

Roseberry Primary School



Emergency Plan and Emergency Policy 2024-2025

Emergency Planning Team and
Contacts pages 2/3

Action Sheet page 4

Maps and Plans pages 5/6

Evacuation Page 7

Shelter/Lockdown Page 8

Flooding Page 9

Air Quality (Toxic Alert) Page 10

Bomb Threats Page 11

Other Incidents Page 12

Incident Log Sheets (Appendix 4)
Pages 32-33

Clearance Checklist p 13

School Closure
page 22

Emergency Policy
Pages 16-24

Roles and Responsibilities
Page 18

Situations
Pages 23

School Emergency Planning Management Team

Location of the room where the School Emergency Planning Team will meet	Library/Additional support classroom KS2 Building
Reserve room if the first choice is not available	Staff room
Off-site reserve if the school premises are not available	TBA as incident occurs
Dedicated telephone lines for incoming and outgoing calls, in the event of an emergency	See below

Members of the Emergency Planning Team

Name	Job title	Direct Dial
Nerys Thornton	Headteacher	01642 360520
Cathryn McCabe	Deputy Head Teacher	As above
Linda Hollinshead	Assistant Head Teacher	As above
Lisa Maddison	School Administrator	As above
Dave Colpitts	Caretaker	As above

Tell Us Once for school closure in an emergency Carly Machin 01642 527309

Email webmaster@stockton.gov.uk click on Children and Young People/Information for schools and childcare providers/How to notify us of a school closure (from left hand menu)

Cleveland Emergency Planning Unit

01642 232442/07771973206

Contact Details

Emergency Services 999 (need to ring each service separately)

Cleveland Emergency Planning 01642 301515 / epuadmin@hartlepool.gov.uk

Children's Hub: 01642 130080/01429 284284 Emergency Duty Team: 01642 524552

Director of Children's Services: Myjella McCarthy – 01642 527043

Local Education Officer Emma Milburn - 01642 526524548

SEN 0 – 25 Team Manager, Alisha Dyball - 01642 527164

Organisation	Contact details	Alternative contact details *	Notes
Police	999	Billingham Police Station 01642 302418/302410	
Wendy McConnell	Chair of Governors		
Vacant	Vice-Chair of Governors		
DfE	Enquiry line: 03700002288		
Richard Mangles	Maintenance Officer	01642 528417/078255825	Richard Mangles
Surveillance/Alarms	Fire and Security alarms	01642 618946	Surveillance/Alarms
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency	Floodline: 0845 988 1188 (24 hr) School is registered for Floodline email alerts as we are vulnerable to flooding. www.environment-agency.gov.uk		
Met Office	Customer centre: 0870 900 0100 (24 hr)		
Education Personnel	Gemma Dowd 01642 526984		
Risk and Insurance	Andy Cullen - 01642 526790		
Energy Management	01642 526904		
Electricity	Loss of Power - National Powergrid 0800668877 MPAN: 15 9102 3731 343		
Gas	Gas Leak – National Grid 0800111999 MPRN: 5116505		
Water -NWA	Mains leak: 0800393084 Water/Sewerage Flood:08003287648 NWA account number: 210453720434 Property ref: 1613271		
School Transport	Tom Jones - 01642 527132	01642 527117	
David Crosby	Media Manager	01642 526162	
Local Radio	BBC Radio Tees 01642 225211 TFM 01642 888222		
Met Office Weather call	https://www.metoffice.gov.uk https://flood-warning-information.service.gov.uk/warnings		
Environment Agency Floodline	0345 988 1188 https://flood-warning-information-service.gov.uk/warnings		
Carly Machin	Marketing & Corporate Communications Manager	01642 527309	
John Thirling	Fleet Manager	01642 527170	
Judith Wise	Educational Psychologist		
Stuart Crocket	Health and Safety Manager 01642 528194	07464420572	Lucinda Close 01642 528273
Health & Safety Exec	Benton Park View Alnwick House Newcastle-Upon-Tyne NE98 1YX 0300 003 1747		
Richard Bradley	Care for your area	01642 527739	
Anita Brown	Catering and Cleaning Manager 01642 527274		
Darren Robinson	Highways Technical Manager 01642 524910		
Ian Hodgson	Maintenance Services Manager 01642 526889		

Billingham & Nth Tees Safety info	01642 212273	01642 440440	0800374791
The Samaritans	116123 Freephone		
Teacher support Network (trained support and counsellors available 24hours)	0800562 561 Text 07909 341229		

Actions to be taken

- Any member of staff coming to an incident will assess the situation and establish a basic overview of the incident.
- All staff in the immediate vicinity to take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.
 - **SCHOOL POSTCODE TS23 2HJ**
- The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.
- Briefly alert key staff as to the course of action you are about to take.
- Refer to the list of emergency contact numbers for additional support if required.
- Each member of Team to open an Incident Log – see Appendix 4 pages 34-35 and include:
 - details of the incident (including times/location etc.)
 - who is involved
 - name of contact at the scene
 - what actions have been taken and reasons why

