

Thomas Telford Primary Free School



EMERGENCY PLAN

This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents/carers or members of the public. Produced with some content courtesy of Nottingham County Council.

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SECTION 1 - CONTACT DETAILS

1.1 School information

Contact Details

School details

Name of school	Thomas Telford Primary Free School
Type of school	Free School
School address	George Lees Avenue, Priorslee, Telford, TF2 5AB
What3Words location/identifier www.what3words.com	autumn.sofa.abruptly
School operating hours (Including extended services)	7.45am until 6.00pm
Approximate number of staff	30
Approximate number of pupils	120 (first year)
Age range of pupils	4 - 11 years

Office contact details

Office telephone number	01952 327170 (tbc)
Office mobile number	
Office email address	ttps@ttprimaryschool.co.uk

Useful websites

School website / extranet	https://ttprimaryschool.co.uk
Local authority	www.telford.gov.uk
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign, Commonwealth & Development Office	Foreign, Commonwealth & Development Office - GOV.UK (www.gov.uk)
Environment Agency	www.gov.uk/ea
Ofsted	https://www.gov.uk/government/organisations/ofsted
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Education Support Helpline	https://www.educationsupport.org.uk/get-help/help-for-you/helpline/

1.2 Contact details - school staff and governors

Use this table to list details of school staff and governors.

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Claire Whiting	Headteacher		07896195856		
Alison Turner	Deputy Headteacher				
	SLT/Foundation Lead				
	SLT/Maths Lead				
	SLT/Y5/6 Lead				
	SLT/Y3/4 Lead				
	SLT/Y1/2 Lead				
	SLT				
Fay Hurford	Office Manager		07792487256		
James Buckless	Caretaker		07989556325		
Dara Carroll	Chair of Governors		07764950659		
Phil Nicholls	Governor		07852171926		

Please refer to the snow tree for all staff contact details.

1.3 Contact details - extended services

Contact
Details

Use this table to list contact details for all agencies/individuals you may need to contact during any emergency or disruptive event. Please refer to each Appendix for the agencies you will need to contact.

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
	T&W Cleaning Team	5.15am-7.45am			
	Catering Team	8am-2pm			
	ASC Lead	3pm-6pm			
Tracey Stirling	Telford and Wrekin Music	Various	Tracey.stirling@telford.gov.uk		
Luke Hughes	Crossbar	Daily	07845265742		

1.4 Contact details

Use this table to list details of key local authority contacts

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Fiona Seddon	01952 200000		TTMAT
Children's services		01952 385385		Family Connect
Media / communications	Tom Osborne	01952 200000		TTMAT
Property	Tom Osborne	01952 200000		TTMAT
Transport		01952 384649		T&W
Catering	Mark Argent	07810 801548		OCS
Educational visits	Alan Braybrooke	01952 387178/ 0777 258 3729		T&W
Emergency planning	Fiona Seddon	01952 200000		TTMAT
Health and safety	Gary Hewitt	0845 163 4444		The Health and Safety Service Ltd
Health Protection Hub	Wayne Jones	01952 381800		Health Protection Hub
Insurance	Tom Osborne	01952 200000 0800 232 1927		TTMAT Zurich Municipal Insurance
Legal	Tom Osborne	01952 200000		
Human resources	Sarah Ashley	07795 625120		Brown Jacobson
Educational psychology	Various			T&W SLA
Occupational health		0800 206 2552		Health Assured

1.5 Contact details - local radio stations/media

Contact Details

Use this table to list contact details for local radio and media contacts

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

Radio station/Media	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC Radio Shropshire		0808 100 9696		
Shropshire Star		01952 421555		

1.6 Contact details - other organisations

Use this table to list details of other organisations that you may need to contact

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours)	General enquiries
Foreign, Commonwealth & Development Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +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)	
Education Support	08000 562 561 (24 hour) Alternative number: 020 8987 6212	Education Support can provide practical & emotional support to staff in the education sector, & their families.
Insurance company (Zurich)	0800 232 1927	
Trade union	Various	
Supplier (transport)	N/A	
Supplier (catering)	07810 801548	Mark Argent - OCS
Supplier (cleaning)	01952 380939/07875 472087	Lisa Spence – T&W
Supplier (temporary staff)	N/A	
Utility supplier (gas)	Crown (TBC)	0161 762 7744
Utility supplier (water)	Water-plus (TBC)	0345 072 6072
Utility supplier (electricity)	Shell (TBC)	0800 073 1888
Utility supplier (telephone)	Voipfone (TBC)	020 7043 5555
Other		
Other		

SECTION 2 – ACTIVATION

Activation

2.1 Defining an Incident: Emergency or Disruption?

Emergency

Definition:

Handling emergencies is a normal part of school life. Some incidents however, are of a more critical and overwhelming nature in which staff, pupils and parents may experience acute or even prolonged distress. Emergencies can:

- Arise with or without warning
- Cause or threaten death, injury or serious disruption to normal life
- Affect more people than can be dealt with under normal conditions
- Require special mobilisation and organisation of resources

Examples:

- The murder of a pupil or staff member
- Fatal road traffic collisions
- Fatalities or serious injuries on school trips
- Teacher, member of staff or pupil suicide
- Community tensions
- Major arson attacks
- Severe weather damage
- Missing pupils
- A fatal accident involving a contractor on school premises

If an event or incident falls under one or more of the above definitions or examples it is likely to require a planned emergency response.

