



SPA Academy Emergency Plan

Document Control

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Guidance for School Emergencies

Audience

This guidance has been prepared for school staff who have responsibility for responding to emergencies affecting the school community.

Definition of a School Emergency

A school emergency can be clarified as an **unexpected event** which affects the school community causing disruption on a scale, which is **beyond the normal coping capability** of the school. The Emergency may involve significant threat, damage or injury to property and individuals, and may have a long-term impact on pupils, staff, governors, parents and the school community.

This guidance does not aim to list each type of emergency situation but provides a framework for emergency response that can be used in most emergency situations.

Aim of the Guidance

To provide a range of considerations which enable the school to support the well-being and safety of children and adults in the care of the school during and after emergencies.

Objectives of the Guidance

- Provide a range of emergency response considerations for the school;
- advocate the establishment of a school Emergency Response Team (SERT) to support the response to emergencies;
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners to enable response support arrangements to be activated;
- mitigate the effects of the emergency for the school community, premises and school assets;
- ensure that actions and decision making during the emergency incident is properly recorded;
- to minimise educational and administrative disruption within school and
- to facilitate the return to school community working arrangements at the earliest time.

Background

This guidance has been prepared with reference to the © Nottinghamshire County Council, 2011 School Emergency Planning template. All rights reserved. Nottinghamshire County Council has achieved 'Beacon status' for emergency planning with the arrangements provided to schools a major contributory factor in achieving this status.

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details

Name of school	SPA Academy
Type of school	PRIMARY
School address	SUTTON ROAD, ASKERN, DONCASTER, DN6 0AQ
School operating hours (including extended services)	06:30 – 17:30
Approximate number of staff	50
Approximate number of pupils	360
Age range of pupils	7-11

Office contact details

Office telephone number	01302 700332
Office email address	admin@spaacademyaskern.com

Useful websites

School website / extranet	https://www.spaacademyaskern.com
Local authority	Doncaster Metropolitan Borough Council
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfe
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff and governors

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

Name	Job title	SERT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Emma Anderson	Headteacher	Lead	07850606306	Emma Anderson	
John Dougherty	Assistant head		07414929171		
Cheri Bennett	Business Manager		07817163070		
Wayne Dorey	Chair of Governors				
Adrian Meek	Site Supervisor		07484735786		
Sarah Lathlane	Exec Head		07799086068		

1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Children Services			01302 736743 or 01302 862492		
Education			01302 736000 (office hours)		
Media / communication			01302 736071		
Property			01302 862561		
Transport			01302 737325		
Catering			07788993167		
Educational visits	Darren Saxton		01302 736692		
DMBC Emergency Planning	Duty Officer for Resilience and Emergency Planning		emergency.planning@doncaster.gov.uk 01302 341628 (24/7)		
Health and safety			01302 737548		
Risk / insurance	RPA		Email rpa@topmarkcms.com Phone 03300 585566		

1.4 Contact details - local authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number				
Emergency number				
Children's services	Child protection	01302 737777 (office hours)		
	MASH	01302 79600 (out of hours)		
Education		01302 736000 (office hours)		
Media / communications		01302 736071		
Property		01302 862561		
Transport		01302 737325		
Catering		07788993167		
Educational visits	Darren Saxton	01302 736692		
DMBC Emergency Planning	Duty Officer for Resilience and Emergency Planning	emergency.planning@doncaster.gov.uk 01302 341628		
Health and safety	Aaron Lethem Estates Manager	07545427392 alethem@legereducationtrust.com		

Risk / insurance	RPA	Email rpa@topmarkcms.com Phone 03300 585566		
Legal	Advanced HR	01302 734635		
Human resources		01302 245036		
Occupational health		01302 737045		

1.5 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)
Trax FM		http://www.traxfm.co.uk/news/notification-of-school-closure		

1.6 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour, 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	Email rpa@topmarkcms.com Phone 03300 585566	
Trade union	GMB 020 7391 6700 Unison 0800 0 857857 NUT 01302 342448 NASUWT 03330 145550	
Utility supplier (Gas)	Corona Tel: 087022503666	Account Number: 20430111
Utility supplier (Water)	Castle Water Tel: 01250 718700	Account Number: CW0000284700
Utility supplier (Electricity)	Npower 0845 672 9209	Account Number: 36500999

1.7 Contact details - for completion during an emergency

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

Name	Contact details	Notes

SECTION 2 – Emergency incidents

2.1 Types of events and Toolkit of responses

We have emergency procedures to safeguard our school community. Planning for possible emergency incidents is essential, however most emergency incidents are dynamic which means the best course of action will be decided at the time of the incident. This procedure provides staff members with a toolkit of information which can be used to navigate an emergency incident. All staff should be familiar with these procedures as it is possible for an incident to arise out of core hours or off site when there are no senior managers present.

