

Admiral Lord Nelson School Emergency Plan

Version 6/April 2021



If this plan has been activated, please refer to **SECTION 2 (page 49)** which describes how Admiral Lord Nelson School will respond initially

Foreword

This school emergency plan describes the management structures and procedures used by Admiral Lord Nelson School

It outlines the roles and responsibilities of school staff within the co-ordinated response to an emergency. If this plan has been activated, please refer to section 2 (pages 49 - 55) which describes how Admiral Lord Nelson School will respond initially.

It has been developed by the Portsmouth City Council Emergency Planning Team based upon the work of Southampton City Council and Nottinghamshire County Council and others involved in the 'Developing Community Resilience Through Schools' national project.

Protective Marking

This Admiral Lord Nelson School emergency plan has been given a protective marking of **OFFICIAL-SENSITIVE** in accordance with the [Government Security Classifications](#) system.

OFFICIAL-SENSITIVE is used where there is a clear and justifiable requirement to reinforce the 'need to know' as compromise or loss could have damaging consequences for an individual (or group of individuals), an organisation or for Her Majesty's Government more generally.

In all cases, individuals need to be trained to understand the sensitivities related to the information they work with (including any statutory or regulatory requirements), supported by local business processes, and instructed about the need to provide meaningful guidance when sharing that information with others.

Document Control Page

Document History

Plan version	Date	Remark(s)	Reviewer(s)
1	Insert date	Insert remarks	Insert name
Version 6	1 st Nov 2015	Review dates; 01/06/16, 22/07/17, 09/07/18, 09/07/19, 26/04/21	M Hutton

Distribution

The Admiral Lord Nelson School emergency plan will be available to the following people:

- Nys Hardingham: Headteacher/CEO
- Matthew Hutton: Deputy Headteacher (author)
- Senior Leadership (Exec) Team
- Steve Johnson: Building and Community Manager
- Damarni Jeal: HR Manager
- Tania Osborne/Jane Beecher: Co-Chair of Governors

Next Review Date 01/2022 (annually)

Training and Exercising Record

Event	Date	Attendees	Facilitator(s)
Electronic copies held	April 2021	Public drive on the school network SchoolEmergencyPlan2020.docx P:\Facilities Management\Facilities and Health & Safety\Emergency Plan\2021	M Hutton
Emergency Plan handout	April 2021	SLT Exec Building and Community manager	M Hutton
Hard copies of this form are available from	April 2021	Reception / Building and Community Office / Headteacher's office / Human Resources Office / Deputy Headteacher's Office / Headteacher Noticeboard in the staffroom / All member of the SLT Exec will have a copy 'off site' (at home).	M Hutton
Location of Grab bags		Reception/Building and Community Office	S Johnson

BIA	Business Impact Analysis
MTPD	Maximum Tolerable Period of Disruption
NaCTSO	National Counter Terrorism Security Office
PCC	Portsmouth City Council
SERT	School Emergency Response Team

Contents

Title	Page Number
Foreword	3
Protective Marking	3
Document Control Page	3
Contents	5
1. Introduction	6
1.2. Aims and objectives of the plan	6
1.3. Emergencies and critical incidents	6
1.4. School Information	7
1.5. Site Information	8
2.1. Activation Process	18
2.2. Key Internal Contacts	19
2.2.1 Current List of School Emergency Response Team (SERT) Members	19
2.2.2 Other Internal Contacts	19
2.3. Key External Contacts	20
2.4 Logging	22
3.1. School Emergency Response Team	24
3.1.1. Response Checklist	25
3.2. Executive Headteacher	26
3.3. Deputy Headteachers	27
3.4. HR Manager	28
3.5. Building and Community Manager	29
3.6. School Trip Manager	30
3.7. Chair of Governors	31
3.8. Portsmouth City Council Education Department	32
3.9. Portsmouth City Council Emergency Planning Team	33
4.1. Business Continuity Management	34
4.2. Business Impact Analysis	34
4.3. Definition: Critical Activities	34
4.5. Other Services Provided	35
4.6 Further Information	35
4.7. Paper Based Records	36
5.1. Stand Down	37
5.2. Debrief	37
5.3. Recovery	37
5.3.1 Safeguarding	38
5.3.2 Educational Psychology	38
5.3.3. Public Health Nurses	38
5.3.4. CAMHS	38
5.3.5. Behaviour Resource Service	39
5.3.6. Early Help	39
5.3.7. Family Hubs in Portsmouth	39
5.3.8. Youth Offending	39
5.3.9. Self Help and Community Based Resources	40
Annex A – Emergency School Closure Procedure	41
Annex B – Notification of Incident Form	42
Annex C – School Lockdown Procedures	45
Annex D – Further Site Information	48
Annex E – Examination Contingency Plan	56
Annex F – Business Impact Analysis	69

