

Down Ampney, Near Cirencester, Gloucestershire, GL7 5QR

Headteacher: Mrs R Gray

Tel: 01793 750294

Email: admin@downampney.gloucs.sch.uk or head@downampney.gloucs.sch.uk

Website: <http://www.downampneyprimaryschool.co.uk>

EMERGENCY ACTION PLAN



If there is an EMERGENCY now:

ONSITE GO TO SECTION 4 PAGE [13](#)

OFFSITE GO TO SECTION 4 PAGE [17](#)

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

EMERGENCY ACTION PLAN

Plan administration	
Version number	2.0
Date of issue	8 th January 2024
Location of emergency response packs (grab bag)	Filing cabinet in School Office
Date of next review	January 2026

Down Ampney Primary School would like to acknowledge the contribution of Surrey County Council in the production of the school's emergency template document.

This document is copyright of Down Ampney C of E Primary School.

© Down Ampney Primary School 2024. All rights reserved.

Any redistribution or reproduction of part or all of the contents in any form is prohibited other than the following:

- You may print or download extracts for non-commercial use only, with copyright acknowledged
- You may copy the content to individual third parties for non-commercial use only, with copyright acknowledged
- Educational institutions and local authorities may reproduce or modify this document for emergency planning purposes.

You may not, except with our express written permission, commercially exploit the content.

CONTENTS

Internal Distribution List	Error! Bookmark not defined.
External Distribution List	Error! Bookmark not defined.
1. INTRODUCTION	1
Policy Statement	1
The Aims of the Policy	1
2. SCHOOL INFORMATION	2
2.1 School Details.....	2
3. EMERGENCIES – HOW TO DEAL WITH THEM	3
3.1 Emergency Situations.....	3
3.2 First Person Aware Principle	3
3.3 Emergency Action Cards	3
3.4 School Evacuation Procedures.....	3
3.5 Lockdown.....	5
3.6 Emergency Response Pack (Grab Bag).....	6
3.7 Off Site Emergency Pack.....	7
3.8 Alarm Procedures	7
3.9 Fire.....	7
3.10 Bomb Threats and Suspicious Items	7
3.11 Actions in the Event of a Medical Emergency.....	9
3.12 Staff Responsibilities.....	11
3.13 Routine Precautions.....	11
3.14 Unauthorised Visitors/Intruders.....	12
3.15 Dealing with the Media.....	12
3.16 Review of Emergency Policy.....	12
4. EMERGENCIES IN SCHOOL	13
4.1 Activation	13
4.2 Initial actions	15
5. EMERGENCIES ON EDUCATIONAL VISITS/OFF SITE	17
5.1 Activation	17
5.2 Initial Actions by the Party Leader* for the School.....	17
5.3 Initial Actions by the School Duty Officer.....	17
6. STAND-DOWN AND RECOVERY	19
6.1 Recovery plan.....	19
7. TRAINING AND EXERCISING	21
APPENDIX 1 - SITE INFORMATION	22
APPENDIX 2 – KEY CONTACTS	24

APPENDIX 3 - COMMUNICATIONS	31
APPENDIX 4 – INCIDENT LOG-KEEPING GUIDELINES	32
APPENDIX 5: SCHOOL EMERGENCY MANAGEMENT TEAM (SEMT).....	34
Role and responsibilities	34
ACTION CARD 1 – ESTABLISHING THE RESPONSE	38
ACTION CARD 2 – ONGOING RESPONSE	41
ACTION CARD 3 – OFF SITE INCIDENT IMPLEMENTATION.....	43
ACTION CARD 4 – EVACUATION.....	45
ACTION CARD 5 – SHELTER/INVACUATION.....	48
ACTION CARD 6 – LOCKDOWN.....	49
ACTION CARD 7 – EMERGENCY SCHOOL CLOSURE	51
ACTION CARD 8 – BOMB THREAT PROMPT LIST.....	53
ACTION CARD 9 – SUSPICIOUS PACKAGES.....	56
ACTION CARD 10 – MEDICAL EMERGENCY.....	57

1. INTRODUCTION

The aim of this plan is to give guidance to enable a structured response to, manage and coordinate an emergency and to ensure continuity of service where possible.

This plan relates to:

- a) An event which threatens the safety of children and/or staff, or a crisis which might affect the public reputation of the school,
- b) Where the head teacher considers that the school will benefit from receiving additional (external) support for an incident affecting the school.
- c) Where the community in which the school is based is affected by an emergency.

The plan provides guidance on actions that should be considered by the Headteacher, his/her nominated deputy, the School Duty Officer and the School Emergency Management Team (SEMT) in the case of an emergency in a school or the local community, or on an educational visit.

Any emergency affecting a school may afterwards be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference.

Policy Statement

In the event of an emergency at Down Ampney Primary School the safety and preservation of life will override all other considerations. It is the duty of all staff to study and make themselves familiar with the school's emergency evacuation and follow-up procedures. As part of the regular review of safety and risk assessment this emergency policy will be kept under continuing review by the governing body.

The Aims of the Policy

The aims of this policy are to:

- identify those members of staff with specific responsibilities in the event of an emergency
- provide guidance on school routines aimed at reducing the risk of fire and other emergencies
- provide details of emergency evacuation procedures
- provide guidelines for dealing with unauthorised visitors or intruders
- provide guidelines for dealing with the media after an emergency incident.

2. SCHOOL INFORMATION

2.1 School Details

School details	
Name of school	Down Ampney C of E Primary School
Type of school	Primary
School address	Down Ampney, Cirencester, GL7 5QR
Headteacher	Mrs Rebecca Gray
Chair of Governors	Mr Geoffrey Booth
School operating hours (including extended services)	7.45am- 5pm
Approximate number of staff	8-10
Approximate number of pupils	48
Age range of pupils	4-11yrs
Office telephone number	01793 750294
Office email address	admin@downampney.gloucs.sch.uk
Website	http://www.downampneyprimaryschool.co.uk/
Facebook page	DownAmpneySch
Twitter	@DownAmpneySch

3. EMERGENCIES – HOW TO DEAL WITH THEM

The following section describes the basic processes by which an emergency situation will be detected or notified to DAPS staff and pupils, and the initial steps that need to be taken to manage it. Whilst the type of emergency may vary, many of the procedures to be followed are generic, with the preservation of life being the single most important initial consideration. For each emergency type listed, the response plan details who is needed, what they do, who they communicate with and what equipment is needed.

3.1 Emergency Situations

It is impossible to list every eventuality and it is important to provide for a generic level of emergency response, as well as for specific and defined situations. It is emphasised that the lists and procedures identified in this section are not exhaustive. A great deal of common sense should be applied to ascertain information, co-ordinate and maintain an accurate and timely flow of information to the relevant key personnel and to effectively use all available assets. Possible emergencies include:

- Fire.
- Bomb Threat/Suspicious Package.
- Medical Emergency.
- Emergencies on Educational Visits.
- Severe Weather/Storm Damage/Flash Flooding.
- Environmental Incident/Hazardous Material Spill.

Emergency Response is primarily concerned with the short-term life-saving and safety actions, with the longer term strategy for resolving the issue should be contained within the Business Continuity Plan.

3.2 First Person Aware Principle

Any adult discovering: a potentially or actually hazardous situation; an injury or illness affecting another member of staff or pupil; a suspicious item or package; receiving a bomb threat telephone call or any similar situation that causes them concern, is to raise the alarm - If in doubt, shout! Depending upon the nature of the situation, they should inform any people nearby about the hazard and activate the fire alarm system (if appropriate).