Disruption

Definition:

Not all incidents are emergencies, a disruptive challenge is an incident which:

- Results in an interruption to the delivery of key services
- Requires the educational establishment to respond in a manner outside of its normal day to day procedures

Causes of disruptions:

- Industrial action
- Sickness
- Severe weather
- Utility failure
- Supply chain issues

The primary aim of **Business Continuity Planning (BCP)** is to ensure that unless there is an overwhelming pressure caused by the disruption, the school remains open during term times and normal routines and timetables are maintained as far as possible. It is important to develop strategies or alternative ways of working that allow this to happen, considering the circumstances of the incident and level of response required.

Refer also to your Business Continuity Plan(s) as well as to this document.

2.2 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, emergency services, local authority). Whoever receives the alert should ask for, and record, as much information as possible.

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

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

Details of incident:

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

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

.....
.....
.....

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

.....
.....
.....

What advice have the emergency services given?

.....
.....
.....

Who has been informed?

- Headteacher
- School staff
- Trust
- Governors
- Pupils
- Parents / carers
- Extended services

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

Does anyone else need to be informed?

.....
.....
.....

Are any other actions required?

.....
.....
.....

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

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

.....

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

.....

.....

.....

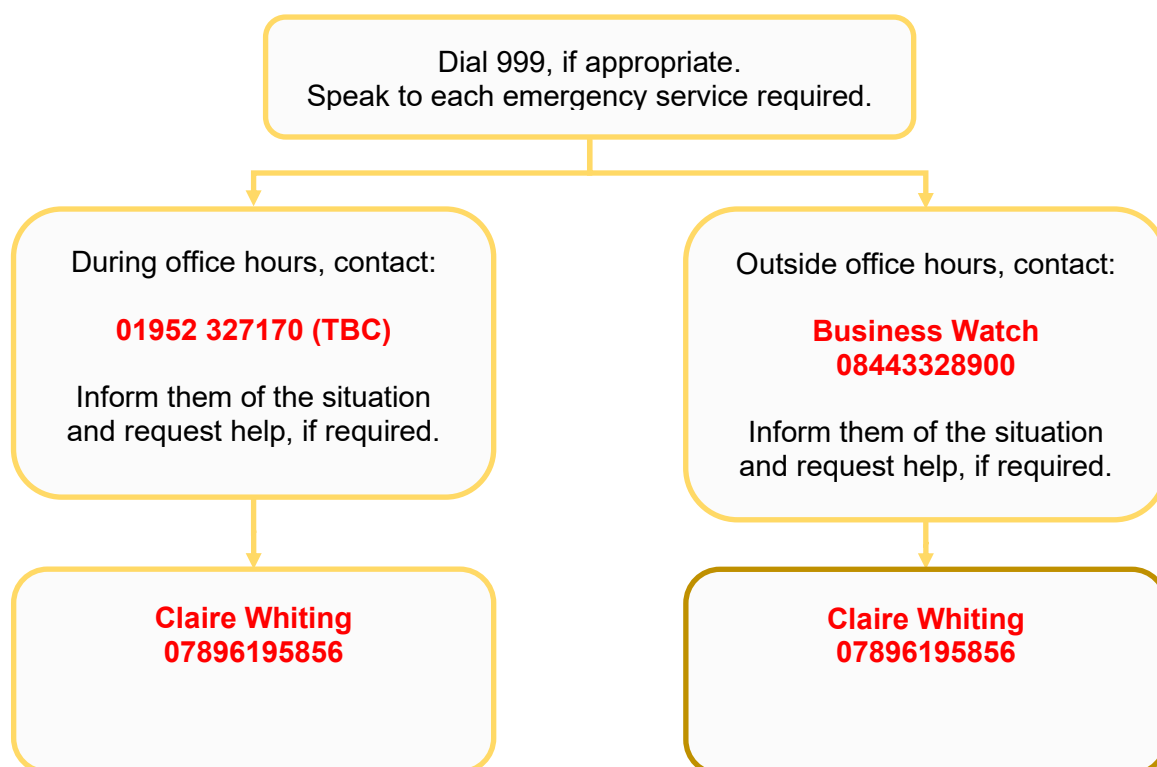
2.3 Initial action

Activation

Immediately inform the Headteacher and/or other nominated emergency contact. If neither can respond (they may be involved in the incident), the senior person present should follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard pupils, staff and visitors.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify 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 - co-ordination

School Emergency Management Team Guidance

The School Emergency Management Team (SEMT) is the group that will be convened during or following an incident in order to manage the situation in an organised and structured manner.

Any staff or personnel may be used to fill the roles depending on their skills and more than one role can be assigned to the same person. Some roles may naturally fall to particular staff; however, it is also important to consider that the tasks will have to be completed under a much greater amount of stress in an emergency. In addition to this, the roles and responsibilities called upon will very much depend on:

SCALE – What is the extent of the emergency and what resources are required?

DURATION – How long will the incident last, considering both short and long term?

IMPACT – How severe is the impact on key services, buildings or stakeholders?