1.1 Introduction

Admiral Lord Nelson School is committed to ensuring that, in the event of an emergency affecting the school, the school will provide an effective response, working with the Emergency Services and Local Authority to minimise the impact of the emergency on the school and the community as a whole.

1.2 Aim and objectives of the plan

The aim of the Admiral Lord Nelson School emergency plan is:

- To provide effective response arrangements that will ensure the well-being and safety of all children and adults in the care of the School.

The objectives of the Admiral Lord Nelson School emergency plan, as far as reasonably practicable, are to:

- Establish an effective framework of emergency response.
- Ensure Portsmouth City Council (PCC) and the Emergency Services are provided with up-to-date contact details for key school staff.
- Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated.
- Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers.
- Ensure that actions and decision making during the emergency incident is properly recorded.
- To minimise educational and administrative disruption within school.
- To facilitate the return to normal working arrangements at the earliest time.

1.3 Emergencies and critical incidents

An emergency can be clarified as an unexpected event which affects the school community, and which causes 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 long term impacts on pupils, staff, governors and parents.

The following are examples of emergencies which may impact on the school and necessitate activation of the emergency plan.

- A fire within the school or nearby premises.
- A serious accident involving children and/ or school personnel, on/off site.
- Death of a pupil or member of staff.
- Kidnap or disappearance of a pupil.
- A terrorist attack, or violent intruder on or nearby the school premises.
- Chemical or toxic substance release on or off site.
- An epidemic such as meningitis.
- Severe weather events such as flood, high winds, extreme storms etc.
- Pandemic Flu.

There may be specific hazards which pose a particular risk to schools. For example this may be a chemical store/ laboratory within the school site or hazards external to the school site such as proximity to an industrial site, river or major road. These hazards should be risk assessed and special response strategies incorporated into the plan. The [Hampshire and Isle of Wight Community Risk Register](#) details the risks faced by communities in Hampshire and gives an overview of preparedness activity.

A critical incident is any event which involves the experience of significant distress to a level which has the potential to overwhelm individuals or communities. They are usually sudden, unexpected, and stressful to the extent that exceeds normal coping capacity. Examples may include the sudden death of a child or colleague, or a traumatic incident within a school or community.

The plan covers procedures for an incident occurring in school time and out of hours including weekends and school holidays.