3.3 Emergency Action Cards

Emergency specific Action Cards will be held by the Administrator and can be used as an aide memoir for dealing with a range of situations. They are intended for use by individuals who already have an understanding of this manual. The cards are colour-coded and can be found in Section 10.

3.4 School Evacuation Procedures

The building evacuation procedures could be instigated for any of the following reasons:

- A fire/smoke/smell of burning has been detected.
- A fire alarm has been activated.
- A bomb threat has been made or suspicious item located.
- A chemical spill has occurred that could endanger building occupants.
- An imminent threat or hazard to the building has been detected.
- An evacuation has been ordered by an authorised person.

Removing people from the source of a hazard is one of the basic principles of emergency management and the provision of tested evacuation plans is a basic legal requirement. All staff are to make themselves aware of the evacuation plans for their work area. All visitors and contractors are to be similarly, fully briefed on their arrival.

An evacuation will normally be initiated by operating the fire alarm and individuals will follow the evacuation procedures.

External Evacuation

The biggest dilemma facing anyone responsible for an evacuation plan is how to judge where the safest place might be. For example, if an evacuation route takes people right past a suspect device outside the building, or through an area believed to be contaminated, evacuation may not be the best course of action.

Evacuation instructions must be clearly communicated to staff and routes and exits must be well defined. Appoint people to act as marshals and as contacts once the assembly area is reached. In the case of most vehicle bombs, for instance, this distance would put them beyond police cordons. Car parks should not be used as assembly areas. If the decision is to conduct an external evacuation:

- Evacuate all personnel from the affected area using the picture below as a general guide to evacuation area (Figure 1).
- Cordon the area using the figures below as a guide to cordon distances
 - Small Package or suitcase – minimum 50m
 - Car/van/ small truck – minimum 200m
 - Larger vehicles – minimum 500m
- Where possible, prevent access to the cordon area.
- Inform the Emergency Services.
- Secure all building entrances.
 - Consider a search for secondary devices.
- Collate any information on the incident:
 - Telephone records
 - Witness statements
 - CCTV footage



Figure 1: 50m radius circles from the school entrance in red and the school hall in orange

Shelter or inwards evacuation ('invacuation')

There are occasions when it is safer to remain inside. Staying in your location and moving people away from external windows/walls is relevant when it is known that a bomb is not within or immediately adjacent to your building.

If the suspect device is outside your location, people may be exposed to greater danger if the evacuation route inadvertently takes them past the device. A safer alternative may be the use of internal protected spaces. This type of inwards evacuation needs significant pre-planning and may benefit from expert advice to help identify an internal safe area within your building. These locations should be identified.

If the location of the device threatened is unknown, evacuation represents a credible and justifiable course of action.

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.

Decision not to evacuate or inwardly evacuate

This will be reasonable and proportionate if, after an evaluation by the Emergency Manager or SEMT, the threat is deemed implausible (e.g. a deliberate hoax). In such circumstances the Police may provide additional advice and guidance relating to other risk management options. It may be considered desirable to ask staff familiar to check their immediate surroundings to identify anything out of place.

3.5 Lockdown

Rationale

On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard within the school or just outside the school in the near vicinity.

A lockdown is implemented when there are serious security risks for the premises due to, for example, terrorist incidents, nearby chemical spillage, proximity of dangerous dogs, serious weather conditions or attempted access by unauthorised persons intent in causing harm/damage.

Notification of Lockdown

Staff understand that lock down procedures are to take place immediately on receiving the CLOSE message or hearing the bell throughout the school. See Action Card 6.

CLOSE Procedures

Close all windows and doors

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing attention

Endure. Be aware you may be in lock down for some time

Communication with parents

- If necessary, parents will be notified as soon as it is practical to do so via the school's established communication network – **Parentmail**
- Parents will be told:

'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. We will keep you informed as soon as possible.'

- Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk.
- Pupils will not be released to parents during a lock down.

- Parents will be asked not to call school as this may tie up emergency lines.
- If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place pupils can be picked up from office staff or emergency services.

A letter to parents will be sent home on the nearest possible day following any serious incident to inform parents of context of lockdown and to encourage parents to reinforce with their children the importance of following procedures in these very rare circumstances.

3.6 Emergency Response Pack (Grab Bag)

Emergency Response Packs (grab bags) will be prepared and stored at key areas to provide the necessary degree of cover and redundancy. The concept is that the pack is easily accessible and an individual can grab it when an alarm or emergency alert is raised. The basic contents of a pack are as follows:

- Up to date copy of the School Emergency Plan
- Incident record logbook.
- Emergency Action Cards
- Note pad, pens, clipboard
- Paper, felt tips and tape / Bluetac for makeshift notices
- Class Lists
- Contacts list.
- Details of Village Hall Access
- High visibility vest.
- Loud hailer
- Torch and spare batteries.
- Whistle.
- Cordon tape.
- First Aid Kit – fit for major incident and sun cream
- Dust masks
- Baby wipes
- Chocolate / glucose tablets
- Bottled water
- Foil First Aid blankets
- Dedicated mobile phone
- Laptop with wireless connection and charger
- Master keys (in a sealed/tagged bag)

3.7 Off Site Emergency Pack

An Emergency Pack will be taken on all off site visits. The Pack will contain a First Aid Kit which will be in accordance with British Standard BS8599-1 and will also contain an accident logbook and a completed copy of the [GCC Emergency Procedures Card](#), (Appendix 5, GCC Educational Visits Manual) and other items which may be appropriate for the specific visit or trip.

3.8 Alarm Procedures

Whenever the school alarm is activated the school evacuation drill will be carried out to its conclusion. No time will be wasted debating if the alarm is a practice or not.

No attempt will be made to tackle a fire unless it is very minor and poses no significant threat to the occupants of the building.

3.9 Fire

Fire detection can occur either by automatic or human means. When discovered, it is imperative that the alarm is raised as quickly as possible to allow the safe evacuation of the site.

The First Person Aware of a fire is to:

- Shout **“FIRE, FIRE, FIRE”**
- Activate the Fire Alarm System (red break-glass panels or similar).
- Phone the emergency number 999
- Leave by the nearest safe exit and muster at the fire assembly point.

The school has an automated fire detection and alarm system. When a fire detector/sensor is activated, the fire detection systems will automatically sound an alarm, indicating that occupants should evacuate the building and move to the pre-briefed assembly point

3.10 Bomb Threats and Suspicious Items

BOMB THREATS

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption. As well as the rare instances of valid bomb threats, terrorists may also make hoax bomb threat calls to intimidate the public, businesses and communities, to draw attention to their cause and to mislead police. No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999. It is important that potential recipients - either victims or third-parties used to pass the message - have plans that include how the information is recorded, acted upon and passed to police.

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or, increasingly, sent by email or social media (e.g. Twitter or Instagram, etc.). A threat may be communicated via a third-party, i.e. a person or organisation unrelated to the intended victim and identified only to pass the message.

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat. Such staff should, therefore, understand the actions required of them as the potential first response to a threat message.

PHONE BOMB THREAT CHECKLIST

A bomb threat checklist is available for use should any DAPS staff be the recipient of a phone bomb threat – see Action Card 8.

A copy of the phone bomb threat checklist should remain with emergency information near to each telephone where incoming calls are answered.

For personnel with a DAPS computer access a PDF copy of the phone bomb threat checklist (with print option only) is located on the computer desktop and is accessed via the bomb threat icon.