The table below allows you to think about and develop the following questions:

- What are the roles that may need to be filled during and following an incident?
- What are the key responsibilities that each role has?
- Who do you have in the school that could fill each role if required? Recording the names and contact details of trained and suitable personnel will save time in an emergency.
- What are some of the training considerations and resources available for each role?

Roles and responsibilities - co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited 	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare 	

Ref	Co-ordination - ongoing response	Tick / sign / time
C4	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 / secretarial support 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method (phone, sms, social media, email) and content of message to deliver information to parents/carers of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff/Pupils ▪ Parents/Carers ▪ Governors ▪ Extended services 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice as appropriate from the Police or Fire & Rescue Service.	

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

3.2 Roles and responsibilities - business continuity

Ref	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications ▪ Loss of Safety Critical System (Fire Alarm/Panel) 	
BC2	Establish what effect the incident will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). If Applicable	
BC5	If appropriate, contact organisations that can assist in rectifying the cause of the incident.	

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

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

3.3 Roles and responsibilities - communications

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary. Establish what channels of communication will and can be used e.g. social media, SMS, WhatsApp groups.	
CO2	Establish what, when and how communications are to be established and delivered.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information updates are provided to: <ul style="list-style-type: none"> ▪ Pupils Parents / carers ▪ Governors Extended services 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone/social media platforms on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

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

3.4 Roles and responsibilities - log-keeping

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

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

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

3.5 Roles and responsibilities - media management

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

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

Ref	Media management – recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and responsibilities - resources

Ref	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled 	

Ref	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref	Resources – recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

3.7 Roles and responsibilities - welfare

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident) 	

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

Ref	Welfare – recovery	Tick / sign / time
W9	Please refer to Appendix 20 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities - educational visit Leader

Also refer to educational visit risk assessment where appropriate

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents, e.g. <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad) 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign, Commonwealth and Development Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Educational visit leader - recovery	Tick / sign / time
E25	Provide welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so. Refer to any additional Business Continuity Plans.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Examination Papers	Headteachers office – SATS papers – locked metal cabinet	Medium-term	Replacement papers to be sent
Asset registers / Equipment Inventories	Inventry	Short-term	Cloud based system
Insurance documentation	Email	Short-term	Held at TTMAT and on email with backups
Governors Papers	Headteachers office	Short-term	Information held on cloud-based system
Finance Papers – invoices etc	Thomas Telford School	Short-term	All invoices and finance information emailed and held on cloud-based system to retrieve
Assessments	Archive cupboard, classrooms	Short-term	Most results input onto Arbor (MIS) or Excel grid. Cloud-based system
Pupil Records	School Office – metal cabinet	Short-term	Pupil records information input onto Arbor (MIS). Cloud-based system
Staff Records	Office Managers Office – metal cabinets	Short-term	Most records are held on Office based systems or Arbor.
Safeguarding	Headteachers office	Short-term	Records held on CPOMs
Paper-based records	Name & Address	Contact Details	Other Information
Alternative Location	N/A		

Electronic records		Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework		Classrooms	Long-term	
Contact details		MIS system	Short-term	Cloud-based system
Financial information		TTMAT	Short-term	Email backups
Pupil Records		MIS system	Short-term	Cloud-based system
Staff Records		MIS system/Office based system	Short-term	Cloud-based system
Safeguarding		CPOMs	Short-term	Cloud-based system
Governors' information		Office based system	Short-term	Cloud-based system
Remote Learning			Notes Instructions	
Web Applications	Teams			
Email	Cloud-based system			
Post				

APPENDIX 2 - SITE INFORMATION

Site Information

Use this to list site specific information in relation to services and utilities etc.

Utility supplies	Location	Notes / instructions
Gas	Boiler Room	
Water	Outside the main gate on the street	
Electricity	Boiler Room	
Heating	Boiler Room	

Internal hazards	Location	Notes / instructions
Asbestos	N/A	
Fire Alarm Panel	In main entrance (school) Entrance wall (nursery)	
Chemical store(s)	Cleaner's cupboard/ Shed	
Other (please specify)		

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

APPENDIX 3 – DENIAL OF ACCESS

Use this checklist in the event that access to the school site is prevented as a result of an incident

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
DA1	Start and Maintain Incident Log	FH/JB		
DA2	Contact Headteacher or Deputy	FH/JB		
DA3	Identify disruption: Damage to property or equipment Critical service functions	CW		
DA4	Restrict access as necessary	JB		
DA5	Contact Police (999 or 101 for non-emergences)	FH		
DA6	Convene School Emergency Management Team if necessary Assess: Scale, Duration and Impact	CW		
DA7	Inform as appropriate: Governors Support Staff Pupils Teaching Staff Parents/Carers Use Communications & Media	CW/FH		
DA8	Liaise with support organisations or services: Family Connect Department for Education Services Area Education Officer Resilience Team Risk and Insurance	CW/FH		
DA9	Site Security List of key holders location Consider other means of access e.g. locksmith Ensure site access is restricted Keep records of those at or leaving site Security Company	JB		
DA10	Health & Safety Is access limited by a hazardous event? e.g. fire, lack of an essential safety system, asbestos exposure, break-in, ensure health and safety of site attendees is monitored. RIDDOR Contact Health & Safety Team	JB		
DA11	Make alternative arrangements to cover (as necessary): Accommodation Activities Lessons After School clubs or events	CW/SLT		
DA12	Remedial Action Initiate action necessary to regain access e.g. locksmith, repairs, clean-up Monitor ongoing works and liaise with stakeholders	CW/JB		

