



**HATHERLEIGH COMMUNITY PRIMARY SCHOOL  
SCHOOL EMERGENCY  
MANAGEMENT PLAN**

**This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.**

**This is your plan and you are responsible for its completion, update and maintenance as required.**

**Please ensure you read Section 1 – Background to Emergencies**

**Please ensure you update Section 2 – Your plan / What Happens If!**

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## Change Log

Changes Made to Page	Detail of Changes made	Date of Changes
11	Removal of Heart Radio as no longer broadcast local closures	October 2020
16	Website Link Updated for Integrated Educational Support Service	October 2020
30	Contact Information for Babcock updated	October 2020
31	Radio Stations contacts updated, and Heart removed as no longer broadcast local closures	October 2020
32	Update to Contact - Foreign & Commonwealth Office is now Foreign, Commonwealth & Development Office	October 2020
14	Distribution log updated	October 2022

# SECTION 1: INTRODUCTION

## Introduction

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. The Local Authority (LA) advocates that schools should have appropriate and effective emergency plans.

This document is designed to provide guidance to Head teachers and Governors in developing and maintaining a suitable plan in order to continue the operation of the school with the emphasis on keeping the school open in the first instance.

Whilst this document focuses on schools, the same principles can be applied to Short Stay Schools, Youth Centres, Adult Education Centres and Children Centres.

## Levels of an Emergency

### Emergencies in Schools

While it is not possible to plan for every possible eventuality that might arise, incidents can be grouped into three levels:

- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished on how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While the LA response and coordination is likely to take effect on the two higher levels only – *localised emergencies* and *major community emergencies*, it is considered worthwhile to include *Level 0 (localised incidents)*, since initial action taken is likely to be similar and recognition needs to be given to the unforeseen.

## Level 0: Localised Incidents

### **Disruptive to routine but not an immediate threat to life or well-being.**

Incidents that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals.

Some support from the LA or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA).

### **Examples:**

- Severe weather problems
- Services – power, gas, water cut off / loss of utility supplier
- Failed heating system
- Flooding or other weather damage
- Fallen trees
- Minor earthquake tremor
- Water leak
- Vandalism
- Local industrial action
- Notifiable infectious outbreak
- Flight restrictions preventing normal return of school group
- ICT failure or disruption including:
  - Internet connectivity outage
  - Email system not working
  - Theft of servers or major parts of ICT infrastructure
  - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems
  - Website down
  - Telephone Services not working (possibly linked to Internet service)

## Level 1: Localised Emergencies

**Localised emergencies may include any unexpected event which is likely to disrupt the normal functioning of the school.**

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant local authority and other agency support are needed.

### **Examples: In School**

- The death of a pupil, member of staff or visitor to the site
- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or laboratory explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- Gas leak

### **Examples: Outside School**

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving a large number of pupils and/or members of staff or resulting in death or serious injury
- Death or serious injuries on school journeys or excursions
- Civil disturbances and terrorism
- Large clusters of localised human to human viral infection which will trigger concerns of a likely epidemic.

## Level 2 - Major Community Emergencies

**Major emergencies may affect whole communities and typically involve the Devon Emergency Planning Service.**

A serious incident in the local community which could have a significant impact on the school. School closure may be necessary dependant on the nature and proximity of the emergency.

The County Council's Business Services Team and Devon Emergency Planning Service will be involved.

### **Examples:**

- Serious road or rail accident or spillage
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert

# School Emergency Planning

## Scope of the School Emergency Plan

Schools should plan to manage a range of potential threats, incidents and emergencies to ensure Business Continuity is maintained. These should be documented in the Business Continuity section of this plan – Section 2. Your plan should assess the specific risks affecting the school and identify any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road, as well as taking account of other potential risks, such as;

- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or explosive device
- Destruction or vandalism of part or whole of the school
- The school building becoming unsafe as a result of fire, flooding or gas leak
- Severe weather
- Death of a pupil, member of staff or governor
- An epidemic
- Serious incidents on educational visits
- The release of hazardous substances near or on the school site.

Other events may also be deemed to be emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school
- Industrial action

Additional procedures for dealing with these types of emergencies should be accounted for in the plan.

## The principles of an emergency response

There are typical tasks and actions that a school may need to undertake to manage an incident. The School Emergency Plan should make it clear who will undertake each task for a range of possible scenarios.

The head teacher, or nominated emergency contact, is responsible overall for the school's response to an emergency, however they should be supported by the School Emergency Management Team (SEMT).

The SEMT should consist of senior staff that are willing to take key roles in an emergency, such as; business continuity, communications, log keeping, media management, resources and welfare, supported by admin and caretaking staff or facilities manager. Identifying these key staff members and delegating roles in advance will save time should an emergency occur.

However, whilst the SEMT will coordinate the necessary actions at local level to minimise further risk as a result of an emergency, the LA and external services can be called upon at any time to provide help, advice and support to enable schools to carry out their day-to-day functions in extraordinary circumstances.

In smaller schools, it may not be possible to nominate a full SEMT and most roles will be taken by the Head teacher or nominated emergency contact, with support from the office staff or caretaker. In these circumstances, it is particularly important to contact the LA and report the incident as soon as possible.

At Hatherleigh Community Primary School the SEMT will consist of the HT, SBM and SLT.

The Devon Emergency Planning Service and Business Services Team have dedicated staff who can offer support and guidance, in conjunction with the LA Business Continuity Plans which set out clear procedures and protocols for dealing with emergencies.

# SCHOOL CLOSURES & EMERGENCY CONTACT INFORMATION

## School Closure & Emergency Contact Information (Strictly Private and Confidential)

**School Closures** should be reported via the School Closure Website.

**Online:** <https://www.devon.gov.uk/schools/>

Then complete the on-line form by:

- Click on the “Temporary school closures” - <https://www.devon.gov.uk/schools/closure/>
- Click on the “school closures” icon to right hand side of the screen

<https://www.devon.gov.uk/schools/myaccount/>

Enter the user name and password as required,

**User Name:** your Username or Email Address

**Password:** your password (if you have forgotten this you can request another via “Lost Password Reset”

- Click on School closure form
- Enter the school DfE number or select school from drop down box and press '**search**'
- Complete the emergency closure form and press '**submit**'

The school closure information will automatically be updated on the DCC website.