EMERGENCY INITIATION

Anyone receiving a bomb threat or discovering a suspicious item is to inform the Headteacher or School Administrator immediately. The Emergency Manager will ensure that individuals are mustered at an appropriate safe distance from the item and will maintain a cordon (where possible) until the police arrive. Detailed actions for persons receiving bomb threat telephone calls, discovering suspicious articles or receiving suspicious items are as follows:

BOMB THREAT/SUSPECT ITEM EVACUATION

In the event of a Bomb Threat/Suspect Item the Emergency Manager may be required to evacuate the building by word of mouth. On receiving instruction from the Emergency Manager, Occupants and Visitors must:

- Stop what they are doing and evacuate the building immediately via the safest emergency exit to the nominated Assembly Point
- **Do not activate the alarm system**
- **Do not use mobiles phones or radios**
- Turn off non-essential electrical appliances, radios, mobile phones, air conditioners, heaters and fans
- Take personal belongings like hand bags, briefcases and laptop bags with you
- **Leave all doors and windows open if possible**
- Report to the nominated Assembly Point

INDIVIDUAL RECEIVING A BOMB THREAT COMMUNICATION – IMMEDIATE ACTIONS

If you receive a telephone threat you should:

- Stay calm and listen carefully
- Have immediate access to a checklist on key information that should be recorded (see bomb threat checklist – Action Card 8)
- If practical, keep the caller talking and alert a colleague to dial 999
- If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
- If the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message. Note the number of the sender and follow police advice

If the threat is delivered face-to-face:

- try to remember as many distinguishing characteristics of the threat-maker as possible

If discovered in a written note, letter or as graffiti:

- treat as police evidence and stop other people touching the item

If the threat is received via email or social media application:

- do not reply to, forward or delete the message
- note the sender's email address or username/user ID for social media applications
- preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

INDIVIDUAL RECEIVING / IDENTIFYING A SUSPICIOUS ARTICLE - SUSPECT MAIL

If a letter or parcel bomb is received, it may be explosive, incendiary (the two most likely kinds), or Chemical, Biological or Radiological (CBR). Anyone receiving a suspicious delivery is unlikely to know which type it is, so procedures have to take into account every eventuality

Postal bombs, incendiary devices and CBR materials or devices can come in a variety of shapes and sizes. A well-made bomb or package will look innocuous but there may be tell-tale signs as follows:

- The item is unexpected, of unusual origin or from an unfamiliar sender.
- There is no return address or address cannot be verified.
- The item is poorly or inaccurately addressed e.g. spelt wrongly or addressed to an individual no longer with the company.
- The address has been printed unevenly or in an unusual way.
- The writing is in an unfamiliar foreign style.
- Unusual postmarks or postage paid marks.
- A 'jiffy' bag, or similar padded envelope, has been used.
- The item seems unusually heavy for its size. Most letters weigh up to about 28g (1 ounce), whereas most effective letter bombs weigh 50-100g and are 5mm or more thick.
- The item has more than the appropriate value of stamps for its size and weight.
- The item is marked "personal" or "confidential".
- The item is oddly shaped or lopsided.
- The envelope flap is stuck down completely (a harmless letter usually has an un-gummed gap of 3-5mm at the corners).
- There are protruding wires.
- There is a smell – particularly of almonds or marzipan.
- The item feels and looks like a book.
- There is an additional inner envelope, and it is tightly taped or tied.

Possible additional Chemical, Biological or Radiological (CBR) indicators

It is difficult to provide a full list of possible CBR indicators because of the diverse nature of the materials; however, some of the more common and obvious indicators are as follows:

- Warnings on the letter or package.
- Unexpected granular, crystalline or finely powdered material (of any colour and usually with the consistency of coffee, sugar or baking powder) loose or in a container.
- Unexpected sticky substances or vapours.
- Unexpected pieces of metal or plastic such as discs, rods, small sheets or spheres.
- Strange smells e.g. garlicky, fishy, mothballs, peppery, meaty – but if you detect a smell, do not sniff it. However, some CBR materials are odourless and tasteless.
- Stains or dampness on the packaging.
- Sudden onset of irritation to skin, eyes or nose.

3.11 Actions in the Event of a Medical Emergency

EMERGENCY INITIATION

In the event of a serious first aid incident/casualty the First Person Aware should shout for assistance to alert trained first aiders to the situation and return to the casualty until trained first aid staff arrive.

Trained First Aid Staff

When alerted, trained first aiders will respond, determine the nature and location of the incident, attend the casualty location and call for the emergency services if required. First Aiders shall administer first aid and contact emergency services in accordance with their specific training. First Aiders should not administer first aid which is deemed beyond their capabilities and training. Where specialist equipment such as respirators or defibrillators are present, they are to be operated by individuals who have been trained in their use.

Emergency Manager

The Emergency Manager will be responsible for ensuring that details of the emergency are recorded, including, as applicable:

- Details of the casualty.
- Details of first aid responders.
- Destination hospital (if removed by ambulance service or similar).
- Details of first aid given, including equipment used.

The Emergency Manager will use this information to instigate the process of informing next of kin of the casualty, providing counselling for any first aiders, for informing GCC as required and for ensuring that any consumables are replaced.

Suspected Outbreak of Infection

An outbreak or incident may be defined as:

- an incident in which 2 or more people experiencing a similar illness are linked in time or place
- a greater than expected rate of infection compared with the usual background rate for the place and time where the outbreak has occurred

Headteachers and managers should contact their local health protection team as soon as they suspect an outbreak to discuss the situation and agree if any actions are needed. It is useful to have the information listed below available before this discussion as it will help to inform the size and nature of the outbreak:

- total numbers affected (staff and children)
- symptoms
- date(s) when symptoms started
- number of classes affected

Guidance on infection control in schools and other childcare settings can be found here:

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

3.12 Staff Responsibilities

In the event of an evacuation, school personnel will have the following specific responsibilities.

- The Headteacher or the most senior member of staff in school will call the fire brigade or police as necessary and be available to meet and brief the emergency services on arrival.
- Individual members of staff with direct responsibility for pupils will immediately ensure their safe evacuation to the designated place of safety.
- The school administration officer will collect the class registers from the designated central location and distribute them to the class teachers/form tutors.
- Class teachers will check the attendance registers and immediately communicate the names of any pupils who are unaccounted for to the Head or most senior member of staff.
- The school catering manager, or the person holding the equivalent post, will be responsible for ensuring the evacuation of all catering staff.
- Any contractors working on site will stop work immediately and assemble with the permanent staff.
- The school administrator will check the visitors' book to ensure that all visitors to the school are accounted for.
- A school administrator will ensure that the most recent computer back up disc is removed from the building with an up to date list of contact telephone numbers and addresses.

3.13 Routine Precautions

The Alarm System

The school will ensure that the alarm is clearly audible in all areas throughout the school.

The alarm will be tested weekly when the school buildings are not in use. The alarm equipment will be serviced annually. The school administrator will maintain a written record of all testing and service procedures undertaken.

Evacuation Routes

Evacuation route ways and exit doors will be signposted and kept clear at all times.

A plan of the route way from every room in the school will be displayed by or near the doorway together with a plan of the designated safe evacuation assembly locations.

Members of staff will ensure that they are familiar with alternative escape routes in case the designated primary route is impassable.

Fire Drill

A practice fire drill and full school evacuation will be held during the first two weeks of every term without prior notice.

Fire Fighting Equipment

Firefighting equipment will be located throughout the school.

Different appliances are designed for different applications and staff will receive training in the safe operation of portable fire fighting equipment and the appropriate application for particular items.

Fire extinguishers will be used mainly for the purpose of clearing a safe pathway to an exit.

Other Emergencies

In the event of any other form of emergency in a classroom or some other area in the school staff will inform the Head or next most senior member of staff immediately so that appropriate action can be taken.

