridge Schools Closure Notification System**

NO LONGER IN USE

## **12.1 Sending a Message via the Internet:**

Messages posted on School Website and Parentmail used for instant messaging.

## APPENDIX 13 - LOG-KEEPING GUIDELINES

---

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

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

- Notes should be contemporaneous or made as soon as reasonably practicable after the incident (within 24 hours). They should be clear, intelligible and accurate.
- Note all relevant facts in chronological order
- Stick to the facts – don't include assumptions (unless you are noting assumptions to show your reasoning for making a decision, if so make this clear)
- Note down non-verbal communication as well as what is said
- If you make a mistake cross it out with a single line (so that what is underneath is still visible) and initial it.
- Do not tear pages out
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not write between lines
- Do not write in the margins (except for dates, times and initials)
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed.
- Record important statements, questions, comments and answers in direct speech
- Sign, date and time each series of entries at their close
- Make a note of the time the log began and ended
- Record where the log was made
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed.
- Use plain language and correct grammatical English
- Avoid approximations and abbreviations
- Do not miss out key words
- Do not use arrows or dashes

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

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.



## APPENDIX 14 - COMMUNICATIONS

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

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> <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>
	<ul style="list-style-type: none"> <li>▪</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</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		
Parents / carers		
Governors		
Extended services		

## APPENDIX 15 – TRAINING AND EXERCISING

### 15.1 Training

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

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

There are three groups that require training:

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

### 15.2 Exercises

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

Exercises can be held in two different formats:

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

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

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

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

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

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

## APPENDIX 16 – SCHOOL DETAILS AND PLAN ADMINISTRATION

School details	
Name of school	St Vincent de Paul Catholic Primary School
Type of school	Primary (2-form entry)
School address	Bedwell Crescent, Stevenage. Herts SG1 1NJ
School operating hours (including extended services)	6am – 5pm
Approximate number of staff	55 + at any one time
Approximate number of pupils	445
Age range of pupils	3-11

Plan administration	
Version number	
Date of issue	
Electronic copies of this plan are available from	
Hard copies of this plan are available from	
Location of emergency grab bag(s)	
Date of next review	To be reviewed Autumn Term 2023 by SLT and then H&S Committee in November 2023
Person responsible for review	

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

The partner authorities are:

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

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