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Headteacher Alexandra Wilkinson		Chair of Governors Julie Hogg	
Date: 04.10.2023		Date: 29/09/2023	
Policy Title	School Emergency Plan		

REVIEW SHEET

The table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2018
2	Minor updates to 'School Closure Advice' links and Local Radio Stations	June 2019
3	Minor updates to change Local Safeguarding Children Boards (SCB) to Local Safeguarding Children Partnerships (SCP) and updates to links	February 2020
4	Update to CCC Building Maintenance Helpdesk out of hours contact details, CSCP email & website addresses & Cumbria / DfE Coronavirus (Covid-19) helpline details	February 2020
5	Updated to include both the Cumbria and DfE Coronavirus (Covid-19) team details	March 2021
6	Very minor changes to contact details	September 2021
7	Very minor changes to contact details	January 2022
8	Updated to include new non-statutory guidance from the DfE and UKHSA on managing emergencies in education, childcare & social care settings	April 2022
9	Updated to reference the Cyber Response Plan	May 2022
10	Minor link updates in Appendix 5, 7 & 8 and inclusion of 'Handling Strike Action' in General Emergency Arrangements & change to DfE Incident Support email address	September 2022
11	Updates to LA contact details & to include extreme heat as severe weather and to some links	October 2022
12	Updates to General Emergency Procedures section including Handling Strike Action and Public Examinations	January 2023
13	Updated to include information relating to the New National Alerts System	26 January 2023
14	Updates to LA & Safeguarding contact details, minor re-ordering & other minor updates	April 2023

15	Minor updates as a result of revised DfE Emergency Planning guidance, re-ordering, and link updates	May 2023
16	Minor updates to reference guidance on hot weather, updates to local radio stations, and link updates. Update of Statement of Intent and Dedicated Telephone Numbers	September 2023

Definitions

For the purposes of this document, a child, young person, pupil or student is referred to as a 'child' or a 'pupil,' and there are generally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g. carers, legal guardians etc.

Wherever the term 'Head teacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'school' is used, this also includes wrap-around care provided by a setting such as Breakfast Clubs and After School Clubs and Extended Services such as after school activity clubs.

Wherever the term 'Health and Safety Services Provider' is used, this refers to the person or organisation from whom the school procures their health and safety services/advice, e.g. **LA Health and Safety Team.**

Wherever the term '**SEMT**' is used, this refers to the **School Emergency Management Team.**

Dedicated Telephone Numbers in the event of an emergency (check update each term)

School Office		016077 2702		
Headteacher	Lexi Wilkinson	07595345443		
Chair of Governors				
Vice Chair of Governors				

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GENERAL EMERGENCY ARRANGEMENTS

Statement of Intent

Lanercost Church of England Primary School is a caring, unique and aspirational rural community that aims for every child to live life in all its fullness. As a Church of England School which believes that all who step into our school are cherished as children of God, the care of all within our community is of the utmost importance. Lanercost C of E Primary School is committed to providing emergency arrangements to deal with any incident that affects our staff, children, community and visitors. The arrangements within this policy are organised, upheld and reviewed with the school's values of Respect and Reverence, Hope, Responsibility, Perseverance, Truthfulness and Compassion at its heart.

Introduction

Every emergency is different, but in all cases, educational and well-being impacts will be considered when taking any emergency and risk management actions. Refer to: [DfE: Emergency planning and response for education, childcare, & and children's social care settings.](#)

We will do our best to minimise the amount and length of any disruption to education or childcare, including maximising the number of children, pupils and students in face-to-face provision. Safeguarding and promoting the welfare of children remains of paramount importance. We will continue to have regard to any statutory safeguarding guidance that applies to us and our setting.

The emergency plan details what we would do and how we would respond if we needed to take any temporary actions in an emergency. This emergency plan aims for our staff to respond effectively to an emergency at the setting or on an educational visit or outing while, where possible, continuing to prioritise and maximise face-to-face learning.

It is generic in nature, covering a range of potential incidents occurring during and outside regular working hours, including weekends and holidays. These include:

- public health incidents (e.g. a significant infectious disease incident);
- severe weather (e.g. extreme heat, flooding, storms or snow);
- serious injury to a child, pupil, student, or member of staff (e.g. transport accident);
- fire risk and any hazards;
- significant damage to property (e.g. fire or structural incident requiring temporary structural supports to the building or closure);
- criminal activity (e.g. bomb threat);
- loss of power or telecommunications;
- disruption to regular services;
- cyber incident or data breach;
- the impact and lasting effects of a disaster in the local community.

and also covers:

- wraparound provision, e.g. school breakfast clubs, after-school clubs and holiday activities;
- children and staff on trips and outings;
- open days, transition or taster days;
- Live performances with an audience.

Preparing for emergencies is an ongoing process involving:

- awareness;
- risk assessment;
- contingency planning;
- staff training;
- exercises and tests (e.g. fire drills);
- Reviewing protocols and communication;
- Coordination and planning with relevant bodies.

Throughout each stage of this process, we will consult members of staff management boards and governors (or their equivalent) to gain their involvement and support.

Evaluations will form part of the process after a crisis has occurred. We will consider doing a lessons learnt exercise and incorporate these lessons into future planning.

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To prepare younger children for how to handle an emergency situation, resources are also available on emergency planning to use in classroom lessons including [electronic story books, games & puzzles](#).

Also available from the KAHSC website are a supporting guide - [KAHSC G46 - Emergency Preparedness](#), related training PowerPoints [General Awareness Training](#) and [SEMT Training](#) and example 'Exercises' [Exercising Emergency Plans](#).

New National Emergency Alerts System

The government's emergency alerts system will send alerts to all compatible 4G and 5G devices in England if there's a danger to life nearby. We will be able to [check an alert is genuine](#).

Further guidance can be found in [Emergency Alerts guidance](#) which we will use to review our setting's risk assessments and emergency plans to include relevant processes, should an emergency alert be issued in our area. Refer to Section 2.1 and Appendix 13 within this Plan.

Building Partnerships

Part of effective emergency planning includes establishing and maintaining relationships locally which may be needed in an emergency situation. This might include, for example:

- nearby education and childcare settings;
- the police;
- our local authority;
- [the local resilience forum](#).

Establishing these links, gathering intelligence and understanding others' plans can inform the development of a plan that reflects local and national arrangements.

Significant public health incidents

A single suspected outbreak or incident of infectious disease will not normally constitute an emergency. Most infectious diseases in education, childcare, and children's social care settings can be managed by following the UK Health Security Agency's (UKHSA) [Health protection in children & young people settings, including education](#) including guidance on [Cleaning](#).

This Plan includes a range of steps that we might take in the event of a significant public health incident. It also includes when we might consider seeking specialist advice from our [UKHSA health protection team](#) in line with the UKHSA guidance on [Managing outbreaks and incidents](#).

Registered medical practitioners in England and Wales have a statutory duty to notify their local authority or local UKHSA health protection team of suspected cases of certain (notifiable) infectious diseases. We will be contacted if there are actions required within the setting as part of public health management.

In large-scale public health incidents where decisions about actions to take in education, childcare and social care settings are made at a national level, the DfE will work with the Department of Health and Social Care (DHSC), UKHSA, the Chief Medical Officer, and other government departments, as well as relevant local authorities and directors of public health.

Severe Weather

During severe weather conditions, such as extreme heat, flooding, storms, or snow, we will let as many children, pupils or students attend as possible, where safe to do so. However, it might be necessary to close temporarily due to inaccessibility or risk of injury. We will do all we can to reopen as soon as possible.

We will refer to the collaborative UKHSA/Met Office/Cabinet Office guidance and advice on [hot weather and health](#) which includes updated guidance on [looking after children and those in early years settings during heatwaves](#). A dedicated platform for issuing heat-health alerts and cold-health alerts has also been established. We can receive these alerts by completing this [online form](#).

Where we are temporarily closed during severe weather, we will consider providing remote education for the duration of the closure in line with [DfE guidance](#). Providing remote education does not change the imperative to remain open, or to reopen as soon as possible.

If flooding or severe weather has significantly impacted our setting and we require additional support, we will contact the DfE incident support team who will help us to reopen as quickly and safely as possible - Email: incident.support@education.gov.uk.

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Security-related incidents in schools and colleges

It is important that we have a Policy and plan in place to manage and respond to security-related incidents. This complements our safeguarding Policy, particularly where it puts in place measures to protect students; and addresses the threat of serious violence. It forms part of our suite of Policies to ensure the health, safety and wellbeing of students and staff including in relation to the online environment.

Staff and students will be made familiar with what is required by the setting's security policy and plan. Senior staff will have an awareness of relevant security networks and be able to evaluate and assess the impact of any new initiatives on our security policy and its day-to-day operation. Refer to: DfE non-statutory guidance on [School and college security](#).

Cyber Security

A **Cyber Security & Resilience Strategy including a** Cyber Response Plan should be considered as part of an overall continuity plan that we need to ensure we maintain a minimum level of functionality to safeguard pupils and staff and to restore the school back to an operational standard. If we fail to plan effectively then recovery can be severely impacted, causing additional loss of data, time, and ultimately, reputation.

Incidents may occur during the school day or out of hours. The Cyber Response Plan (held separately) should be tested, with input from key stakeholders, to ensure that in an emergency there is a clear strategy, which has fail-safes when key personnel are unavailable.

The plan will cover all essential and critical IT infrastructure, systems, and networks. The plan will ensure that communications can be quickly established whilst activating cyber recovery. The Plan will be well communicated and readily available. The document is to ensure that in the event of a cyber-attack, school staff will have a clear understanding of who should be contacted, and the actions necessary to minimise disruption.

Handling Strike Action

The decision to open, restrict attendance, or close a maintained school is for the Head teacher or Principal who will consult governors, parents and the LA, academy trust or diocesan representative (where appropriate) before deciding whether to close. In the event of a strike, the DfE expects the Head teacher to take all reasonable steps to keep the school open for as many pupils as possible. If the numbers of staff on strike mean we need to temporarily prioritise places in our setting we will, where possible, apply the principles set out in the [emergency planning and response guidance](#) by giving priority to [vulnerable children and young people, and critical workers](#) – refer to 'Prioritising Places' below. In addition, we will consider prioritising pupils due to take public examinations and other formal assessments.

There is no legal requirement to teach the curriculum on strike days.

Insofar as decisions will need to be made on whether our school will remain open or be closed on the day of a strike involving school staff, we will undertake a comprehensive risk assessment of the issues which need to be considered so that if the decision is made to stay open, pupils and remaining staff are not put at risk.

The following are issues which we will consider when formulating our risk assessment and ultimately deciding whether or not to close the school in accordance with [DfE: Handling Strike Action in Schools - Guidance for School Leaders, Governing Bodies and Employers](#):

In terms of staff deployment we refer to the [Handling Strike Action in Schools](#) and 'Staff shortages during an emergency' below.

- Ratios – it is not possible to be prescriptive about ratios of pupils to staff as there will be a number of factors to take into account depending on the age and any special needs of pupils, and normal class sizes. However, for EYFS, the [Statutory Framework for Early Years Foundation Stage](#) sets out what schools need to do to ensure that children in nursery and reception classes are safe, adequately supervised and their needs met. We are free to provide activities flexibly on strike days as long as there are sufficient members of suitable qualified staff present;
- In accordance with legal requirements, we must have someone qualified in paediatric first aid at all times whilst there are early years pupils on site;
- If the head teacher is likely to be absent on the day of the strike action, another teacher will be designated as being in charge and be able to make decisions in the event of an emergency situation arising. This designated teacher must remain on site at all times during the day;
- There must be someone on site who is trained in First Aid at Work either as a result of attending a 3-day course or the Emergency First Aid at Work course;

- If any pupil requires emergency medicines, staff must be available and trained to administer the medicine appropriately in the event of an emergency (epi-pen or buccal midazolam for example);
- Staff who work on a 1:1 basis with pupils under normal circumstances cannot be included in the ratio of staff to pupils overall since this would potentially increase the risks to the pupil who is entitled to 1:1 support;
- If staff are trained in Team teach techniques and these techniques are likely to be required e.g. with a young person who has a Behaviour Management Plan, sufficient staff must be available to deal with such an event without leaving other pupils exposed to a higher risk;
- Where we must restrict attendance, we will consider, where possible, providing remote education in line with [DfE: Providing remote education - guidance for schools](#) - refer to 'Remote Education' below.