3.14 Unauthorised Visitors/Intruders

All visitors to the school will be required to wear an identification badge issued at reception. Any non-member of staff found in school without a badge will be challenged and accompanied to reception.

If an intruder refuses to co-operate, staff will inform the most senior member of staff immediately. The police will be called as a matter of routine if an intruder refuses to co-operate with school staff.

In the event of a hostage-type situation the members of staff involved will try to remain calm, avoid confrontation and concentrate on the welfare of pupils until the police or other emergency services can be summoned.

On no account will any member of staff attempt to use force to attack or evict an intruder.

3.15 Dealing with the Media

It is probable that some media interest will follow an emergency incident. If possible, avoid responding to media enquiries and direct them to either the Police if they are present for a statement or to the GCC press office. No members of staff, or pupils, will give interviews or express an opinion or comment on any written or printed material without the express permission of the most senior member of staff in school.

Following a major incident, the school will call on the support of the local authority press and public relations professionals.

3.16 Review of Emergency Policy

As part of the regular review of safety and risk assessment this emergency policy will be kept under continuing review by the governing body.

4. EMERGENCIES IN SCHOOL

4.1 Activation

If appropriate, you should call 999 for the police, fire or ambulance.

If in doubt, call 999.

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services and the local authority).

Whoever receives the alert should ask for, and record, as much information as possible.

In the event of a bomb threat refer to Action Card 9

- **Maintain a written record of your actions using the Emergency Briefing Form and a log book. You may wish to record any new contact details in Section 1.**
- **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- **Find out what has happened. Obtain as clear a picture as you can.**
- **Discuss with the informant what action needs to be taken and by whom.**
- **If the incident happened on an educational visit refer to Section 4. You might already have these details but it could be useful to seek confirmation.**

Emergency Briefing Form	
Exact location of the incident	
Type of the incident (including actual words used by informant)	
Hazards present or suspected	
Access – routes that are safe to use	
Number, type, severity of casualties	
Who else has been informed?	
Any action taken so far	
Name of contact at the scene	
Key Contacts	
Date / Time	
Name of the person informing of the incident	

Who has been informed?

- ☐ Headteacher
- ☐ School staff
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Police
- ☐ Fire & Rescue Service

- ☐ Ambulance Service
- ☐ Local authority
- ☐ Health and Safety Executive
- ☐ Media
- ☐ Insurance company
- ☐ Does anyone else need to be informed?

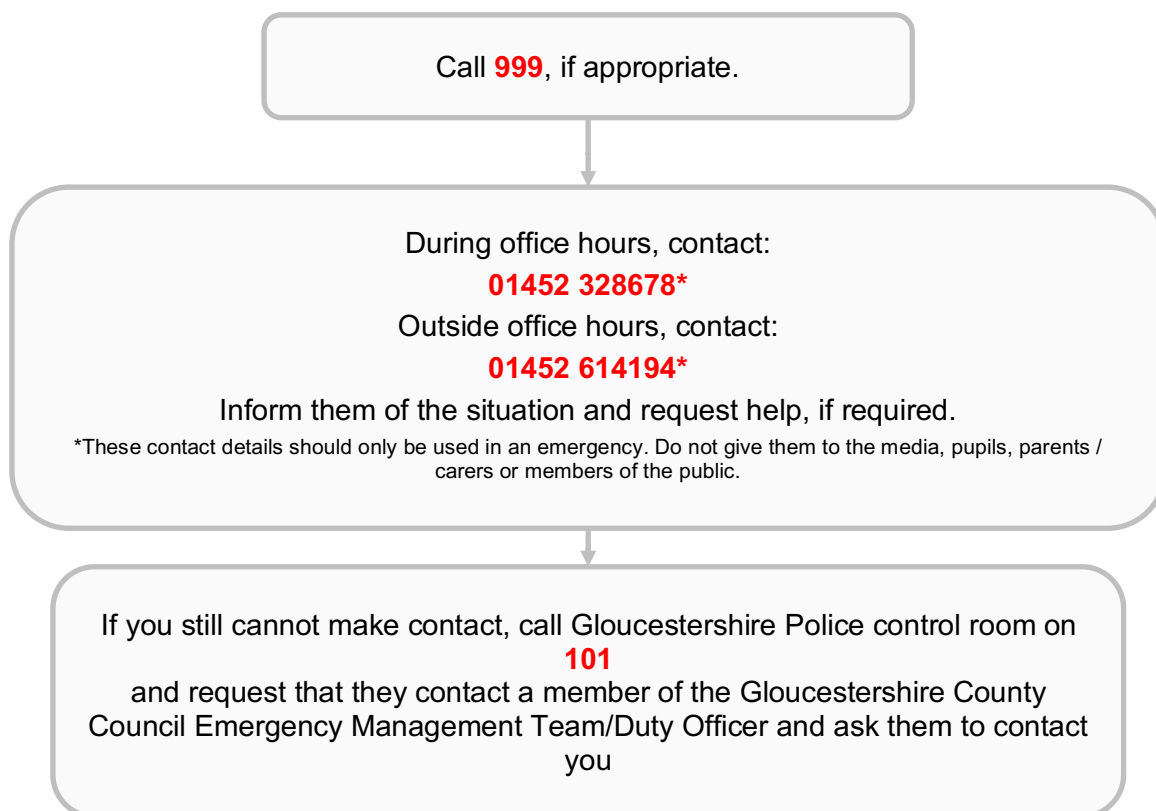
Are any other actions required?

.....

4.2 Initial actions

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

- **Assess the situation.**
- **Take immediate action to safeguard pupils, staff and visitors. (Action Card 1).**
- **Establish a basic overview of the incident and decide upon the type of response required.**
 - **Evacuation – refer to Action Card 4.**
 - **Shelter/Invacuation – refer to Action Card 5.**
 - **Lockdown – refer to Action Card 6.**
- **Attend to any casualties and administer first aid, if appropriate.**
- **If appropriate, call 999 for the emergency services and provide them with an overview of the situation. If in doubt, call 999.**
- **If required call for support:**



- **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- **Log all communications and actions.**
- **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response (Action Card 2).**

- **Refer to the list of emergency contact numbers for additional support if required – see Section 6.**
- **Where possible, avoid closing the school and try to maintain normal routines.**

5. EMERGENCIES ON EDUCATIONAL VISITS/OFF SITE

5.1 Activation

The visit organisation will include Party Leader who travels with the group and a nominated School Duty Officer such as the Headteacher or Administrator back at the school.

The Party Leader* will try to contact the School Duty Officer or the GCC Schools Team if unavailable and should provide them with the following information:

**or other suitable person if the Party Leader is unavailable*

5.2 Initial Actions by the Party Leader* for the School

The following form can be used to record the information received.

Name:	Status:	Telephone number:	Additional Tel number(s):
Name of group involved			
Location and exact nature of incident			
Is an injury or fatality involved? Confirmed? By whom?			
People affected	Full Name(s) & Age(s)	Exact nature of Injuries	
Local emergency services informed?			
Next of kin informed? If so, how?			
Depending on the scale of the incident, consider assembling a School Emergency Management Team to assist with the response.			
Where the affected people are / will be taken to			
Names and locations of hospitals involved			
Number of people on the visit	Pupils	Teachers	Other adults
Arrangements for pupils not directly involved in the incident			
Any ongoing risk?			

5.3 Initial Actions by the School Duty Officer

Take down the details using the Emergency Briefing Form (see para 3.1 above). Then start a log - maintain a written record of your actions using the template provided in Appendix 11.

Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.