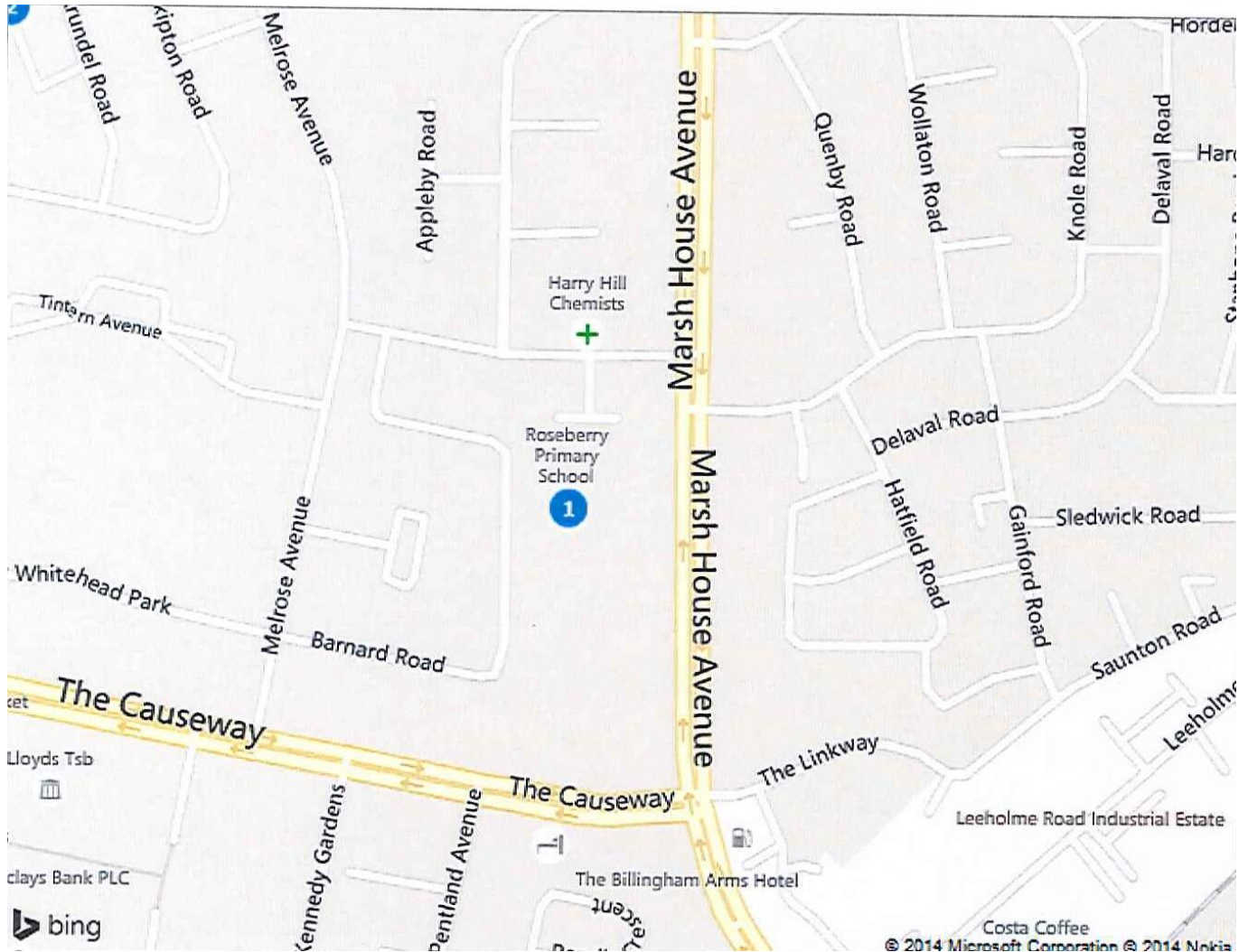
Maps and Plans

Plans and maps are available in the school grab bag in A3 and A4 sizes they are consumable in the event of an incident and can be drawn on etc. Laminated versions are also available for use in poor weather etc. Gas and electric isolation points are shown.