The purpose is to identify potential hazards, and take steps to eliminate or reduce them. As well as the obvious physical hazards facing staff and pupils, a reduction in staff can also lead to increased workloads, anxiety and worry of having to supervise a large number of pupils with limited support, which could ultimately lead to increased stress levels. This may occur where we attempt to combine classes and fail to take into account the potential dangers of higher staff to pupil ratios.

It is important that our risk assessment takes into account the views of the staff who will be remaining at the school in the event that we decide the school should remain open as these staff are the ones taking on the additional responsibility.

Finally, if we do decide as a result of the risk assessment that our school will close, school meal providers and transport operators will need to be informed. If we are unable to provide a normal lunch service due to strike action, there is no requirement to close the school. If we anticipate being open and potentially not having enough staff available to prepare and serve meals for pupils entitled to free school meals, it is for us to put suitable alternative arrangements in place. This could mean arranging temporary cover to prepare meals on-site, preparing packed lunches in place of hot meals, or arranging for meals to be delivered-in.

If we can deliver remote education for pupils not able to attend, and where those pupils are eligible for benefits related free school meals, we will work with our school catering team or food provider to put measures in place to ensure that those pupils are able to have a good quality lunch. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

Public Examinations

In the event of major disruptions that may affect examination candidates during public examinations (including industrial action for example), the Head teacher or Principal retains a formal role as 'head of centre' and is accountable for the conduct of the examinations and provision of facilities in their centre. It is recommended that centres should remain open for examinations and examination candidates where possible, even if the school is closed or restricting attendance. We will review contingency plans well in advance of each exam or assessment series. Refer to [What schools, colleges and other centres should do if exams or other assessments are seriously disrupted](#).

We will prepare for possible disruption to exams or assessment as part of our emergency planning and ensure our staff are aware of these plans.

In the very exceptional circumstances where we might need to close our setting, or if a pupil or student misses an exam or formal assessment due to circumstances beyond their control, we will discuss alternative arrangements with our awarding bodies.

In line with awarding body requirements, we have contingency plans in place, including alternative venue arrangements, sufficient invigilator cover, and plans for if the exams officer is absent.

We are responsible for making sure pupils, students, parents and carers know what has been agreed, for example:

- plans for using alternative venues;
- where a pupil or student is absent for an acceptable reason, the opportunity to apply for special consideration to receive an exam result, based on the exams and non-exam-assessment that the student was able to complete;
- the opportunity for pupils and students to sit any missed exam or formal assessment at a later date, where their qualification allows it.

Refer also to 'Prioritising places' below.

Assessments

If we have to close our school, or if a pupil misses a statutory assessment due to an emergency, we will consider alternative arrangements in line with the relevant guidance from the Standards and Testing Agency (STA) or the department.

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We are responsible for making sure parents, carers and children know what has been agreed, for example:

- moving the assessment to a different point in the assessment window where the assessment and reporting arrangements give us flexibility;
- agreeing with STA a timetable variation (for the assessment to be taken on an alternative day) for end of key stage 2 tests in English reading and mathematics;
- reporting alternative information about a child's performance to their parents where it is not possible for the child to take the statutory assessment.

Supporting our workforce, children, pupils, and students through an emergency

Workforce

As an employer, we will explain to our workforce any steps taken to keep staff safe at work as part of our emergency plans.

Our workplace risk assessment already considers any risks to female employees of childbearing age and, in particular, risks to new and expectant mothers. We will discuss concerns with relevant staff.

The Health and Safety Executive (HSE) has more information on [managing risk and risk assessment in the workplace](#). [UKHSA Health protection in children & young people settings, including education](#) also contains practical advice on managing a range of infections, including for those who may be at higher risk of infection.

Staff shortages during an emergency

We are best placed to determine the workforce required to meet the needs of children, pupils and students in our setting.

Where we are experiencing staff absences, in the first instance, we will follow our usual process for covering absences.

Early years

The [Statutory Framework for Early Years Foundation Stage](#) sets the standards that schools and childcare settings must meet for the learning, development and care of children from birth to 5 years old.

Where we are experiencing staff shortages we will:

- work with our local authority to put in place appropriate provision can be put in place while keeping staffing arrangements as consistent as possible;
- ensure that there is still at least one person with a current paediatric first aid certificate available on the premises at all times;
- where necessary, pool staff with another setting or take on qualified and Disclosure and Barring Service (DBS) checked staff from other educational settings (including local registered childminders) that have been closed or invite local registered childminders to work with us at the setting – registered childminders can already do this under the 50 / 50 registration flexibility they have, providing they have [approval from Ofsted](#).

In some cases, we may choose to respond to staff and child absences by temporarily mixing age groups of children who would otherwise be educated or cared for separately. Ratios will be guided by all relevant requirements and by the needs of individual children within the group. For the purposes of meeting EYFS ratio and qualification requirements, all staff educating or caring for a mixed age group of children can be considered 'available to work directly with' all of the children who have been grouped together.

In all circumstances, we remain responsible for maintaining the quality of care, safety and security of the children in our setting.

Wraparound childcare and out of school setting providers

Wraparound and out of school setting providers will also consider:

- bringing together groups and classes with staff working together;
- using Disclosure and Barring Service (DBS) checked staff or volunteers from other settings to provide cover supervision or oversee alternative activities;
- re-arranging sessions;
- working with the local authority to identify how appropriate provision can be put in place.

Schools

If some of our teachers can't get to work due to an emergency, we will consider, for example:

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- continuing to make use of temporary/agency staff;
- the way in which we deploy our staff and using existing staff more flexibly;
- bringing together groups and classes with teachers and support staff working together.

When considering modifying our class arrangements, we will be mindful of the limits placed on group size by factors such as the school estate and the Infant Class Size Regulations which limit the size of an infant class to 30 pupils per school teacher, subject to some limited exceptions set out in the [School Admissions Code](#).

Prioritising places

In exceptional circumstances, if high levels of workforce absence mean we need to temporarily prioritise places in our setting (e.g. where we are unable to operate at full capacity), we will give priority to [vulnerable children and young people and critical workers](#).

Early years providers

Early years, wraparound provision, and out of school settings should then also give priority to 3 and 4 year-olds, in particular those who will be transitioning to Reception, followed by younger age groups.

The local authority will work with settings to identify provision for children who need places.

Pupils due to take public examinations

In addition to prioritising vulnerable children and young people and children of critical workers, we will consider prioritising pupils due to take public examinations and other formal assessments. This includes children in KS2 who are due to take National Curriculum Assessments.

Remote education

The [DfE: Providing remote education - guidance for schools](#) provides non-statutory guidance on maintaining our capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. The priority will always be for schools to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in-person attendance is not possible.

Scenarios where remote education should be provided

Attendance is mandatory for all pupils of compulsory school age. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

In these circumstances pupils will have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, we will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently. Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children;
- 4 hours a day for key stage 2;
- 5 hours a day for key stages 3 and 4.

Remote education provision

Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers may be provided instead of school led video content.

We already have remote education plans in place that have worked for us when face-face education has not been possible. We can continue to use established remote education plans with which staff, pupils and parents and carers are familiar.

We will consider the following:

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- where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use;
- continuing to overcome barriers to digital access where possible for pupils by, for example:
 - distributing school-owned laptops accompanied by a user agreement or contract if possible;
 - securing appropriate internet connectivity solutions where possible;
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work;
 - having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
 - identifying a named senior leader with overarching responsibility for the quality and delivery of remote education if felt to be useful.

When teaching pupils remotely, we will continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This will include opportunities for regular feedback and interaction with teachers and peers during the school day.

We will consider this guidance in relation to the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support; e.g. children in key stage 1 or reception often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

Provision for pupils with SEND

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely. The requirement within the [Children and Families Act 2014](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs, remains in place.

Publishing information about remote provision

To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required, we may wish to continue to publish information about our remote education provision on our website.

Delivering remote education safely

Keeping children safe online is essential. The guidance on [safeguarding and remote education](#) provides the information on what we should be doing to protect our pupils and students online. The guidance includes a collection of resources which includes support for:

- safe remote education;
- virtual lessons;
- live streaming;
- information to share with parents and carers to support them in keeping their children safe online.

Further guidance can be found at:

- [SWGfL: Safe Remote Learning knowledge base](#)
- [SWGfL: live remote lessons - questions answered](#)
- [National Security Council: Video conferencing services - security guidance for organisations](#)
- [Keeping children safe in education](#)
- Children's Commissioner [Guide for parents and carers on online sexual harassment and how they can support children to stay safe online](#)

Free school meals

Early years

In any instance where an eligible child is at home due to an emergency situation at the school/setting, those children who qualify for benefits-related free meals should receive this support as normal (where possible) for example via the provision of a lunch parcel.

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In settings, where free meals do not apply, we may charge for meals in line with national entitlements guidance. We will consider the impact of charges on disadvantaged families.

Schools

We will speak to our school catering team or provider about the best arrangements for providing school meals for pupils in an emergency. They will provide meal options for all pupils who are in school, and meals will be available free of charge to all infant pupils and pupils who meet the benefits-related free school meals eligibility criteria.

Where pupils eligible for benefits-related free school meals are receiving remote education, we will work with our school catering team or food provider to put measures in place to ensure that those pupils are able to have a good quality lunch. This will ensure that eligible pupils continue to be supported for the period they are unable to attend school.

We will ensure that we identify pupils with any medical conditions, including allergies, to ensure that all pupils are able to eat a school lunch safely. This is particularly important in circumstances where caterers are not serving meals to pupils directly but where for example, pupils are being served food in the classroom or via lunch parcels. Further information is available in [allergy guidance for schools](#).

Recording attendance during an emergency

Where we remain open, we will continue to record pupil absence in the register in the line with [Working together to improve school attendance](#) using the most appropriate code. Where pupils are unable to attend school in exceptional circumstances they can be recorded as Code Y (unable to attend in exceptional circumstances) unless a more appropriate code applies. Where pupils are unable to attend school because they are ill or have an infectious illness they will be recorded as Code I (illness).

Recording attendance for remote education

We will refer to the guidance on [providing remote education](#). Where a pupil is absent but is receiving remote education, we must record this in the attendance register using the most appropriate code in line with the [Pupil Registration Regulations](#). You will continue to keep a record and monitor pupils' engagement with remote education. We do not need to formally track this in our attendance register.

Vulnerable children and young people

In all circumstances, vulnerable children and young people will be prioritised for continued face-to-face education and childcare.

We will also continue to have regard to any statutory safeguarding guidance that applies to us and our setting, including:

- [Keeping children safe in education](#)
- [Working Together to Safeguard children](#)
- [Statutory Framework for Early Years Foundation Stage](#)

We will put in place systems to keep in contact with vulnerable children and young people if they are not attending, particularly if they have a social worker. This includes:

- notifying their social worker (if they have one) and, for looked-after children, the local authority virtual school head;
- agreeing with the social worker the best way to maintain contact and offer support;
- keeping in contact with vulnerable children and young people to check their wellbeing and refer onto other services if additional support is needed. This may require a home visit.

In determining who is vulnerable, we use the definition in [DfE: Vulnerable children and young people, and critical workers](#). Some children may be vulnerable who are not officially in statutory systems and we will seek to support any children and young people who we believe may have challenging circumstances at home.