Types of Emergency incidents

By definition, in an educational establishment, an emergency incident is an event which disrupts the normal operations of the school. There are a range of emergency incidents which could occur.

Examples are as follows:

- Terror attack
- Bomb threat
- Wild/dangerous animals on site
- Road traffic accident on or next to the site
- Noxious Fumes
- Aggressive Parent/Member of the public
- Violent pupils (Large fight, or pupils with weapons/threatening violence)
- Intruders on the site
- Fire
- Serious First aid incident
- Inclement weather (which includes flooding and school closure)
- Main Services failure
- COVID 19/virus outbreak

Toolkit of actions

During any emergency incident a range of actions could be used to keep staff/students safe. It may be relevant to use more than one of these methods. Below is a list and definition of each action and then there is an appendix of what to do if an incident occurs. The appendices are not in numerical order as they are to keep inline with a wider school emergency planning document.

Evacuation (Appendix 4)

Evacuation is where staff, students and visitors leave the building and assemble at the muster point or, if instructed, an alternative safe location. An evacuation can take place in two ways:

1. *Fire Alarm Evacuation* - If it is necessary to evacuate everybody from the building then the fire alarm can be activated through the call points. Upon hearing the alarm everybody will leave the building and assemble at the muster point. The alarm will activate automatically if a fire is detected.
2. *Silent Evacuation* - If an evacuation is necessary but it is unsafe to activate an alarm then the building can be evacuated without the alarm. This will be arranged by whoever has made this decision, and they will nominate people to sweep the building to notify the occupants that they must evacuate to the muster point. An example of this could be if there is a bomb threat inside the building as noise may trigger the device.

There is a grab bag in the school office which will be brought out to the muster point and this will have relevant contact details, loud hailer and alternative muster points should these be required.

Shelter and Lockdown (Appendix 5+6)

Shelter

Taking shelter may be deemed the most appropriate course of action if an incident occurs inside or outside the buildings/grounds and which renders an evacuation unsafe. Staff/students/visitors would be expected to stay in a designated safe area inside or move into the building if outside, until advised

otherwise by the Senior management team of the Emergency Services. For remote/external areas it may be safer not to return to the building but consider staying in-situ or going to an alternative location.

Lockdown

A security measure taken during an emergency to prevent people from leaving or entering a building/space. A lockdown can come in two forms:

1. *Partial Lock down* - This is where part of the building is isolated because an incident is either taking place in there or it is to protect the people in that area. An example is if there is a serious medical emergency it may be appropriate to lockdown that area so the incident can be kept clear for the emergency services.

The person who has made the decision will assign people to sweep the relevant areas to inform people of the action.

2. *Full Lockdown*- This is where the whole building is isolated and nobody can enter, leave or move around. An example is if there is someone onsite with a suspected weapon.

Run,Hide,Tell (Appendix 7)

Run, hide, tell is a simple technique used for public security in the United Kingdom in the event of a firearms- or weapons-based terrorist attack. If there is a weapons based terrorist attack, the alternative actions may not be appropriate and therefore this simple method should be adopted.

COVID 19/Virus outbreak (Appendix 8)

A virus outbreak such as COVID19 may mean the school may have to partially or fully close so the virus can be contained. The school will take advice from Public health England and the Department of Education and adjust school operations such as distance learning as required.

School Closure (Appendix 9)