Contact the Gloucestershire County Council (GCC) Schools Team and share the following information:

- **Full Name**
- **Contact telephone numbers**
- **Name of the Group involved**
- **Nature of the incident**
- **If a fatality is involved, is it confirmed, and by whom?**
- **Full name(s) and ages of the injured**
- **Nature of injuries**
- **Whether local emergency services have been informed**

Follow the Emergencies Off Site procedures as per Action Card 3.

6. STAND-DOWN AND RECOVERY

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

Head teachers should work with GCC Schools Team to develop a recovery plan for the school. A range of support will continue to be available from across GCC.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils and parents.

Some elements that should be considered or undertaken include:

6.1 Recovery plan

As soon as possible after the emergency:

Arrange structured debriefing meetings for the head teacher and SEMT in partnership with GCC if applicable

Identify and support high-risk pupils and staff

Promote discussion of the emergency in class bearing the following information in mind:

- Do not minimise the effect of loss upon the child – recognise the uniqueness of the child's feelings
- Listen to the child – do not attempt to stop his/her references to the dead person
- Show that you are prepared to listen and offer reassurance
- Show that you care by offering genuine support and empathy

If required arrange psychological debriefing meetings for staff and pupils

Consider the need for individual or group support

Help affected pupils and staff to come back into school

Identify and consider legal implications and seek advice appropriately

Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt

If there has been a fatality

Liaise with parents regarding plans for attendance at funerals. The school should try to remain open if possible. Consider who should attend and how this should be organised. Consult with the bereaved family/families. For those who cannot attend and would like to, you may consider marking the occasion in school in some way e.g. silent reflection.

Arrange for the removal of deceased pupil's personal items. This is particularly important in primary schools where pupils tend not to move about the school as much. Consider such things as coat peg and name label, PE bag/kit and book bag, books/ pencils/ trays/ desk, work on display.

Remember that supporting another's loss and grief can touch upon one's own losses and associated feelings – staff will need specific support from colleagues and may also need professional advice and support

Consider the development of a memorial - discuss with the bereaved family whether the development of a memorial would be acceptable to them. The memorial can be in the form of something practical like a bench or tree, or can take the form of an annual fundraising event, cup or trophy reflecting the pupil or staff member's particular interest. Once the family have given their views, it will be helpful to seek input from the wider school community.

Consult and decide on whether and how to mark anniversaries. It may be beneficial to identify a place for people to place flowers and other tributes. If possible, seek the views of the family/families involved.

In the longer term:

The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.

Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.

Remember to make any new staff aware of which pupils were involved and how they were affected.

7. TRAINING AND EXERCISING

A training and exercising programme is in place as detailed below to ensure that those who have a role in the response are aware of the plan and are comfortable with the roles they may be asked to perform in an emergency.

Activity	Term Year	Term Year	Term Year	Term Year	Term Year	Term Year
Production of school plan						
Plan review (Annually)			A			A
General training for staff			e.g. B (inset day)			e.g. B (inset)
Training for SEMT	e.g. C			e.g. C		
Tabletop exercise	e.g. C			e.g. C		
Training on drills for pupils		e.g. D			e.g. D	
Update to parents						
Exercise on drills		e.g. D			e.g. D	
Full live exercise			e.g. D			e.g. D

A = Plan Writer **C** = School Emergency Management Team (SEMT)
B = School Staff **D** = Full school involvement

APPENDIX 1 - SITE INFORMATION

Internal hazards	Location	Notes / instructions
Asbestos	Infant Block -	Soffit and Facia Boards outside of building
Chemical store(s)	Out Building	Cleaning Cupboard

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Headteacher's Office	
Media briefing area	Headteacher's Office	

Facility	Location	Description
Grab bag(s)	School office	
Keys to buildings	SBM and HT	
Codes to gates	All staff	
Next-of-kin contact lists for pupils & staff	Sharepoint and children/ personal files	
First aid kits	Office, class 1, Hall	
Spillage clean up equipment/disinfectant	Cleaners cupboard	
Protective clothing	Store cupboard	
Fire Controlling		
Fire extinguishers	Throughout school	See map
Fire exits	Throughout school	See map
Fire alarm/Fire control board	Main school corridor	
Shut off switches		
Gas shut off	Boiler room	
Electricity shut off	Trip switch class 3 cloakrooms	
Water shut off	Front playground	
Electronic equipment		
Landline phones	Each building	

Laptop	Each building	
--------	---------------	--

APPENDIX 2 – KEY CONTACTS

Contact Details – School Emergency Management Team

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

Name	Position	SEMT role(s)	Contact details Mobile/Home	Alternative contact details *	Notes (e.g. first aid trained/key holder)
Mrs R Gray	Headteacher	Core Member		head@downampney.gloucs.sch.uk	
Mrs S Woodruffe	School Administrator	Core Member		admin@downampney.gloucs.sch.uk	
Mr G Booth	Chair of Governors	Core member		chair@downampney.gloucs.sch.uk	
Mrs H Russell	KS2 Leader / DDSL	Core member		hrussell@downampney.gloucs.sch.uk	

Contact Details – School Staff and Governors

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

Name	Position	SEMT role(s)	Contact details Mobile/Home	Alternative contact details *	Notes

Contact Details – Local Authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
GCC Emergency number	Emergency Duty Team	01452 614194 edt@gloucestershire.gov.uk		The Emergency Duty Team Hours are 16:45 - 08:45 Mon-Thu and 16:45 Fri - 08:45 Mon (inc Bank Holidays and Xmas Day and New Years Day). Gloucestershire County Council
Schools Team	Deborah Peake Stephen Bradley	01452 427547 01452 328678 01452 328681		In the event of an out of hours critical incident involving a school, Emergency Services will contact the Civil Protection Team who will contact a Senior Education Officer directly. However, if you are experiencing difficulty in speaking to someone please call 07747 532852 this number will be monitored by the Senior Education Duty Officer
Children's services	Cotswold Social Services	01285 881000		
Safeguarding for schools		01452 426221		Out of Hours call EDT
Media / communications	Communications Team	01452 427965 07747 898064 (emergency out of hours only) communications@gloucestershire.gov.uk		
Premises	GCC	01452 328383		08:30 – 17:00 hrs

Catering	Aspens			
Health and safety	SHE Team (GCC)	01452 425350		
Risk / insurance	GCC	01452 328898		
Legal	GCC			
Human resources	GCC	01452 425888		
Educational psychology	GCC	01452 328004		
Occupational health	GCC	01452 425073		

Contact Details – Local Radio Stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC Gloucestershire		0800 121 7575		104.7 MHz FM, 95.8 MHz FM in Cirencester, also DAB and online
BBC Wiltshire		01793 513626		103.5-104.9 MHz FM, also DAB and online

Contact Details – Other Organisations

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	Advice for calling 999: <ul style="list-style-type: none"> • call when it's an emergency; • a crime is in progress; • someone suspected of a crime is nearby; • when there is danger to life; • when violence is being used or threatened • https://www.gloucestershire.police.uk/
Fire & rescue service	Tel: 999 (24 hour)	https://www.gloucestershire.gov.uk/glosfire/
Ambulance service	Tel: 999 (24 hour)	https://www.swast.nhs.uk/welcome
National Health Service	Tel: 111 (24 hour)	www.nhs.uk/111
Avon, Gloucestershire and Wiltshire HPT (Public Health England South West)	0300 303 8162 (option 1, then option 2)	For notifiable diseases
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please call: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	

Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Teacher Support Network	England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
Insurance company	01452 328898	Contact GCC (Bought via them)
Supplier (transport)	N/A – no children have transport currently	
Supplier (catering)	Caterlink	
Supplier (cleaning)	Premier Support Services	
Supplier (temporary staff)	Class People, Monarch, Hayes & Prospero	
Utility supplier (gas)	0800 111 999 for gas leaks	West Mercia
Utility supplier (water)	0800 316 9800	Castle Water Thames Water Area)
Utility supplier (electricity)	105 from a landline or 0800 6783 105 on a mobile - the New National telephone line for power cut queries	West Mercia
Utility supplier (heating)	Trend & S	

Useful Websites

Useful websites	
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

APPENDIX 3 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01793 750294	School office
Outgoing calls	Call 9	School office/ Head's office/Hall

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	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

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

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

APPENDIX 4 – INCIDENT LOG-KEEPING GUIDELINES

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind it where applicable, telephone calls made and received and tasks carried out.