APPENDIX 4 – LOSS OF UTILITIES

Use this checklist in the event of a power outage/failure or loss of supply

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
LU1	Start and Maintain Incident Log	FH		
LU2	Contact Headteacher or Deputy	FH/JB		
LU3	Contact Utility Company and establish: Timescale of loss Areas of school affected Critical services disrupted Back-up options – generators etc	JB/FH		
LU4	Restrict access as necessary	JB		
LU6	Level of Impact: Time of day Season/Weather/Temperature	CW/JB/FH		
LU7	Convene Schools Emergency Management Team if necessary Assess Scale, Duration and Impact	CW		
LU8	Inform: Governors Support Staff Pupils Use Communications & Media Checklist Teaching Staff Pupils/Carers	CW/FH		
LU9	Liaise with support organisations or services: Family Connect Department for Education Services Area Educations Officer Risk and Insurance Resilience Team	CW/FH		
LU10	Alternative teaching Location Areas of school not affected 'Buddy School' facilities	CW		
LU11	Catering Requirements Alternative Lunches Location – Onsite/offsite	CW		
LU12	School Timetable Alternative timetable to compensate loss of lessons Alternative start or finish time Controlled assessment and exam timetable	CW		
LU13	Site Security and Access Unused areas lock up Key holders identified Identification/visitor badges for utility workers	JB		

APPENDIX 5 – FIRE OR LOSS OF FIRE SAFETY EQUIPMENT

Fire or Flood

Use this checklist in the event of a fire on the premises or loss of Fire Safety Equipment

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
ST1	Follow school evacuation procedures as required	CW		
ST2	Start Incident Log	FH		
ST3	Contact Headteacher or Deputy Head	FH/JB		
ST4	Activation of plan – note date and time	CW		
ST5	Liaise with Emergency Services or relevant organisations e.g. Property Services, Shropshire Fire & Rescue, Fire Risk Assessor	FH/JB		
ST6	Restrict access as necessary consider long term loss of building	CW		
ST7	Convene School Emergency Management Team	CW		
ST8	Set up an Incident Control Room as a focal point for all information & decisions (off-site if required)	CW		
ST9	Alert as appropriate: Governors Teaching Staff Support Staff Contracts	CW/FH		
ST10	Consider media, PR and information sharing – see Media and Communications Checklist	CW/FH		
ST11	Contact: Resilience Team Family Connect Public Relations Officer Area Education Officer Property Services Insurance Company	CW/FH		
ST12	Follow School Health and Safety policies and procedures Accident and incident forms RIDDOR Contact Health and Safety Team	JB		
ST13	Establish helpline	Roartech		
ST14	Establish a briefing room(s) for families and/or staff	CW		
ST15	Nominate a 'meet and greet'	FH		
ST16	Alert parents/carers	FH		
ST16	Relocation – liaise with 'Buddy School'	CW/FH		
ST17	Specific pupil needs: medication, glasses, dietary needs etc.	FH		
ST18	Catering requirements	CW		
ST19	Voluntary organisations: advice and guidance	SENDSCO		

APPENDIX 6 – EVACUATION

Evacuation

Use this checklist in the event of a school premises' evacuation (all causes).
See also school evacuation procedures

Signals

Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Fire alarm
Signal for all-clear	Radio /phone instruction /direction from Headteacher or SLT

Assembly points - fire evacuation

Fire evacuation assembly point A	Car park
Fire evacuation assembly point B	The path at the top of school by the main gates

Assembly points - bomb evacuation

Bomb evacuation assembly point A	Car park
Bomb evacuation assembly point B	The path at the top of school by the main gates

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

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

Name of premises	Holy Trinity Academy/Priorslee Doctors Surgery/Thomas Telford School
Type of premises	Secondary School/Doctors Surgery/Thomas Telford School
Contact name and details of key holder(s)	Mr Angus Neal/Mr Ian Rawlings
Address	HTA, Teece Drive, Telford, TF2 9SQ Priorslee Doctors Surgery, Gatcombe Way, Priorslee, TF2 9GZ Thomas Telford School, Overdale, Telford, TF3 4NW
Directions / map	Please see attached
Estimated travel time (Walking, with pupils)	HTA – 35 minutes. Priorslee Doctors Surgery – 3 minutes. Thomas Telford School – Not walkable
Estimated travel time (By coach, with pupils)	HTA – 5 minutes. Priorslee Doctors Surgery – No coach required Thomas Telford School – 15 minutes
Capacity	Hall – All children at HTA and TTS. Doctors – up to 110 children.
Capacity (sleeping)	All children
Facilities / resources	School/Doctors

APPENDIX 7 – SHELTER/INVACUATION

Use this checklist in the event of needing to provide safe shelter within the school setting

https://assets.publishing.service.gov.uk/media/5a7c43e4ed915d7d70d1dafd/Evacuation_and_Shelter_Guidance_2014.pdf

Signals

Signal for shelter	Caterpillar
Signal for all-clear	Butterfly

Upon hearing the shelter signal, take the action below.