**Notes:** If you leave the “To” date empty on the closures form then you must remember to come back and update information when your school reopens. Your school will appear as ‘closed’ until you do so. If circumstances change e.g. school is to be closed for a longer period than first reported please log in again to update/re-complete the form.

Keep User Name and Password details in a nominated and secure location.

### **Emergency Contact Information**

**For further advice or should you be unable to access the closures website please call “The School Emergency Team” who will be able to support you as follows:**

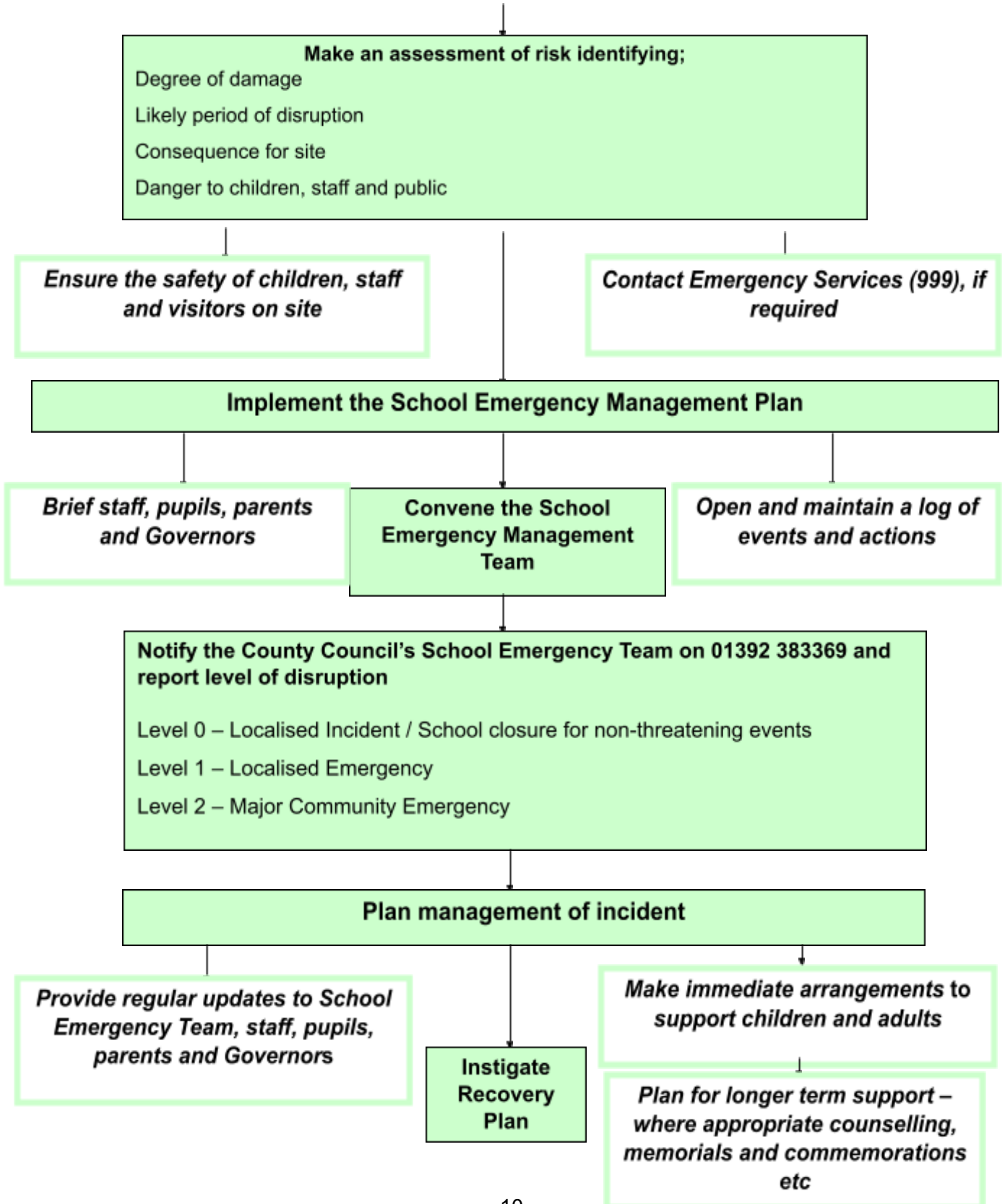
**Normal Working Hours** - 8am to 8pm on Monday to Friday and

..... 9am to 1pm on Saturday, excluding Bank Holidays.