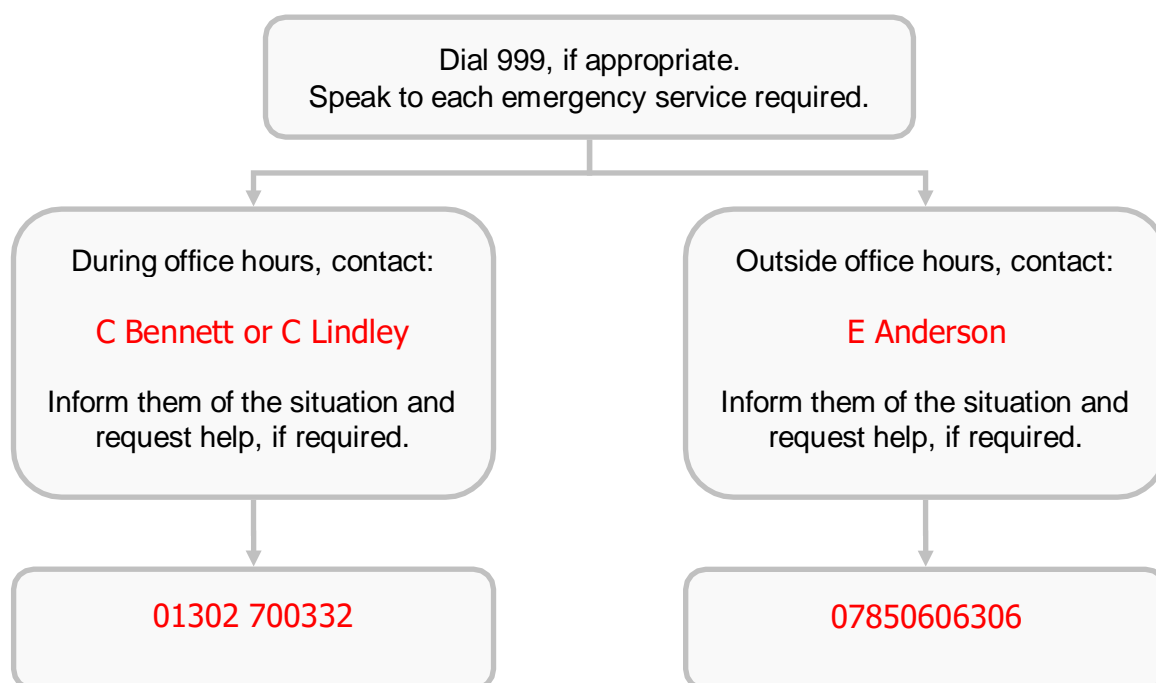
Whilst used as a last resort there are several situations which could generate a school closure. If possible, a decision will be made before the site opens for example due to snowfall or flooding however it may not be possible for this to occur due to the timings of the situation. If the school is required to be closed part way through the day the SLT (or most senior person on site if during a holiday period) will make this decision and manage how this is carried out.

2.2 Initial action

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

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

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



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

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

Ref	Incident Manager - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Incident Co-ordinator ▪ Communications Co-ordinator ▪ Incident Administrator ▪ Operations Co-ordinator ▪ Welfare Co-ordinator 	
C4	<p>Remember to:</p> <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 of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	Incident Manager- ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the Communications co-ordinator role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref	Incident Manager - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities – Incident Co-ordinator

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

Ref ¹	Incident Co-ordinator - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref ¹	Incident Co-ordinator - 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 ¹	Incident Co-ordinator - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities – Communications Co-ordinator

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

Ref'	Communications Co-ordinator - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications Co-ordinator - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Manage media briefings, communications with the media and control content which goes out to the media which includes briefing the spokesperson	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the Incident Manager 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 – Incident Administrator

Please refer to appendix 9 for more information on log-keeping.

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

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

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

3.5 Roles and responsibilities – Operations co-ordinator

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	<p>Work with other staff and the emergency services to control access to the school:</p> <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	<p>Establish safe and secure areas to assist the response. E.g.:</p> <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 welfare co-ordinator role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the Incident Co-ordinator 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.	

3.6 Roles and responsibilities – Welfare co-ordinator

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

Ref'	Welfare Co-ordinator - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.7 Roles and responsibilities - Educational visit leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international 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 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	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

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

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

Ref	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to 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 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Classrooms		
Examination Papers	Locked cupboard in school office	Delay to SATS, Phonics	New papers to be ordered from STA
Asset registers/equipment inventories	Electronically stored	Disruption to business	Backed up remotely
Insurance Documentation			Online, accessible from anywhere

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details	Sims and Paper file Text service	Delaying in contacting re-emergency	Can access online texting service from any computer, or personal mobile device.
Financial information	Online	Disruption to business	Can access through the cloud
Medical information	Sims and paper file	Delay in communicating medical needs	

Remote learning	Notes / instructions
Website / extranet	www.spaacademyaskern.com

Email	Outlook – staff and pupils are able to access remotely
Post	Spa Academy Askern, Sutton Road. Askern. Doncaster. DN6 0AQ

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Boiler House	
Water	Playground	
Electricity	Electricity	
Heating	Boiler House	

