

# Samlesbury Church of England Primary School



## 07051: School Emergency Plan

**Date reviewed:** March 2021

**Date agree and ratified by the Governing Body:** March 2021

**Date of next review:** March 2024

**Signed:**

**Date:**

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Plan administration	
Version number	003
Date of issue	March 23 <sup>rd</sup> 2020
Electronic copies of this plan are available from	The school website and the school bursar
Hard copies of this plan are available from	The school bursar
Location of emergency grab bag(s)	The school office
Date of next review	March 2022
Person responsible for review	The headteacher – Lucy Sutton

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**This plan is confidential. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public without permission.**

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Plan Sign-off:		
Role	Signature	Date
Head Teacher		
Chair of Governors		



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## 1.1 School information

School details	
Name of school	Samlesbury CE Primary School
Type of school	Primary
School operating hours (including extended services)	7.45am – 5.45pm
Approximate number of staff	11
Approximate number of pupils	73
Age range of pupils	4-11

Office contact details	
Office telephone number	01772 877200
Office fax number	NA
Office email address	bursar@samlesbury.lancs.sch.uk

Useful websites	
School website / extranet	<a href="http://samlesburyceprimary.co.uk">samlesburyceprimary.co.uk</a>
Local authority	<a href="http://www.lancashire.gov.uk">www.lancashire.gov.uk</a>
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</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>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>



## 1.2 Contact details - school staff

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

Name	Job title	School Emergency Management Team role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Lucy Sutton	Headteacher	Head	07891986853		First Aid at Work Paediatric First Aid
Louise Quayle	Assistant headteacher Y3/4 teacher		07870775721		N/A
Laura Greenbank	Assistant headteacher Y3/4 teacher		07702822247		First Aid at Work
Christine Gill	Y5/6 teacher		07765010798		First Aid at Work
Lola Wallace	KS1 teacher		07931160159		First Aid at Work
Sandra Hill	Bursar		07708083167		First Aid at Work Paediatric First Aid
Rachel Noblett	Teaching Assistant		07714466640		First Aid at Work
Lisa Kearns	Teaching Assistant		07565631921		First Aid at Work Paediatric First Aid
Vanessa Critchley	School cook and Breakfast Club manager		07738273410		N/A
Sonia Hill	Lunchtime welfare Cleaner		07980430298		N/A
Paddy Kearns	Site maintenance		01772759150		N/A

## 1.3 Contact details - school governors

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

Name	Type of Governor	Responsibilities (e.g. committee chair)	Contact details	Alternative contact details *	Notes (e.g. key holder)
Sam Metcalfe	Joint Chair		07944359616		
Kirsty Whiteside	Joint Chair		07757711386		
Preetesh Dave	Parent	Health and Safety	07866565551		
Edward Slinger	PCC	Safeguarding	01254852560		
Bernard Stuart	Diocese		07401724272		
Sue Redmayne	PCC		07885729722		
Caroline Coughlin	PCC		07702824920		
Dr Nick Buckley	PCC		<a href="mailto:nickb2505@gmail.com">nickb2505@gmail.com</a> 01254853461		
Susan Bell	PCC		<a href="mailto:sbell625@gmail.com">sbell625@gmail.com</a>		
Kate Chapman Dean	Parent Governor		07896973750		

## 1.4 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
Cool Kidz	Afterschool Club	3.15 - 5.45pm	Julianne Wallbank 07928325954		

## 1.5 Contact details - local authority

Customer Access Service (Office Hours)			
Tel:	0300 1236720	Hours	Monday to Friday 8am to 8pm Saturday to Sunday 8am to 7pm
Emergency Duty Team (Out-of-Office Hours)			
Tel:	0300 1236722	Hours	Monday to Friday 8pm to 8am Saturday to Sunday 7pm to 8am
Critical Incident Support Team			

### Customer Access Service (Office Hours)

CIST Coordinator	Stephen McCoy	<a href="mailto:Stephen.mccoy@lancashire.gov.uk">Stephen.mccoy@lancashire.gov.uk</a>	01772 531597
Lancaster/Fylde/Wyre	David Middleton	<a href="mailto:david.middleton@lancashire.gov.uk">david.middleton@lancashire.gov.uk</a>	01524 581200
South Ribble/West Lancashire	Stephen McCoy	<a href="mailto:Stephen.mccoy@lancashire.gov.uk">Stephen.mccoy@lancashire.gov.uk</a>	01772 531597
Chorley/Preston	Stephen McCoy	<a href="mailto:Stephen.mccoy@lancashire.gov.uk">Stephen.mccoy@lancashire.gov.uk</a>	01772 531818
Burnley/Pendle	Jennifer Rawnsley	<a href="mailto:Jennifer.rawnsley@lancashire.gov.uk">Jennifer.rawnsley@lancashire.gov.uk</a>	01524 220553
Hyndburn/Ribble Valley/Rossendale	Jennifer Rawnsley	<a href="mailto:Jennifer.rawnsley@lancashire.gov.uk">Jennifer.rawnsley@lancashire.gov.uk</a>	01524 220561