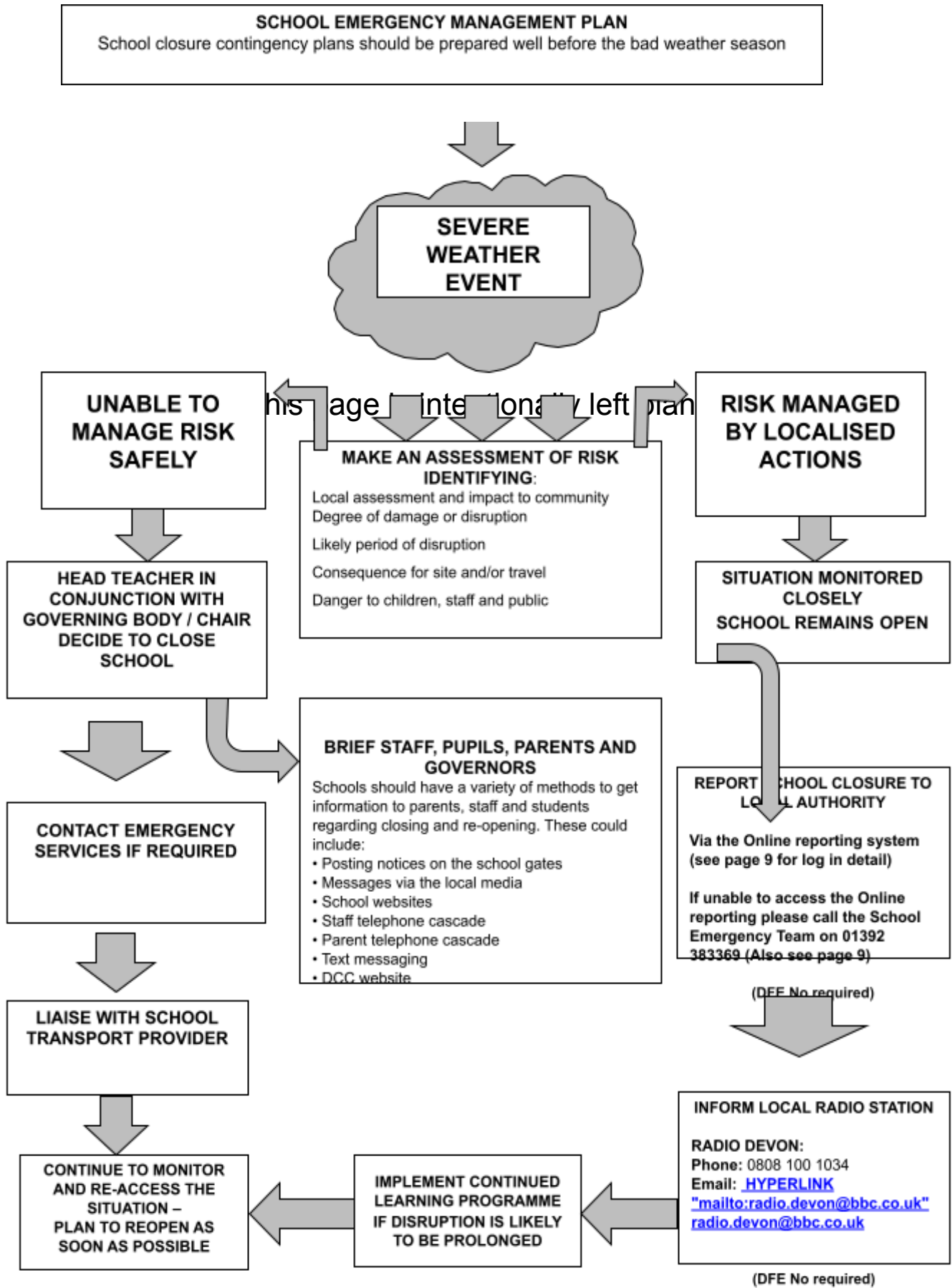
**Telephone: 01392 383369 or Email: [peopleandschoolsemergency-mailbox@devon.gov.uk](mailto:peopleandschoolsemergency-mailbox@devon.gov.uk)**

**(emails will be answered within 24 hours Monday to Friday)**

# 1.1 Key Tasks and Actions Flowchart – Generic Incident



# 1.2 Key Tasks and Actions Flowchart – Severe Weather



## SECTION 2: YOUR PLAN

Plan administration	
Version number	December 2024
Date of issue	January 2021
Electronic copies of this plan are available from	School Office – Mrs Rice SBM
Hard copies of this plan are available from	School Office – Mrs Rice SBM
Location of emergency grab bag(s)	Office
Date of next review	Spring 2026
Person responsible for review	Headteacher/School Business Manager

If you require further help in the interpretation of this guidance you can contact the Business Services Team at [peopleandschoolsemergency-mailbox@devon.gov.uk](mailto:peopleandschoolsemergency-mailbox@devon.gov.uk)

## DISTRIBUTION LOG

Name	Job title	Organisation	Email	Protected version? (hard copy, Y / N)	Protected version? (electronic version, Y / N)	Previous versions destroyed? (Y / N)
Mr A Monger	Headteacher	HCPS	<a href="mailto:admin@hatherleigh-pri.devon.sch.uk">admin@hatherleigh-pri.devon.sch.uk</a>	Y		Y
Mrs J Rice	School Business Manager	HCPS	<a href="mailto:sbm@hatherleigh-pri.devon.sch.uk">sbm@hatherleigh-pri.devon.sch.uk</a>	Y		Y
Miss Sunita Chauhan	Member of SLT	HCPS	<a href="mailto:admin@hatherleigh-pri.devon.sch.uk">admin@hatherleigh-pri.devon.sch.uk</a>	Y		Y
Mr A Hill	Chairman of Governors	HCPS	<a href="mailto:ahill@hatherleigh-pri.devon.sch.uk">ahill@hatherleigh-pri.devon.sch.uk</a>	Y		Y
Mr J Simmons	Vice Chair of Governors	HCPS	<a href="mailto:jsimmons@hatherleigh-pri.devon.sch.uk">jsimmons@hatherleigh-pri.devon.sch.uk</a>	Y		Y
Mrs D Stevens	Caretaker	Norse Cleaning		Y		Y

## SECTION 2.1: CONTACT DETAILS

### 2.1 School information

School details	
Name of school	Hatherleigh Community Primary School
Type of school	Maintained Primary School
School address	South Street, Hatherleigh, Devon EX20 3JB
School operating hours (including extended services)	8.40 – 4.20 p.m. Caretaker on site 7.30 a.m. to 6.30 p.m. Child Care Mon, Tues, Wed, Thurs, Fri 7.45 a.m. – 8.45 a.m. Mon, Tues, Wed, Thurs, Fri 3.25 p.m. – 5.30 p.m.
Approximate number of staff	30
Approximate number of pupils	183
Age range of pupils	5 - 11