Safeguarding and promoting the welfare of children remains of paramount importance. There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners:

- local authority;
- clinical commissioning group;
- chief officer of Police.

In the event of an emergency, we would expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children and young people safe.

Respect and Reverence Hope Responsibility Perseverance Truthfulness Compassion

Safeguarding partners and designated safeguarding leads

We will continue to have regard to statutory safeguarding guidance [Keeping children safe in education](#), and will have a trained designated safeguarding lead (DSL) (or deputy) available on site.

If we are unable to have a trained DSL (or deputy) available on site, we will consider:

- if our DSL or deputy is available via phone or online video, for example, by working from home;
- sharing trained DSLs (or deputies) with other settings, schools, colleges or other FE providers (who should be available via phone or online video);
- giving a senior leader responsibility for co-ordinating safeguarding on site.

The Local authority and children's social care provider will continue to work with local safeguarding partners to ensure continuity and consistency of support – throughout any emergency – including support for the mental health of looked-after children and care leavers.

Local authorities should follow the statutory [guidance on promoting the health and wellbeing of looked-after children](#) and:

- look out for issues that may affect looked-after children's mental health and wellbeing;
- encourage looked-after children to speak to their social worker, carer or other trusted adult about how they are feeling;
- ensure they get the help and support they need.

Wellbeing and support

Some children, young people and adults may experience a variety of emotions in response to an emergency situation, such as anxiety, stress, or low mood. Useful links and resources of support are available on the [MindED](#) learning platform for professionals.

Other mental health resources for children and young people include:

- [Promoting and supporting mental health and wellbeing in schools and colleges](#);
- UKHSA's [Every Mind Matters](#);
- [Become's care advice line](#) for looked-after children;
- NHS guidance resources and services for [mental health, learning disabilities and autism](#).

We will work collaboratively with children, young people, adults and their families who will be anxious to reassure them. Discussions will have a collaborative approach, focusing on the welfare of the child or young person and responding to the concerns of the parent, carer or young person.

[Education Support](#) provides a free helpline for school staff and targeted support for mental health and wellbeing and the [Frontline: Wellbeing toolkit for educators](#) brings together a range of resources and support for staff.

SEND and specialist settings

Health professionals attending a setting may be following slightly different guidance from UKHSA due to their wider work in settings with vulnerable adults.

In an emergency, where possible, specialists, therapists and other health professionals who support children and young people with SEND (e.g. speech and language therapists, physiotherapists, occupational therapists, educational psychologists and specialist teachers), should provide interventions as usual.

Where children and young people with EHC plans are not attending their school because they are following public health advice, multi-agency professionals will collaborate to agree how to meet their duties to deliver the provision set out in the EHC plan.

Ongoing communication with parents and carers is essential so they are fully aware of any changes to arrangements for their child.

Some pupils and students with SEND may need specific help adjusting to any changes in their routines that emergency measures may involve. Staff will plan to meet these needs based on the individual pupil or child and their circumstances, e.g. using social stories.

To make sure pupils and students with medical conditions are fully supported, we will use individual education, health and care plans to help ensure they continue to receive an education in line with their peers. This will include working with families, relevant health professionals, local authorities, and other services as necessary.

Respect and Reverence Hope Responsibility Perseverance Truthfulness Compassion

We will consider whether we need any additional processes in place for pupils and students who regularly:

- attend more than one site or different providers;
- move between a training provider and workplace as part of an apprenticeship, traineeship or supported internship.

Insurance

Business interruption insurance

We will seek advice from our insurer or broker as to whether the terms and conditions in our policy allow us to make a claim. Advice may also be sought from the [Association of British Insurers \(ABI\)](#).

Public liability insurance

It is a legal requirement that we carry the appropriate insurance (e.g. public liability insurance) to cover all premises from which we provide childcare, including childminding.

We will check the terms and conditions of our public liability insurance policies and consult with our insurance providers and brokers to determine our coverage for the emergency. For general advice on insurance matters (but not on specific policies), the ABI can be contacted by telephone on 020 7600 3333 or email info@abi.org.uk.

Useful Links

- [DfE: Emergency planning and response for education, childcare, & children's social care settings](#)
- [DfE: Vulnerable children and young people, and critical workers](#)
- [Cabinet Office: preparation and planning for emergencies](#)
- [Cabinet Office: pandemic flu](#)
- [Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings](#)
- [DfE: health and safety advice for schools](#)
- [DfE: preventing extremism in the education and children's services sectors](#)
- [DfE: Controlling access to school premises](#)
- [Met Office: severe weather warning system](#)
- [DfE: Good Estate Management for Schools](#)
- [HSE: Coronavirus \(COVID-19\) – Advice for workplaces](#)
- [UKHSA Health protection in children & young people settings, including education](#)
- [DfE: Handling Strike Action in Schools - Guidance for School Leaders, Governing Bodies and Employers](#)
- [What schools, colleges and other centres should do if exams or other assessments are seriously disrupted](#)
- [National Emergency Alerts guidance](#)
- [UKHSA: Adverse Weather & Health Plan - cold weather advice](#)
- [UKHSA: Hot weather and health](#)
- [UKHSA: Looking after children and those in early years settings during heatwaves](#)
- [NHS: Heatwave - how to cope in hot weather](#)
- [NHS: Sunscreen and Sun Safety](#)
- [ESFA: Ventilation, thermal comfort, and indoor air quality in schools](#)
- [HSE: Temperature in the workplace](#)
- [GOV.UK: Clear snow from a road, path or cycleway](#)
- [KAHSC General Safety Series G31 – Severe Weather Procedures](#)
- [KAHSC General Safety Series G46 – Emergency Preparedness](#)
- [National Emergency Alerts guidance](#)

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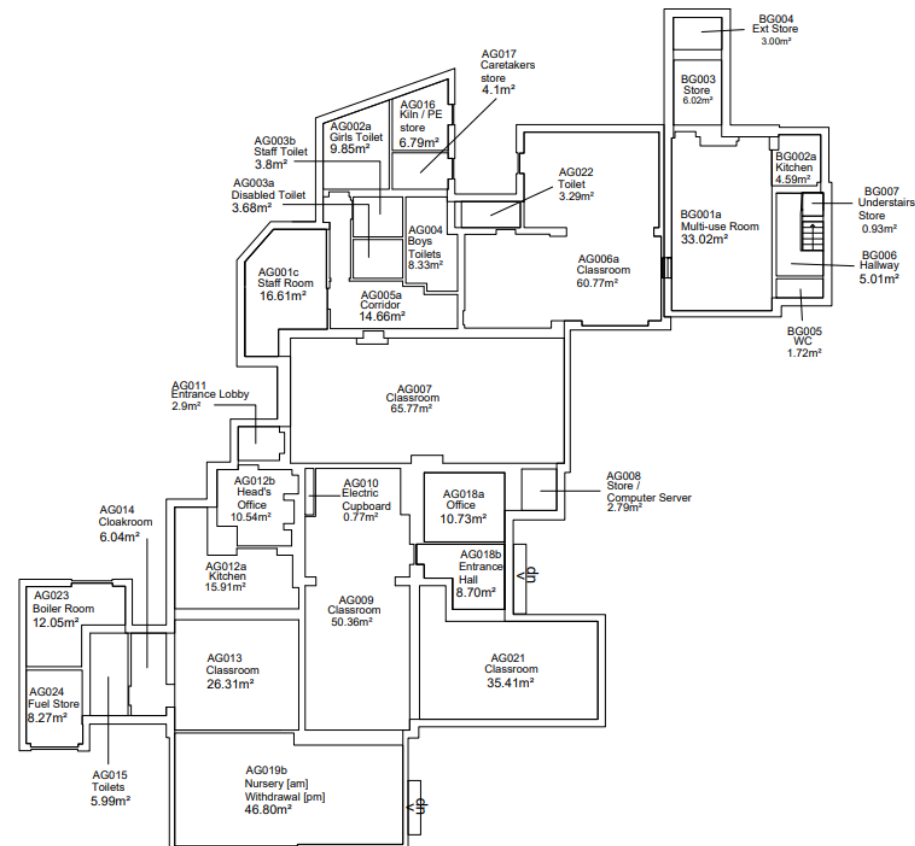
SECTION 1 - CONTACT DETAILS

1.1 School Information

School Details			
Name of School	Lanercost C of E Primary School		
School Address	Lanercost C of E Primary School, Lanercost, Brampton, Cumbria, CA8 2HL		
Type of School	Primary and Nursery		
Status of School	Voluntary Controlled		
School Operating Hours (including wrap around care, extended services, lettings etc.)	7.30am - 5pm		
Location Map	https://goo.gl/maps/t46usgWKTYgqUSfq5		
Building Plans	Refer to Section 1.2 overleaf		
Age range of pupils	3 - 11 years of age		
Number of pupils	Current	80	At Capacity 80
Number of staff:			
• Management	1		
• Teaching	4		
• Non-Teaching/Support	5		
• Office	1		
• Catering	0		
• Cleaning/Facilities	1		
Is the School a Nominated Emergency Assistance Centre (Reception Centre)?	No		
Nearest Emergency Assistance Centre (Reception) Centre	How do I find this information out?		
Air Ambulance Landing Point	Cricket Club field (across the road)		

Office Contact Details	
Office Telephone No.	016977 2702
Office Email Address	admin@lanercost.cumbria.sch.uk
School Website	https://www.lanercostschool.org.uk/

1.2 Building Plans



GROUND FLOOR PLAN - Block A
 Gross Internal Area = 487.72m²
 Gross External Area = 532.00m²

1.4 Contact Details – Local Authority

CUMBERLAND COUNCIL				
Department	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes / Email
Cumberland Council	Main Switchboard	0300 373 3730	Out of Hrs Emergencies: 0300 373 3730	W: https://www.cumberland.gov.uk/
Media / Communications	Kieran Barr	07500 066520	<i>Temp contact details</i>	Kieran.barr@westmorlandandfurness.gov.uk
Legal Services	[Insert Name]	[Insert Tel No.]		[Insert Email]
Risk/Insurance Team	Martin Harrison Mary Hodgson	07789 903084 07775 003530	<i>Temp for at least 12 months from 01/04/23</i>	insurance.section@westmorlandandfurness.gov.uk
Property Team	Dan Taylor	07824 362556		dan.taylor@cumberland.gov.uk
School Transport Team		01228 226427		school.transport@cumbria.gov.uk
Education Psychological Service	Principal Education Psychologist – Ruth Illman	07825 962927		Ruth.Illman@cumberland.gov.uk
Learning Improvement Service (LIS)	General Adviser – Currently Not Employed			
LA Health and Safety Team	Health Safety & Wellbeing Manager – Judith Chandler	Office: 01228 221616 Mob: 07584 534670	Out of Hrs: 0300 303 1042	Judith.Chandler@cumberland.gov.uk or Office: healthandsafety@cumberland.gov.uk
Evolve/Outdoor Learning & Educational Visits Advisory Service	Matt Ellis	017687 72005	Out of Hrs: 0300 303 1042	E: evas@sunderland.gov.uk
Education Infection, Prevention & Control Team (Education IPC)			Mon - Fri	E: EducationIPC@cumbria.gov.uk
HR Advisory Service				Continue to use your existing HR Provider. For Council Queries: people.management@cumbria.gov.uk