The school location is-

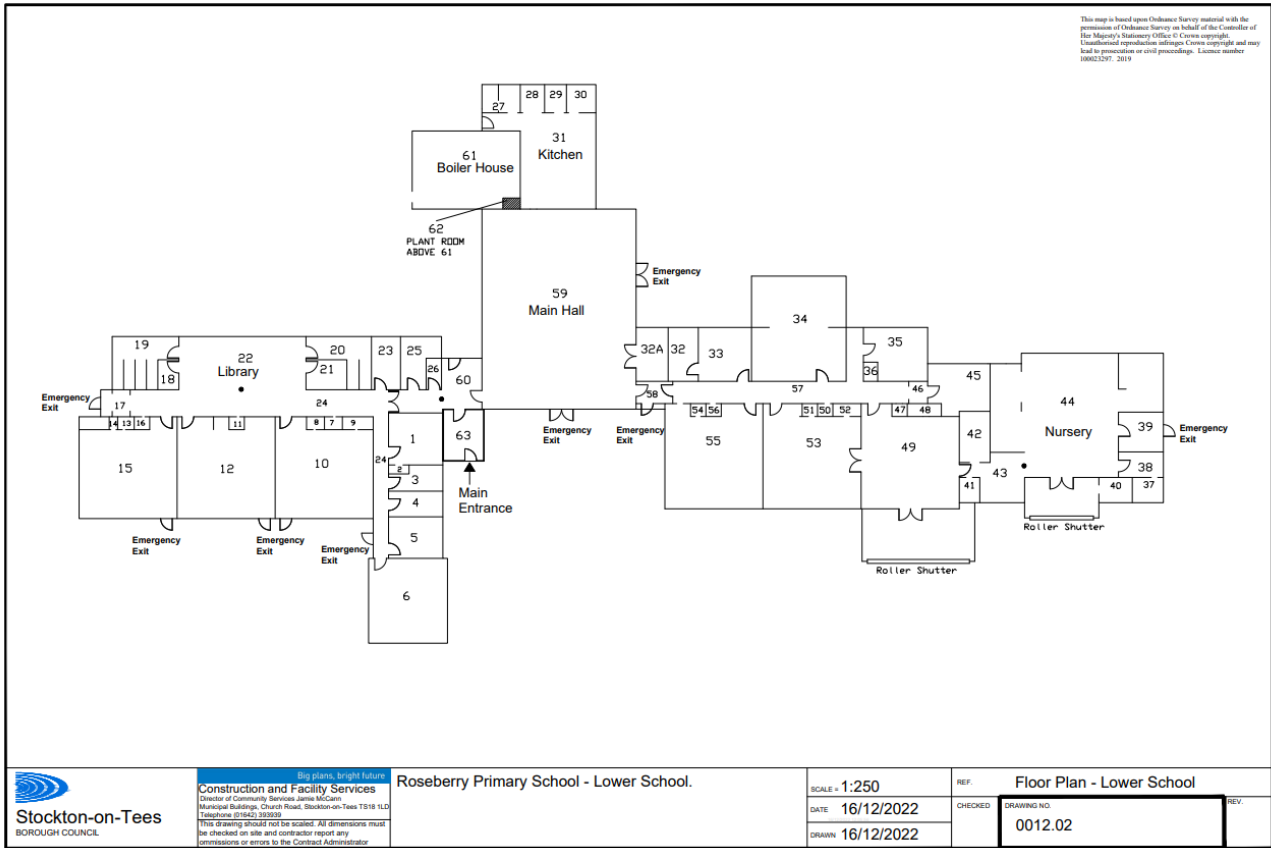
Roseberry Primary School
Marsh House Avenue
Billingham
TS23 2HJ

The main roads immediately outside the school are Marsh House Avenue and The Causeway. The school entrance is via Barnard Road/ Ravensworth Road. This road is difficult to access due to the number of vehicles that park along it.

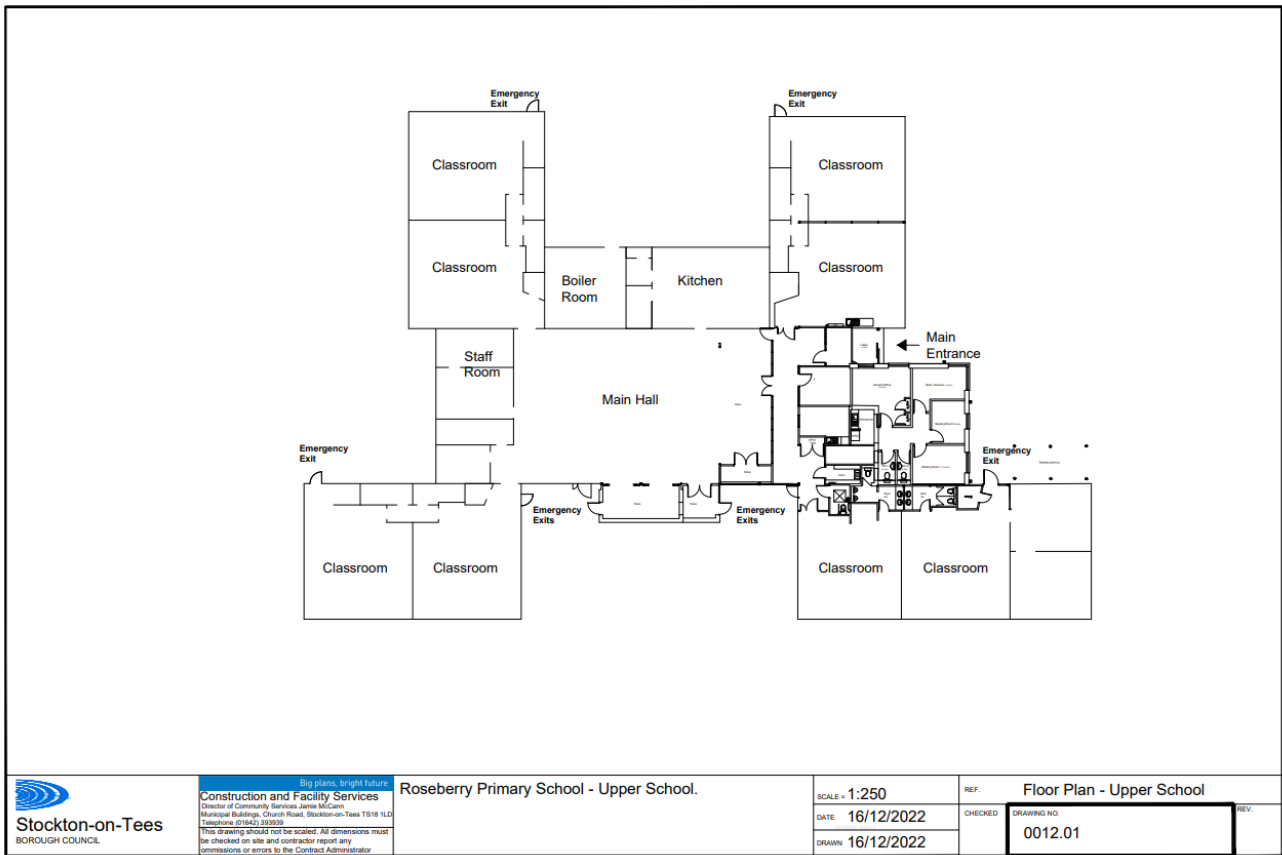


The nearest receiving hospitals are The University hospital of North Tees and the James Cook University hospital. However other hospitals could be utilized dependant on clinical need, attempts will be made to keep siblings together although this cannot be guaranteed. The ambulance service will advise either the school directly or via Police where casualties have been taken.