### BECON Service (24 hours)

Tel:	0300 123 5783	Hours	24hrs
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### Home to School Transport

Jacqueline Day	<a href="mailto:Jacqueline.day@lancashire.gov.uk">Jacqueline.day@lancashire.gov.uk</a>	01772 534565
Andrew Glover	<a href="mailto:Andrew.glover@lancashire.gov.uk">Andrew.glover@lancashire.gov.uk</a>	01772 533527

### SEN/Social Care Transport

Lancaster/Morecambe	<a href="mailto:itslancastermorecambe@lancashire.gov.uk">itslancastermorecambe@lancashire.gov.uk</a>	01524 425902
Fylde/Wyre	<a href="mailto:itsfyldewyre@lancashire.gov.uk">itsfyldewyre@lancashire.gov.uk</a>	01772 685504
Preston/South Ribble	<a href="mailto:itsprestonsouthribble@lancashire.gov.uk">itsprestonsouthribble@lancashire.gov.uk</a>	01772 705055
West Lancashire/Chorley	<a href="mailto:itschorleywestlancs@lancashire.gov.uk">itschorleywestlancs@lancashire.gov.uk</a>	01695 587420
East Area	<a href="mailto:itseast@lancashire.gov.uk">itseast@lancashire.gov.uk</a>	01282 831858

### Winter Weather

SEN/Social Care Transport				
Grit Supplies		Linda Mason	<a href="mailto:linda.mason@lancashire.gov.uk">linda.mason@lancashire.gov.uk</a>	01254 828067
		Dwayne Lowe	<a href="mailto:dwayne.lowe@lancashire.gov.uk">dwayne.lowe@lancashire.gov.uk</a>	01254 828082
Equipment/Manpower	Area West	Ridwan Musa	<a href="mailto:Ridwan.musa@lancashire.gov.uk">Ridwan.musa@lancashire.gov.uk</a>	01772 339711
	Area East	Marcus Leigh	<a href="mailto:Marcus.leigh@lancashire.gov.uk">Marcus.leigh@lancashire.gov.uk</a>	01254 822122
Others				
Legal and Democratic Services		Legal Education Advice Line	01772 530849	
Communications/Media Support		Andy Swain, Media Manager	<a href="mailto:andy.swain@lancashire.gov.uk">andy.swain@lancashire.gov.uk</a>	01772 532781 07824 598066
Insurance		Maureen Taylor	<a href="mailto:maureen.taylor@lancashire.gov.uk">maureen.taylor@lancashire.gov.uk</a>	01772 530104
		Catherine Davies	<a href="mailto:catherine.davis@lancashire.gov.uk">catherine.davis@lancashire.gov.uk</a>	01772 534801

## 1.5 Contact details - local radio stations

\* Delete/add/amend details as appropriate to the school and the stations that cover the required area(s).

Radio station	Frequency	Areas Covered	Name / role of contact (if applicable)	Contact details
BBC Radio Lancashire	FM95.5 FM103.9 FM104.5 MW855 & 1557	East Lancashire Central Lancashire North Lancashire All Lancashire		
Rock FM & Magic 999	FM97.4 / MW999	Preston & Blackpool		
Real Radio	FM105.4	North West England		
2BR	FM99.8	Burnley, Hyndburn & Pendle		
The Bay	FM96.9	North Lancashire		
Radio Wave	FM96.5	Blackpool & Fylde		
Dune FM	FM107.9	North Merseyside & West Lancashire		
Wish FM	FM102.4	South & West Lancashire		
Fresh Radio	MW1413	North & East Lancashire		
The Bee	FM107	Blackburn, Hyndburn & Ribble Valley		
Central Radio	FM106.5	South Ribble, Chorley & Preston		
Rosendale Radio	FM104.7	Rosendale		

## 1.6 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				
Fire & Rescue Service		999		
Ambulance Service				
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055  Incident contact centre: 0845 300 9923  Duty officer: 0151 922 9235 (24 hour)		
Insurance company				
Trade union				

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Transport Supplier				
Catering Supplier		LCC		
Cleaning Supplier				
Agency Staff Supplier				
Gas Utility Company				
Water Utility Company		United utilities		
Electricity Utility Company		N Power		
Heating Contractor				
Premises Management / Property Services		TPM 01254958850		
ICT provider				
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.