Department	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes / Email
Virtual School & Equalities Learning	Ed Strong - Virtual Head teacher	07827 982322		Edward.Strong@cumberland.gov.uk
Safeguarding				
Cumbria Safeguarding Children Board (CSCP)		01228 221239		https://www.cumbriasafeguardingchildren.co.uk/ E: CSCP@cumberland.gov.uk
Concerns about a child (<i>report to the Hub where the child lives</i>)	Cumberland Safeguarding Hub	0333 2401727		E: safeguarding.hub@cumberland.gov.uk
	Westmorland & Furness Safeguarding Hub	0300 373 2724		E: safeguarding.hub@westmorlandandfurness.gov.uk
Concerns about a child out of hours	Emergency Duty Team	0300 373 2724	Outside working hours (<i>weekends, bank holidays & between 5.00pm [4:30pm on Fridays] & 8:00am during the week</i>)	
LADO		0300 303 3892	Fax: 01768 812090	0300 303 3892
Early Help (<i>contact Early Help Team where the child lives</i>)	Cumberland	0300 303 3896		E: early.help@cumberland.gov.uk
	Westmorland & Furness	0300 373 2723		E: early.help@westmorlandandfurness.gov.uk

1.5 Contact Details – Local Radio Stations

When contacting Local Radio Stations, the school's DfE No. will be requested as a security check: Quote: (942) 3020

Radio Station	Contact Details	Alternative Contact Details	Notes (e.g. coverage & frequency)
BBC Radio Cumbria	01228 592444 (Switchboard - after 9.00am)	0800 111 4950 (Call a Radio Show) 01228 592444 (Newsdesk)	<p>Website: www.bbc.co.uk/radiocumbria Email: radio.cumbria@bbc.co.uk WhatsApp: 08000 321 333 starting your message with "Cumbria". Text: 81333 starting your message with "Cumbria".</p> <p>Cumbria & Morecambe Bay FM: 95.2 MHz (Kendal), 95.6 MHz (Cumbria), 96.1 MHz (Morecambe Bay), 104.1 MHz (Whitehaven), 104.2 MHz (Windermere) AM: 756 kHz (North Cumbria), 837 kHz (South Cumbria) DAB+: 11B (Morecambe Bay and North Cumbria) Freeview: 721</p>
Greatest Hits Radio (formerly CFM)	01228 818964 (between 9.00am & 5.30pm)	01228 810 444 (Newsdesk)	<p>To ensure the school closure features on the next News Update, Email: news@cfmradio.co.uk</p> <p>Cumbria & South West Scotland FM: 96.4 (Carlisle), 102.2 (Workington), 102.5 (Penrith), 103.4 MHz (Whitehaven) DAB: 11B</p>

1.6 Contact Details – Other Organisations

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Emergency Services / Contacts				
Police		999 (emergencies 24 hr)	101 (non-emergencies 24 hr)	
	Local Police Community Support Officer Rochelle Jackson	Don't currently have one.		
Ambulance		999 (emergencies 24 hr)	111 (non-emergencies 24 hr)	
Fire & Rescue Service		999 (emergencies 24 hr)		
Coast Guard		999 (emergencies 24 hr)		
Hospitals	Cumberland Infirmary, Carlisle	01228 523444		
	West Cumberland, Whitehaven	01946 693181		
	Westmorland General, Kendal	01539 732288		
	Furness General, Barrow	01229 870870		
	Penrith Hospital	01768 245555		
National Health Service		111 (24 hour)		www.nhs.uk/111
UK Health Security Agency (UKHSA) (Health Protection Team [HPT])	Cumbria and Lancashire Health Protection Team (HPT)	0344 225 0562 – Option 2	Out of Hours: 0151 434 4819	www.gov.uk/government/organisations/uk-health-security-agency
Environment Agency	Enquiries	03708 506506		www.gov.uk/ea
	Incident Hotline	0800 807060		
	Floodline	0345 988 1188 (24 hr)		
Met Office		0370 900 0100 (24 hr, weather desk)		www.metoffice.gov.uk
National Grid Gas Emergencies (formerly Transco)	Gas	0800 111 999		
Calor Gas Emergencies	LPG	03457 444999		
Government / Government Agencies				
Foreign & Commonwealth Office (FCO)		+44 (0)20 7008 1500 (24 hr, consular assistance)	If abroad, Tel: +44207 008 1500	www.gov.uk/fco

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Department for Education (DfE)	General Enquiries	0370 000 2288 (office hours)		
	Incident Support Team			incident.support@education.gov.uk
Health & Safety Executive (HSE)	Major Incidents Duty Officer	0151 922 9235 (24 hr)		www.hse.gov.uk
	Major Incidents Duty Press Officer	0151 922 1221 (24 hr)		
	Incident Contact Centre (RIDDOR Reporting)	0345 300 9923 (office hours)		
Health & Safety Services Providers				
Kym Allan Safeguarding, Health & Safety Consultants Ltd. (KAHSC)	Office Hours & 24 Hour Emergencies	01228 210152		W: https://kymallanhub.co.uk
	Kym Allan, Director	As above	07909 484449	kym@kymallanhsc.co.uk
	Helen Blamire, Consultant			helen.blamire@kymallanhsc.co.uk
	Penny Gosling, Consultant			penny.gosling@kymallanhsc.co.uk
CLEAPSS Helpline	School Science and D&T Service	01895 251496	Fax: 01895 814372	
School Insurers				
[Insert Name]	Employers Liability	[Insert Tel No]		Policy No. [Insert]
[Insert Name]	Public Liability	[Insert Tel No]		Policy No. [Insert]
[Insert Name]	Property (Building & Contents)	[Insert Tel No]		Policy No. [Insert]
[Insert Name]	School Journey Insurance	[Insert Tel No]		Policy No. [Insert]
Utility Providers <i>[delete those that do not apply]</i>				
Mains Gas	[Insert Name]	[Insert Tel No]		Account No. [Insert]
Electricity	[Insert Name]	[Insert Tel No]		Account No. [Insert]
Oil	[Insert Name]	[Insert Tel No]		Account No. [Insert]
Water/Waste Water Supplier	e.g. United Utilities	e.g. Water supply/discoloured water/drains/sewers: 0345 6723723		Account No. [Insert]
		e.g. Leakline: 0800 330033		
LPG	[Insert Name] e.g. Calor	[Insert] e.g. Calor: 0800 626 626	[Insert] e.g. Calor Emergency No. 03457 444999	Account No. [Insert]

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Telephone/Communications Supplier	[Insert Name]	[Insert Tel No]		Account No. [Insert]
ICT / Software Provider	[Insert Name]	[Insert Tel No]		Account No. [Insert]
Other Local Contacts / Suppliers				
Local Church or Religious Centre	Lanercost Priory	Rev. Angela Hughes 07778700186		
Local Schools or other Accommodation e.g. Village Hall, etc.	Dacre Hall	[Insert Tel No]		
	Cricket Club	[Insert Tel No]		
Supplier - Transport	[Insert Name]	[Insert Tel No]		
Supplier - Catering	[Insert Name]	[Insert Tel No]		
Supplier - Cleaning	[Insert Name]	[Insert Tel No]		
Supplier - Temporary Staff	[Insert Name]	[Insert Tel No]		
Fire & Flood Restoration	[Insert Name]	[Insert Tel No]		
Storage	[Insert Name]	[Insert Tel No]		
Portable Buildings & Toilets	[Insert Name]	[Insert Tel No]		
Plumbing & Heating Engineer	[Insert Name]	[Insert Tel No]		
Builder	[Insert Name]	[Insert Tel No]		
Joiner	[Insert Name]	[Insert Tel No]		
Electrical Contractor	[Insert Name]	[Insert Tel No]		
Roofing Contractor	[Insert Name]	[Insert Tel No]		
Glazing/Boarding Up Contractor	[Insert Name]	[Insert Tel No]		
Asbestos Abatement Contractor	[Insert Name]	[Insert Tel No]		
Fire Alarm Maintenance	[Insert Name]	[Insert Tel No]		
Security Alarm Maintenance	[Insert Name]	[Insert Tel No]		

Organisation	Name / Role of Contact (if applicable)	Contact Details	Alternative Contact Details	Notes
Passenger Lift Maintenance	[Insert Name]	[Insert Tel No]		
Pest Control	[Insert Name]	[Insert Tel No]		
Plant Hire e.g. generators, heaters, air conditioning, Water Bowsers etc.	[Insert Name]	[Insert Tel No]		
Bottled Water Supplier	[Insert Name]	[Insert Tel No]		
Other Useful Contacts				
Education Support	Charity providing practical & emotional support to education staff and their families	08000 562 561		http://www.educationsupport.org.uk

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, member of the public, the emergency services, the LA, the new National Emergency Alerts System). Whoever receives the alert should ask for, and record, as much information as possible.

- Maintain a written record of your actions using Initial Notification Form (A) and an Incident Log Sheet (B). You may wish to record any new contact details in section 1.7.
- 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.
- If anyone receives an alert via the new National Emergency Alerts System (refer to Appendix 13), this will be reported immediately to the Head teacher/Manager or any member of the SEMT so appropriate action can be taken in line with this Emergency Plan e.g. evacuation, migration, shelter, lockdown, school closure etc.

A - Initial Notification	
Question	Logged Response
Name of Informant	
Date & Time of Call / Report	
Contact Details of Informant	
Date & Time of Incident	
How were you made aware of the incident?	
Exact Location of incident	
Details of the incident (e.g. type, severity etc.)	
Where is the informant now and where are they going?	
People affected including names, injuries, where they are, where they are being taken. <i>(record on a separate sheet if required)</i>	
What arrangements are in place for people not directly involved in the incident?	
Have the Emergency Services been called?	

A - Initial Notification																					
Question	Logged Response																				
What advice has the emergency services given?																					
Is the incident currently affecting School activities? If so, which areas?																					
What is the estimated duration of the incident?																					
What is the actual or threatened loss of workforce?	Over 50% <input type="checkbox"/>																				
	20 - 50% <input type="checkbox"/>																				
	1 - 20% <input type="checkbox"/>																				
Has access to the whole site been denied? If so, for how long? <i>(provide estimate if not known)</i>																					
Which work areas have been destroyed, damaged or made unusable?																					
Are systems and other resources unavailable? <i>(include computer systems, telecoms, other assets)</i>																					
If so, which staff are affected by the ICT disruption and how?																					
Have any utilities (telephone, gas, electricity, water or sewerage) been affected?																					
Is there media interest in the incident? <i>(likely or actual)</i>																					
Does the incident have the potential to damage the School's reputation?																					
Who has been informed?	<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Head teacher</td> <td><input type="checkbox"/> Ambulance Service</td> </tr> <tr> <td><input type="checkbox"/> School staff</td> <td><input type="checkbox"/> Local Authority</td> </tr> <tr> <td><input type="checkbox"/> Governors</td> <td><input type="checkbox"/> H&S Services Provider</td> </tr> <tr> <td><input type="checkbox"/> Pupils</td> <td><input type="checkbox"/> Diocese</td> </tr> <tr> <td><input type="checkbox"/> Parents</td> <td><input type="checkbox"/> HSE</td> </tr> <tr> <td><input type="checkbox"/> Extended Services</td> <td><input type="checkbox"/> FCO</td> </tr> <tr> <td><input type="checkbox"/> Wrap Around Care</td> <td><input type="checkbox"/> Media</td> </tr> <tr> <td><input type="checkbox"/> Private Hirers</td> <td><input type="checkbox"/> School Insurers</td> </tr> <tr> <td><input type="checkbox"/> Police</td> <td><input type="checkbox"/> Trade Union</td> </tr> <tr> <td><input type="checkbox"/> Fire & Rescue Service</td> <td></td> </tr> </table>	<input type="checkbox"/> Head teacher	<input type="checkbox"/> Ambulance Service	<input type="checkbox"/> School staff	<input type="checkbox"/> Local Authority	<input type="checkbox"/> Governors	<input type="checkbox"/> H&S Services Provider	<input type="checkbox"/> Pupils	<input type="checkbox"/> Diocese	<input type="checkbox"/> Parents	<input type="checkbox"/> HSE	<input type="checkbox"/> Extended Services	<input type="checkbox"/> FCO	<input type="checkbox"/> Wrap Around Care	<input type="checkbox"/> Media	<input type="checkbox"/> Private Hirers	<input type="checkbox"/> School Insurers	<input type="checkbox"/> Police	<input type="checkbox"/> Trade Union	<input type="checkbox"/> Fire & Rescue Service	
<input type="checkbox"/> Head teacher	<input type="checkbox"/> Ambulance Service																				
<input type="checkbox"/> School staff	<input type="checkbox"/> Local Authority																				
<input type="checkbox"/> Governors	<input type="checkbox"/> H&S Services Provider																				
<input type="checkbox"/> Pupils	<input type="checkbox"/> Diocese																				
<input type="checkbox"/> Parents	<input type="checkbox"/> HSE																				
<input type="checkbox"/> Extended Services	<input type="checkbox"/> FCO																				
<input type="checkbox"/> Wrap Around Care	<input type="checkbox"/> Media																				
<input type="checkbox"/> Private Hirers	<input type="checkbox"/> School Insurers																				
<input type="checkbox"/> Police	<input type="checkbox"/> Trade Union																				
<input type="checkbox"/> Fire & Rescue Service																					
Does anyone else need to be informed?																					
Any further actions required.																					