Key Stage 1



Key Stage 2



Evacuation

- **Evacuation procedures:**
- **Sound the Fire Alarm, take Grab Bag, any medication for pupils e.g. inhalers and fire registers contact details are available by logging on to our secure system and meet on playground unless other hazard identified.**
- **If the safety of one of the playgrounds is compromised then the second meeting place will be the other school hall.**
- **Staff to complete registers immediately and school business manager will check staff register, signing in book, and children who may have left the premises for medical appointments etc.**
- **Emergency Co-ordinator will check the presence of all children, staff and visitors.**
- **Under no circumstances should anyone who has evacuated the building be allowed to re-enter until it has been proven safe to do so.**

If the evacuation is to be for an extended period, Stockton Borough Council have a transport evacuation plan that will be implemented. Depending on the incident, parents/carers may be requested to collect the children from school or the pupils may be taken to a designated rest centre which will have been pre-identified and risk assessed including suitability for children. A decision will be taken at the time by Stockton Borough Council. Parents/carers will be informed of this as soon as possible using emergency contact numbers from school and Social Media.

The purpose of an evacuation is to move people away from danger to a safe place. This may be withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site. School will use Fire Evacuation procedures in place as outlined above.

If the entire site has to be evacuated pupils and staff may need to move from an initial assembly point to alternative premises. **STAY CALM!**

Shelter/Lockdown

Shelter/Lockdown procedures:

- **School bell to be rung until all children inside**
- **All children to remain in classes/hall, whichever appears most appropriate bearing in mind it may be a long time.**
- **Ensure contact is made with both buildings and School Kitchens, caretaker if in and any visitors to inform them of the situation.**

Some emergencies may require staff and pupils to shelter within the school building. If this is an environmental hazard (such as smoke plumes, toxic alert) employees should ensure:

- All doors and windows are closed and ventilation/air circulation systems are switched off. In such circumstances the emergency services may issue a public message to 'Go in, stay in and tune in!' (Radio Tees).
- All staff will have an important role to play in reassuring pupils and alleviating any concerns parents/carers may have.
- Be aware and vigilant about children's medical needs - see info on Medical Lists in all rooms
- The school will be notified when it is safe to resume normal activities.
- If an incident occurs at school closing times parents/carers picking up children should be encouraged to come into school until the incident is over.
- If the shelter is to be for an extended period or after school closing/lunchtimes parents/carers should be notified that the children are being kept inside for their own safety and they will be notified when it is safe to collect their child.
- **THE SCHOOL DOES NOT HAVE THE POWER TO FORBID A PARENT/CARER TO REMOVE THEIR CHILD AND CAN ONLY ADVISE AND PERSUADE (LOG)**

Some emergencies require a lockdown. The purpose of this is to prevent an intruder causing harm to pupils and staff. The procedures are similar to that of Shelter.

- All entrances and windows to the school must be secured in an effort to prevent the intruder from entering the premises and staff and pupils must find a suitable place to protect themselves.
- If pupils are outside when a risk is apparent, the bells are rung continuously and staff take the children to the nearest building that can be secured. Pupils may be asked to hide or disperse if this will aid their safety.
- It may be difficult to obtain a clear overview of the situation.

The most important point is for staff to try and remain calm!

FLOODING

There are three categories:

- **FLOOD ALERT**– school will monitor the situation via the Environment agency website or via Floodline 0345 988 1188. Cleveland Emergency Planning can also be contacted 01642 232442/07771973206.
- **FLOOD WARNING**- school should prepare to evacuate. Emergency Services will advise of this. Stockton Borough Council will provide transport to an appropriate place of safety. If this occurs parents should be advised. All electric and gas should be isolated to school and any flood defences should be put in place.
- **SEVERE FLOOD WARNING** – directly liaise with Stockton Borough Council and if in immediate danger contact the Emergency Services on 999 and follow any instructions received.

Air Quality Incident (Toxic Alert)

Usual times for safety checks by the local industries (as outlined in the community calendar) are Tuesday and Wednesday 9.00 and 10.00am.

- See Shelter guidelines if there is a toxic alert incident.
- If evacuation is required children should be kept inside in a safe area until transport arrives and then taken to the buses as quickly and safely as possible.
- If children require medical attention during a shelter incident the ambulance service should be contacted via 999.

Bomb Threats

Bomb threats must always be taken seriously, even though the majority of them turn out to be hoaxes. The person receiving the call should:

- **Keep calm**
- **Try to obtain as much information as possible from the call**
- **Where is the bomb?**
- **What time will it go off?**
- **What does it look like?**
- **Why are you doing it?**
- **Record the phone number from the telephone screen if available**
- **Report the call to the emergency coordinator**

If possible ascertain:

- **Is it a man, woman or child?**
- **Are they intoxicated, rambling or irrational?**
- **Have they a distinctive accent?**
- **Was the caller laughing?**
- **Did the caller have a speech impediment?**
- **Is the call from a public call box, private phone or mobile?**
- **Is there background noise, such as a train, aeroplane, traffic or possibly conversations, music that may indicate a public house or other place of entertainment**

Once this information is obtained (or whilst it is being obtained) the police must be notified. A joint decision between the police and the co-ordinator will then be made as to whether evacuation is the best course of action.

