

Evolve Academy

EMERGENCY PLAN

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Introduction

This document sets out the planning and response to major incidents which may affect the continuity of Parallel Learning Trust (the "Trust") and is designed to be a supportive document to the critical incident and contingency plans held by each individual Academy.

It is not possible, or desirable, to write a plan for every possible disruption. Therefore, this document sets out guidance for planning and responding to major incidents which affect the continuity of the Trust or any individual Academy's business and the safety of its staff, pupils and others. No matter what the cause of the incident, the effect can generally be summarised as:

- an inability to carry out daily and/or critical activities;
- loss of life or serious injury to Academy staff and students/pupils or members of the public;
- loss of building, or part of building or access to the building;
- loss of critical infrastructure or services relating to the Trust;
- loss/shortage of staff;
- loss of critical supplier or partner;
- adverse publicity and/or reputational impacts.

The Trust also recognises that individuals (adults and young people) may be affected by critical incidents which occur in or outside of school. For example:

In-school:

- the death of a pupil or member of staff through natural causes, such as illness;
- a traffic accident involving a pupil or staff member;
- a deliberate act of violence, such as a stabbing or the use of a firearm;
- a school fire or flood;
- allegations or actual incidents of abuse against pupils by staff and/or against staff by; or
- an arson or other attack on the school.

Out-of-school:

- deaths or injuries on school journeys, daytrips or residential trips;
- tragedies involving children from many schools at public events such as football matches;
- civil disturbances;
- refugee children joining a school, uprooted from their countries and perhaps shocked by wars or atrocities;
- abductions / disappearances;
- incidents involving the murder of school children that attract the attention of national and international media over prolonged periods;
- a civil disturbance or terrorism;
- a disaster in the community; or
- a transport accident involving school members.

The effects of serious incidents on school students are not always immediately obvious to parents or school staff, as they may not always be visible. At the Parallel Learning Trust, all of our academies take all children's needs seriously, including emotional and psychological needs, and are committed to ensuring all students receive the help they require to explore such matters as death and significant harm or injury in an environment of trust, care and safety. We also recognise the impact such incidents can have on the well-being of staff and parents/carers and will do our utmost to support any recovery needed and to work with any agencies.

Whilst no amount of planning can completely prevent accidents and problems occurring, it is hoped that some

can be prevented, and the effects of others minimised by taking sensible precautionary measures. The Trust expects that:

- staff will be aware of the Trust's Business Continuation Plan, and if applicable the individual plans for the academies wherein they are based;
- when planning, staff will pay particular attention to the section headed 'Decision making in an emergency situation';
- staff and pupils will be familiar with the academy's routines for dealing with fire and the evacuation of the school building on hearing the fire alarm;
- staff will be familiar with the routines and procedures for dealing with emergencies;
- staff and pupils will be familiar with the school's security procedures, in particular that all visitors not wearing a visitor's badge should be challenged and escorted to the school entrance area;
- staff organising school trips and visits follow the guidelines and write a risk assessment to be signed off by the Headteacher;
- staff are aware of pupils with medical needs and/or health problems;
- staff are aware of school policy in place for dealing with violence at work;
- staff are aware that they should assess associated risks to children before carrying out a curriculum or other activity;
- staff are aware that they are responsible for assessing risks to themselves before undertaking an activity.

Additionally, in the event of a critical incident the priorities of those adults in charge of the school or trip will be to:

- save life;
- minimise personal injury;
- safeguard the interests of all pupils and staff; or
- minimise loss and to return to normal working as quickly as possible.

Each Academy maintains its own Emergency Management Instructions; including emergency contact details and action plan. This plan will be activated in the event of a critical incident or an emergency i.e. when an incident occurs that impacts on the delivery of critical activities or the safety and wellbeing of pupils, staff and/or others; and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects. As such, this document has been written for those who will be involved in re-establishing the operational delivery of services following a major incident. It should be read in conjunction with:

- The Business Continuity Plan (BCP) of each individual academy within the Trust.
- The fire evacuation plan (the operation of which does not necessarily activate the BCP) within each individual academy.