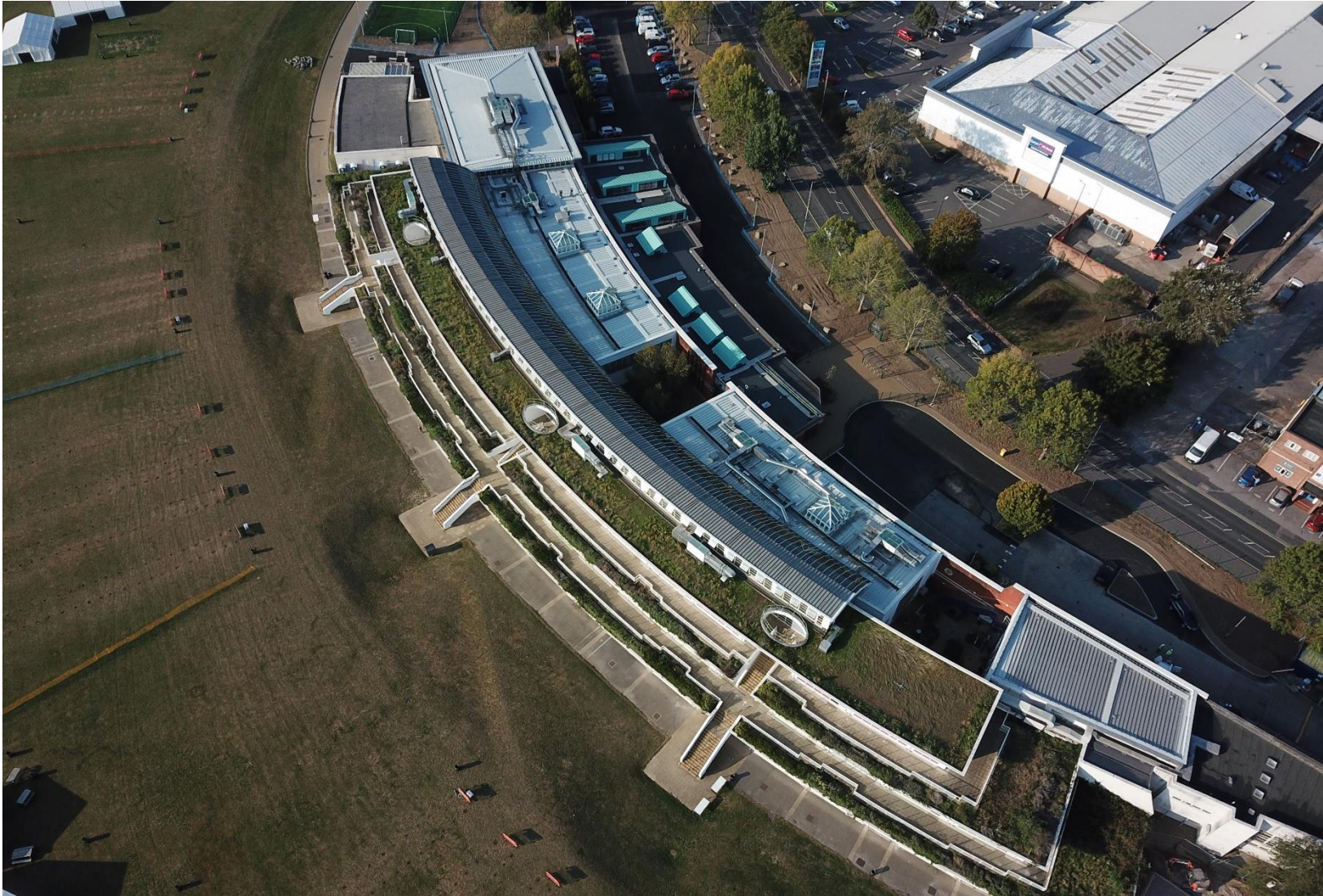
1.4 School Information

School details	
Name of school	Admiral Lord Nelson School
Type of school	Secondary
School address	ALNS, Dundas Lane, Portsmouth, PO3 5XT
School operating hours (including extended services)	Monday – Friday 06.00 – 22.00 Weekends 09.00 – 21.00
Approximate number of staff	165
Approximate number of pupils	1150
Age range of pupils	11-16 years

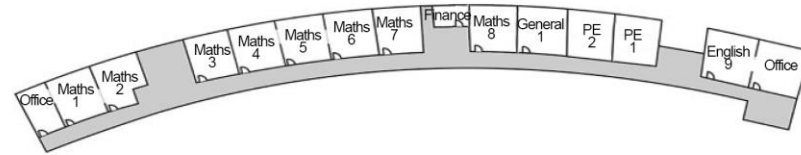
Office contact details	
Office telephone number	02392 364536
Office fax number	N/A
Office email address	admin@alns.co.uk

Useful websites	
School website / extranet	www.alns.co.uk
Local authority	www.portsmouth.gov.uk
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