## 1.7 Contact details – Parents / Carers

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*Parent contact details are kept securely in the school office as a paper record. The bursar, HT and site cleaner have keys to this office – details are kept in locked cupboards in the office.*

*Details can also be accessed via SIMS.*

## SECTION 2 – SITE DETAILS

<b>Premises Name:</b>	Samlesbury Church of England Primary School		
<b>Premises Address:</b>	Potters Lane, Samlesbury, Preston, PR5 0UE		
<b>Map Grid References:</b>	<b>Easting (x):</b>	358961	<b>Northing (y):</b> 430381

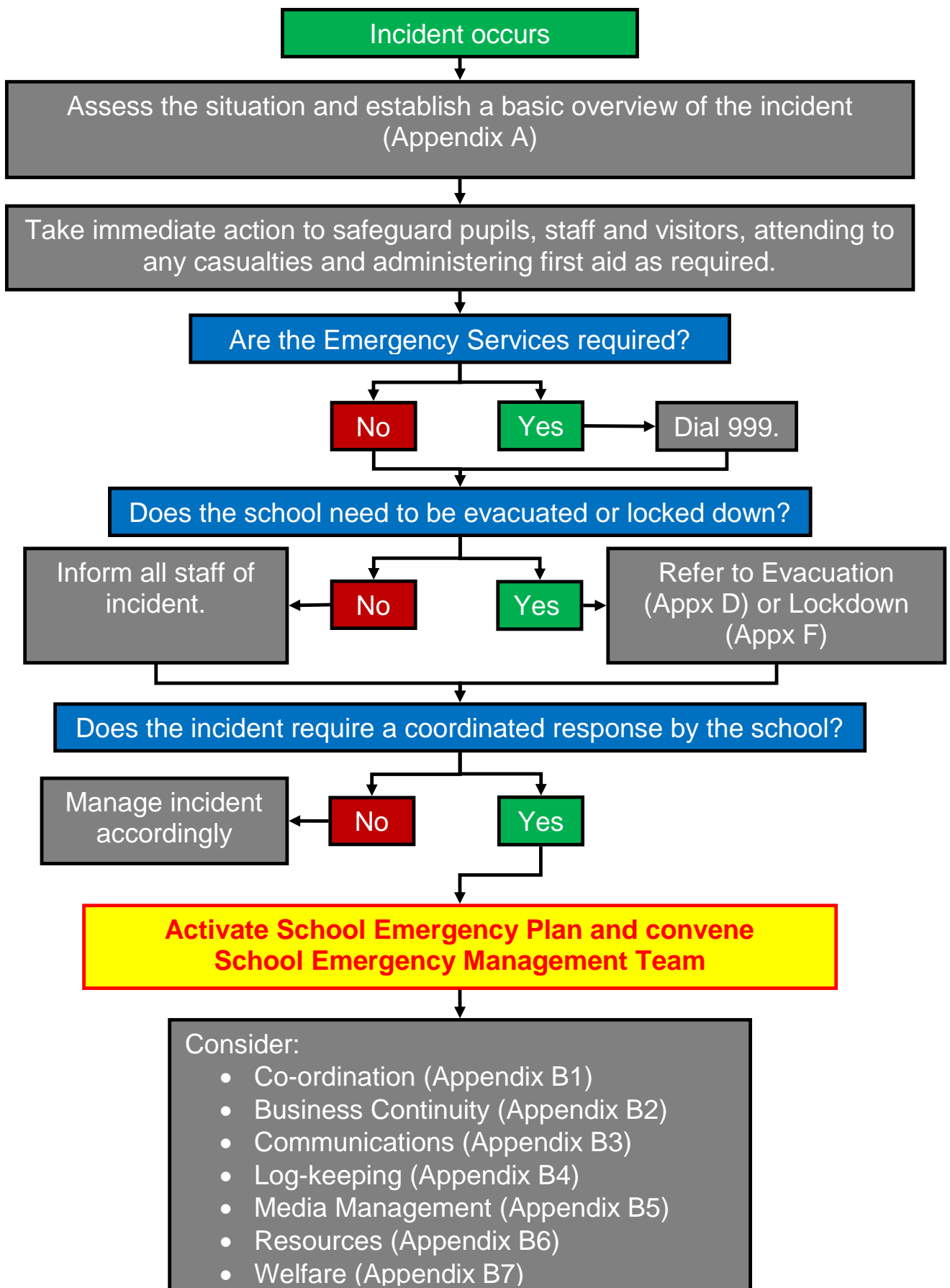
<b>Responsible Persons:</b>	
<b>Fire Warden(s):</b>	Lucy Sutton
<b>First Aider(s):</b>	Lucy Sutton, Sandra Hill, Rachel Noblett Laura Greenbank, Chris Gill, Lola Wallace, Lisa Kearns

Utility supplies	Location	Notes / instructions
Gas	No gas	
Water	Water meter outside	
Electricity	Meter is in the PE/Art cupboard in the school hall	
Heating	Plant room and oil store in two rooms off the EYFS outside learning area	Keys for these doors kept in the key store in the library.