Plan Activation

This Plan will normally be activated to manage the response to any incident causing significant disruption to normal service delivery, particularly the delivery of key/time critical activities. Plan activation triggers may include:

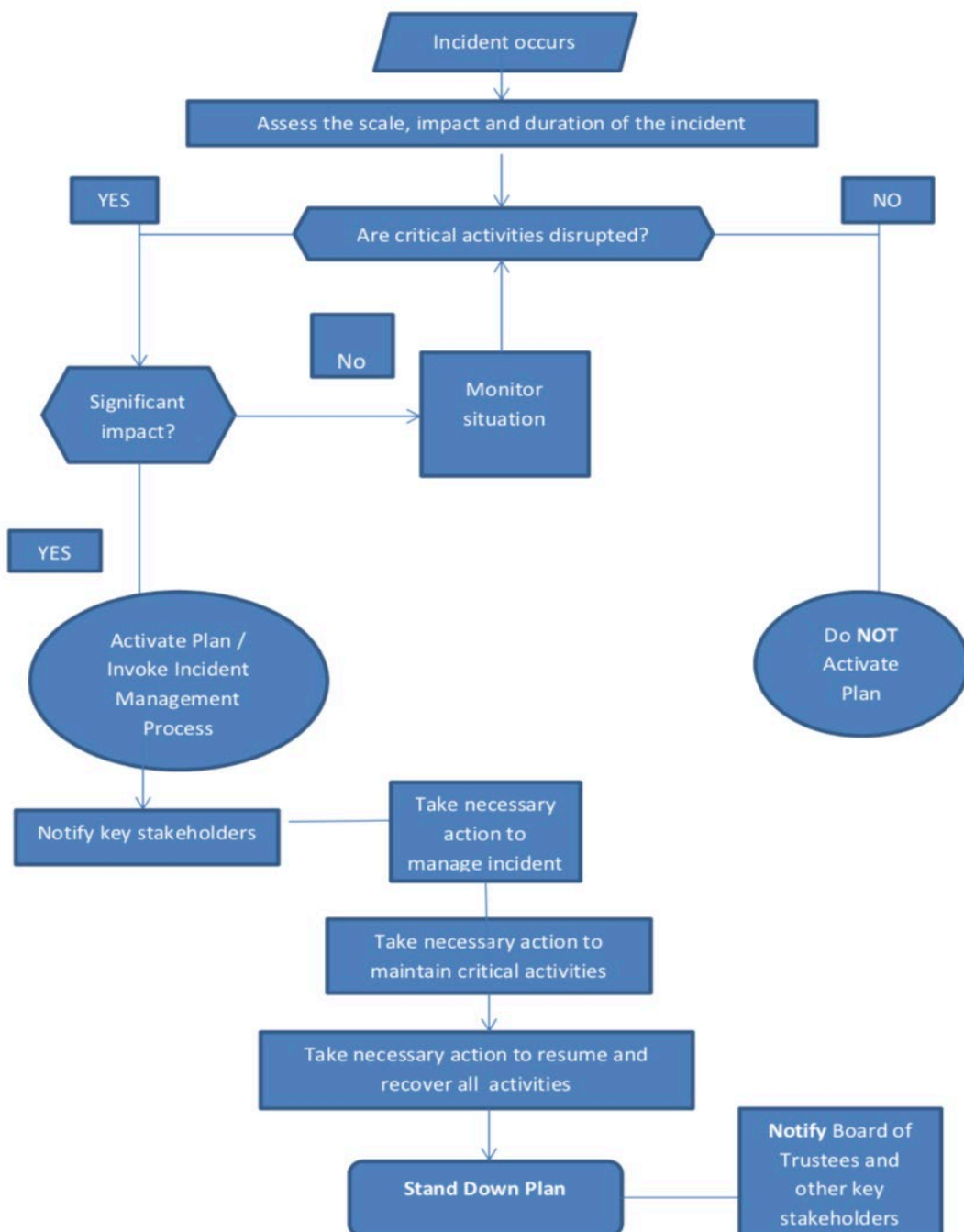
- Loss of key people or skills, e.g. above normal levels of absenteeism due to illness/injury or other scenarios such as severe weather, changes in service structures, major transportation disruption, emergency response duties or people leaving the organisation;
- Loss of critical systems, e.g. Finance systems, ICT network disruption, telephone outage, utilities disruption or third-party supplier disruption;

- Denial of access, or damage to, facilities, e.g. loss of a building through fire or flood, an external emergency where emergency service cordon would prevent access for a period of time, or a utilities failure. This may include the activation of continuity arrangements in the event of an office move;
- Loss of a key resource such as an external supplier or partner vital to the delivery of a key service or activity.