Office contact details	
Office telephone number	01837 810248
Office fax number	01837 810091
Office email address	<a href="mailto:admin@hatherleigh-pri.devon.sch.uk">admin@hatherleigh-pri.devon.sch.uk</a>

Useful websites	
School website	<a href="https://www.hatherleigh-pri.devon.sch.uk/">https://www.hatherleigh-pri.devon.sch.uk/</a>
Local authority (Staff)	<a href="https://inside.devon.gov.uk/">https://inside.devon.gov.uk/</a>
Local Authority (Public Facing)	<a href="https://www.devon.gov.uk/">https://www.devon.gov.uk/</a>
Devon School Closures	<a href="https://www.devon.gov.uk/schools/closure/">https://www.devon.gov.uk/schools/closure/</a>
Devon School Communications	<a href="https://www.devon.gov.uk/schcomms/sc/">https://www.devon.gov.uk/schcomms/sc/</a>
Support for Schools	<a href="https://www.devon.gov.uk/supportforschools/">https://www.devon.gov.uk/supportforschools/</a>
Department for Education	<a href="http://www.gov.uk/government/organisations/department-for-education">www.gov.uk/government/organisations/department-for-education</a>
Foreign & Commonwealth Office	<a href="http://www.gov.uk/government/organisations/foreign-commonwealth-office">www.gov.uk/government/organisations/foreign-commonwealth-office</a>

Environment Agency	<a href="http://www.gov.uk/government/organisations/environment-agency">www.gov.uk/government/organisations/environment-agency</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Educational Support Partnership	<a href="https://www.educationsupportpartnership.org.uk/">https://www.educationsupportpartnership.org.uk/</a>
Integrated Educational Support Service	<a href="https://www.babcockldp.co.uk/">https://www.babcockldp.co.uk/</a>

## SECTION 2.2: WHAT HAPPENS IN AN EMERGENCY (YOUR PLAN)

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.

Loss of Personnel	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Head teacher	<ul style="list-style-type: none"> <li>▪ Are deputies identified and adequately trained?</li> <li>▪ Are documented procedures for critical activities in place?</li> </ul>	Lack of direction for school Additional responsibility for Deputy Headteacher/SLT	SLT in place x 2 staff Deputy designated Safeguarding Officers SC, LK & HL
Teaching staff	<ul style="list-style-type: none"> <li>▪ Could temporary staff be recruited?</li> <li>▪ Could secondments from other schools be arranged?</li> <li>▪ Could lesson plans be pre-arranged for delivery by trainee teachers?</li> <li>▪ Could increased reliance be placed on support staff (e.g. teaching assistants)?</li> <li>▪ Could classes be merged (whilst maintaining an adequate pupil / staff ratio)?</li> </ul>	Lack of continuity and disruption for pupils	Planning on G Drive - accessible by all Use of effective bank of school supply teachers – contact numbers available to SLT. HLTAs in post. Use of Teacher Agency if necessary e.g. Educated Recruitment Links with other schools in locality Classes could be merged and accommodated in Music Hall/Morgan Hall

Site manager(s) / caretaker(s)	<ul style="list-style-type: none"> <li>▪ Are documented procedures for critical activities in place?</li> <li>▪ Could temporary staff be recruited?</li> <li>▪ Could secondments from other schools be arranged?</li> </ul>	Lack of Caretaking	Responsibility of Devon Norse Cleaning to provide short and long term cover
Business manager(s) / bursar(s)	<ul style="list-style-type: none"> <li>▪ Are documented procedures for critical activities in place?</li> <li>▪ Could temporary staff be recruited?</li> <li>▪ Could secondments from other schools be arranged?</li> </ul>	Inability of carry out financial procedures/issuing of contacts	Short term – increase in hours for other admin staff Use of DES Finance Support
Office staff	<ul style="list-style-type: none"> <li>▪ Are documented procedures for critical activities in place?</li> <li>▪ Could temporary staff be recruited?</li> <li>▪ Could secondments from other schools be arranged?</li> </ul>	Increase in workload on other members of the admin team	Increase in hours for other admin staff Possible secondments from other schools
Catering staff	<ul style="list-style-type: none"> <li>▪ Are documented procedures for critical activities in place?</li> <li>▪ Could temporary staff be recruited?</li> <li>▪ Could secondments from other schools be arranged?</li> </ul>	Lack of Catering	Responsibility of Devon Norse to provide short and long term cover

Cleaning staff	<ul style="list-style-type: none"> <li>▪ Are documented procedures for critical activities in place?</li> <li>▪ Could temporary staff be recruited?</li> <li>▪ Could secondments from other schools be arranged?</li> </ul>	Lack of Cleaning	Responsibility of Devon Norse Cleaning to provide short and long term cover

Loss of Premises	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Office	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available on-site (e.g. ICT suites)?</li> <li>▪ Is spare accommodation available off-site (e.g. nearby schools)?</li> <li>▪ Could the local authority provide support?</li> <li>▪ Could some office staff work from home?</li> </ul>	Disruption to normal functions e.g. access to SIMS	Short Term Use of Community Centre/Methodist Church Use of Remote Access to allow staff to work at home Long Term Seek County Advice