A - Initial Notification	
Question	Logged Response
If the incident happened on an OFF-SITE/EDUCATIONAL VISIT please ask the questions below. You might already have these details but it could be useful to seek confirmation.	
Who is calling?	
If you have more than one, which school/setting are they from?	
What is their role in the group (leader, assistant leader, participant)?	
What number can they be called back on should you be disconnected?	
What has happened? What is the nature of the emergency?	
What is the number and status of any casualties?	
What is their current location?	
What is the total number of people in the party?	
Are they staying where they are or moving? If they are moving where to?	
What help do they require?	
What time did the incident happen?	
What time is it now?	
If the incident happened abroad, do the FCO need to be notified?	
Anything else?	

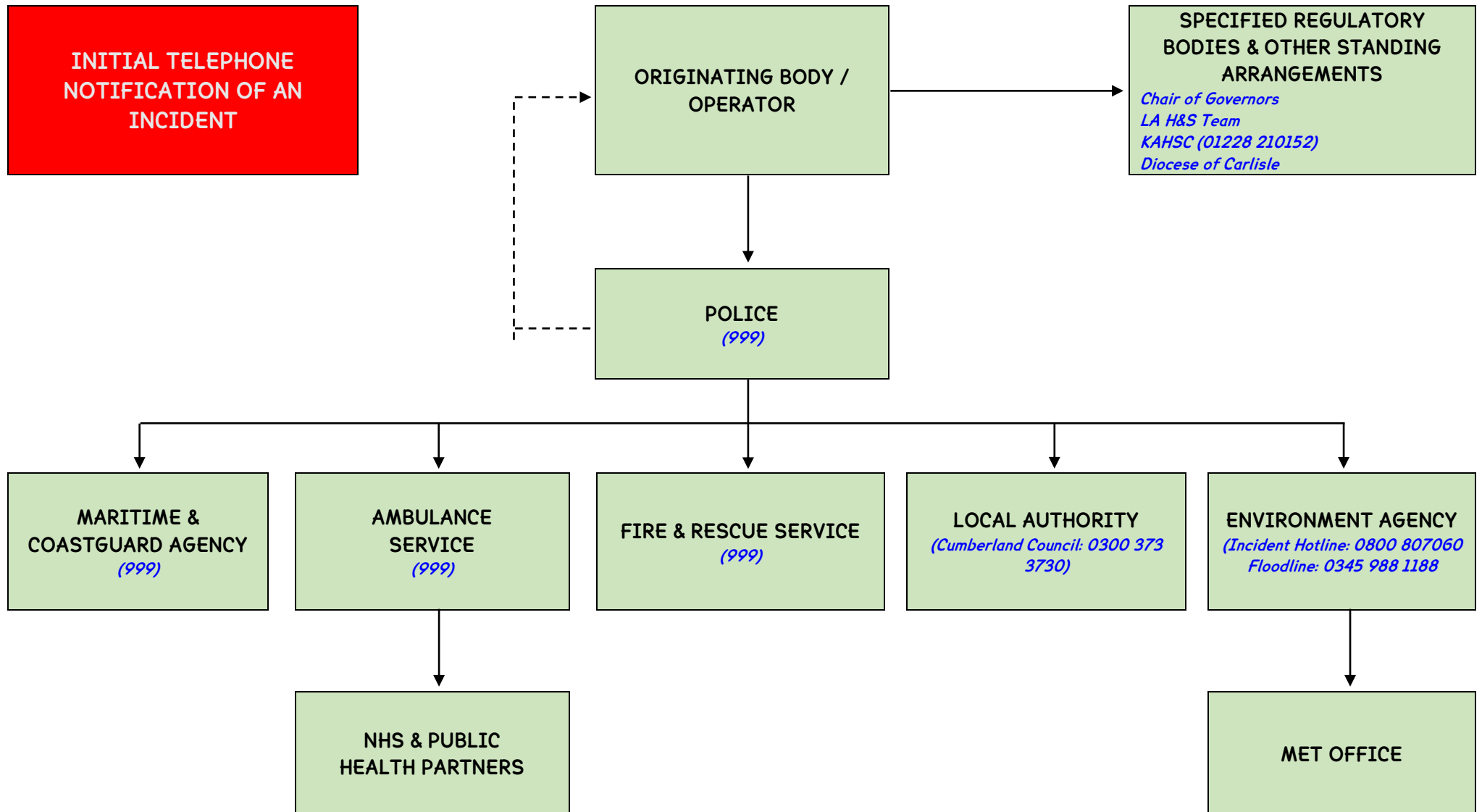
B - Incident Log Sheet

- Notes should be recorded in chronological order.
- Notes should be clear, intelligible and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
- Do not use correction fluid - if you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Name of person completing this log:		Nature of Incident:		Date:		Sheet No.:	
-------------------------------------	--	---------------------	--	-------	--	------------	--

No.	Time	Name	Information	Action Required	Done (tick)
		From To			
		From To			
		From To			
		From To			
		From To			
		From To			

2.2 Initial Action



Immediately inform the Head teacher 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 overleaf.

- **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.

- **Collect any equipment that may prove useful (e.g. first aid kit, grab bag – refer to APPENDIX 1).**
- **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.**

SECTION 3 – ROLES AND RESPONSIBILITIES

3.1 Roles and Responsibilities – Coordination

No.	Coordination - INITIAL RESPONSE	Tick / Sign / Time
1	Establish a basic overview of the incident e.g. scale/severity, duration, impact etc.	
2	If the incident has occurred on an off-site visit: <ul style="list-style-type: none"> • Liaise with the visit leader on a regular basis; • Consider sending extra staff to support the visit leader; • Discuss with the visit leader the arrangements for notifying parents; • Consider how parents and pupils will be reunited. 	
3	If appropriate, dial 999 for the emergency services.	
4	If necessary: <ul style="list-style-type: none"> • Raise the alarm and evacuate the School building; • Consider whether it may be safer or better for the welfare of pupils to stay within the School premises and congregate at a relative place of safety indoors; • If there is time and it is safe to do so, consider the recovery of vital assets/equipment to enable delivery of critical School activities. 	
5	Wherever possible, assign members of staff to relevant SEMT roles: <ul style="list-style-type: none"> • Business continuity; • Communications; • Log-keeping; • Media management; • Resources; • Welfare/Pastoral Care. 	
6	Remember to: <ul style="list-style-type: none"> • Allocate tasks amongst the SEMT; • Ensure that staff are clear about their designated responsibilities; • Establish the location and frequency of SEMT / staff briefings; • Ask staff to maintain a log of actions made and decisions taken; • Assign a log-keeper to provide administrative support. 	
7	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
8	Take action to protect property.	
9	Work closely with other organisations (e.g. emergency services, LA) as required. Provide accurate and factual information to those arriving on-scene.	
10	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books). Ensure the emergency services are aware of anyone who is unaccounted for.	
11	Inform governors as appropriate.	
12	Decide the most appropriate method of contacting relatives of pupils / staff affected. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

No.	Coordination - ONGOING RESPONSE	Tick / Sign / Time
13	Act as the main contact for coordination of the response. Continue to liaise with the emergency services and other organisations.	
14	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to coordinate their actions & help to resolve any complications that arise.	
15	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
16	Ensure that regular briefings are given to: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors • Wrap Around Care Providers • Extended Services • Private Hirers/Other building users 	
17	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from the LA media Team / Emergency Services as needed.	
18	Check that everyone who should have been notified of the incident has been informed.	
19	In the event of a serious injury or fatality, report the incident to your Health & Safety Services Provider as soon as possible – they will notify the HSE.	
20	Seek advice on legal and insurance issues, if appropriate.	
21	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

No.	Coordination - RECOVERY	Tick / Sign / Time
22	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
23	Ensure that post incident support is available to all who may require it (refer to APPENDIX 2).	
24	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
25	Complete any necessary forms / paperwork.	
26	Arrange a debrief for school staff involved in the response.	
27	Represent the school at other debriefs which may take place e.g. one organised by the LA.	
28	Initiate a review of the school emergency plan.	
29	Consider contacting the Head teachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and Responsibilities - Business Continuity

Refer to **APPENDIX 3a-d** for more information on business continuity arrangements.

No.	Business Continuity - INITIAL Response	Tick / Sign / Time
1	Assess the nature of the incident, e.g. loss of: <ul style="list-style-type: none"> • utility supply; • supplier; • premises; • personnel; • telecommunications; 	
2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
3	Consider how the incident will affect any wrap around care provision, extended services or private hirers/other building users. Liaise with these services as necessary.	
4	Attempt to recover important documents, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
5	If appropriate, contact organisations which can assist in document restoration.	

No.	Business Continuity – ONGOING Response	Tick / Sign / Time
6	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.	
7	Seek support from other organisations e.g. buddy schools, the LA, suppliers, contractors as required.	
8	Consider using different ways of working to allow for reduced workforce. This may include: <ul style="list-style-type: none"> • Larger class sizes (subject to staff:pupil ratios); • Use of Teaching Assistants, Student Teachers, Learning Mentors etc.; • Pre-prepared educational materials that allow for independent learning; • Team activities and sports to accommodate larger numbers of pupils at once. 	
9	Suspend 'non critical' activities.	
10	Work with the 'communications' role to ensure staff, pupils and parents are informed of any changes to the school routine.	
11	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

No.	Business Continuity – RECOVERY	Tick / Sign / Time
12	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
13	Put in place arrangements for remote (virtual) learning, if necessary.	
14	Make an inventory of any equipment which has been damaged. Arrange for important items / documents to be salvaged, restored or replaced.	

3.3 Roles and Responsibilities - Communications

Refer to **APPENDIX 10** for more information on communication arrangements.

No.	Communications - INITIAL RESPONSE	Tick / Sign / Time
1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
3	Support staff with any communication needs they may have.	
4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

No.	Communications - ONGOING RESPONSE	Tick / Sign / Time
5	Ensure regular information is provided to: <ul style="list-style-type: none"> • Staff • Pupils • Parents • Governors • Wrap Around Care Providers • Extended Services • Private Hirers/Other building users 	
6	Consider the most effective arrangements for contacting pupils and parents. Ensure that records of calls made to parents are maintained.	
7	Liaise with the 'media management' role about contacting local radio stations.	
8	Update the school answer phone on a regular basis.	
9	Liaise with the 'coordination' role in sending a letter home to parents. 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. 	
10	In the event of a major emergency, seek support from the LA; they may be able to establish a helpline for enquiries from the public.	

No.	Communications - RECOVERY	Tick / Sign / Time
11	Provide regular briefings to pupils and parents.	
12	Assist the 'business continuity' role in providing remote / virtual learning.	
13	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

Refer to **Section 2.1** for detailed guidance on log-keeping.