Activation Authority

Authority to activate the Trust's Business Continuation Plan rests with the Interim Chief Executive Officer, or in their absence the Chief Finance Officer, Dan High. The activation of the plan at school level rests with the Headteacher, in their absence responsibility lies with a Deputy Headteacher or in the event of there being no Deputy Headteacher on site the Chief Executive Officer, who should be contacted at the start of this process, will be the identified individual for school level activation in the absence of the HT or the DHT.

Plan Activation Process



Notification Procedures

Who?	Why?
Interim Chief Executive Officer or Headteacher	Take the decision on whether the Business Continuity Plan should be activated and direct resources. The Interim CEO or Headteacher will be considered to be the Plan Owner
Board of Directors of PLT	Responsible for strategic decisions relating to Parallel Learning Trust in response to specific incidents
Local Authority Emergency Planning Officer	Provide critical incident support through the LA emergency planning strategy, including co-ordination of key teams and resources to aid response
Local Authority Communications / Press Office	Support to develop a joint Trust/LA media strategy in the event of an incident that has the potential to attract negative media coverage or cause significant reputational damage to the school, the Trust and / or the council
Department for Education	Directs the response to specific incidents affecting the ability of the school to continue providing its services
Stakeholder/Partners	<p>If the incident is causing significant disruption, an appropriate message must be released to stakeholders/partners detailing;</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is causing the disruption and the impact of it <input type="checkbox"/> Action being taken to respond to the incident <input type="checkbox"/> Estimated length of the disruption and expected date for return to business as usual

SECTION 1 - CONTACT DETAILS

1.1 Academy information

Academy details	
Name of academy	Evolve Academy Kennington
Type of academy	Primary & Secondary AP
Academy address	20 Kennington Park Gardens London SE14 4AX
Academy operating hours (including extended services)	08.00-16.00
Approximate number of staff	25
Approximate number of pupils	50
Age range of pupils	5-16

Office contact details	
Office telephone number	0207 504 0542
Office fax number	N/A
Office email address	info@evolveacademy.org.uk

Useful websites	
Academy website / extranet	https://evolveacademy.org.uk
Local authority	https://www.lambeth.gov.uk
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - Academy staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
REDACTED FOR WEB	Head of Academy		REDACTED FOR WEB	REDACTED FOR WEB	Deputy Safeguarding Officer
REDACTED FOR WEB	Assistant Headteacher/Primary Lead		REDACTED FOR WEB		Deputy Safeguarding Officer
REDACTED FOR WEB	Headteacher Assistant / Behaviour		REDACTED FOR WEB		Deputy Safeguarding Officer
REDACTED FOR WEB	Attendance, Safeguarding & Welfare Lead		REDACTED FOR WEB	REDACTED FOR WEB	Designated Safeguarding Officer (DSL) First aid trained
REDACTED FOR WEB	Assistant Headteacher / Quality of Education Lead		REDACTED FOR WEB		Deputy Safeguarding Officer
REDACTED FOR WEB	Senior Office Administrator / HR support		REDACTED FOR WEB		HR Lead
REDACTED FOR WEB	Office Administrator West Norwood		REDACTED FOR WEB		
REDACTED FOR WEB	Maths Teacher Kennington		REDACTED FOR WEB		Exams officer
REDACTED FOR	ICT Teacher Kennington		REDACTED FOR WEB		