Classrooms	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available on-site (e.g. halls, ICT suites, gyms)?</li> <li>▪ Is spare accommodation available off-site (e.g. nearby schools, libraries, church halls)?</li> <li>▪ Could the local authority provide support?</li> <li>▪ Could temporary classrooms be provided?</li> <li>▪ Could lessons be staggered across break times to maximise use of available space?</li> <li>▪ Could classes be merged (whilst maintaining an adequate pupil / staff ratio)?</li> <li>▪ Could the school day be extended to maximise use of available space?</li> <li>▪ Could available space be prioritised for those pupils preparing for exams (or taking lessons deemed most important)?</li> <li>▪ If the weather permits, could lessons take place outside?</li> <li>▪ Could remote learning be provided?</li> </ul>	Disruption to learning and loss of routines	Short Term Use of Community Centre/Methodist Church Long Term Seek County Advice
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Kitchen	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available off-site (e.g. nearby schools)?</li> <li>▪ Could food be ordered from catering suppliers instead of being prepared on-site?</li> <li>▪ Could pupils be asked to bring a packed lunch?</li> </ul>	Loss of facilities and high uptake of meals would make it difficult to provide hot meals for every child	Short Term Use of Community Centre/Methodist Church Long Term Seek County Advice May need to focus on pupil premium children and those in KS1 short term
Library	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available on-site (e.g. ICT suites)?</li> <li>▪ Is spare accommodation available off-site (e.g. nearby schools, libraries)?</li> </ul>	Little impact in short term Could be rehoused in rainbow room or maths resource area or music hall	N/a
Laboratories	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available off-site (e.g. nearby schools)?</li> </ul>		N/a
Sport facilities	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available on-site (e.g. halls, playgrounds)?</li> <li>▪ Is spare accommodation available off-site (e.g. nearby schools, leisure centres, parks)?</li> </ul>		Short Term Use of Community Centre Long Term Seek County Advice
Staff room	<ul style="list-style-type: none"> <li>▪ Is spare accommodation available on-site (e.g. ICT suites)?</li> </ul>		Use of an existing classroom or Morgan Hall
Toilets	<ul style="list-style-type: none"> <li>▪ Could portable toilets be procured?</li> </ul>		Use of portable toilets

Loss of Utilities	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Gas	<ul style="list-style-type: none"> <li>▪ Could the supplier / contractor provide support?</li> </ul>	N/a	N/a
Water	<ul style="list-style-type: none"> <li>▪ Could the supplier / contractor provide support?</li> <li>▪ Could bottled water be procured?</li> <li>▪ Could portable toilets be procured?</li> <li>▪ Could bowzers for washing / hygiene facilities be procured?</li> </ul>	Significant impact because of health and safety even in relatively short term. All rooms have sanitizers for hand cleanliness.	Use of portable toilets Use of bottled water Long Term Seek County Advice
Electricity	<ul style="list-style-type: none"> <li>▪ Could the supplier / contractor provide support?</li> <li>▪ Is a back-up generator installed?</li> <li>▪ Is enough fuel for the back-up generator available?</li> </ul>	No backup generator Would depend upon time of year e.g. heating. Main impact on use of teaching resources and kitchen facilities.	Seek County Advice

Heating	<ul style="list-style-type: none"> <li>▪ Could the supplier / contractor provide support?</li> <li>▪ Could temporary heaters be procured?</li> </ul>	<p>Would depend upon time of year e.g. heating. Main impact on teaching resources and kitchen facilities. Staggered day or use of Community Centre.</p>	<p>Use of portable heaters already purchase  Use of additional hired heaters  Use of Community Centre</p>
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Loss of Supplier	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Computer network	<ul style="list-style-type: none"> <li>▪ Could the supplier / contractor provide support?</li> <li>▪ Could Scomis provide support?</li> <li>▪ Are paper-based copies of important records available?</li> <li>▪ Is data backed-up remotely?</li> </ul>	Significant impact on children's learning and very significant for administration and school organisation.	Purchase of Redstor Remote back-up (Scomis)
Website / extranet	<ul style="list-style-type: none"> <li>▪ Could the supplier / contractor / Scomis provide support?</li> </ul>	Significant impact on children's learning but very significant for administration and school organisation.	Website updated in-house
Attendance management system	<ul style="list-style-type: none"> <li>▪ Is a paper-based back-up system available?</li> </ul>	Little impact short term	Paper registers used
Text messaging system	<ul style="list-style-type: none"> <li>▪ Could alternative methods of communication be used?</li> </ul>	Little impact short term unless no telephone (see below) or extreme weather.	Use of website/facebook in an emergency only
Telephone	<ul style="list-style-type: none"> <li>▪ Could alternative methods of communication be used?</li> </ul>	In emergency may need to rely on staff personal mobile phones.	Stand alone telephone available which is not connected to telephone system Use of Schoolcomms for dissemination of information

Mobile phone	<ul style="list-style-type: none"> <li>▪ Are mobile phones on different networks available?</li> <li>▪ Could alternative methods of communication be used?</li> </ul>	Minimum impact.	N/A
Fax	<ul style="list-style-type: none"> <li>▪ Could alternative methods of communication be used?</li> </ul>	Minimum impact.	Use of email/post if appropriate
Email	<ul style="list-style-type: none"> <li>▪ Could alternative methods of communication be used?</li> </ul>	Minimum impact in short term although loss of inbox etc. could cause problems	Use of post/telephone

Loss of Supplier	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Transport	<ul style="list-style-type: none"> <li>▪ Could alternative methods of transport be used (e.g. public transport / walking)?</li> <li>▪ Could staff be encouraged to car share?</li> <li>▪ Could educational visits which require transport be rescheduled?</li> </ul>	<p>Home-school transport arranged by LA.</p> <p>Use of more than one local bus company for trips so would hope to be able to find back up.</p>	<p>Bus company telephone number stored in office.</p>
Catering	<ul style="list-style-type: none"> <li>▪ Is enough stock kept to cope with a temporary disruption to the supply chain?</li> <li>▪ Could alternative suppliers be used?</li> <li>▪ Could nearby schools provide support?</li> <li>▪ Could the number of school meal options be reduced (whilst taking into account special dietary needs)?</li> <li>▪ Could pupils be asked to bring a packed lunch?</li> </ul>	<p>Local shop could provide essentials.</p>	<p>Responsibility of Educatering Emergency stores for a day held. Packed lunch/home lunch could be requested.</p>