Internal hazards	Location	Notes / instructions
Asbestos	See asbestos file in school office. Present throughout school	
Chemical store(s)	Dining hall & Cleaners Storerooms – doors kept locked;	

Pre-designated areas	Location	Notes / instructions
SERT briefing area	Hall	Use Littlemoor academy if cannot access school
Media briefing area	Hall	Use Littlemoor academy if cannot access school

Location / access to premise maps and layout	Location	Notes / instructions This may be requested by the Emergency Services
Fire Plan, Fire Log Fire RA	Office	

Fire Alarm	Location	Notes / instructions This may be requested by the Emergency Services
Setting instructions	Panel in entrance	Key operated – turn to select Press reset – remove key

Cancelling instructions	Panel in entrance	Key operated – turn to select Press reset – remove key
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APPENDIX 4 - EVACUATION

Signals

Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm
Signal for all-clear	Fire Alarm sounder will be deactivated

Assembly points - fire evacuation

Fire evacuation assembly point A	Playground on Alfred Road (nearest to carpark)
----------------------------------	--

Assembly points - bomb evacuation

Bomb evacuation assembly point A	Playground
----------------------------------	------------

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 premise	Littlemoor Academy Askern
Type of premise	Primary school
Contact name and details of key holder(s)	Carol Ann Tuner, Jo Yoxall
Address	Alfred road, Askern
Directions / map	Up Alfred road
Estimated travel time (walking, with pupils)	Walking 15 mins
Estimated travel time (by coach, with pupils)	N/A
Capacity	150
Capacity (sleeping)	None
Facilities / resources	School
Notes	

APPENDIX 5 - SHELTER

Signals

Signal for shelter	Face to face to staff and pupils by SLT
Signal for all-clear	Face to face to staff and pupils by SLT

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 6 - LOCKDOWN

Signals	
Signal for lockdown	continuous session bell ringing
Signal for all-clear	Face to face to staff and pupils by SLT

Lockdown	
Rooms most suitable for lockdown	Hall, Classrooms, Sports hall
Entrance points (e.g. doors, windows) which should be secured	All Business manager to remove the timed magnetic release on outside doors
Communication arrangements	<ul style="list-style-type: none"> - Two-way radios - Landline telephones - Mobile phones - Instant messaging / email - Other.
Notes	

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

Ref ¹	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 – Run, Hide, Tell



**IN THE RARE EVENT OF
a firearms or weapons attack**

RUN - to a place of safety. This is a better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE - Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can.

TELL - the police by calling 999 when it is safe to do so.

www.npcc.police.uk/staysafe

APPENDIX 8 – COVID 19 or Virus Outbreak

Should a virus outbreak occur such as COVID 19 Public health and Department of Education guidance will be followed. The school will initiate contingency plans depending on the guidance. Staggered times, days and home learning can be utilised if required to enable the continuation of the students education

APPENDIX 9 - SCHOOL CLOSURE

Ref	Generic actions - initial response	Tick / sign / time
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). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
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.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

APPENDIX 10 - 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"> ▪ 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.
Sign at school entrance	
Newsletter	Within Parentsmail
Email	Within ParentsMail
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	Parent Mail; Telephone; website	SIMS
Parents / carers	Parent Mail; Telephone;Website	SIMS
Governors	Parent Mail; Telephone;Website	SIMS
Extended services	Parent Mail; Telephone;Website	SIMS

APPENDIX 11 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

- + **Try 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 gender was the caller?

☐ Male

☐ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

☐ Normal

☐ Loud

☐ Quiet

☐ Whispered

☐ Clear

☐ Disguised

☐ Well spoken

☐ Poorly spoken

☐ Deep

☐ High pitched

☐ Hoarse

☐ Nasal

☐ Impediment

☐ Stutter

☐ Lisp

☐ Slurred

☐ Other

At what pace did the caller speak?

☐ Normal

☐ Quick

☐ Slow

What manner did the caller have?

☐ Normal

☐ Calm

☐ Excited

☐ Laughing

☐ Upset

☐ Angry

☐ Rational

☐ Irrational

☐ Irritated

☐ Muddled

☐ Other

Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

APPENDIX 12 - SUSPICIOUS PACKAGES

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

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

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

Ref	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ 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 11 - LOG-KEEPING AND GUIDELINES

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

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

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
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services

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

Does anyone else need to be informed?

Are any other actions required?

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

Name of educational visit leader:

.....

Nature of educational visit:

.....

Number of pupils on educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

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

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

- + 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.

Handwriting practice lines consisting of 28 horizontal dotted lines.