WEB					
REDACTED FOR WEB	English Teacher Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Maths Teacher West Norwood		REDACTED FOR WEB		
REDACTED FOR WEB	PE Teacher both sites		REDACTED FOR WEB		
REDACTED FOR WEB	PE instructor West Norwood		REDACTED FOR WEB		
REDACTED FOR WEB	Learning Advisor Kennington		REDACTED FOR WEB		First aid trained
REDACTED FOR WEB	Learning Advisor Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Learning Advisor Kennington		REDACTED FOR WEB		First aid trained
REDACTED FOR WEB	Class Teacher West Norwood		REDACTED FOR WEB		
REDACTED FOR WEB	Class Teacher West Norwood		REDACTED FOR WEB		
REDACTED FOR WEB	Class Teacher Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Class Teacher Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Learning Advisor Kennington		REDACTED FOR WEB		First aid reserve
REDACTED FOR WEB	Premises Officer Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Premises Officer West Norwood		REDACTED FOR WEB		
REDACTED FOR WEB	Cleaner Kennington		REDACTED FOR WEB		

REDACTED FOR WEB	Cleaner Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	School Cook Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Assistant to School Cook Kennington		REDACTED FOR WEB		
REDACTED FOR WEB	Kitchen Assistant West Norwood		REDACTED FOR WEB		
Academy Council					
REDACTED FOR WEB	Chair of Academy Council		REDACTED FOR WEB		
REDACTED FOR WEB	Vice Chair		REDACTED FOR WEB		Safeguarding Lead
REDACTED FOR WEB	Academy Councillor		REDACTED FOR WEB		
REDACTED FOR WEB	Support Staff Councillor		REDACTED FOR WEB		
REDACTED FOR WEB	PLT member		REDACTED FOR WEB		
REDACTED FOR WEB	PLT interim CEO		REDACTED FOR WEB		
REDACTED FOR WEB	Academy Councillor		REDACTED FOR WEB		
REDACTED FOR WEB	Academy Councillor		REDACTED FOR WEB		

1.3 Contact details - extended services

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

1.4 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
Emergency number	REDACTED FOR WEB	REDACTED FOR WEB	REDACTED FOR WEB	
Children's services	REDACTED FOR WEB	REDACTED FOR WEB		
Media / communications	PLT Head Office			
Property	REDACTED FOR WEB	REDACTED FOR WEB		
	REDACTED FOR WEB	REDACTED FOR WEB		
Transport	Lambeth	REDACTED FOR WEB	REDACTED FOR WEB	
Catering	Headteacher	REDACTED FOR WEB	REDACTED FOR WEB	
Educational visits	EVC	REDACTED FOR WEB	REDACTED FOR WEB	
Emergency planning	Interim CEO	REDACTED FOR WEB		
Health and safety	REDACTED FOR WEB	REDACTED FOR WEB	REDACTED FOR WEB	
Risk / insurance	Interim CEO	REDACTED FOR WEB		
Legal	Interim CEO	REDACTED FOR WEB		
Human resources	PLT Head Office	REDACTED FOR WEB		
Occupational health	APL Health/SmartClinic	REDACTED FOR WEB		

1.5 Contact details - local radio stations

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

1.6 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24-hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24-hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24-hour, flood line)	
Met Office	Tel: 0370 900 0100 (24-hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24-hour, duty officer) Tel: 0151 922 1221 (24-hour, duty press officer)	
Teacher Support Network	England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
Insurance company	RPA (DfE insurance scheme)	
Trade union	All unions	

1.7 Contact details - for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

SECTION 2 - ACTIVATION

2.1 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 logbook. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

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?

- Headteacher
- Academy staff
- Governors
- Pupils
- Parents / carers
- Extended services

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

Does anyone else need to be informed?

.....

.....

.....

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, do the Foreign & Commonwealth Office need to be notified?

.....

.....