Cleaning	<ul style="list-style-type: none"> <li>▪ Is enough stock kept to cope with a temporary disruption to the supply chain?</li> <li>▪ Could alternative suppliers be used?</li> <li>▪ Could nearby schools provide support?</li> </ul>	Local shop could provide essentials.	Responsibility of Devon Norse Cleaning
Heating fuel	<ul style="list-style-type: none"> <li>▪ Is enough stock kept to cope with a temporary disruption to the supply chain?</li> <li>▪ Could alternative suppliers be used?</li> <li>▪ Could nearby schools provide support?</li> </ul>	Several local oil companies used. Lack of hot water for hand washing, kitchen and heating.	On-going monitoring of fuel levels
Grit / salt	<ul style="list-style-type: none"> <li>▪ Is enough stock kept to cope with a temporary disruption to the supply chain?</li> <li>▪ Could alternative suppliers be used?</li> <li>▪ Could nearby schools provide support?</li> </ul>	Minimum risk as salt/grit kept well supplied.	Level of grit/salt monitored by Caretaker

Severe Weather	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
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Staff	How will staff get into school? How many could walk / make use of public transport to get into school?	Walk - SH KB SH NM MC SQ LB SC JR TW Limited public transport from surrounding villages At Risk KT HJ LK CWM EM HL JM AM AV	All local staff to attend school (sufficient numbers of teachers/support staff) to allow school to function
Students	How will students get into school? How many could walk / make use of public transport to get into school? How will the incident affect school transport? Can drop / pick up off points be arranged with school transport?	Majority could walk School transport limits – 30.	Use of Radio Devon re school closures Several weather procedures – use of parent contacts to disseminate information re. buses

<b>Fuel Disruption</b>	<b>Questions to ask yourself</b>	<b>Effect of loss (short-term, medium-term, long-term)</b>	<b>Back-up measures / restorative arrangements</b>
Staff	How will staff get into school? How many could walk / make use of public transport to get into school?	Walk - SH KB SH NM MC SQ LB SC JR TW Limited public transport from surrounding villages At Risk KT HJ LK CWM EM HL JM AM AV	All local staff to attend school (sufficient numbers of teachers/support staff) to allow school to function
Students	How will students get into school? How many could walk / make use of public transport to get into school? How will the incident affect school transport? Can drop / pick up off points be arranged with school transport?	Reliant on school transport.	Create another walking bus supported by parents.

<b>Paper-Based Records</b>	<b>Where are they stored?</b>	<b>Effect of loss (short-term, medium-term, long-term)</b>	<b>Back-up measures / restorative arrangements</b>
Coursework	Classrooms	Loss of children's work makes teacher assessment harder but not impossible	G Drive for all assessments
Examination papers	Stored in locked cupboard in Headteacher's Office	RBA, KS1& KS2 SATS, Phonics check delayed MTC delayed	Re-order from STA/QCA/DfE
Asset registers / equipment inventories	Fire Proof Filing Cabinet	Increased admin work in re-creating.	Inventories also held in SIMS
Insurance documentation	Fire Proof Filing Cabinet (Zurich)		Held in fire proof filing cabinet

<b>Electronic Records</b>	<b>Where are they stored?</b>	<b>Effect of loss (short-term, medium-term, long-term)</b>	<b>Back-up measures / restorative arrangements</b>
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Coursework	Google Drive	Loss of children's work makes teacher assessment harder but not impossible	G Drive
Contact details	SIMS Paper copy in office		Back-up procedures in place using Redstor Terminal Server
Financial information	FMS/Budget Files		Back-up procedures in place using Redstor Terminal Server
Medical information	Sims	Recreate by asking parents	Back-up procedures in place using Redstor

Remote Learning	Notes / instructions
Website / extranet	Short term absence – suggestion home learning on website – medium and long term planning on website. Use of Class Dojo. Google Classroom
Email	Use of Schoolcomms where applicable
Post	Only applicable where parents do not have access to internet.



## 2.4 Contact details - extended services

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

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

## 2.5 Contact details - local authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
School Closures - Emergency number	School Emergency Team / Business Services Team - Emergency Reporting, Support and School Closures	01392 383369 (see page 9) <a href="mailto:peopleandschoolsemergency-mailbox@devon.gov.uk">peopleandschoolsemergency-mailbox@devon.gov.uk</a>		
Children's services	Social Care support / Emergency Duty Team	0345 600 0388		
Media / communications	David Hutchings	01392 382594 <a href="mailto:david.hutchings@devon.gov.uk">david.hutchings@devon.gov.uk</a>		
Property Issues	NPS	01392 351000 (office hours) 07826 858727 (emergency)		
Transport		01392 383000		
Catering		01392873036		
Educational visits	DCC	07968818044		
Devon Emergency Planning Service	County emergency planning. Strategic support.	01392 382680 (Office hours) 07623 382116 (24hr)		
Health & Safety Service	Help Desk (DCC)	01392 382027	07773 577981	

DCC Insurance	Emily Wilkins Corporate Insurance Manager	Tel: 01392 383136 Email: <a href="mailto:Emily.wilkins@devon.gov.uk">Emily.wilkins@devon.gov.uk</a>	Jane Mason Corporate Insurance Officer Tel: 01392 382292 Email: <a href="mailto:jane.mason@devon.gov.uk">jane.mason@devon.gov.uk</a>	
Legal	Legal Advice (DCC)	01392 382285		
Human resources	HR One	01392 385555	Hrdirect-mailbox@devon.gov.uk	
Educational psychology		01392 287233		
Occupational health	Medigold Health Consultancy	01752 835900		