Internal hazards	Location	Notes / instructions
Asbestos	School lunch hatch area	Under sealed floor tiles - stable
Chemical store(s)		Note reference to COSHH Inventory. See Appendix M.

## SECTION 3 - ACTIVATION

### 3.1 Plan Activation Decision Tree



## 3.2 Notification of incident

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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 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.**

## 3.3 Initial action

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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.*

- + **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.**

# APPENDIX A – INCIDENT LOG SHEET

Incident Details (1 of 4)			
Name of Informant:		Date and Time of Call:	
Contact Details:		Date and Time of Incident:	
Exact Location of Incident:			
Details of Incident:			
Which Emergency Services are involved?			
Police	Fire & Rescue	Ambulance	Mountain Rescue
What advice have the emergency services given?			

## Incident Details (2 of 4)

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

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                         |
|  | <input type="checkbox"/> Insurance company             |
|  | <input type="checkbox"/> Trade union                   |
|  | <input type="checkbox"/> Diocese/Church Authority      |

Does anyone else need to be informed?

Are there other actions required?

## Incident Details (3 of 4) – Educational/Offsite Visit

***If the incident happened on an educational visit complete the following table:***

Name of Visit Leader:	Number of Pupils on Visit:
Nature of Visit:	Number of Staff on Visit:
Exact location of educational visit:	
If the incident happened abroad, have the Foreign & Commonwealth Office been informed?	
Other information:	

**Incident Details (4 of 4) – Incident Contact Details**

***Record here any additional contact details pertinent to this incident:***





## APPENDIX B – ROLES AND RESPONSIBILITIES

### B1 Roles and responsibilities: Co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
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> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</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.	

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"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C15	Work closely with the County Council Media Team 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 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 head teachers of nearby schools to inform them of any important issues relating to the incident.	

## B2 Roles and responsibilities: Business continuity

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

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

## B3 Roles and responsibilities: Communications

Please refer to appendix 6 for more information on communication arrangements.

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> </ul>	
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 school answer phone and website 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
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.	

## B4 Roles and responsibilities: Log-keeping

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Please refer to appendix 9 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 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).	

## B5 Roles and responsibilities: Media management

Ref	Media management - initial response	Tick / sign / time
M1	Seek support from the County Council's media team other in responding to media requests and throughout the duration of the emergency.	
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	Work with the County Council's media team to draft a brief media statement (designed to provide information and 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 for the school (probably the headteacher or chair of governors).	
M6	Be prepared to be interviewed by the media if appropriate and in consultation with the County Council's media team.	

Ref	Media management - ongoing response	Tick / sign / time
M7	Gather information from the SEMT, Emergency Services and other organisations as appropriate, working with the County Council's media team to respond to ongoing media requests.	
M8	Provide regular statements to the media in consultation with the County Council's media team and ensure each message conveys an accurate, consistent and reassuring message.	
M9	Advise staff on where to direct media enquiries. Instruct staff not to speak directly to the media and advise pupils and parents to do the same, or at least, do not be drawn into speculation.	
M10	Try to prevent the spread of misinformation (especially through the use of mobile phones and social media).	

Ref	Media management - recovery	Tick / sign / time
M11	Via the County Council's media team, keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M12	Be aware of media interest in memorials or anniversaries of the event.	

## B6 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	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

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"> <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.	

## B7 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 appendix 1 for information on welfare arrangements and post incident support after the emergency response.	



## APPENDIX C - 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	NA		
Examination papers	Past papers are kept in the hall cupboards/cupboards in HT office	Minimal as all data from these are recorded	
Asset registers / equipment inventories	School Office		
Insurance documentation	School Office	Minimal as they are confirmed via email	

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	NA		
Contact details			
Financial information	School office computer system – all data backed up via LCC/BT support service		
Medical information	These are kept on paper copies for children.	There are no immediate risks with this as there are only low level medical needs i.e. mild asthma Medicines given record is permanently lost as it is a paper record.	A back record would not be able to be remade.

Remote learning	Notes / instructions
Website / extranet	Can function as normal from anywhere
Email	As above
Post	Post would have to temporarily be redirected if the whole building had been destroyed. If not the secure metal post box on the side of the building could still be used.