If a decision to activate is made then the following procedure should take place:

- **Headteacher/Deputy Head teacher/School Administrators to go to each classroom to inform each teacher to collect all personal belongings for staff and pupils and to evacuate to school field at the sound of the fire alarm**
- **Once everyone in school is aware then fire alarm to be sounded**
- **Evacuation procedures to be followed and everyone to meet in the centre of the school field in order to prepare for an evacuation to Pentland Primary School**

Suspicious Packages

Any suspicious package should be treated as a threat until proved otherwise. When a package is believed to be suspicious School uses the following guidelines determined by Stockton Borough Council:

- Do not touch suspicious items
- Move everyone away to a safe distance
- Prevent others from approaching
- Communicate safely to staff, students and the public
- Use mobile phones away from the vicinity of a suspect item, remaining out of line of sight and behind hard cover
- Notify the police
- Ensure that whoever found the item or witnessed the incident remains on hand to brief the police.

These points are taken from the guidelines in the comprehensive and up to date document from the following link: <http://www.cleveland.police.uk/advice-information/advice-guides.aspx>

Pandemic Influenza

If pupils or staff suffer from any communicable disease Stockton Borough Council public health will advise the school of any precautions that are required, if the school is advised to close the business continuity plan will be invoked.

Is the site clear – checklist KS1

Is the site clear – checklist KS2

Room	Confirmed Clear initial to indicate checked	Comments
Nursery/ Intervention room (The Hive)		
Library		
RR		
Canteen/ Prep Room		
Canteen area		
Main corridor		
Boys toilet/ Toilets		
SRine Room		
APT cupboard		
Elly/Helen cupboard		
Girls toilets		
Boys toilet		
BR		
BRmanities cupboard		
Library area		
Boys toilet area		
Girls toilets		
Boys toilet toilet		
Reaners cupboard		
Bietoe/DJ cupboard		
Bretaker cupboard		
Reception area		
Admin/ Director office		
Staff Canteen		
Staff toilet		
Deputy Head teacher office		
Staff toilets		
Staff PPA room		

Staffroom		
PPA Room		
The Snug		
Hall		
School kitchen		
Caretaker cupboard		
Mens toilet		
Administrator office		
Head teacher office		
Thrive Room		
Photocopy room		
Main reception area		

Emergency Planning Policy

Introduction

The aim of a school emergency plan is to help staff respond effectively to an emergency at school or on an educational visit.

An emergency plan should be generic enough to cover a range of potential incidents that occur e.g. significant damage to school (fire/ flood), disruption to services like water or sewerage, severe weather, public health incidents, serious traffic related incident, criminal activity, violence to staff, serious injury/death of staff(s) or local disaster.

The plan covers procedures for incidents occurring during school hours and outside school hours, including week-ends and holiday. Emergency procedures for extended services should also be included.

All the staff on the Emergency Planning Management Team have the authority to take critical decisions in the absence of the Head.

Checklist for School Emergency Planning Team

Preparation for emergencies is an on-going process and involves:

- Maintenance of robust Emergency Plan along with training schedule for all members of Emergency Planning Team and key staff and governors
- School has log of tests of routines e.g. Fire drills, water testing, infestations, terrorism/bomb threats, etc.

Throughout each stage of this process the school consults members of staff, governors, parents and LA to gain their involvement and support.

Links with other areas of work

Many aspects of work carried out by school have some relation to emergency planning. Examples include, First aid training and procedures, PEEPs, medical policies, Risk Assessments for trips, school security procedures, Health and Safety procedures and Grief and Bereavement guidance.

Plan distribution

All staff and governors should have a copy of the plan which can be referenced during school hours and outside school hours (including holidays and when on educational visits). Depending on the content it may also be appropriate to distribute it to other parties, such as extended services or the Local Authority.

Emergency plans contain sensitive information (e.g. contact details) so it is important to keep them secure. All versions of the plan, including hard copies and electronic versions, are controlled. Hard copies are locked away when unattended and electronic versions are password protected. A copy of the plan is available in every room on the school premises.

Grab bag

The Grab bag will be situated in the reception area. It will have the necessary resources available for the onset of an emergency. A log is signed to show that these are checked on a monthly basis.

<ul style="list-style-type: none">• Action Sheets for Lockdowns/Evacuations with log sheets and marker pens• Emergency Planning Team contact telephone list• Pupils emergency address and telephone list• Pupils Medical information• Registers (up-dated monthly)• Copy of Emergency Plan• Mobile Phone	<ul style="list-style-type: none">• Log for each item• Plan of Emergency Isolation of Gas, Electricity and Water Access Points• Keys (to vulnerable areas only)• Torches• Batteries• A first aid kit• A whistle• High-visibility tabards• Is the site clear - checklist
--	---

Exercising

Essential to effective use of this document is exercising and evaluation. This will be carried out on an annual basis key elements of the plan will be tested and learning incorporated into the review of the plan.