## 2.6 Contact details - local radio stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
ExmouthAiR Radio	Andy Green	01395 542547 (ext. 2) <a href="mailto:radio@exmouthair.fm">radio@exmouthair.fm</a>		106.4 FM Exmouth & Sidmouth and Exeter
Greatest Hits Radio, South Devon  (Updated October 2020)	Andrew Kay	01803 321050 / 07514 660961 <a href="mailto:swnews@bauermedia.co.uk">swnews@bauermedia.co.uk</a>		Covers - Teignbridge, South Hams and Torbay Council areas.
BBC Radio Devon		0808 100 1034 <a href="mailto:radio.devon@bbc.co.uk">radio.devon@bbc.co.uk</a>		
Radio Exe  (Updated October 2020)	Ashley Jeary	01392 823557 <a href="mailto:news@radioexe.co.uk">news@radioexe.co.uk</a> <a href="mailto:ashley@radioexe.co.uk">ashley@radioexe.co.uk</a>		Devon, except the Plymouth/Tavistock/South West corner of the county.
Greatest Hits Radio, Plymouth  (Updated October 2020)		01752 389539 <a href="mailto:devonnews@bauermedia.co.uk">devonnews@bauermedia.co.uk</a>		
The Voice FM – North Devon and Torrington		01271 323010 <a href="mailto:studio@thevoicefm.co.uk">studio@thevoicefm.co.uk</a> <a href="mailto:info@thevoicefm.co.uk">info@thevoicefm.co.uk</a>		On Line – On Digital DAB – on 106.1 & 107.8 FM

## 2.7 Contact details - other organisations


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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign, Commonwealth & Development Office (Updated October 2020)		Consular assistance: 020 7008 5000		If abroad, please ring: +44 20 7008 5000
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		
Insurance company	DCC/Zurich (Balance of Risks)	0800 232 1902		
Trade union				
Supplier (transport)	Taw and Torridge	01805 603400		
Supplier (catering)	Educatering	01392 873036		

Supplier (cleaning)	Devon Norse	01392351000		
Supplier (temporary staff)	Educated Recruitment	01626 201481		
Boiler Contractor	Cannings	01392 279354		
Utility supplier (water)	South West Water	0344 3462020		
Utility supplier (electricity)	N Power Electricity	0800 111 999		
Utility supplier (heating)	N/a Oil filled boiler			
Education Support Partnership		08000 562 561 (24 hour) <a href="mailto:support@edsupport.org.uk">support@edsupport.org.uk</a> <a href="https://www.educationsupportpartnership.org.uk/">https://www.educationsupportpartnership.org.uk/</a>		The Educational Support Partnership can provide practical and emotional support to staff in the education sector and their families.



## 2.9 Site Information

Utility supplies	Location	Notes / instructions
Gas	N/a	
Water	Stop cock outside main school entrance	
Electricity	Main trip boards at bottom of stairs, in Maths Area, Dining Room and Cupboard adjacent to disabled toilet. Trip boards also in Music Hall, Morgan Hall and Year 1 Classroom.	
Heating	Boiler House	Should Safety Panel activate – press reset button. In case of an emergency, press the yellow emergency shut off button inside the boiler house to the left of the door. 

Internal hazards	Location	Notes / instructions
Asbestos	Cistern in Boys' urinal. Roof tiles	See Asbestos register stored in (insert where) Refer to Asbestos management plan.
Chemical store(s)	N/a	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Heads/SBM Office	
Media briefing area	Headteacher's office or Dining Room	

## 2.10 Evacuation

### Signals

Signal for fire evacuation	Continuous Fire Alarm
Signal for bomb evacuation	Intermittent Fire Alarm
Signal for all-clear	Command given by Headteacher/SLT under advice from Fire Service

### Assembly points - fire evacuation


Fire evacuation assembly point A	School playground
Fire evacuation assembly point B	Top of field

### Assembly points - bomb evacuation

Bomb evacuation assembly point A	Top of field
Bomb evacuation assembly point B	Top of field

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	Hatherleigh Community Centre
Type of premise	Community Centre
Contact name and details of key holder(s)	01837 810239 Centre Administrator
Address	Bowling Green Lane, Hatherleigh EX20 3HB
Directions / map	

Estimated travel time (walking, with pupils)	3 mins
Estimated travel time (by coach, with pupils)	N/a
Capacity	250
Capacity (sleeping)	N/a
Facilities / resources	Kitchen
Notes	

## 2.11 Shelter

Signals	
Signal for shelter	Alpha
Signal for all-clear	Omega

## 2.12 Lockdown

Signals	
Signal for lockdown	Alpha
Signal for all-clear	Omega

Lockdown	
Rooms most suitable for lockdown	<p>YR – own classroom, lockable doors, phone in room</p> <p>Y1- own classroom, lockable doors, phone in rooms</p> <p>Y2 – own classroom bolt door</p> <p>Y3 – own classroom bolt corridor doors interconnecting door.</p> <p>Y4- own classroom bolt both doors</p> <p>Y5 –own classroom bolt door</p> <p>Y6 – own classroom bolt door phone in room or evacuate through fire escape door to Morgan Hall or Y1.</p> <p>Dining Hall – bolt</p> <p>Morgan Hall – Runner from Y1 to alert anyone in Morgan Hall if safe to do so – then to remain in Morgan Hall – lockable door.</p> <p>All classes have radios</p>
Entrance points (e.g. doors, windows) which should be secured	<p>Main School entrance, End corridor door, Door adjacent to Foundation stage toilets, Internal door Chestnuts classroom</p> <p>Door opposite kitchen, Music Hall, Morgan Hall, Hawthorns Classroom</p>
Communication arrangements	<ul style="list-style-type: none"> <li>SLT to alert class teachers either by telephone or by two-way radios – to be used for Years 3, 4 and 5</li> </ul>
Notes	Emergency pack to be held in the office.

## 2.13 - Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01837 810248	Offices and some classrooms
Outgoing calls	01837 810248	- Ditto -

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>▪ Pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Updated only from the school site.</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Mrs Rice to update – can be accessed remotely.</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ <a href="http://www.schoolcomms.co.uk">www.schoolcomms.co.uk</a></li> <li>▪ Mrs Rice/Mrs Wonnacott/Mrs Voaden trained to access.</li> <li>▪ Can be used remotely.</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	<ul style="list-style-type: none"> <li>▪ Information to be communicated using Schoolcomms and website updated</li> </ul>
Sign at school entrance	Local person to be asked to put up signage e.g. Caretaker
Newsletter	Could be sent by Schoolcomms from home by HT/SBM/key staff
Email	Accessible by all
Letter	
School notice board	Accessible by all

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

<b>Group</b>	<b>Preferred method of contact</b>	<b>Contact details are available from</b>
Pupils	Schoolcomms	Schoolcomms
Parents / carers	Schoolcomms	Schoolcomms
Governors	Email	Email
Extended services	Email	Email

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## SECTION 3: USEFUL FORMS, TEMPLATES AND GUIDANCE

### 3.1 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 using this form and a log book. You may wish to record any new contact details in section 2.**
- + **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 call:

•

Date and time of incident:

•

Exact location of incident:

•

•

•

Details of incident:

•

•

•

Where is the informant now and where are they going?