## APPENDIX D - EVACUATION

Signals	
Signal for evacuation	Fire alarm
Signal for all-clear	Verbal communication to all

Assembly points – on-site evacuation	
On-site evacuation assembly point A	School playground next to the green wire fence and the fixed assembly point
On-site evacuation assembly point B	NA

Assembly points – off-site	
Off-site evacuation Option 1	Wilsons car park
Off-site evacuation Option 2	NA

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

Pre-identified buddy school / place of safety	
Name of premise	St Leonard the Less Church
Type of premise	Church
Contact name and details of key holder(s)	We are key holders
Address	Next to school
Directions / map	Map not needed
Estimated travel time (walking, with pupils)	30 seconds
Estimated travel time (by coach, with pupils)	NA
Capacity	200
Capacity (sleeping)	On church benches only
Facilities / resources	None currently
Notes	It would be a very temporary location. Wilson's could be used for toilet facilities.

## APPENDIX E - SHELTER

Signals	
Signal for shelter	Would inform each class – bursar inform infant class and HT KS2 classes. If bursar was unavailable the HT would inform all classes.
Signal for all-clear	Verbal communication

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.	

### Emergency Evacuation Procedures

1. In the event of discovering an emergency such as a fire, the alarm is sounded by breaking the glass front on the alarm.
2. On hearing the alarm everyone must leave the building by the appropriate fire escape door.
3. Any out of hours users should make themselves familiar with their nearest evacuation point
  - Infant class leave through the fire exit in class
  - Year 5/6 through the fire exit in class
  - Year 3 /4 through the fire exit in the year 5/6 classroom
  - Even if not designated an official fire exits, adults and children may evacuate via any external door if the adult in charge considers it quicker and safer to do so.
4. The Headteacher/Administrator will telephone the emergency services.
5. A teaching assistant in the infants to check the toilets before exit
6. A teaching assistant in the juniors to check the toilets before exit
7. All adults leave the building and report to their designated check- points, closing all doors and windows behind them, where possible.
8. Class teachers take a register of pupils, immediately on arriving at their checkpoints.
9. The kitchen staff report to the checkpoint on the playground and the cook will check her staff.
10. Missing persons must be reported to the Headteacher/Administrator immediately.
11. All children and adults will remain at their safety check –points until the all clear sign is given by the headteacher.

12. Should registers be in the school office at the time of the emergency the Administrator or Headteacher will be responsible for bringing the registers out to the safety checkpoints. (Class lists are also held in the Evac Pack)

## APPENDIX F - LOCKDOWN

Lockdown procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff, pupils and visitors to the school. The following procedures aim to minimise the disruption to the learning environment whilst ensuring the safety of all involved.

These lockdown procedures may be activated in response to any number of situations which could pose a risk to the staff, pupil and visitors to the school and could include:

- A reported incident or civil disturbance in the local community;
- An intruder on the school site;
- A warning being received regarding a nearby air pollution risk (smoke plume, gas cloud, etc.);
- A major fire in the vicinity of the school;
- A dangerous animal (e.g. large dog) roaming loose near/on the school grounds.

As not all potential circumstances which may lead to a school lockdown can be foreseen, it is important that any plans/actions are dynamic and able to deal with an ever changing risk/threat.

Lead Responsible Person	
Designated Senior Person	Lucy Sutton
Deputy Designated Senior Person(s)	Laura Greenbank/Louise Quayle

Signals	
Signal for Lockdown	5 short bursts on the school fire alarm (school alarm is continuous)
Signal for All-clear	Via group messaging APP

Lockdown	
Entrance points (e.g. doors, windows) which should be secured	All doors self secure when they are locked. In summer all windows would need closing in all rooms including the hall and spare classroom – HT/senior leader responsible for these.
Communication arrangements	<ul style="list-style-type: none"><li>▪ Mobile phones</li><li>▪ Instant messaging</li><li>▪ Other.</li></ul>
Upon hearing the lockdown signal, take the actions below if it is safe to do so. Personal safety takes precedence and no-one should put themselves or anyone else in danger.	
If someone is taken hostage on the premises, consider an evacuation of some or all of the site.	

Ref	Initial Actions	Tick / sign / time
L1	SOUND THE LOCKDOWN SIGNAL – five short bursts on the fire alarm	
L2	Anyone outside the school buildings should be brought inside as quickly as possible.	
L2	Staff and pupils to go to their class toilets and shut the door. In the infant class, children will be split between the toilets with the class teacher going in last after all children are accounted for. <i>(Staff should not leave classroom to find out what is going on)</i>	
L3	Lock / secure all entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> <li>▪ Lock internal doors/windows if possible</li> <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	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	
L6	Complete Appendix 'A' with details known so far.	
L7	Dial 999 and report the incident to the Police.	