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

APPENDIX 8 – LOCKDOWN

Use this checklist in the event of persons accessing the school site with potentially malicious intent. Please also refer to your school site security procedures for further information.

Lockdown



Department
for Education

Lockdown Template

There are important differences between the lockdown and shelter arrangements. Lockdown is necessary when children and staff need to be **locked** within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity.

Signals

Alarm or signal for lockdown shelter	
Signal for stand down / all-clear	

Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
Incident Control Officer		
Deputies		
Communications Officer		

It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. Unless the location of the intruders is known, a "blind" evacuation may be putting people in more danger (e.g. from an intruder or device at one of the entrances/exits) than if they had remained within the building.

Rooms most suitable for lockdown

1 Classrooms
2 Hall
3 Sports hall
4 Offices

It is important to make sure that items that could be used as weapons (kitchen implements, sports equipment, tools, cleaning products) are securely locked away when not in use.

Communication arrangements

Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communications devices are secure and cannot be intercepted.

Two-way radios
Classroom telephones
Mobile phones
Instant messaging / email
Other (TV's / Whiteboards / etc)

Alternative place of safety in the event that it is considered necessary to leave site (for example, partner school/college / leisure centre) <u>must be pre-arranged.</u>	
Name of venue	
Type of venue	
Contact name	
Contact telephone number	
Useful info such as distance from school, directions, capacity, opening hours	

Other useful contacts:

Name	Emergency Contact Number

Action Plan	Completed by (sign and time)
Sound Alert - Activate lock-down procedures immediately	
Dial 999	
Direct all children, staff, parents and signed in visitors to the nearest safe place (this may be dependent on what and where the risk is)	
Secure rooms and take action to increase protection from attack - Lock and barricade doors and windows	
Close windows / blinds	
Turn off the lights, fans or mobile air conditioning units (this will reduce noise and the risk of exposure to any chemical/biological attack)	
Hide, sit on the floor under desks, and away from windows	
Stay as silent as possible - put any mobile devices to silent (consider writing / displaying instructions on whiteboards / TV's etc as long as it can't be seen by the intruder)	
Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access	
If possible, check for missing / injured students, staff and visitors	
Keep doors and windows locked shut and remain inside until an all-clear has been given, or unless told to evacuate by the emergency services	

APPENDIX 9 - SCHOOL CLOSURE

Use this checklist in the event of considering school closure for any reason

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes						
SC1	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 ▪ Purchasing infection control supplies (in the event of a public health incident) 	CW								
SC2	If appropriate Convene School Emergency Management Team	CW								
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	CW/FH								
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options. It may be appropriate to inform: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Pupils</td> <td style="width: 50%;">Parents / carers</td> </tr> <tr> <td>Staff</td> <td>Local radio stations</td> </tr> <tr> <td>Governors</td> <td>Local Education Authority</td> </tr> </table>	Pupils	Parents / carers	Staff	Local radio stations	Governors	Local Education Authority	CW/FH		
Pupils	Parents / carers									
Staff	Local radio stations									
Governors	Local Education Authority									
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	FH								
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	JB/CW								
SC7	Make alternative arrangements for exams if necessary.	CW								

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

Ref	Generic actions - ongoing response	Person Responsible	Completed Time	Notes
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	CW/FH		
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period.	CW/SENCO		
SC10	Ensure the security of the school premises.	JB		
SC11	Put in place arrangements for remote learning (please see appendix 2).	CW		

APPENDIX 10 –UNPLANNED LOSS OR SHORTAGE OF KEY STAFF

Unplanned Loss or Shortage of key Staff

Use this checklist in the event that the school experiences unplanned staff shortages or anticipates events such as strike action.

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
ST1	Start and Maintain Incident Log	CW/FH/JB		
ST2	Contact Headteacher or Deputy	CW/JB		
ST3	Identify: Which Staff are absent Timescale of shortage Critical services disrupted	CW/AT		
ST4	Convene School Emergency Management Team if necessary. Assess: Scale, Duration and Impact	CW		
ST5	Inform as appropriate: Chair of Governors Teaching Staff Support Staff Parents/Carers Pupils	CW/FH		
ST6	Liaise with support organisations or services: Family Connect Resilience Team Area Education Officer Risk and Insurance Department for Education Services	CW/FH		
ST7	Alternative Teaching Staff Supply Teaches Contact List Agency Staff	CW		
ST8	Multi-Skilled Staff List of staff skills location Re-allocate staff	CW		
ST9	Class sizes Maintain acceptable ratio staff: pupils Can activities be arranged e.g. sports, assemblies, external providers	CW		
ST10	Support Staff Consider human resources available: exam invigilators, after-school club leaders etc.	CW		
ST11	Virtual Learning Environment Schools own 'e learning' website, or GCSE Bite size Remote learning/assessment	CW		
ST12	School Timetable Alternative timetable to accommodate fewer staff	CW		
ST13	Buddy Schools Liaise with neighbouring schools Shared staff/facilities	CW/FH		
ST14	Support for returning staff Is any support required after absence?	CW/FH		