Exercise Name	Date	Elements tested

Community Risk Assessment

The community risk register has identified the following high and very high risks that could potentially impact Roseberry Primary School

- Air Quality from an industrial incident (high)
- Pandemic Influenza (Medium)
- Large toxic chemical release (High)

The school has put in place all reasonable measures that can be taken to mitigate the effects of these risks however it should be acknowledged that risks still exist. Further to these risks the school has identified its own specific risks these are:

- Schools location adjacent to 2 busy main roads

School Risk Assessments

Schools Risk Assess all routine activities. These are kept in school and up-dated with all staff annually or when required.

However, they are potentially susceptible to a variety of unexpected risks and these may vary in severity and likelihood.

Specific to Billingham is the increased risk of toxic release linked to an industrial incident. Alarm drills are routine and information is shared across the whole community regularly.

Activation

Notification of an emergency could come from a wide variety of sources these include Members of Public, Emergency services, Environment Agency, Local Industry, pupils or staff.

Potentially any member of staff could be notified of an emergency so it is important that all employees are aware of the plan. The plan will be automatically activated if the fire alarm is sounded or if any of the emergency services are contacted on 999. Many other incidents will activate the plan however this will be a dynamic decision taken by the Head Teacher (or deputy) at the time.

When an incident occurs the priority is to safeguard those on site (i.e. pupils, staff, parents/carers, visitors) and alert the emergency services if necessary. Other organisations, such as the Local Authority, should then be informed as appropriate.

Some emergencies may affect the local community but not the school directly. In such circumstances it might be suitable to activate certain aspects of the plan (e.g. post incident support) to help those affected. The Local Authority will advise on this, however the school has the autonomy to activate the plan whenever it is deemed necessary.

On activation of the plan the School Emergency Management Team (SEMT) will meet in the Key Stage 1 library or 2 Library/Additional support classroom (if safe to do so) if the Library/Additional Support Classroom is compromised, the staffroom will be used, if this is not an option then the head teacher or nominated deputy will advise of a suitable alternative.

Roles and Responsibilities (See Appendix 1a/1b/1c)

The Head Teacher will take overall responsibility as Emergency Co-ordinator. In her absence, the Senior Management Team will have overall responsibility together with the School Administrator and School Caretaker. Any other teaching staff available at the time of the emergency will support the Emergency Co-ordinators. Many staff have been trained in First Aid so in a scenario requiring immediate First Aid, one of the staff with recent training will lead in consultation with the Emergency Co-ordinator. A member of the Local Authority (named on the Contact Details List) will be contacted as a matter of course.

Briefings during the emergency will be held in the head teacher's office or Library/Additional Support Classroom if possible.

It is important that, depending on the nature of the emergency, a shift pattern may have to be set up during the incident between staff in order for them to stay focussed and clear.

Emergency Co-ordinators will wear high-visibility tabards to identify them as the lead. Any governors attending an emergency must bring ID as emergency services may require this before entry to the site is allowed.

As soon as possible, an Emergency Incident Log should be kept, up-dated and shared. This will be useful in reviewing actions taken. The log should include reasons why decisions were made.

Emergencies on Educational Visits (See Appendix 2)

Leaders of educational visits have a legal duty of care for the people under their charge. All schools are required to have procedures in place for educational visits and all staff should be aware of the policy and procedures PRIOR to the visit taking place. (See Educational Visits Policy)

Place of Safety

It should be remembered that in the event of certain incidents e.g. Air Quality the school should not be evacuated (unless advised otherwise by emergency services) and pupils should be kept inside with doors and windows closed as per shelter guidance (page 9). However in certain circumstances when the school has been evacuated (e.g. Fire, gas leak) the following will apply:

If the school premises are affected to such an extent that they are not safe to occupy, children will be taken to the Pentland Primary School. Parents will be contacted and asked to collect their children and take them home. They will be requested to listen to local media as to when the school will reopen. If the school is to be closed for an extended period SBC will make alternative arrangements for the education of children.

Communications

During an emergency it is likely that concerned parents/carers will contact the school for further information and the general school telephone number may quickly become jammed with incoming calls. The Administrator and Headteacher have mobiles which can access the school text service.

(www.schoolcoms.com) As much information as possible will be sent out to parents through this service.

During an emergency, Emergency Co-ordinators may find it appropriate to consult the emergency services or local authority about what information can be provided to pupils and parent/carers. Those who have been directly affected by the incident should be notified personally (either by a telephone conversation or face-to-face). A log of communications should also be maintained so as not to disturb people by contacting them more than once if it is not necessary.

Media Management

Any significant emergency is likely to attract media attention. The scale of the interest will depend on the incident and could vary from telephone enquiries from the local media to national and international television crews arriving at the school asking for interviews.

If handled successfully, media management can directly assist personnel involved in the response and enhance the reputation of the school. Roseberry Primary School buys into a Service Level Agreement with Media Relations who provide advice and support for schools in helping with media involvement.

Other organisations, such as the emergency services or local authority, may be able to assist in responding to media requests and thus alleviate some of the pressure on school staff. All media statements are approved by the school and those organisations involved in the response prior to release.

Log-Keeping Guidelines

In an emergency, events can occur very rapidly and it is vital to keep an accurate record of events. All employees involved in the response to an emergency will maintain an incident log. Within this log, staff are to record decisions made, actions taken, significant conversations and any other important information pertinent to the incident. Logs are provided with the Action Sheets

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 related to the

response is lost. Information related to the incident must be copied, retained and archived for future reference. Records of expenditure should also be kept.

Raising Awareness with Parents/Carers

Roseberry Primary School routinely informs parents/carers of the school emergency procedures which helps reassure them that school is prepared and able to look after their child in the case of an emergency.