No.	Log-Keeping - INITIAL RESPONSE	Tick / Sign / Time
1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
2	Ensure that each member of staff keeps an incident log (refer to Section 2.1, Incident Log B).	

No.	Log-Keeping - ONGOING RESPONSE	Tick / Sign / Time
3	Provide administrative / secretarial support to the SEMT.	
4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
5	Record details of any expenditure incurred by the school.	

No.	Log-Keeping - RECOVERY	Tick / Sign / Time
6	Collate all incident logs, making copies if necessary.	
7	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

No.	Media Management - INITIAL RESPONSE	Tick / Sign / Time
1	Seek support from other organisations (e.g. emergency services, LA Media Team) in responding to media requests.	
2	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.	
3	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.	
4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents have been notified.	
5	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 LA may be able to undertake this role. DO NOT make any media statement without first contacting the LA Media Team.	
6	Be prepared to be interviewed by the media.	

No.	Media Management - ONGOING RESPONSE	Tick / Sign / Time
7	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.	
8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
9	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 LA Media Team (and other organisations as appropriate).	
10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents to avoid speculation when talking to the media.	
11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

No.	Media Management - RECOVERY	Tick / Sign / Time
12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and Responsibilities - Resources

No.	Resources - INITIAL RESPONSE	Tick / Sign / Time
1	Take action to protect property. Isolate utility supplies if required.	
2	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.	
3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Providing personnel with a site map/CAD Plans.	
4	Work with other staff and the emergency services to control access to the school: <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. 	

No.	Resources - ONGOING RESPONSE	Tick / Sign / Time
5	Liaise with utility suppliers as required.	
6	Establish safe and secure areas to assist the response e.g. <ul style="list-style-type: none"> SEMT briefing room Briefing area for parents Media briefing room 	
7	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.	
8	Ensure the school site is secure e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded.	
9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

No.	Resources - RECOVERY	Tick / Sign / Time
10	Work closely with the 'coordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
11	Arrange a site visit with relevant personnel e.g. emergency services, utility suppliers, LA) involved in the recovery phase.	
12	Procure temporary classrooms/accommodation if appropriate.	

3.7 Roles and Responsibilities - Welfare / Pastoral Care

No.	Welfare - INITIAL RESPONSE	Tick / Sign / Time
1	Establish arrangements to meet the welfare needs of pupils, staff, parents, visitors and responders.	
2	Identify pupils who may require additional support: <ul style="list-style-type: none"> • Those with special educational needs and disabilities (SEND); • 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. 	

No.	Welfare - ONGOING RESPONSE	Tick / Sign / Time
3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
4	Make arrangements for reuniting pupils with their parents. Ensure that a member of staff is present to meet and greet them.	
5	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.	
6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
8	Ensure that staff take regular rest periods.	

No.	Welfare - RECOVERY	Tick / Sign / Time
9	Refer to APPENDIX 2 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and Responsibilities –Educational Visit Leader

No.	Visit Leader - INITIAL RESPONSE	Tick / Sign / Time
1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
2	Contact the Head teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad. Head teacher to contact the school's Health and Safety Provider.	
3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
5	Identify pupils with SEND and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
6	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.	
7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
8	Keep a log of important information, actions taken and decisions made.	
9	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) 	
10	Avoid making comments to the media until parents have been informed.	
11	Do not discuss legal liability with others.	

No.	Visit Leader - ONGOING RESPONSE	Tick / Sign / Time
12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
13	Act as the main contact for co-ordination of the response and work closely with the Head teacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
14	Continue to brief staff and allocate tasks on a regular basis.	
15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
16	Consult the Head teacher (or nominated emergency contact) about arrangements for notifying parents and reuniting them with their children.	
17	Liaise with the tour operator / provider, if appropriate.	

No.	Visit Leader - ONGOING RESPONSE	Tick / Sign / Time
18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
19	If abroad, contact the Foreign & Commonwealth Office for support.	
20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
21	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 	
22	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 have been notified.	
23	Ask the Head teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
24	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).	

No.	Visit Leader - RECOVERY	Tick / Sign / Time
25	Refer to APPENDIX 2 for providing welfare arrangements and post incident support after the initial emergency response.	
26	Complete any necessary forms / paperwork.	

SECTION 4 - DEBRIEF

4.1 Debrief Form

DEBRIEF FORM			
Name		Job Title	
Date		Organisation	
What was your role in the response?			
What aspects of the response worked particularly well?			
What aspects of the response could have been improved?			
What improvements should be made to the School Emergency Plan?			
Have you identified and training needs for yourself and other staff?			

GRAB BAG CONTENTS

Item	Notes / Instructions	Date Checked	Checked By
Emergency Plan			
Parent / Pupil Contact Details <i>(this may be in hard copy form or accessed remotely i.e. via SIMS/Scholar Pack etc.)</i>			
Back-up tapes			
Laptop with wireless connection			
Pay-as-you-go mobile phone and battery powered mobile phone charger			
First Aid Kit			
Torch(es)			
Two-Way Radios			
Portable radio / wind-up radio			
Batteries			
Whistle / Loud Hailer / Megaphone			
Disposable Camera with Film			
Armbands / High-Visibility Tabards			
Blankets			
Gloves			
Wellies			
Log Book			
Stationery including permanent markers, clipboards, pens, blue-tack, pins, pencils and notebook paper			
Emergency Cash, Cheque Book or spare Credit Card			
School Floor Plans			
Spare keys			
Hazard Barrier Tape			

It is recommended that the contents of the grab bag are checked once a term and after use.

* Other items that may be useful but aren't stored in the grab bag are included below.

Item *	Location	Date Checked	Checked By
Medication / medication list	[Insert]		
Insurance documents	[Insert]		

POST INCIDENT SUPPORT

No.	Post Incident Support - ASSISTANCE FOR PUPILS AND PARENTS	Tick / Sign / Time
1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
2	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.	
3	Consider which pupils need to be briefed, how, and by whom.	
4	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.	
5	Consider providing relevant books in the school library.	
6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents before doing this.	
7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
9	Send a letter to parents 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 school; • Who to contact if they would like additional support. 	
10	Maintain regular contact with parents.	
11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents.	
12	Consider organising an event for parents to discuss any issues or concerns they might have.	
13	If pupils who were particularly affected by the incident leave school e.g. transferring from primary to secondary education, consider, sensitively and confidentially, notifying the Head teacher of the new school.	

No.	Post Incident Support - GENERAL ACTIONS	Tick / Sign / Time
14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
15	Consider requesting support from other organisations e.g.: <ul style="list-style-type: none"> • Education Support Partnership (<i>formerly Teacher Support Network</i>) • Samaritans • Cruse Bereavement Care 	
16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
17	Cancel or rearrange any events which are inappropriate.	
18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	

No.	Post Incident Support – GENERAL ACTIONS	Tick / Sign / Time
19	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.	
20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

No.	Post Incident Support – RETURNING AFTER A PERIOD OF ABSENCE	Tick / Sign / Time
22	Negotiate with parents a suitable date for returning to school after a period of absence.	
23	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 school day. 	
24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
25	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. 	

No.	Post Incident Support – FUNERAL ARRANGEMENTS	Tick / Sign / Time
26	Contact bereaved families to express sympathy on behalf of the school.	
27	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.	
28	Consult parents sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> • Closing the school on the day of the funeral as a mark of respect; • A senior member of staff attending the funeral on behalf of the school; • If staff and pupils can be allowed time off school to attend the funeral; • Providing transport to take pupils and staff to the funeral; • Providing pupils with information about what happens at funerals; • Arranging floral tributes and / or donations. 	

No.	Post Incident Support – REMEMBRANCE	Tick / Sign / Time
29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: <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) 	
30	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 	
31	Discuss with governors, staff, parents 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 	
32	Be aware of renewed media interest near anniversaries of the event.	

BUSINESS CONTINUITY

RECORDS

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-, Medium, Long-Term)	Back-Up Measures / Restorative Arrangements
Coursework	N/A	N/A	N/A
Examination papers	Headteacher's Office in metal cabinet	Dependent on time of loss: Medium (Not yet completed) Long (Already completed but not yet collected)	None
Asset registers / equipment inventories	[Insert]	[Insert]	[Insert]
Insurance documentation	[Insert]	Short	Insurance documentation is all electronically stored as well.
Electronic Records	Where are they Stored?	Effect of Loss (Short-, Medium, Long-Term)	Back-Up Measures / Restorative Arrangements
Coursework	N/A	N/A	N/A
Contact details	Scholar Pack	Short	Paper Copy stored
Financial information	[Insert]	[Insert]	[Insert]
Medical information	Scholar Pack and on server	Short - Medium	Paper Copy stored
Remote Learning	Notes / Instructions		
Website	https://www.lanercostschool.org.uk/		
Email	admin@lanercost.cumbria.sch.uk		
Post	Same as address		

BUSINESS CONTINUITY

ESSENTIAL IT SYSTEMS / APPLICATIONS

Use this form to list the minimum system or applications that your school will require to run the essential services assuming an incident prevents access to your normal PC and Servers and those that would have to be reconstructed. Entries may include Email, Internet systems, applications, spread sheets, databases etc. "Required By" is to identify the maximum length of time before the system is required. "Back-ups" is the person/group who takes regular back-ups of the data. "Availability Agreed With" identifies who has agreed the requirement and arranged the recovery agency. A response in these columns may be a central organisation. Under 'Functions', list the key services that are dependent on the availability of the system/application.

Essential Systems/ Application	Required by (Hours/Days)	Min. Number of Users Requiring Access	Who Takes Back-ups	Function(s)	Availability Agreed With

Back-up Details

Where are back-ups held? (Exclude back-ups taken centrally by outside organisation)	Insert	Number of laptops in establishment/team (stored off-site overnight)	Insert
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BUSINESS CONTINUITY

ESSENTIAL EQUIPMENT

Use this form (or something similar or your own) to summarise the minimum resources that your school/setting will require to run the essential services assuming an incident prevents access to the normal place of work. This can be broken down by room, class, area, building or a single column for the whole school (as below). 'Long Term' equates to access being denied for over 2 weeks.