APPENDIX 11 – FAILURE OF TECHNOLOGY OR LOSS OF DATA

Use this checklist in the case of a loss of ICT due to Cyber Attack/Loss of Power/Server

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
FOT1	Start and Maintain Incident Log	Roartech/CW		
FOT2	Contact Headteacher or Deputy	Roartech		
FOT3	Contact ICT Support / Internet Providers and establish: Time of loss Loss of personal/confidential data Back-Up offered Critical services disrupted	CW/Roartech		
FOT4	Severity of Impact: User groups/vulnerable groups affected Potential security breaches Safeguarding – liaise with school's designated safeguarding lead	CW/Roartech		
FOT6	Convene School Emergency Management Team if necessary Assess: Scale, Duration and Impact	CW		
FOT7	Inform as appropriate: Governors Support Staff Pupils Teaching Staff Parents/Carers Use Communications & Media	CW/FH		
FOT8	Alternative Data Locations or Facilities Offsite data/hard copies 'Buddy School' facilities	CW/Roartech		
FOT9	School Timetable Alternative timetable to compensate loss of lessons Failure of remote learning considerations Activities/specific sessions requiring technology re-arranges Controlled assessment and exam timetable	CW		
FOT10	Site Security and Access CCTV/alarms/access points – all functioning? Consider limiting access points if not. Key holders identified Identified/visitor badges for ICT support/technology companies	JB/CW/FH		

APPENDIX 12 – LOSS OF KEY SUPPLIERS, PARTNERS OR THIRD PARTIES

Use this checklist in the case of incidents where you are unable to use a supplier, partner/third parties for key services

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
KS1	Start and Maintain Incident Log	CW/FH/JB		
KS2	Contact Headteacher or Deputy	FH		
KS3	Contact Supplier/Partner and establish: Timescale of loss Critical services disrupted Back-Up options - suppliers	CW/FH		
KS4	Severity of Impact: User groups/vulnerable groups affected Proportion of school affected	CW		
KS5	Convene School Emergency Management Team if necessary Assess: Scale, Duration and Impact	CW		
KS6	Inform as appropriate: Governors Teaching Staff Support Staff Parents/Carers Pupils Use Communications & Media	CW/FH		
KS7	Liaise with support organisations or services: Family Connect Resilience Team Department for Education Risk and Insurance Area Education Officer	CW/FH		
KS8	Alternative Temporary Supplies/Facilities 'Buddy School' facilities Council assistance Secondary suppliers or partners	CW/FH		
KS9	Catering Requirements Alternative lunches Location – onsite/offsite	CW/FH		
KS10	School Timetable Alternative timetable to compensate for loss of supplies or third parties Activities/specific sessions re-arranged Controlled assessment and exam timetable	CW		

APPENDIX 13 – SEVERE WEATHER - FLOOD

Use this checklist for any incidents of severe weather which impacts the safe operation of the school. - If your school is at risk of flooding you should also have a Flood Plan along side this and other plans [Link Here](#) to EA information

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
SW1	Follow school evacuation plans for severe weather & flood as required	CW/JB/FH		
SW2	Start Incident Log	CW/FH/JB		
SW3	Contact Headteacher or Deputy	JB/FH		
SW4	Activation of plan – note date and time	CW		
SW5	Liaise with Emergency Services or relevant organisations identified by your plans	CW/FH		
SW6	Restrict access as necessary	JB		
SW7	Convene School Emergency Management Team	CW		
SW8	Set up an Incident Control Room as a focal point for all information & decisions (off-site if required)	CW		
SW9	Alert as appropriate: Governors Teaching Staff Support Staff Contracts	CW/FH		
SW10	Consider media, PR and information sharing – see Media and Communications Checklist	CW/FH		
SW11	Contact: Resilience Team, Public Relations Officer, Family Connect, Area Education Officer, Property Services, Insurance Company.	CW/FH		
SW12	Follow School Health and Safety policies and procedures Accident and incident forms RIDDOR Contact Health and Safety Team	CW/FH		
SW13	Establish helpline	CW/Roartech		
SW14	Establish a briefing room(s) for families and/or staff	CW		
SW16	Alert parents/carers	FH		
SW16	Relocation – liaise with ‘Buddy School’	CW/FH		
SW17	Specific pupil needs: medication, glasses, dietary needs etc.	Class teachers/SLT		
SW18	Catering requirements	CW/FH		

APPENDIX 14 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What will cause it to explode?

What is your address?

.....

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

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

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

What sex did the caller sound?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....
.....

Notes:

.....
.....