While it is recommended to use a hardback notebook to prevent pages being easily discarded, a suggested template can be found below.

Essential considerations for log keeping:

- Notes should be contemporaneous or made as soon as reasonably practicable after the incident (within 24 hours). They should be clear, intelligible and accurate.
- Use plain and concise language and correct grammatical English (avoid approximations, abbreviations, arrows and dashes)
- Record date and time; who made and who received the phone call, email, answer phone message etc; what information was given; any actions required; key decision(s) and rationale behind the decision(s)
- Stick to the facts – don't include assumptions (unless you are noting assumptions to show your reasoning for making a decision, if so make this clear)
- Keeps records of any expenditure
- Number pages
- Use permanent black ink
- Do not remove any pages.
- Do not leave blank spaces between words or between entries – if you do rule them out with a line
- Do not overwrite and do not use correction fluid – if you make a mistake, cross it out, initial it and start again

Date/Time	Name	Information	Action required	Key decisions/Rationale
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			

Page number:

APPENDIX 5: SCHOOL EMERGENCY MANAGEMENT TEAM (SEMT)

Role and responsibilities

See Appendix 2 for Key Contacts.

See Action Card 1 and 2 for a detailed list of actions.

Role	Role Overview	Responsibilities	Staff responsible	Named Staff (Primary)	Named Staff (Secondary)
Emergency Manager	Directs the school's response to the emergency	<ul style="list-style-type: none"> • Lead the response, assign roles and delegate tasks to appropriate staff • Set the strategy (i.e. lock down or evacuation) • Central contact point for information both internally and externally BUT leave most of the communications and disseminating information tasks to the person allocated to that role • Ensure relevant authorities are informed of the incident (e.g. Area Education Officer, Health and Safety Executive) 			

Welfare	<p>Focuses on the physical and emotional well being and safety of both pupils and staff (evacuation etc)</p> <p>If the incident is out of hours there may not be any immediate welfare actions however there may be a longer-term need for a welfare coordinator to help coordinate post-incident care and support.</p>	<ul style="list-style-type: none"> • Lead on the safe movement of all staff and pupils. • Ensure (as reasonably possible) safe shelter and basic needs met. • Deploy educational psychologists (if safe to do so) • Ensure that SEMT members take time out as appropriate • Establish a debriefing process 			
Communications and Media Management	<p>Communicate with pupils, parents and visitors. GCC media team should be able to advise.</p>	<ul style="list-style-type: none"> • Lead on updates to web, school phone voicemails and text messages to parents. • Manage incoming calls from media and members of the public and if applicable direct media enquiries to GCC Media Team. 			

Continuity and Recovery	Identifies any critical areas (insurance, IT servers etc) that may be affected during/after incident	<ul style="list-style-type: none"> • Lead on business continuity for school e.g. retrieve and restore data from backup tapes/systems • Focus on alternative arrangements (i.e. alternative buildings) and liaise with insurance for any new equipment or furniture needed. • Liaise with GCC regarding long term school closure if applicable • Responsible for the salvage of critical documents/equipment if this can be done safely • Possess a list of critical items 			
Premises and Resources	School site management Location arrangements for visitors, SEMT	<ul style="list-style-type: none"> • Lead on property management, ensure access for relevant individuals. • Has knowledge of the site, access and exit points • Knows how to shut electricity, gas and water supplies to make the site as safe and secure as possible. • Compile a list of damages property or resources for insurance purposes. • Procure resources to respond to the emergency if required, liaising with GCC as required 			

Administrative Support	Provide generic administrative support	<ul style="list-style-type: none"> • Keep a record of costs incurred by the school or individuals • Maintain an incident log • Ensure that SEMT's decisions are recorded 			
-------------------------------	--	---	--	--	--

ACTION CARD 1 – ESTABLISHING THE RESPONSE

These are not exhaustive lists of actions; the head teacher or nominee and the SEMT should continue to consider their response with the aim of returning the school to normality as quickly as possible.

Action list for the Emergency Manager	
Identify SEMT Co-ordination Room	
Assign roles to SEMT and agree priorities	
Liaise with the Police, Fire and Ambulance Services, GCC, and other agencies as applicable. Act as the main contact to coordinate response and give your contact details. Your primary point of contact for GCC should be the Schools Emergency Response Team.	
In liaison with Police inform all staff, and parents of any injured pupils. Decide how to inform other parents.	
Ensure all staff maintains a log of actions and decisions.	
Identify who will record staff personal and school costs and collect incident logs	

Action list for SEMT	
Welfare	
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or shelter/invacuation i.e. keeping pupils and staff inside the building.	
Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.	
Communications Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. Rumours spread quickly within a school community, and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually.	
Agree who is the most appropriate main point of contact with the affected family/families. An early decision should be made about how to inform parents. Make use of telephone trees or other methods to ensure parents are informed quickly and efficiently. It is important to agree a pre-prepared factual statement or the telephone tree will distort the message. However, in the case of a fatal incident, the Police will normally inform the parents of the child or children involved.	

<p>All staff should be informed as soon as possible, being given the same, accurate information, as should the School Governors.</p> <p>Agree a process for communicating the information with all members of staff, including those who are not working today.</p> <p>Inform staff of any agreed changes to the regular school timetable or cancellation of normal school events.</p>	
<p>Identify any other lines not generally known to the public (mobile phones, and internet connection via a phone line), which could be used for outgoing calls in an emergency. It is likely that the main school telephone number will quickly become jammed with incoming calls</p> <p>If necessary, seek support from GCC.</p> <p>Line to be used for incoming calls only: 01793 750294</p> <p>Line to be used for outgoing calls only: Emergency Response Pack mobile phone</p>	
Media Management	
<p>If possible, avoid responding to media enquiries and direct them to either the Police if they are present for a statement or to the GCC Media Team. Liaise with the GCC Media Team initially via EMT as quickly as possible, and work with them to decide the information for release to the media, which should be agreed with the Headteacher before release.</p> <p>It may be appropriate and beneficial for the Headteacher or a nominated representative* to make a press statement or be interviewed after liaising with GCC. Ensure that there is an agreed official spokesperson that is well briefed and prepared should an interview become necessary. Again, the county Media Team can help with this.</p> <p><i>* in principle only persons who have received media training should speak on behalf of the school or Headteacher</i></p>	
<p>Do not allow the press onto the school premises or give them access to children/staff unless there is a specific reason and permission and consents are in place.</p>	
<p>If there is likely to be a high media presence at the school site, it may be appropriate to pre-designate an area for media vans and journalists if they arrive at the school and from which interviews can be given. This may prevent the media blocking access routes to the school or intimidating pupils and staff. In a major emergency, the Police can deal with the press and prevent intrusion onto the site.</p>	
Premises and Resources	
<p>Ensure access to site for emergency services</p>	
<p>Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary – see map in 'school site plan' Appendix 1</p>	
<p>Establish a safe and secure base for the SEMT also referred to as co-ordination room – refer to section 5.2.</p>	

Ensure the security of the school premises	
Continuity and Recovery	
Are any critical areas impacted?	
Look at alternative arrangements	

ACTION CARD 2 – ONGOING RESPONSE

Action list for lead co-ordinator	
Provide regular briefings for staff, and continue to liaise with the emergency services and GCC.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to keep a log of their involvement, noting key actions and times.	
If relevant an accident report should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours.	
Allocate tasks listed below between SEMT	
Inform the Chair of Governors as soon as practicable	

Action list for SEMT	
Welfare	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those pupils and/or staff who are badly affected, and who need extra support.	
Make arrangements for reuniting pupils with their parents.	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.	
Advise staff to be aware of their feelings and support each other. If the school has bought-in to the service, provide staff members with the telephone number for Employee Assistance Programme.	
Communications	
Consult with the Educational Psychologist, prepare teachers to deal effectively with informing pupils. It may be helpful to draw up a script and model how pupils should be told.	