Area	Requirement	Number Required	
		1 st Week	Long Term
Staffing	Administration		
	Teachers		
	Non-Teaching Staff		
	Learning Support Staff		
	Kitchen Staff		
	Cleaning Staff		
	Site Staff		
	Other		
Classrooms	Basic		
	Specialist <i>(please specify)</i>		
Office	Basic		
	Specialist <i>(please specify)</i>		
Desks and Chairs	Office Desks		
	Classroom Desks		
	Office Chairs		
	Classroom Chairs		
	Specialist Desks/chairs <i>(please specify)</i>		
Communications	Analogue phone lines		
	Normal Office phones		
	Mobile Phones		
	Pagers		
	Two-Way Radios		
Equipment	Office Fax		
	Office Shredder		
	Office other <i>(please specify)</i>		
	Classroom (e.g. whiteboards) <i>(please specify)</i>		
Public Access Requirements	Secure Entrance		
	Wheelchair Access		
Special Provisions	Confidential interview area		
	Secure area		
Special Provisions <i>contd.</i>	Additional Power		

Area	Requirement	Number Required	
		1 st Week	Long Term
	Office accommodation (m ²)		
	Classroom accommodation (m ²)		
Storage Space (m ²)	Specify		
Hardware and Networking requirements	Networked Workstations		
	Local PCs		
	Access to Other Systems		
Printing Requirements	Photocopiers		
	Printers		
Other Essential Equipment	Specify		

BUSINESS CONTINUITY

LOSS OF UTILITIES, SUPPLIERS, PREMISES, PERSONNEL & TELECOMMUNICATIONS

Loss of Utility Supply

Utility Supply	Considerations	Alternative Arrangements in Place	Notes
Gas	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? 	[Insert your arrangements here]	
Water	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Could bottled water be procured? • Could portable toilets be procured? • Could bowzers for washing / hygiene facilities be procured? 	[Insert your arrangements here]	
Electricity	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Is a back-up generator installed? • Is enough fuel for the back-up generator available? 	[Insert your arrangements here]	
Heating	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Could temporary heaters be procured? 	[Insert your arrangements here]	
Catering Fuel e.g. LPG	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? 	[Insert your arrangements here]	
Biomass Fuel	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support? 	[Insert your arrangements here]	

Loss of Supplier			
Supplier	Considerations	Alternative Arrangements in Place	Notes
Transport	<ul style="list-style-type: none"> • Could alternative methods of transport be used (e.g. public transport / walking)? • Could staff be encouraged to car share? • Could off-site visits which require transport be rescheduled? 	[Insert your arrangements here]	
Catering	<ul style="list-style-type: none"> ▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby schools provide support? ▪ Could the local authority provide support? ▪ Could the number of school meal options be reduced (whilst taking into account special dietary needs)? • Could pupils be encouraged to bring a packed lunch? 	[Insert your arrangements here]	
Cleaning	<ul style="list-style-type: none"> • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support? 	[Insert your arrangements here]	
Grit / Salt	<ul style="list-style-type: none"> • Is enough stock kept to cope with a temporary disruption to the supply chain? • Could alternative suppliers be used? • Could nearby schools provide support? • Could the local authority provide support? 	[Insert your arrangements here]	
Loss of Premises <i>(refer also to Appendix 3d)</i>			
Premises	Considerations	Alternative Arrangements in Place	Notes
Toilets	<ul style="list-style-type: none"> • Could the local authority provide support? • Could portable toilets be procured? 	[Insert your arrangements here]	
Office	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. ICT suites)? • Is spare accommodation available off-site (e.g. nearby schools)? • Could the local authority provide support? • Could some office staff work from home? 	[Insert your arrangements here]	
Classrooms	<ul style="list-style-type: none"> • Is spare accommodation available on-site (e.g. halls, ICT suites, gymnasias)? 	[Insert your arrangements here]	

Loss of Premises <i>(refer also to Appendix 3d)</i>			
Premises	Considerations	Alternative Arrangements in Place	Notes
	<ul style="list-style-type: none"> Is spare accommodation available off-site (e.g. nearby schools, libraries, church halls)? Could the local authority provide support? Could temporary classrooms be provided? Could lessons be staggered across break times to maximise use of available space? Could classes be merged (whilst maintaining an adequate pupil / staff ratio)? Could the school day be extended to maximise use of available space? Could available space be prioritised for those pupils preparing for exams (or taking lessons deemed most important)? If the weather permits, could lessons take place outside? Could remote learning be provided? 		
Kitchen	<ul style="list-style-type: none"> Is spare accommodation available off-site (e.g. nearby schools)? Could the local authority provide support? Could food be ordered from catering suppliers instead of being prepared on-site? Could pupils be encouraged to bring a packed lunch? 	[Insert your arrangements here]	
Library	<ul style="list-style-type: none"> Is spare accommodation available on-site (e.g. ICT suites)? Is spare accommodation available off-site (e.g. nearby schools)? Could the local authority provide support? 	[Insert your arrangements here]	
Laboratories / Workshops	<ul style="list-style-type: none"> Is spare accommodation available off-site (e.g. nearby schools)? Could the local authority provide support? 	[Insert your arrangements here]	
Sports Facilities	<ul style="list-style-type: none"> Is spare accommodation available on-site (e.g. halls, playgrounds)? Is spare accommodation available off-site (e.g. nearby schools, leisure centres, parks)? Could the local authority provide support? 	[Insert your arrangements here]	
Staff Room	<ul style="list-style-type: none"> Is spare accommodation available on-site (e.g. ICT suites)? 	[Insert your arrangements here]	
Loss of Personnel			
Personnel	Considerations	Alternative Arrangements in Place	Notes
Head teacher	<ul style="list-style-type: none"> Are deputies identified and adequately trained? Are documented procedures for critical activities in place? 	[Insert your arrangements here]	

Loss of Personnel			
Personnel	Considerations	Alternative Arrangements in Place	Notes
Teaching Staff	<ul style="list-style-type: none"> • Could temporary staff be recruited? • Could secondments from other schools be arranged? • Could lesson plans be pre-arranged for delivery by trainee teachers? • Could increased reliance be placed on support staff (e.g. teaching assistants)? • Could classes be merged (whilst maintaining adequate staff:pupil ratios)? 	[Insert your arrangements here]	
Site Manager(s) / Caretaker(s)	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged? 	[Insert your arrangements here]	
Business Manager / Bursar	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged? 	[Insert your arrangements here]	
Office Staff	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged? 	[Insert your arrangements here]	
Catering Staff	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged? 	[Insert your arrangements here]	
Cleaning Staff	<ul style="list-style-type: none"> • Are documented procedures for critical activities in place? • Could temporary staff be recruited? • Could secondments from other schools be arranged? 	[Insert your arrangements here]	
Loss of Telecommunications <i>(refer also to Appendix 3c)</i>			
Telecommunications	Considerations	Alternative Arrangements in Place	Notes
Computer Network	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? • Are paper-based copies of important records available? • Is data backed-up remotely? 	[Insert your arrangements here]	
Website / Extranet	<ul style="list-style-type: none"> • Could the supplier / contractor provide support? • Could the local authority provide support? 	[Insert your arrangements here]	

Loss of Telecommunications <i>(refer also to Appendix 3c)</i>			
Telecommunications	Considerations	Alternative Arrangements in Place	Notes
Attendance Management System	<ul style="list-style-type: none"> Is a paper-based back-up system available? 	[Insert your arrangements here]	
Text Messaging System	<ul style="list-style-type: none"> Could alternative methods of communication be used? 	[Insert your arrangements here]	
Telephone	<ul style="list-style-type: none"> Could alternative methods of communication be used? 	[Insert your arrangements here]	
Mobile Phone	<ul style="list-style-type: none"> Are mobile phones on different networks available? Could alternative methods of communication be used? 	[Insert your arrangements here]	
Fax	<ul style="list-style-type: none"> Could alternative methods of communication be used? 	[Insert your arrangements here]	
Email	<ul style="list-style-type: none"> Could alternative methods of communication be used? 	[Insert your arrangements here]	

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SITE INFORMATION

Utility Supplies	Location(s)	Main Shut off Valve / Switch Location(s)	Notes / Instructions
Gas	Heating, hot water & kitchen	[Insert]	
Electricity	Throughout	[Insert]	
Water	Throughout	[Insert]	
Oil	Heating & hot water	[Insert]	
LPG	Heating & hot water and / or kitchen appliances	[Insert]	
Biomass	Heating & hot water	[Insert]	
Nearest Water Supply Fire Hydrant(s)	[Insert]		

Hazards	Location(s)	Notes / Instructions
Asbestos Containing Materials (ACMs)	[Insert]	Attach copy of current Asbestos Register
Chemical Store(s)	[Insert]	
Gas Cylinders	[Insert]	
Radioactive Sources Store	[Insert]	

Hazardous & Dangerous Substances e.g. highly flammable liquids, aerosols, etc.	Approx. Quantities	Location(s)
<i>e.g. Acetylene Cylinder or Oil Tank</i>	<i>e.g. 1 x 40l cylinder 1 400l tank</i>	<i>e.g. D&T External Store (BG005) External to kitchen</i>
<i>e.g. Various aerosol cans e.g. WD-40, Furniture Polish, Spray Paints etc.</i>	<i>e.g. 6 x 100ml cans 3 x 50 ml cans 8 x 250ml cans</i>	<i>e.g. Cleaner's Store (AG125) Classroom Stores (AG003, AG008, AG010 & AG025)</i>
<i>e.g. Oil-based exterior paint/varnish</i>	<i>e.g. 5 x 5l containers</i>	<i>e.g. External Store</i>
<i>e.g. Alcohol-based hand sanitiser</i>	<i>e.g. 30 x 150ml bottles</i>	<i>e.g. Metal Cupboard in general store (CG006)</i>
[Delete above & insert your own]		

Pre-designated Areas	Location(s)	Notes / Instructions
SEMT Briefing Area	[Insert]	
Media Briefing Area	[Insert]	

EVACUATION

Signals

Signal for Fire Evacuation	[Insert]
Signal for Bomb Evacuation	[Insert]
<i>In the case of a bomb/threat, the emergency services will take control of the incident and instruct school on the appropriate course of action to be followed. Evacuation procedures should follow those for fire emergencies, except doors and windows should be opened if safe to do so in order to allow any resulting blast to dissipate with minimum risk from debris.</i>	
Signal for All-Clear	[Insert]

Assembly Points – Fire Evacuation

On-Site Fire Assembly Point(s)	[Insert]
Alternative Off-Site Fire Assembly Point(s)	[Insert]

Assembly Points – Bomb Evacuation *(should be 500m from the school buildings)*

Main Bomb Evacuation Assembly Point	[Insert]
Alternative Bomb Evacuation Assembly Point	[Insert]

Migration - Pre-identified buddy schools / place of safety / rest centres *(there should be two safe places listed)*

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

	Main	Alternative
Name of premise	[Insert]	[Insert]
Type of premise	[Insert]	[Insert]
Contact name and details of key holder(s)	[Insert]	[Insert]
Address	[Insert]	[Insert]
Directions / map	[Insert]	[Insert]
Estimated travel time <i>(walking, with pupils)</i>	[Insert]	[Insert]
Estimated travel time <i>(by coach, with pupils)</i>	[Insert]	[Insert]
Capacity	[Insert]	[Insert]
Capacity (sleeping)	[Insert]	[Insert]
Facilities / resources	[Insert]	[Insert]
Notes		

SHELTER

Signals

Signal for Shelter	[Insert]
Signal for All-Clear	[Insert]

Upon hearing the shelter signal, take the action below:

No.	Initial Response - SHELTER	Tick / Sign / Time
1	Ensure all pupils are inside the school building.	
2	If appropriate, move pupils away from the incident e.g. to the other side of the building.	
3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
4	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.	
5	Check for missing / injured pupils, staff and visitors.	
6	Reassure pupils and keep them engaged in an activity or game.	
7	Notify parents of the situation.	
8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

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LOCKDOWN

Refer also to: [Protect UK: Learn to Prepare - Prepare to Protect](#).

Signals

Signal for lockdown	[Insert]
Signal for all-clear	[Insert]

Lockdown

Rooms most suitable for lockdown	[Insert]
Entrance points (e.g. doors, windows) which should be secured	[Insert]
Communication arrangements	<ul style="list-style-type: none"> • Two-way radios • Classroom telephones • Mobile phones • Instant messaging/email • [or insert your own arrangements]

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site if safe to do so – refer to **APPENDIX 8**.

No.	Initial Response – FULL LOCKDOWN	Tick / Initial / Time
This signifies an immediate threat to the school and may be an escalation of a partial lockdown (see below).		
1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
3	Dial 999. Dial once for each emergency service that you require.	
4	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 	
5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
6	If possible, check for missing / injured pupils, staff and visitors.	
7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

No.	Initial Response - PARTIAL LOCKDOWN	Tick / Initial / Time
	'Partial lockdown' is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.	
8	All outside activity to cease immediately; pupils and staff return to building. Staff will be alerted via two way radios [or insert your own arrangements].	
9	All staff and pupils remain in building and external doors and windows locked.	
10	Movement may be permitted within the building dependent upon circumstances but this must be supervised by a member of staff.	
11	All situations are different; once all staff and pupils are safely inside, senior staff will conduct an on-going and dynamic risk assessment based on advice from the Emergency Services. This will then be communicated to staff and pupils.	
12	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

No.	Communication - BETWEEN PARENTS AND THE SCHOOL	Tick / Initial / Time
	School lockdown procedures, especially arrangements for communicating with parents, will be routinely shared with parents either by newsletter or via the school website.	
13	In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable. [insert how this will be done]	
14	Parents should be given enough information about what will happen so that they: <ul style="list-style-type: none"> • Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety; • Do not contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers; • Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger; • Wait for the school to contact them about when it is safe for them to collect their children, and where this will be from. 	
15	Movement may be permitted within the building dependent upon circumstances but this must be supervised by a member of staff.	
16	Parents will be told: <i>'..the school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out..'</i>	

Communication - BETWEEN SCHOOL AND THE EMERGENCY SERVICES

- It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown.
- Emergency Services will support the decision of the Head teacher with regarding the timing of communication to parents.