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
BT1	Start and maintain Incident log	CW/FH/JB		
BT2	Contact Headteacher or Deputy	FH		
BT3	Activation of plan – note date and time	CW/FH		
BT4	If it is a telephone threat use Bomb Threat Sheet to record details of the call and give to Police. Consider whether telephone threat is credible	Admin Team		
BT5	Follow School's Bomb Threat Policy and use this table as a prompt	Admin Team		
BT6	Restrict access as necessary	JB/FH		
BT7	Convene School Emergency Management Team	CW		
BT8	Collect Attendance Register	FH		
BT9	Take a pupil roll call: any missing pupils or staff are to be reported to the Police. No searches are to be carried out	Class teachers		
BT10	If all pupils are present, consider safe relocation such as local park or 'buddy school'	CW		
BT11	Establish off-site Incident Control Point	CW		
BT12	Call 999 and advise emergency services of actions Police Fire (may be alerted automatically by alarm)	CW/FH		
BT13	For out of hours threats, key holder is to inform police immediately	JB/CW		
BT14	Alert: Governors Staff Support Staff Pupils and Parents/Carers	CW/FH		
BT15	Consider media, PR and information sharing	CW/FH		
BT16	Contact: Family Connect Area Education Officer Resilience Unit Property Services Insurance Company	CW/FH		
BT17	Transportation	CW		

APPENDIX 15 - SUSPICIOUS PACKAGES

*Outbreak of
Disease*

Use this checklist if there are any suspect packages found, left unattended or delivered to the school premises <https://www.protectuk.police.uk/>
<https://www.protectuk.police.uk/group/99?type=catalog>

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

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

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

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

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

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

APPENDIX 16 – OUTBREAK OF DISEASE

(E.g. Pandemic Flu – Meningitis, Measles, Norovirus, Legionella)

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
OD1	Start Incident Log	CW/FH		
OD2	Contact Headteacher or Deputy Head	FH		
OD3	Activation of Plan: note date and time	CW/FH		
OD4	Compile a list of affected pupils/staff: names, symptoms, location	FH		
OD5	Liaise with Emergency Services and Telford & Wrekin Health Protection Team	FH		
OD6	Restrict access as necessary	JB		
OD7	Convene School Emergency Management Team	CW		
OD8	Temporary relocation: liaise with 'Buddy School' or contact Council	CW/FH		
OD9	Alert as appropriate: Chair of Governors Support Staff Teaching Staff Contractors	CW/FH		
OD10	Follow School Health and Safety policies and procedures. Accident and Incident Forms. Contact Health and Safety team. Contact Health Protection Hub	CW/FH		
OD11	Consider media, PR and information sharing	CW/FH		
OD12	Contact: UKHSA Family Connect Resilience Team	CW/FH		
OD13	Establish helpline	Roartech		
OD14	Use social media and school website to update public	FH		
OD15	Alert neighbouring schools and maintain information sharing	FH		
OD16	Consider Unplanned School Closure, Death/Serious Injury	CW		

APPENDIX 17 – SCHOOL TRIP INCIDENT

School Trip Incident

Use this checklist for any incidents that arise during arranged off-site visits.

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
ST1	School Based Contact: On receiving a call from a group on a visit use the 'Home Based Contact Emergency Action Sheet' to record key information	CW/AT		
ST2	Decide level of response. If required activate emergency plan. Note date and time	CW		
ST3	Contact Headteacher or Deputy	AT		
ST4	Start Incident Log	CW		
ST5	Convene School Emergency Management Team	CW		
ST6	Use E-visits – School based contact to access trip details	AT/CW		
ST7	Set up an Incident Control Room as a focal point for all information and decisions	CW		
ST8	Contact Police (Ask for liaison officer/forward control officer) / Emergency Services	CW/AT		
ST9	Contact Local Authority Resilience Team Area Education Officer Child Services	CW/FH		
ST10	Inform Parents/Carers	FH		
ST11	Follow School Health and Safety policies and procedures. Accident and Incident Forms. RIDDOR Contact Health and Safety Team	CW/FH		

SCHOOL TRIP INCIDENT

In the event of receiving an emergency call from a group on a visit, remember they will be extremely stressed. You need to remain calm and record as much information as possible using the table below:

Time:	Date:
Name of Caller:	
Trip:	
Number to call back on:	
Find out: What happened? When did it happen? Who is involved? Type of incident Number of people involved/casualties Location of incident Emergency services/Foreign and Commonwealth Office present? What support do they need? Intended Actions of Trip Leader and Group	

Advise that you will be setting up a School Emergency Management Team to deal with the incident and will call back at an agreed time or within an agreed interval.

Advise the caller to record any actions taken and to provide regular updates.

APPENDIX 18 – DEATH OR SERIOUS INJURY TO A PUPIL OR STAFF

Death or Serious Injury to a Pupil or Staff

Use this checklist in the event of a traumatic event such as death or serious injury.

Ref	Generic actions - initial response	Person Responsible	Completed Time	Notes
DSI1	Start Incident Log	CW		
DSI2	Contact Police 999 if appropriate	CW/FH		
DSI3	Contact Headteacher or Deputy.	FH/SLT		
DSI4	Activation of plan: note date and time	CW/FH		
DSI5	Record injuries and casualties: names, locations	FH		
DSI7	Liaise with Emergency Services/Hospitals and regularly update	CW/FH		
DSI8	Seize and secure CCTV footage if available	CW/Roartech		
DSI9	Restrict access as necessary	JB		
DSI10	Convene School Emergency Management Team	CW		
DSI11	Set up Incident Control Room as a focal point for all information and decisions	CW		
DSI12	Inform parents or carers directly involved	FH		
DSI13	Alert as appropriate: Chair of Governors Teaching Staff Support Staff Contracts	CW/FH		
DSI14	Follow School Health and Safety policies and procedures. Contact your Health & Safety advisor. Fill out accident/incident forms. RIDDOR	CW/FH		
DSI15	Consider media, PR and information sharing	CW/FH		
DSI16	Contact: Department for Education Public Relations Officer Resilience Team Education Safeguarding Family Connect Educational Psychologists Unions	CW/FH		
DSI17	Inform those not involved: Pupils Parents/carers Neighbouring Schools	FH		
DSI18	Establish helpline	Roartech		
DSI19	In event of unplanned school closure	FH		
DSI20	Establish a briefing room(s) for families and/or staff	CW		