<p>Pupils should be informed in small groups, again by being given accurate, age appropriate, factual information. If possible, this should be done the same day as the incident. In the case of a fatality, the educational psychology service will be able to advise on the best way to inform pupils.</p> <p>Encourage teachers to allow time for classroom discussion.</p>	
<p>Inform parents of children not directly involved in the incident, as decided by the Headteacher or nominee.</p> <p>Use any existing arrangements, such as a telephone cascade, for contacting parents quickly and efficiently. You might also want to consider changing the answer phone message on telephones, amend website, use parent text system to contact parents etc.</p>	
<p>Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.</p>	
Media Management	
<p>Liaise with GCC media team to prepare a press statement, to be agreed by the Headteacher, and to decide the ongoing strategy for dealing with the press.</p>	
<p>Be prepared to be interviewed by the press if necessary.</p> <p><i>* in principle only persons who have received media training should speak on behalf of the school or Headteacher</i></p>	
Premises and Resources	
<p>Arrange an appropriate place to receive parents of children involved</p>	
Continuity and Recovery	
<p>Established continuity and recovery leaden sures parts within the response (above) are covering any critical areas that could/have been affected.</p>	

ACTION CARD 3 – OFF SITE INCIDENT IMPLEMENTATION

This section contains a list of suggested actions (not an exhaustive list) and at all times the school duty officer should continue to consider their response with the aim of returning the school to normality as quickly as possible. Incident circumstances, such as its scale, will determine the response provided by the school and the level of involvement required from GCC.

Considerations for School Duty Officer	
Communication	
Inform school staff as appropriate, depending on the time and scale of the incident.	
Inform parents directly involved as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed. If a fatality liaison with the Police before direct contact with the parents should be made, this can be facilitated via GCC Schools Emergency Response Team. The Police may also want to deploy a Family Liaison Officer.	
Emergency Management	
<p>Contact the GCC Schools Emergency Response Team for details of the support available. It includes:</p> <ul style="list-style-type: none"> • Help with media management, including press statements and interview briefing • Help with arranging travel and transport between the incident, parents and the school • Provision of extra communications, including public telephone helpline where appropriate • Assistance at school or at the site of the incident • For an incident occurring in another UK local authority, establishing links with that authority or, for an incident occurring abroad, communication via the Foreign Office, to British Consulate, foreign police, etc. • Advice regarding insurance matters. 	
<p>Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.</p> <p>Line to be used for incoming calls only:.....</p> <p>Line to be used for outgoing calls only:.....</p>	

Communication with wider school family	
<p>At an appropriate time (after those directly involved) have been informed, inform pupils and staff at school and their parents. Decide what information you should give. Be simple and brief i.e. don't give a lot of details. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed.</p> <p>In the event of a tragic incident, consider seeking support from the educational psychology service and 4S about the best way to inform pupils and to support them afterwards.</p> <p>Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).</p>	
Inform the Chair of Governors.	
Media management	
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries and direct these to the GCC Media Team.	
Liaise with GCC Media Team as early as possible, and work with them to prepare a press statement.	
Resources	
Consider arrangements required in order to receive people that may be arriving at the school, such as parents of children involved, media, emergency services.	
Consider resources required and their location in order to be able to respond efficiently to the incident.	
Reporting of accidents	
Tell the staff involved to prepare a written report noting events and times. A log of decisions and actions made should always be completed for any incident. Inform the GCC SHE team (in hours) who will advise on reporting procedures. Accident report forms should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to seek advice from trade union legal officers before submitting draft reports.	

ACTION CARD 4 – EVACUATION

Evacuation is required when there is a threat to the safety and security of staff and pupils if they were to remain in their current location. This may be evacuating to another area of the school building or an evacuation of the whole site.

Signals	
Signal for fire evacuation	Fire Alarms
Signal for bomb evacuation	Word of mouth
Signal for all-clear	Word of mouth

Action list on hearing the Fire Alarm	
Establish a safe evacuation route.	
If safe to do so School Administrator (or any adult) take Grab Bag from school office	
Individual members of staff will ensure the safe evacuation of all pupils for whom they are responsible, to the previously designated place of safety.	
When an alarm sounds, pupils will be marshalled in an orderly fashion following the nearest available escape route and, if possible, all windows and doors should be closed as they exit the building.	
Pupils and staff will assemble at the predetermined place of safety.	
On arrival, names will be checked against the attendance register.	
If someone is missing the building will not be re-entered under any circumstances. The information will be given to the most senior member of the emergency services so that a search can be instigated.	
Nobody will re-enter any building until given express permission to do so by the senior officer of the emergency services	
If weather conditions are inclement a decision to move pupils to other local buildings will be taken only after the role call has been completed. The building available for emergency occupation is the Village Hall	
If you are considering closing your school, refer to Action Card 8.	

Assembly points - fire evacuation

Fire evacuation assembly point A	Front Playground
Fire evacuation assembly point B	Bottom of field – back of school or village car park

Action list in the event of an Evacuation due to Bomb Threat/Suspicious Package

In the event of a Bomb Threat/Suspect Item there may be a requirement to evacuate the building by word of mouth. On receiving instruction to evacuate, Staff Pupils and Visitors must:	
Stop what they are doing and evacuate the building immediately via the safest emergency exit to the nominated Assembly Point	
Leave all doors and windows open if possible.	
Do not activate the alarm system	
Do not use mobiles phones or radios.	
If safe to do so School Administrator (or any adult) take Grab Bag from school office	
Individual members of staff will ensure the safe evacuation of all pupils for whom they are responsible, to the previously designated place of safety. Take personal belongings like hand bags, briefcases and laptop bags with you.	
Pupils and staff will assemble at the predetermined place of safety.	
On arrival, names will be checked against the attendance register.	
If someone is missing the building will not be re-entered under any circumstances. The information will be given to the most senior member of the emergency services so that a search can be instigated.	
Nobody will re-enter any building until given express permission to do so by the senior officer of the emergency services	
If weather conditions are inclement a decision to move pupils to other local buildings will be taken only after the role call has been completed. The building available for emergency occupation is the Village Hall	
If you are considering closing the school, refer to Action Card 8.	

Assembly points - bomb threat evacuation

Bomb evacuation assembly point	Village Hall (small package or suitcase only)
Bomb evacuation assembly point	TBD (Vehicle borne device)

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

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

ACTION CARD 5 – SHELTER/INVACUATION

There are occasions when it is safer to remain inside. Staying in your location and moving people away from external windows/walls is relevant when it is known that a bomb is not within or immediately adjacent to your building

Signals	
Signal for shelter	Word of mouth
Signal for all-clear	Word of mouth

Upon being told to shelter, take the action below.