Ref	Secondary Actions	Tick / sign / time
L8	Undertake a register as soon as possible.	
L9	Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for.	
L10	Try to establish as much information regarding the incident as possible.	
L11	Dial 999 and update the Police if required.	
L12	If safe to do so, check all corridors and toilets.	
L13	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L14	If possible, check for missing / injured pupils, staff and visitors.	
L15	Staff should encourage pupils to stay calm as far is possible.	
L16	If possible, try to restrict use of social media by staff/pupils and outside contact until the full details of the incident are known.	
L17	Notify parents/carers as soon as possible and when it is safe to do so. Instruct parents not to attend school as pupils <b><u>will not</u></b> be released during a lockdown.	
L18	Continue to follow advice/instructions from the Emergency Services.	

## Classroom Aide Memoir:

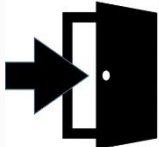

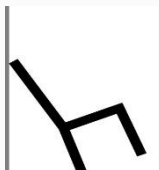



# EMERGENCY LOCKDOWN PROCEDURE

## SIGNALS

Signal for Lockdown	5 short bursts on the school fire alarm (school alarm is continuous)
Signal for All-clear	Via group messaging APP

On hearing the above signal for a school lockdown take the following actions:

## ACTIONS

	Return to your classroom with pupils, as quickly and safely as possible.
	Close all doors and windows, lock if able to.
	Block any access points into the classroom by moving furniture in front of door.
	Draw all curtains/blinds and switch off lights.
	Sit on floor, against a wall if possible.
	Undertake a register as soon as possible. Report any missing pupils to the office by telephone.
<b>STAY IN</b>	Remain inside with doors locked until the all-clear has been given, or unless told to evacuate by the emergency services. <b>DO NOT</b> leave the classroom to find out what is happening.
<b>KEEP CALM</b>	Keep pupils calm by offering constant reassurance. Keep as quiet as possible.



## APPENDIX G - SCHOOL CLOSURE

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### School Policy for Closure due to Unforeseen Circumstances

Order of seniority and therefore responsibility.

- Mrs Sutton, headteacher
- Laura Greenbank (Mon & Tues) AHT and Louise Qualye (Wed-Fri) AHT

The main causes of unforeseen closure are severe ice on the road, heavy snow and flash flooding.

We take into consideration the following:

- The safety of staff travelling to and from school. Staff travel from various distances and are therefore affected by extreme weather in different areas rather than everywhere.
- The safety of children and parents travelling to and from school
- The provision of school dinners

In the first instance, weather warnings are heeded by the headteacher. If heavy snow/flooding is forecast/predicted for the following day then the headteacher will email parents and/or post on the school website the evening before stating the following or similar:

- School is making preparations to open tomorrow (date insert). Please look out for further
- updates via email tomorrow morning and on the school website.

Staffing will be reviewed if there are two more staff who can't make it into school. If it is deemed due to the staff who can't get into school that school cannot safely open, then school will be closed. If it is possible a delayed start to the day will be planned *i.e. ice melting on the slip road onto the A59*.

The headteacher will endeavour to communicate updates before 8.00am giving a clear decision of school open or closed for the day.

If there is no warning of inclement weather then a decision will be made on the morning of the first instance of bad weather. Miss Clark will communicate via email and on the website to parents before 8.00am.

## APPENDIX H - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01772877200	School Office
Outgoing calls	01772877200	School 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"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site? No</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details- Senior staff and teachers</li> <li>▪ Who is authorised / trained to edit the website? HT/Bursar/teaching staff</li> <li>▪ Can it be updated remotely or only from the school site? Yes</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to use the text messaging system?</li> <li>▪ Can it be used remotely or only from the school site?</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	HT phones teachers and they inform their teaching assistants
Sign at school entrance	Put a poster on the Church notice board at the entrance to church grounds which lead to school.
Newsletter	Once a month only – not of use
Email	Email letter sent to all parents
Letter	Email letter sent to all parents
School notice board	FOSS 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	KS2 via Purple Mash – younger pupils can access Purple Mash but communication via parents is the main route	School bursar
Parents / carers	email	School bursar
Governors	email	School bursar
Extended services	Phone/email	School bursar

## APPENDIX I - BOMB THREATS

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

Bomb Threats (1 of 2)	
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 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.**

## Bomb Threats (2 of 2)

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?