APPENDIX 19 – Significant Risks to Consider

Risks - Health

Risk	Risk level (high, medium, low)	Notes
Death or serious injury: <ul style="list-style-type: none"> ▪ Natural causes ▪ Playground accident ▪ Sporting accident ▪ Transportation incident ▪ Laboratory incident ▪ Suicide ▪ Other 	Low	
Accident on an educational visit	Low	
Asbestos	None in the building	
Legionella	Low	
Influenza/other pandemic	Low/Medium	
Contagious disease (e.g. meningitis)	Low	
Contaminated food / water	Low	
Release of toxic materials (e.g. smoke plume)	Low	
Animal health incident (e.g. foot and mouth disease)	Low	

Risks - Natural Events

Risk	Risk level (high, medium, low)	Notes
Flooding: <ul style="list-style-type: none"> ▪ Fluvial flooding ▪ Flash flooding ▪ Surface water flooding ▪ Groundwater flooding ▪ Reservoir inundation ▪ Tidal inundation ▪ Sewer flooding 	Low	
Heavy snow / widespread icy roads	Low/Medium	
Storms / severe gales	Low/Medium	
Heatwave	Low/Medium	

Exceptional events (e.g. tornadoes)	Low	
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Risks - Property

Risk	Risk level (high, medium, low)	Notes
Fire: <ul style="list-style-type: none"> ▪ Accident ▪ Arson ▪ Loss of Fire Alarm System 	Low/Medium	
Loss of electricity supply	Low/Medium	
Loss of gas supply	Low/Medium	
Loss of water supply	Low/Medium	
Loss of heating	Low/Medium	
Loss of telecommunications	Low/Medium	
Burst water pipe	Low/Medium	
Drainage / sewerage defect	Low/Medium	
Building collapse / structural instability	Low	
Discovery of unexploded ordnance	Low	
Denial of access to school	Low/Medium	
Loss of any other safety system	Low/Medium	

Risks - criminal activity

Risk	Risk level (high, medium, low)	Notes
Violence / assault	Low/Medium	
Threats / threatening behaviour	Low/Medium	
Bomb threat	Low/Medium	
Suspicious package	Low/Medium	
Significant vandalism	Low	
Intruder on school premises	Low/Medium	
Disappearance: <ul style="list-style-type: none"> ▪ Abduction ▪ Kidnapping ▪ Hostage taking ▪ Other 	Low/Medium	
Sexual assault	Low/Medium	

Terrorism	Low	
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Risks - miscellaneous

Risk	Risk level (high, medium, low)	Notes
Disruption to fuel supply	Low/Medium	
Industrial action	Low/Medium	
Aviation incident	Low/Medium	

APPENDIX 20 - POST INCIDENT SUPPORT

*Post Incident
Support*

Use this checklist in relation to providing appropriate support in the aftermath of an incident.

Ref	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library or access to materials online.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Formally notify parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support 	
P10	Maintain regular communications with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Headteacher of the new school.	

Ref	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, and bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

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

Ref	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ 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 	

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

APPENDIX 21 - COMMUNICATIONS

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

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"> ▪ <i>Example of pre-recorded message</i> ▪ <i>Instructions on setting to 'message only' mode</i> ▪ <i>Can it be updated remotely or only from the school site?</i>
School website / extranet	<ul style="list-style-type: none"> ▪ <i>Log-in details</i> ▪ <i>Who is authorised / trained to edit the website?</i> ▪ <i>Can it be updated remotely or only from the school site?</i>
Text messaging system	<ul style="list-style-type: none"> ▪ <i>Log-in details</i> ▪ <i>Who is authorised / trained to use the text messaging system?</i> ▪ <i>Can it be used remotely or only from the school site?</i>
Local radio stations	<ul style="list-style-type: none"> ▪ <i>Instructions for reporting school closures.</i>
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Social media	
School Specific Apps	
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 22 - LOG-KEEPING GUIDELINES

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

- + 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.

APPENDIX 23 – REVIEW & UPDATE SCHEDULE

Scheduled periodic review of plans and arrangements

Activity	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
Develop / review emergency plan	*			*			*		
Prepare / check grab bag	*	*	*	*	*	*	*	*	*
Review contact details	*			*			*		
General awareness training		*			*			*	
School Emergency Management Team (SEMT) training		*			*			*	
Discussion-based / tabletop exercise		*			*			*	
Live exercise									*

GLOSSARY

DSL	Designated Safeguarding Lead
SEMT	School Emergency Management Team
BCP	Business Continuity Plan
HSE	Health & Safety Executive
PEEPs	Personal Emergency Evacuation Plans
SEN	Special Educational Needs
ICT	Information & Communications Technology
CCTV	Closed-circuit Television
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences
PR	Public Relations
UKHSA	UK Health Security Agency