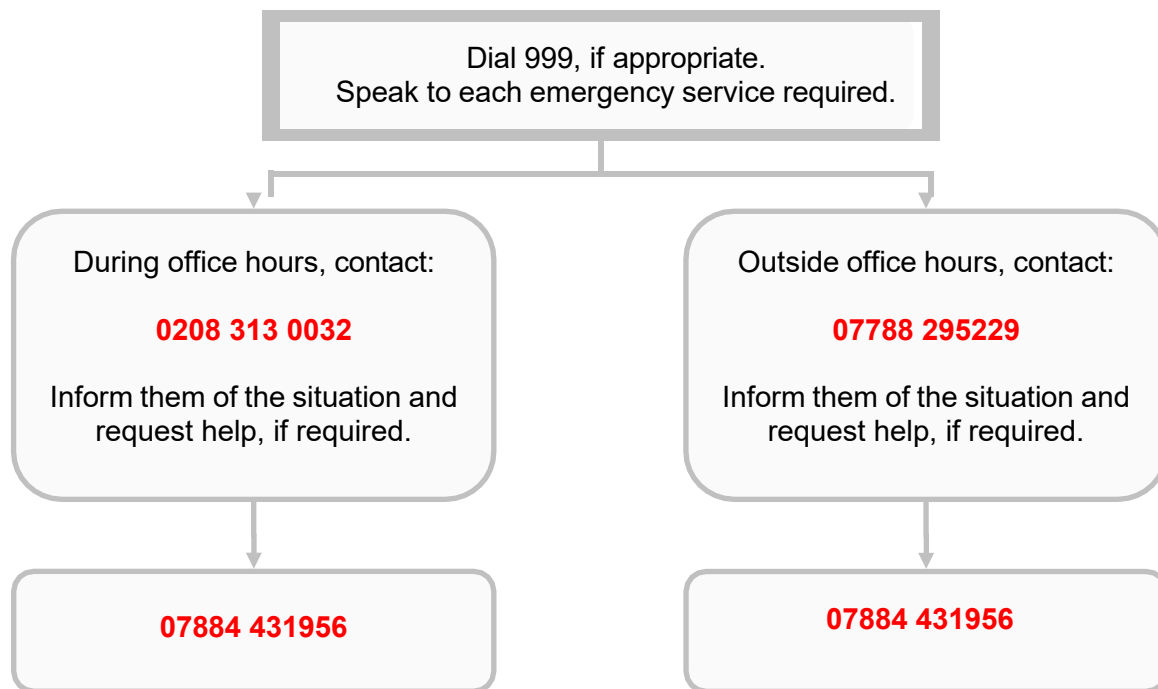
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2.2 Initial action

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.**

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.



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify academy staff. Consider assembling an ART (Academy response team) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the academy and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant Academy response team (ART) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the ART ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of ART / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
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.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
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	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
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 appendix 1 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 academy staff involved in the response.	
C25	Represent the academy 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 academy emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Ref ¹	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the academy. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the academy 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 ¹	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the academy open and try to maintain normal academy routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy academy's, 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 academy routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref ¹	Business continuity - recovery	Tick / sign / time
BC10	Work with academy staff and other organisations to restore the usual academy 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.	

3.3 Roles and responsibilities - communications

Please refer to appendix 8 for more information on communication arrangements.

Ref ¹	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 academy 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 ¹	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). 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 academy 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"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
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 ¹	Communications - recovery	Tick / sign / time
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.	

3.4 Roles and responsibilities - log-keeping

Please refer to appendix 11 for more information on 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 academy.	

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).	

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Approval must be received from Interim CEO before responding to ANY media requests. 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 academy 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 academy, 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 academy. 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.	

3.6 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 academy without hindrance. Consider sending a member of staff to the academy 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	Work with other staff and the emergency services to control access to the academy: <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. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
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 academy.	
R8	Ensure the academy 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.	

3.7 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"> ▪ 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). 	

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 be spoken to, and asked if they are alright, before they leave academy.	
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 appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities - educational visit leader

Ref'	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 dialing 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"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref ^r	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"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the 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 ^r	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	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 academy 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"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the academy ▪ Who to contact if they would like additional support. 	
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 academy (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new academy.	

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"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
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 academy 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"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the academy day. 	
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"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Ref ^r	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the academy.	
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	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the academy will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> ▪ Closing the academy on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the academy ▪ If staff and pupils can be allowed time off academy 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. 	