Any other notes/thoughts:

## APPENDIX J - 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.	

## APPENDIX K – PUPIL PRESUMED DECEASED

Procedures to follow in the case of a pupil presumed deceased whilst in the care of the school or setting. The following procedures are recommended for use in the event that a pupil is presumed deceased.

Please also check that any action taken is in line with the recommendations contained in any Health Care Plan which may have been prepared for the pupil in question.

Ref	Initial actions	Tick / sign / time
PD1	Request Ambulance and Police presence immediately via a 999 call.	
PD2	Do not attempt to move the pupil presumed deceased to another location.	
PD3	Remove all other pupils from the area as quickly as possible and provide and manage the appropriate support/supervision. Be aware of the need to manage the use of mobile phones and other social media.	
PD4	Ensure that the pupil presumed deceased is supervised until the arrival of the emergency services.	
PD5	Inform the Head Teacher/Deputy Head Teacher/Teacher-in-Charge of the circumstances. The Head Teacher/Deputy Head Teacher/Teacher-in-Charge should aim to be at the location as quickly as possible if they are not already on site.	
PD6	The emergency services would normally remove the body in order to have the death confirmed by hospital based medical staff.	
PD7	The pupil's parents/carers must be informed of the circumstances as soon as possible. The police will usually take the lead in contacting parents/carers and arrangements should be made for an appropriate member of staff from the school or unit (usually the Head Teacher or Teacher-in-Charge) to accompany the police on this visit or later visits.	
PD8	If the school is considering a full or partial closure on the day of the pupil's funeral, please refer to the Authority's 'Guidelines on Unavoidable Closures'. Please see link below:  <a href="#">Unavoidable School Closures Guidelines</a>	
PD9	A record should be kept of the names and addresses of any witnesses.	
PD10	Do not discuss any matter relating to the incident with the media. Requests for comments from the media should be referred to the Media/Communications Team (01772 532781).	

Ref	Intermediate actions	Tick / sign / time
PD11	<p>Inform the following as soon as possible:</p> <ul style="list-style-type: none"> <li>▪ Chair of school's Governing Body/Management Committee.</li> <li>▪ In the case of voluntary aided schools, the relevant Diocesan/Church Authority.</li> <li>▪ The school's General Practitioner (RESIDENTIAL SCHOOLS ONLY).</li> </ul> <p>School should agree a dedicated telephone line for dealing with this incident.</p>	
PD12	School staff and pupils should be verbally informed at a time deemed appropriate by the Head Teacher/ Deputy Head Teacher / Teacher-in-Charge.	
PD13	Seek support from the County Council's media team in responding to media requests. Ensure media access to the site/staff/pupils is controlled. Instruct staff not to speak directly to the media.	
PD14	If the police wish to remove any items of evidence from the location (including items of paperwork) a receipt should be obtained.	
PD15	A full report on the circumstances of the pupil's death should be prepared by the Head Teacher/Teacher-in-Charge and forwarded to the Executive Director for Children and Young People.	

Ref	Ongoing actions	Tick / sign / time
PD16	Subject to agreement with the deceased pupil's parents, a letter briefly outlining the situation may be sent to the parents/carers of other pupils on the school roll.	
PD17	In order to ensure that inappropriate communications are not sent to parents/carers the school may need to consider that, as a matter of urgency, all records concerning the pupil are retrieved. Appropriate actions to be taken in relation to the school roll and any formal transport arrangements for the pupil should be cancelled immediately.	
PD18	A full report on the circumstances of the pupil death should be presented to the next meeting of the school's Governing Body/Management Committee.	

**PLEASE NOTE:**

- At all times senior staff should respond with dignity and sensitivity to the situation whilst giving their attention to the continued smooth running of the school in what will be difficult circumstances.
- Members of staff who are employed by other agencies (eg school nurses, therapists etc) should note that the responsibility for carrying out these procedures rests with the senior staff who are employed by the Local Authority.
- If the pupil is from a particular faith background, the school may wish to involve a minister of religion at any appropriate stage in these procedures.
- Legal liability should not be discussed or admitted.
- Be as compassionate as possible with anyone involved.

## APPENDIX L – FLOODING

Procedures to follow in the event of flooding on the school grounds, in the school premises or within the local area which may affect the normal running of the school.

Notification of actual or potential flooding could come from a variety of sources, such as:

- Receipt of an Environment Agency Flood Alert / Flood Warning / Severe Flood Warning;
- Local trigger, such as river levels;
- Reports of actual flooding;
- Met Office weather reports.