- 
- 
- 

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

- 
- 
- 

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

- 
- 
- 

What advice have the emergency services given?

- 
- 
- 

Who has been informed?

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

Insurance company

Trade union

Does anyone else need to be informed?

- 
- 
- 

Are any other actions required?

- 
- 
- 

**+ If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.**

Name of educational visit leader:

Number of pupils on educational visit:

- 

- 

Nature of educational visit:

Number of staff on educational visit:

- 

- 

Location of educational visit:

- 
- 
- 

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

- 
- 
-

## 3.2 Bomb Threats

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

Time of call:

Telephone number you were contacted on:

•

•

Exact wording of the threat:

•

•

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

Where is the bomb right now?

What will cause it to explode?

•

•

When will it explode?

Did you place the bomb? If so, why?

•

•

What does it look like?

What is your name?

•

•

What kind of bomb is it?

What is your telephone number?

•

•

What is your address?

•

•

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

Did dialling 1471 work?

Time the call ended:

•

•

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

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

What gender was the caller?

Male

Female

Approximately how old was the caller?

·

Did the caller have an accent?

·

Did the caller use a codeword?

·

Did the caller sound familiar?

·

What sort of voice did the caller have?

Normal

Well spoken

Impediment

Loud

Poorly spoken

Stutter

Quiet

Deep

Lisp

Whispered

High pitched

Slurred

Clear

Hoarse

Other

Disguised

Nasal

At what pace did the caller speak?

Normal

Quick

Slow

What manner did the caller have?

Normal

Excited

Upset

Calm

Laughing

Angry

- Rational
   
  Irritated
   
  Other  
 Irrational
   
  Muddled

Were there any distinguishable background noises?

- 
- 

Notes:

- 
- 

### 3.3 Initial action

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

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard pupils, staff and visitors.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**
- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

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.

The contact details contained within this plan should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

## 3.4 Shelter

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.	

## 3.5 Lockdown

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

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ 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.	

## 3.6 School Closure

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

## 3.7 Suspicious Packages

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

## 3.8 Roles and Responsibilities

### Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident and commence personal log of all factual information received, actions taken and the time of those events, using a 24hr clock.	
C2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
C4	Remember to: <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
C4.1	<p>Remember to inform staff to:</p> <ul style="list-style-type: none"> <li>▪ Not undertake media interviews until contact with County Council's Communications Team has been established</li> <li>▪ Not to identify the names of those involved (or not known if involved) in the incident to anyone, before those identities are <u>formally</u> agreed and parents are informed.</li> </ul>	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
<b>Ref'</b>	<b>Co-ordination - ongoing response</b>	<b>Tick / sign / time</b>
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	<p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	

C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to Section 3.16 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

### 3.9 Roles and Responsibilities - business continuity

Ref'	Business continuity - initial response	Tick / sign / time
BC1	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> <li>▪ Loss of personnel</li> <li>▪ Loss of premises</li> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Loss of telecommunications</li> <li>▪ Severe weather</li> <li>▪ Fuel Disruption</li> </ul>	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. influenza and D&V), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

## 3.10 Roles and responsibilities - communications

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

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services</li> <li>▪ DCC</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <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>	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
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CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

## 3.11 Roles and responsibilities - log-keeping

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

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

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

## 3.12 Roles and responsibilities - media management

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

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

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	

M13	Be aware of media interest in memorials or anniversaries of the event.	
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### 3.13 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	<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'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<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>	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	

R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

### 3.14 Roles and responsibilities - welfare

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

Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to Section 3.16 for information on post incident support after the emergency response.	

### 3.15 Roles and responsibilities - educational visit leader

Ref <sup>6</sup>	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <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 <sup>9</sup>	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / 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 headteacher (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 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.	
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 <sup>9</sup>	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to Section 3.14 for providing welfare arrangements and post incident support, Section 3.16, after the initial emergency response.	

E26	Complete any necessary forms / paperwork.	
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## 3.16 Post Incident Support

Ref <sup>a</sup>	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <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 headteacher 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> </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 data-bbox="252 219 512 248">▪ Missed work</li><li data-bbox="252 277 639 306">▪ Rescheduling projects</li><li data-bbox="252 336 443 365">▪ Exams.</li></ul>	
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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>▪ 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>▪ Closing the school on the day of the funeral as a mark of respect</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	<p>Be aware of renewed media interest near anniversaries of the event.</p>	

## APPENDIX 1 - LOG-KEEPING GUIDELINES

	<i>Monday, 20/05/2019</i>
<i>19.40</i>	<i>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.</i>
	<i>Rang Philip Healy. Number engaged.</i>
<i>19.50</i>	<i>Rang Philip Healy. Told him about the situation and asked him to</i>
<i>19.55</i>	<i>meet me at the school entrance as soon as possible. He'll be there for 8.15pm.</i>
	<i>Received text message from Jane Sutcliffe- someone from her team</i>
<i>20.05</i>	<i>(Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew Taylor: <del>07802 388 07802 338 202.</del></i>
	<i>Arrived at school, Philip Healy and Andrew Taylor already there.</i>
<i>20.20</i>	<i>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. <del>Also need to arrange a site visit in the morning (provisional time 08.00).</del></i>

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.

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

Only include times, dates or initials within the margins.