Initial response - shelter	Tick / sign / time
Ensure all pupils are inside the school building.	
Check for missing / injured pupils, staff and visitors.	
If appropriate, move pupils away from the incident (e.g. to the other side of the building). Consider moving pupils to a protected space	
Reassure pupils and keep them engaged in an activity or game.	
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	
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.	
Notify parents / carers of the situation. <ul style="list-style-type: none"> Instant messaging / email Parentmail User name: Password:	

Shelter/invacuation	
Protected space	
Secondary protected space	

Protected spaces in permanent structures may offer the best protection against blast, flying glass and other fragments.

ACTION CARD 6 – LOCKDOWN

On very rare occasions it may be necessary to seal off the school so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard within the school or just outside the school in the near vicinity.

Signals	
Signal for lockdown	Bell or CLOSE message
Signal for all-clear	Verbal instruction from member staff or emergency services

On hearing the CLOSE message or the bell adults will:

Initial response - Lockdown	Tick / sign / time
<p>If your class is in the classroom</p> <ul style="list-style-type: none"> • Lock the doors. • Close windows. • Move the children away from the windows. • Conduct a register and notify the reception immediately of any pupils not accounted for • Lights, smart boards and computer monitors to be turned off. • Mobile phones are put on silent mode. • Maintain a calm atmosphere. (Read to the children) • Staff to support children in keeping calm and quiet. • Await further instructions by phone. 	
<p>If your class is in the playground</p> <ul style="list-style-type: none"> • Move swiftly and silently into the nearest lockable classroom. • As above. 	
<p>If your class is in the school hall</p> <ul style="list-style-type: none"> • Lock the doors. • Close windows. • Move the children away from the windows. • Mobile phones are put on silent mode. • Maintain a calm atmosphere. • Await further instructions. 	

<p>If you are not with children (office, support, kitchen staff)</p> <ul style="list-style-type: none"> • Move to a safe room if necessary. • Lock the doors. • Close windows. • Move away from the windows. • Mobile phones are put on silent mode. <p>Await further instructions by phone/other means.</p>	
<p>Staff to remain in lock down positions until informed by key staff e.g. Headteacher, Chair of Governors or Office Staff in person that there is an all clear</p>	
<p>Notify parents / carers of the situation via Parentmail:</p> <p>‘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. We will keep you informed as soon as possible.’</p>	
<p>Communication arrangements</p> <ul style="list-style-type: none"> ▪ Office telephones ▪ Mobile phones ▪ Instant messaging / email <p>Parentmail User name: Password:</p>	

NO ONE SHOULD MOVE ABOUT THE SCHOOL

ACTION CARD 7 – EMERGENCY SCHOOL CLOSURE

When deciding on whether or not to close the school in an emergency the following should be considered:

- There is the expectation that schools will remain open in all but the most extreme circumstances.
- When to take the decision to close the school is important – it must balance the benefits of an early decision (avoiding unnecessary journeys and allowing parents enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).
- Closing at short notice may cause difficulties for families if they need to make child care arrangements during the day.

The decision to close a school in response to a major emergency should be taken in the context of minimising the risk to pupils, staff and their families.

Generic actions - initial response	Tick / sign / time
Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance 	
If necessary, assemble the SEMT.	
Contact GCC Schools' Emergency Response Team/Emergency Management Team	
Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in Section 6. It may be appropriate to inform: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
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.	
Early dismissal procedures and ensuring pupil safety.	

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

Generic actions - ongoing response	Tick / sign / time
Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
Ensure the security of the school premises.	
Put in place arrangements for remote learning (please see Business Continuity Plan).	

ACTION CARD 8 – BOMB THREAT PROMPT LIST

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

Remain calm and talk to the caller

Note the caller's number if displayed on your phone

If the threat has been sent via email or social media see appropriate section below

If you are able to, record the call

Write down the exact wording of the threat:

When Where What How Who Why Time

ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?	
2. When is it going to explode?	
3. What does it look like?	
4. What does the bomb contain?	
5. How will it be detonated?	
6. Did you place the bomb? If not you, who did?	
7. What is your name?	
8. What is your address?	
9. What is your telephone number?	
10. Do you represent a group or are you acting alone?	
11. Why have you placed the bomb?	
Record time call completed:	

INFORM THE HEADTEACHER/ NOMINATED DEPUTY IMMEDIATELY

Name and telephone number of person informed:	
---	--

DIAL 999 AND INFORM POLICE

Time informed:	
----------------	--

This part should be completed once the caller has hung up and Police/ Headteacher/ Nominated Deputy have all been informed

Date and time of call:	
Duration of call:	
The telephone number that received the call:	

ABOUT THE CALLER:

Male ☐
 Female ☐
 Nationality
 Age ☐

THREAT LANGUAGE:

Well- spoken ☐
 Irrational ☐
 Taped ☐
 Foul ☐
 Incoherent ☐

CALLER'S VOICE:

Calm ☐
 Crying ☐
 Clearing throat ☐
 Angry ☐
 Nasal ☐
 Slurred ☐
 Excited ☐
 Stutter ☐
 Disguised ☐
 Slow ☐

Lisp ☐
 *Accent ☐
 *What accent?
 Rapid ☐
 Deep ☐
 Familiar ☐
 Laughter ☐
 Hoarse ☐
 Other (please specify)
 If the voice sounded familiar who did it sound like?

BACKGROUND SOUNDS:

Street noises ☐
 House noises ☐
 Animal noises ☐
 Crockery ☐
 Motor ☐
 Clear ☐
 Voice ☐

Static ☐
 PA System ☐
 Booth ☐
 Music ☐
 Factory machinery ☐
 Office machinery ☐
 Other (please specify)

Remarks:	
Additional Notes:	

Signature

Print Name

Date

**ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT
 SENT VIA EMAIL OR SOCIAL MEDIA**

1. DO NOT reply to, forward or delete the message
2. DO NOT click on any links in the message (potential links to a computer virus)
3. If sent via email note the address
4. If sent via social media what application has been used and what is the username/ID?
5. Dial 999 and follow police guidance
6. Preserve all web log files for your organisations to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

Signature

Print Name

Date

SAVE AND PRINT- HAND COPY TO POLICE AND HEADTEACHER/ NOMINATED DEPUTY

KNOWN HOAX BOMB THREAT EMAILS

GCC will advise regarding handling of known hoax bomb threat emails which are being handled by the Police. In these cases, the incident should still be reported to the Police using 101 and copies of the original should be retained in a safe place.

ACTION CARD 9 – SUSPICIOUS PACKAGES

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

Initial response - upon receiving a suspicious package	Tick / sign / time
Remain calm.	
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.	
Note its exact location.	
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.	
Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
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.	
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.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

ACTION CARD 10 – MEDICAL EMERGENCY

Initial response – Medical Emergency		Tick / sign / time
Obtain briefing/initial notification on the emergency incident.		
Alert any first aid trained staff on site. (First aiders will only administer first aid to the limit of their training and competence level).		
Call for an ambulance/medical assistance if required.		
Identify any extant hazards that may affect other staff or pupils and evacuate/suspend activity if required.		
Nominate an Emergency Manager/establish the EMT if required.		
Open a logbook and record all activity, specifically to include:	The details of the casualty (ies).	
	The time and location of the incident.	
	The details of the first aid responders.	
	The details of any treatment given.	
	The destination hospital (if required).	
	The details of any medical consumables used.	
Identify and inform any next-of-kin, as required.		
Ensure that any first aid consumables are restocked/checked.		
Inform GCC if required so that follow-up action can be managed,		
Identify any requirement for staff welfare counselling.		
Ensure all logbooks are complete, sealed and held, pending any further investigation.		
Stand-down EMT once complete.		