Ref ^r	Post incident support - remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the academy: <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). 	
P30	Be aware of important dates which may need to be prepared for. E.g.: <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

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.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Classrooms	Effect examination grade	Backed up electronically on school server
Examination papers	Examination safe / cupboard	Effect examination grade	Fireproof safe, lockable cupboard inside lockable room
Asset registers / equipment inventories	Site Manager office	Re-auditing of all equipment	Backed up electronically on school server
Insurance documentation	Electronically	Re-order insurance paperwork	Backed up electronically on school server
Finance Records		Unable to pay staff/suppliers and maintain operation of the business	Stored online in PS financials
Human Resources Records		Unable to contact and manage staff and maintain operation of the business	

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	School system	Effect examination grade	Backed up electronically on school server
Contact details	SIMS	Request all information needed	Backed up electronically on school server

Financial information	FMS / Finance drive	Finance audit	Backed up electronically on school server
Medical information	SIMS / HR file	Understanding individual medical needs	Backed up electronically on school server
Communication information	Microsoft (365)	Unable to effectively communicate	Microsoft
Human Resources Records	PLT Network secure Drive HR server area file	Unable to contact and manage staff and maintain operation of the business	PLT Network backup of data using online and write-once online storage across multiple sites PS Financials operate a cloud-based platform with redundancy between systems
IT Assets	PLT Network Drive Parago systems	Unable to track IT equipment	PLT Network backup of data using online and write-once online storage across multiple sites Parago operate a cloud-based platform with redundancy between systems

Remote learning	Notes / instructions
Website / extranet	
Email	
Post	

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos		
Chemical store(s)		

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

APPENDIX 4 - EVACUATION

Signals

Signal for fire evacuation	
Signal for bomb evacuation	
Signal for all-clear	

Assembly points - fire evacuation

Fire evacuation assembly point A	
Fire evacuation assembly point B	

Assembly points - bomb evacuation

Bomb evacuation assembly point A	
Bomb evacuation assembly point B	

If the academy has been evacuated and pupils are not able to return to academy (or go home) it may be possible to relocate temporarily to another building (e.g. buddy academy or place of safety).

Pre-identified buddy academy / place of safety / rest centre

Name of premise	
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	
Signal for all-clear	

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Verbal over tannoy
Signal for all-clear	Verbal over tannoy

Lockdown	
Rooms most suitable for lockdown	All rooms
Entrance points (e.g. doors, windows) which should be secured	Front door, pupil entrances, playground door, all windows.
Communication arrangements	<ul style="list-style-type: none"> ▪ Two-way radios ▪ Office telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other
Notes	

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

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the academy 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. Inform head office / CEO immediately.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - ACADEMY CLOSURE

Ref ⁷	Generic actions - initial response	Tick / sign / time
SC1	<p>the decision to close an academy rests solely with CEO and therefore the CEO's permission must be sought before academy closure is confirmed. As part of the decision-making process the CEO will consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the academy to some pupils ▪ Asking a buddy academy for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the academy day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside academy hours, at least one member of staff should be present at the academy entrance at the beginning of the academy 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 academy is likely to be closed for a significant period of time, consider the actions below.

Ref ⁷	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 academy remains closed for an extended period of time.	
SC10	Ensure the security of the academy premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 8 - COMMUNICATIONS

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

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"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the academy site?
Academy website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the academy site?
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the academy site?
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting academy closures.
Telephone tree	Managers to phone their teams
Sign at academy entrance	
Newsletter	
Email	Staff login details for Microsoft Teams
Letter	
Academy notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / carers		
Governors		
Extended services		

APPENDIX 9 - 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 dialing 1471. You may get information on where the phone call was made from.**

Did dialing 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?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Upset | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Muddled |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Rational | <input type="checkbox"/> Other |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational | |

Were there any distinguishable background noises?

.....
.....

Notes:

.....
.....

APPENDIX 10 - 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 handwriting, 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 an academy receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref ^r	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"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
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 ^r	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.	

APPENDIX 11 - LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

- + **Keeps records of any expenditure.**
- + **Do not remove any pages.**
- + **Do not use correction fluid.**

Blank lined paper with horizontal ruling lines.

Appendix 13: Lost Property Form

Completed by				Sheet Number	
Incident				Date	
#	Name	Items	Last location	Found	

Parallel Learning Trust

Parallel Learning Trust, Wandle Valley Academy, Welbeck Road, Carshalton SW5 1LW
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