HOSTAGE SITUATION

No.	Immediate Response
1	Do not try to intervene or be a hero – do not under any circumstances try to disarm an armed trespasser/hostage taker.
2	If shots are heard instruct everyone to take cover if appropriate i.e. on the floor or under desks.
3	Co-operate and follow the instructions of the hostage taker. If taken hostage - co-operate and follow the instructions of the hostage taker; if safe, try to build rapport with hostage taker.
4	If safe to do so alert the Emergency Services (call 999 as soon as possible) and your school's Health and Safety Services Provider - outline details of what has happened and any details known to aid response.
5	Try to remain calm and maintain/spread calmness. In most situations children will mimic your behaviour.
6	Isolate the hostage area by evacuating other pupils and staff or follow shelter procedures.
7	If possible, account for everyone in the school, including all pupils, staff, visitors, contractors etc. in order to identify who might be being held hostage.
8	On arrival of emergency services, provide them with as much information as possible relating to the incident such as location, number children, number and behaviour of hostage taker/s, any details re: weapons, etc. along with copies of the school site and floor plans.
9	Teacher and Teaching/Classroom Assistants of those groups / classes not directly involved in the hostage situation should remain with their pupils at all times.
Refer also to: Protect UK: Learn to Prepare - Prepare to Protect .	

SCHOOL CLOSURE		
No.	School Closure - INITIAL Response	Tick / Initial / Time
1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> Partially opening the school to some pupils; Bringing together groups and classes with teachers and support staff working together Using other school staff or volunteers to provide cover supervision or oversee alternative activities; Asking a buddy school for assistance; Re-arranging the curriculum; Purchasing infection control supplies (in the event of a public health incident). <p><i>Note: Reception and other infant classes (children aged 5, 6 or 7) should normally be groups of 30 or fewer but having more than 30 in one class due to temporary exceptional circumstances is not a reason to close the school or the class.</i></p>	
2	If necessary, assemble the SEMT.	
3	Seek support from other organisations as appropriate.	
4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in APPENDIX 10. It may be appropriate to inform:</p> <ul style="list-style-type: none"> Pupils Parents Staff Governors Local radio stations Transport and catering Suppliers Your school's Health and Safety Services Provider The LA 	
5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
7	Make alternative arrangements for exams if necessary.	

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

Ref	School Closure - ONGOING Response	Tick / Initial / Time
8	Ensure pupils, parents, governors and the media are regularly informed of developments.	
9	Consider how pupils with SEND or medical needs may be affected if the school remains closed for an extended period of time.	
10	Ensure the security of the school premises.	
11	Put in place arrangements for remote learning (refer to APPENDIX 2).	

Refer to the LA School Closure Advice (Planned and Emergency Closures)

COMMUNICATIONS

Designated Telephone Lines	Contact Number	Location of Telephone
Incoming Calls	[Insert]	[Insert]
Outgoing Calls	[Insert]	[Insert]

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 school site?
School 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 school 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 school site?
Local radio stations	Instructions for reporting school closures.
Telephone tree	[Insert]
Sign at school entrance	[Insert]
Newsletter	[Insert]
Email	[Insert]
Letter	[Insert]
School notice board	[Insert]

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	[Insert]	[Insert]
Parents	[Insert]	[Insert]
Governors	[Insert]	[Insert]
Wrap Around Care Provision	[Insert]	[Insert]
Extended Services	[Insert]	[Insert]
Private Hirers/Other Building Users	[Insert]	[Insert]

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BOMB THREATS

- *Stay calm and listen.*
- *Do not end the call, but try to alert someone else to the problem, perhaps by signal or note.*
- *Switch on any recording device or voicemail (if connected to any).*
- *Tell the caller which town/district you are answering from.*
- *Obtain as much information as possible - try to get the caller to be precise about the location and timing of the alleged bomb and whom they represent. If possible, keep the caller talking.*
- *Do not leave your post - unless ordered to evacuate - until the police or security arrive.*
- *Record the exact wording of the threat (see below).*

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

Message (exact wording of threat)	
-----------------------------------	--

Stay calm and listen. 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 Yes, why?	
What does it look like?	
What kind of bomb is it?	
What is your name?	
What is your telephone no.?	
What is your address?	

Immediately the call has ended:

Time the call ended	
Record any number shown on automatic number reveal equipment	
OR try dialling 1471	
Did dialling either of the above work?	
Inform security/management & record the name & telephone number of the person informed	

(Security/management should decide the best course of action and notify the Police. If you cannot inform them and even if you think the threat is a hoax, always inform the Police directly)

Contact the Police (999) & record time you called them	
--	--

As soon as the call has ended note down as much of the following information as possible:

Date of Call		Time of Call	
Telephone No. the call was received on (inc. Ext No.)			

What gender was the caller?	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Approximately how old was the caller?		
Did the caller have an accent? e.g. (foreign/local/regional/dialect)		
Did the caller use a code word?		
Did the caller sound familiar?		
What sort of voice did the caller have?	<input type="checkbox"/> Normal <input type="checkbox"/> Loud <input type="checkbox"/> Quiet <input type="checkbox"/> Whispered <input type="checkbox"/> Clear <input type="checkbox"/> Disguised	<input type="checkbox"/> Well spoken <input type="checkbox"/> Poorly spoken <input type="checkbox"/> Deep <input type="checkbox"/> High pitched <input type="checkbox"/> Hoarse <input type="checkbox"/> Nasal
		<input type="checkbox"/> Impediment <input type="checkbox"/> Stutter <input type="checkbox"/> Lisp <input type="checkbox"/> Slurred <input type="checkbox"/> Other
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"/> Calm <input type="checkbox"/> Excited <input type="checkbox"/> Laughing	<input type="checkbox"/> Upset <input type="checkbox"/> Angry <input type="checkbox"/> Rational <input type="checkbox"/> Irrational
		<input type="checkbox"/> Irritated <input type="checkbox"/> Muddled <input type="checkbox"/> Other
How did the message sound?	<input type="checkbox"/> Read Out	<input type="checkbox"/> Spontaneous
Were there any distinguishable background noises? e.g.	<input type="checkbox"/> Interference <input type="checkbox"/> Electrical/Mechanical noises <input type="checkbox"/> Payphone Tones <input type="checkbox"/> Coins being inserted <input type="checkbox"/> Mobile phone noises <input type="checkbox"/> Interruptions <input type="checkbox"/> Animals <input type="checkbox"/> Music <input type="checkbox"/> People	<input type="checkbox"/> Chatter <input type="checkbox"/> Children <input type="checkbox"/> Traffic <input type="checkbox"/> Typing <input type="checkbox"/> Machinery <input type="checkbox"/> Aircraft <input type="checkbox"/> Glass <input type="checkbox"/> Crockery
	<input type="checkbox"/> Other (<i>specify here</i>)	
Anything else you can remember about the call?		
Details about YOU:		
Your Name:		
Your Location (e.g. your department, section, work address etc.):		

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.*

No.	Initial Response – UPON RECEIVING A SUSPICIOUS PACKAGE	Tick / Initial / Time
1	Remain calm.	
2	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. 	
3	Note its exact location.	
4	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.	
5	Notify the Police (999) and the Head teacher / nominated emergency contact immediately.	
6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

No.	Initial Response – IF EXPOSED TO A POTENTIALLY HAZARDOUS SUBSTANCE	Tick / Initial / Time
7	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.	
8	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.	
9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

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NEW NATIONAL ALERTS SYSTEM

The government is set to roll out a new Emergency Alerts system, which will send alerts to mobile phones when there is a danger to life in your area. It is expected to launch this year with all compatible 4G and 5G devices in England receiving a “welcome message”.

If you get an emergency alert on your mobile phone or 4G/5G device, you will hear a loud, siren-like sound. A message on the screen will tell you about the emergency and how best to respond. You will be able to check [online](#) if an alert is genuine.

Further guidance can be found in [Emergency Alerts guidance](#) which you should use to review your setting’s risk assessments and emergency plans to include relevant processes, should an emergency alert be issued in your area.

[How emergency alerts work](#)

- Emergency Alerts is a new service from the UK government. It’s expected to launch in 2023.
- Emergency alerts will warn you if there’s a danger to life nearby.
- In an emergency, mobile phone masts in the surrounding area will broadcast an alert (like a radio broadcast). Every compatible mobile phone or tablet in range of a mast will receive the alert with advice about how to stay safe.
- The government does not need your phone number to send you an alert.

[What happens when you get an alert](#)

Your phone or tablet may:

- make a loud siren-like sound, even if it’s set on silent
- vibrate
- read out the alert

The sound and vibration will last for about 10 seconds.

Stop what you’re doing and follow the instructions in the alert.

Sometimes an alert will include a phone number or a link to the GOV.UK website for more information.

The government and mobile phone networks are [testing emergency alerts](#). You may get an alert if you live in, or travel through, a test area.

If you’re driving or riding when you get an alert

- Find somewhere safe to stop before using your phone or tablet.
- It is illegal to use a hand-held device while driving or riding.

If you want to see an alert again

You can find [current alerts](#) and [past alerts](#) at [gov.uk/alerts](#).

You can also search for them on your phone or tablet.

- **Android phones and tablets:**
 - Search your settings for ‘emergency alerts’ and select **Emergency alert history**.
 - If this does not work, check your text messages app.
- **iPhone:**
 - On the lock screen, swipe up from the middle of the screen to see your notifications. If your device is unlocked, swipe down from the top centre.
 - If you clear your notifications you’ll delete the alert.

If you get reminders about an alert

Android phones and tablets may get more than one reminder about the same emergency alert. To turn these reminders off, search your settings for ‘emergency alerts’.

[Reasons you might get an alert](#)

The government and mobile phone networks are [testing emergency alerts](#).

- If there’s a test in your local area, you might get an alert.

- You may also get an alert if you live in, or travel through, a test area during a test.

When the service is live

You may get alerts about:

- severe flooding
- fires
- extreme weather
- public health emergencies

Emergency alerts will only be sent by:

- the emergency services;
- government departments, agencies and public bodies that deal with emergencies

For most people, the chance of receiving an alert will be low.

What you need to know

- The emergency services and the UK government do not need your phone number to send you an alert.
- You will get alerts based on your current location – not where you live or work.
- No one will collect or share data about you, your device or your location when you receive an alert.
- You will not get alerts if your device is turned off or in aeroplane mode.
- Emergency alerts are free. You do not need to sign up for them or download an app.
- You can [opt out of some emergency alerts](#), but you should keep them switched on for your own safety.

Phone handsets and devices

Make sure your device has all the latest software updates.

Emergency alerts work on:

- iPhones running iOS 14.5 or later
- Android phones and tablets running Android 11 or later

If you have an earlier version of Android, you may still be able to receive alerts. To check, search your settings for 'emergency alerts'.

Mobile phone networks

- Emergency alerts work on all 4G and 5G phone networks in the UK.
- Phones and tablets connected to a 2G or 3G network will not receive emergency alerts.
- Emergency alerts do not cause, and are not affected by, busy phone networks.

If you cannot receive emergency alerts

- The emergency services have other ways to warn you when lives are in danger.
- Emergency alerts will not replace local news, radio, television or social media.