Methods of informing parents/carers about preparing for emergencies are:

- Up-dates within the school newsletter
- An emergency planning section on the school website
- Distributing information at Parents/Carer open Evenings
- Sending a letter home via pupils

A public version of the school emergency plan (which excludes sensitive information such as contact details) is on the school website.

The school does this so parents will know:

- That the school has prepared for emergencies
- How contact will be made
- What the arrangements will be in the case of evacuation/lockdowns – in so far as scenarios can be planned
- Why it is so important for contact details to be kept up-to-date.

Post Incident Support (See Appendix 3)

The effects of a traumatic event upon a school can be profound, particularly the serious injury or the death of a pupil and they can have significant long term effects. After such an incident, the school will work with the Local Authority to ensure that there is co-ordinated support for pupils, staff parents/carers. Staff will play an important role in supporting pupils but professional help may be needed for all concerned. Local authorities may be able to offer support from educational professionals trained in bereavement counselling or trauma management. The use of external counselling services may also be needed (e.g. LA support, Cruse Bereavement care, Alliance, Samaritans etc.). The effect on staff is not underestimated as in some cases it may be more significant than the impact on pupils.

Business Continuity

The aim of Business Continuity Management is to ensure critical services continue to be delivered during and after an incident. Roseberry Primary School Business Continuity Plan outlines key aspects.

Paper Based Records

It is important that:

- If prompt action is taken damaged records can be restored through the use of salvage/restoration companies.

School has an inventory of important equipment and items (e.g. Equipment and furniture inventory and ICT inventory) for calculating losses for insurance purposes. This inventory is held electronically through SG World.

Electronic Records

Roseberry Primary School has all electronic information backed up on the School Server. All data from school servers are held centrally off site with One IT and One IT will provide the restoration of data.

Closing the School

Schools are expected to remain open in all but the most extreme circumstances as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will usually be taken by the head teacher. Occasionally, local and central government may also recommend this course of action (e.g. in the event of a public health incident). When to take the decision to close is important as it must not be taken too early i.e. the situation is not as bad as was feared or too late i.e. leaving parents enough time to be able to get to school safely for their child. It is important that:

- Pupils and parents are notified of a school closure as soon as possible
- In some instances it is possible for a school to remain partially open. In such an event lessons should be prioritised for these pupils who are taking exams or who are at a particular important stage in their education.

Situations

Evacuation, shelter and lock down procedures are particularly important sections of the plan as they outline the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards.

The purpose of an **evacuation** is to move people away from danger to a safe place. This is likely to involve withdrawal from a hazard within a specific part of the school building but in some circumstances could require evacuation of the whole site. School already has evacuation procedures in place.

Due to the proximity of the school to industrial sites there is a possibility the staff and pupils being required to **shelter** within the school building. The instruction to shelter will come from the emergency services. However, if the alarms from local industry are heard other than at times noted in the community calendar (Tuesday morning between 9:00 am and 10.00 am) this is also indicative of an issue that may require people to shelter and it is advisable to shelter until further instructions are received via the Emergency Services.

In the event of the school receiving notification to shelter the school will instruct all occupants by ringing the bell to go inside, shut all doors and windows and switch off any ventilation systems. The school will be notified when it is safe to resume normal activities. If an incident occurs at school closing times parents/carers picking children up should be encouraged to come into the school until the incident is over. The school does not have the power to forbid a parent/carer/any named person on the collection list, removing their child and can only advise and persuade. If the shelter is to be for an extended period or after school closing parents/carers should be notified that their child is being kept inside for their own safety and they will be notified when it is safe to collect their child.

The purpose of a **lockdown** is to prevent an intruder from causing harm to pupils and staff. The following points need to be taken into consideration:

The signal for a lockdown or shelter is the hand-rung school bells which are clearly distinguishable from evacuation which is the fire bells.

All staff are aware of these procedures as warning signals may need to be triggered immediately, before advising others of the threat. In other situations, the emergency services may alert the school to a potential hazard, such as a plume of smoke or a potential intruder.

In some circumstances, the emergency services will advise on the best course of action.

Bomb Threats

Bomb threats should always be taken seriously, even though the majority of them turn out to be hoaxes. All staff need to be aware of the actions to take if they receive a call from someone claiming to have information about a bomb.

Bomb threats can come from a variety of sources, including truants, former pupils or strangers.

A threat is more likely to be real if:

- A codeword is used that is known to the police
- The Police are aware of potential terrorist activity in the area
- The threat is specific rather than general
- The threat is credible

Whilst it is not reasonable for staff to assess the accuracy or validity of a threat, employees should record as much detail about the call as possible; this information will prove useful to the Police.

A bomb threat is a crime so even if employees are confident the call is a hoax they must still report the incident to the Police.

Suspicious Packages

All appropriate precautions should be taken if a suspicious package is received. Any member of staff who handles the post should be aware of procedures relating to suspicious packages.