Ref	Immediate action	Tick / sign / time
F1	<p>Call <b>999</b> if anyone is trapped or in danger and await instructions from the emergency services.</p> <p style="text-align: center;"><b>DO NOT ENTER FLOOD WATER</b></p>	

Ref	Initial actions – before a flood	Tick / sign / time
F2	<p>Monitor the situation to determine the level of flood risk and either:</p> <p style="margin-left: 40px;">a) Move to intermediate actions if the school is at risk of flooding; or</p> <p style="margin-left: 40px;">b) Initiate internal monitoring arrangements to continually determine the risk.</p>	
F3	<p>If time permits:</p> <ul style="list-style-type: none"> <li>▪ Disconnect/isolate utilities (Gas, Water, Electric);</li> <li>▪ Unplug electrical items, moving critical equipment to a higher area if possible;</li> <li>▪ Collect personal belongings including insurance details;</li> <li>▪ Move animals, valuables and sentimental items to a high place;</li> <li>▪ Raise furniture off the floor;</li> <li>▪ Weigh down any loose items outdoors where possible;</li> <li>▪ Move vehicles away from the affected area, but <b>only</b> if you can do this without driving through flood water.</li> </ul>	
F4	<p>Call Environment Agency <b>Floodline</b> on <b>0845 988 1188</b> for information and advice.</p>	
F5	<p>Contact your Local Authority informing them that you have activated your flood plan (as per Section 1.5)</p>	
F6	<p>Watch/listen to local news for information and updates.</p>	



Ref	Intermediate actions – during a flood	Tick / sign / time
F7	Continue to listen to situation updates on your local radio and via <b>Floodline</b> on <b>0845 988 1188</b>	
F8	<p>If evacuation becomes necessary, stay calm and do not panic.</p> <p>a) Evacuate the school (as per Appendix D) away from the location of the flood, but <b>only</b> if you can do this safely without crossing flood water; or</p> <p>b) Assemble everyone in safest area, ideally the highest ground possible.</p>	
<p><b>Note: Police officers and/or other officials will try to visit all properties at risk to advise on the requirement to evacuate.</b></p>		
F9	Locate School Emergency Grab Bag.	
F10	If road conditions permit, move staff vehicles to unaffected areas and ask neighbouring schools/businesses if you can share their parking facilities.	
F11	Inform parents/carers of any actions taken by the school via emergency communications procedures (i.e. parent texting service).	
F12	Listen to any advice of the authorities and follow any instructions to leave your premises if required.	

Ref	Ongoing actions – after a flood	Tick / sign / time
F18	Contact your insurers as soon as possible and follow their advice. Most insurers have a 24hr helpline. Do not throw away damaged goods until your insurer has authorised you to do so. If possible, take photographs of the damage.	
F19	Contact your local authority Buildings/Premises team for advice on checking the premises.	
F20	Check the safety of electricity and gas before use. A qualified electrician needs to check any electrical equipment and circuits that have been exposed to floodwater.	
F22	Check with your local water supply company that the water supply has been declared safe.	
F24	If possible, disinfect any toys or equipment that the pupils may use.	
F25	Dispose of any contaminated food, including tinned food, defrosted food, and packaged food that have been exposed to floodwater.	
F27	Ventilate the premises whilst taking care for security.	

**NOTE:**

- Keep dry and out of floodwater if possible. Do not allow anyone to re-enter the school premises until deemed safe to do so;
- If it is necessary to walk through shallow floodwater, take care for hidden holes, obstacles and other hazards;
- Do not walk on river banks, sea defences or cross bridges over torrential rivers;
- Avoid contact with any remaining floodwater or items having had contact with floodwater unless wearing protective gloves / clothing and wash any exposed parts before handling food or attending to wounds;
- Wash your hands frequently with bottled water if your supply has not been declared fit for use;
- Do not throw rubbish and furniture outdoors; wait for an organised collection from your local authority;
- Bogus / cowboy builders / traders frequently offer their services. Make sure that you get a written quotation that is on letter headed paper with a landline contact number and address.

## APPENDIX M - 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 and emotional support. In the immediate aftermath of an incident strong emotions such as grief and shock would be expected. After a period of time (e.g. a couple of weeks) it may be appropriate to offer counselling for those whose grief or shock remains problematic.	
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, but arrange where possible for such discussions to be in the presence of an adult who is aware of what information is factual and can be shared.	
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, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> <li>▪ Inclusion and Disability Support Service.</li> <li>▪ Inclusion and Disability Traded Service (e.g. counselling).</li> <li>▪ Employee Welfare.</li> </ul>	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

Ref	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral (it is advisable for pupils to attend funerals either with a member of staff or their parents, but not to attend without adult support)</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> <li>▪ It may be appropriate to arrange for a commemoration within school rather than having large number of staff and pupils attending the funeral. School will need to be guided by the wishes of the family.</li> </ul>	

Ref	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	