Nerys Thornton
September 2024

Roles and Responsibilities – Co-ordination

Co-ordination - Initial Response	Tick/sign/time
Establish a basic overview of the incident.	
If the incident has occurred on an educational visit: <ul style="list-style-type: none"> • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and pupils will be reunited. 	
Wherever possible, assign members of staff to key roles <ul style="list-style-type: none"> • Business continuity • Communications • Log-keeping • Media management • Resources • Welfare. 	
Remember to: <ul style="list-style-type: none"> • Allocate tasks amongst the key staff • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of staff briefings • Ask staff to maintain a log of actions made and decisions taken 	
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
Take action to protect property.	
Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
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.	
Inform governors as appropriate.	
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.	
Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	Tick/sign/time

Continue to allocate tasks amongst the key staff. Work closely with them to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Pupils • Parents / carers • Governors • Extended services. 	
Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
Check that everyone who should have been notified of the incident has been informed.	
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
Seek advice on legal and insurance issues, if appropriate.	
If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
Co-ordination – Recovery	Tick/sign/time
Act as the main contact for the recovery process. Continue to allocate tasks amongst the staff.	
Ensure that post incident support is available to all who may require it	
Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Complete any necessary forms / paperwork.	
Arrange a debrief for school staff involved in the response.	
Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
Initiate a review of the school emergency plan.	
Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

Appendix 1b

Roles and Responsibilities – Resources

Resources - initial response	Tick/sign/time
Take action to protect property. Consider turning off utility supplies.	
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.	
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. • Ensure that media access to the site is controlled. 	
Resources - ongoing response	Tick/sign/time
Liaise with utility suppliers as required.	
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.	
Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
Resources – recovery	Tick/sign/time
Work closely with the ‘co-ordination’ role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
Procure temporary classrooms if appropriate.	

Appendix 1c

Roles and responsibilities – Welfare

Welfare - Initial Response	Tick/sign/time
Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
Identify pupils who may require additional support: <ul style="list-style-type: none"> • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) • Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	
Welfare - Ongoing Response	Tick/sign/time
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
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.	
Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
Ensure that staff take regular rest periods.	
Welfare – recovery	Tick / sign / time
Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

Appendix 2

Roles and responsibilities – Educational Visits

Educational visit leader - Initial Response	Tick/sign/time
Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
Establish arrangements to meet the immediate welfare needs of pupils and staff.	
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.	
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.	
Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
Keep a log of important information, actions taken and decisions made.	
<p>Remember to retain any important items / documents. E.g.:</p> <ul style="list-style-type: none"> • Contact details • Consent forms (including medical and next-of-kin details) • Maps • Tickets • Insurance policies • Proof of identity • Passports (if abroad). 	
Avoid making comments to the media until parents / carers have been informed.	
Do not discuss legal liability with others.	
Educational visit leader - ongoing response	Tick/sign/time
Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	

Continue to brief staff and allocate tasks on a regular basis.	
Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
Liaise with the tour operator / provider, if appropriate.	
Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
If abroad, contact the Foreign & Commonwealth Office for support.	
If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
Retain any receipts / documentation for insurance purposes. E.g.: Records of expenditure Medical certificates / hospital admission forms Police incident number.	
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.	
Ask the headteacher (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.	
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).	
Educational visit leader – recovery	Tick/sign/time
Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
Complete any necessary forms / paperwork.	

Appendix 3

Post Incident Support

Post Incident Support - Assistance for Pupils and Parents/Carers	Tick/sign/time
Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
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.	
Consider which pupils need to be briefed, how, and by whom.	
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.	
Consider providing relevant books in the school library.	
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
Send a letter to parents / carers with information on: The nature of the incident How their child was notified of the incident Arrangements for support organised by the school Who to contact if they would like additional support.	
Maintain regular contact with parents / carers.	
Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
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 headteacher of the new school.	
Post Incident Support - General Actions	Tick/sign/time
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	

<p>Consider requesting support from other organisations. E.g.</p> <ul style="list-style-type: none"> • Teacher Support Network • Samaritans • Cruse Bereavement Care. 	
<p>Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.</p>	
<p>Cancel or rearrange any events which are inappropriate.</p>	
<p>Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.</p>	
<p>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.</p>	
<p>Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.</p>	
<p>Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).</p>	
<p>Post Incident Support - Returning After a Period of Absence</p>	<p>Tick/sign/time</p>
<p>Negotiate with parents/carers a suitable date for returning to school after a period of absence.</p>	
<p>Consider if any additional support could be provided which would make the return easier. E.g.:</p> <ul style="list-style-type: none"> • Initial part-time attendance • Alternative methods of teaching • A sanctuary that pupils could use if upset during the school day 	
<p>Brief pupils who may be able to help in the process of resettling (e.g. close friends).</p>	
<p>Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:</p> <ul style="list-style-type: none"> • Missed work • Rescheduling projects • Exams. 	

Post Incident Support - Funeral Arrangements	Tick/sign/time
Contact bereaved families to express sympathy on behalf of the school.	
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.	
<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> • Closing the school on the day of the funeral as a mark of respect • A senior member of staff attending the funeral on behalf of the school • If staff and pupils can be allowed time off school to attend the funeral • Providing transport to take pupils and staff to the funeral • Providing pupils with information about what happens at funerals • Arranging floral tributes and / or donations. 	
Post Incident Support – Remembrance	Tick/sign/time
<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> • Garden • Seating area / bench • Tree • Book of condolence • Fountain • Sculpture • Painting • Photograph • Prize (e.g. a sporting / academic trophy for older children). 	
<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> • Birthdays • Christmas • Mother’s day • Father’s day • Anniversary of the event. 	
<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> • Commemorative service • Special assembly • Concert • Display • Sports event. 	
Be aware of renewed media interest near anniversaries of the event.	

Appendix 4
Incident Log

When	What	Who involved	Where	Notes

Appendix 4

Incident Log

When	What	Who involved	Where	Notes