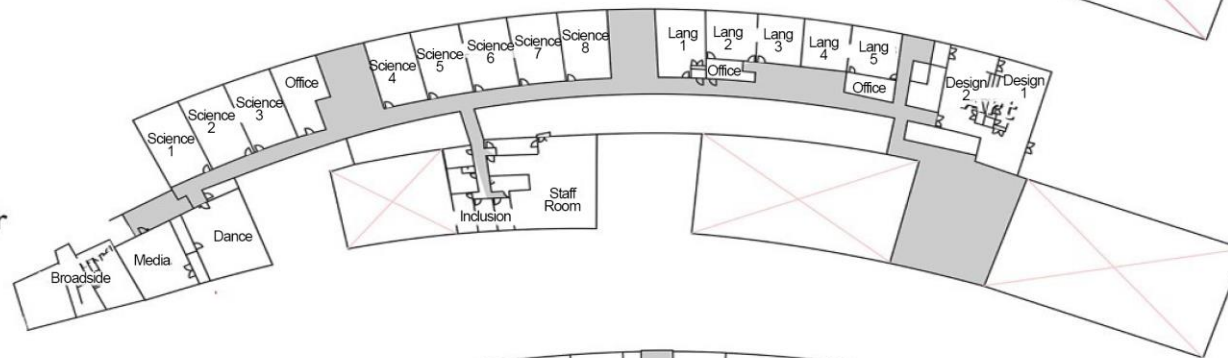
1.5 Site Information



Second Floor



First Floor



Ground Floor









Security Features	Location	Notes / instructions
Intruder Alarm Panel	New Main reception with repeater panels located in Reception, Exercise Deck	Galaxy system maintained by Wings Technical Services 01329 282888 Activated/de-activated via a personal code. Intruder panels located; Broadside entrance, Main school entrance, Student reception and Exercise Deck reception. Visuals indicated on page 56.
Fire Alarm System	New Main reception with repeater panels located in; Reception, Exercise Deck	Ziton panel maintained by Wings Technical Services 01329 282888. Access to fire alarm panel via a security key. Fire alarm panels located; Main school entrance, Student reception/ Communications room, Mall main doors and Exercise Deck reception. Fire alarm can be activated via call points (various locations, and both heat and smoke detectors).

Security Features	Location	Notes / instructions
Main Reception Gate	Dundas Lane location	Automated gate via Staff ID badge, Intercom or security code
North Student entrance pedestrian gate	Northernly location off of roundabout	Manual padlock
South Student entrance: Pedestrian gate Goods Vehicular entrance	Located by Exercise Deck Student bike shed	Manual padlock Manual padlock Key Code access padlock
Car parks 100 spaces	Front of school off of Dundas Lane roundabout	Secure gated area – back car park Automated barrier – front car park

Visitor signing in/out procedures	Main visitor reception	Electronic system EReceptionBook. All visitors enter the building via the main school entrance. The door is controlled by the reception staff and there is CCTV recording via the Paxton system. Visitors sign in using the EReceptionBook system and have an identification badge to indicate they are authorised to be onsite. Visitors are given a leaflet so that they can familiarise themselves with the Safeguarding and Health and Safety working practices of the school. Visitors are escorted around the site by a member of staff. Contractors who have been DBS checked which has been witnesses are permitted to work in areas without being escorted.
Door Entry System	Various locations around school	Paxton door entry in various school locations, Car park, main gate, main reception, admin block, Broadside
Staff ID Cards	Paxton	Photo ID badge which are to be worn at all times when on-site.

Security Features	Location	Notes / instructions
Security lighting	Various	Various street lighting externally. None inside. Motion PIR sensors located in new build.
CCTV	Various locations sited both internally and externally throughout the site.	School managed by a CCTV system which is operated by 42 cameras on 2 systems which both record

Utility supplies	Location	Notes / instructions
Water	Main inlet – located in store off of Gym side of the hall.	 <div style="border: 1px solid black; padding: 10px; margin-left: 10px;"> <p>To turn water off; rotate in a clockwise manner.</p> <p>To turn water on; turn in an anticlockwise manner</p> </div>

<p>Gas</p>	<p>Gas kiosk onsite with isolator within school building. Located next to Humanities 9</p>	<p>Main incomer – Located next to Humanities 9. Isolator located at the back of Hamiltons</p>   
<p>Electricity</p>	<p>Main income switch room</p>	<p>Substation next to Humanities 9 in a locked area. Main income isolator located in main school plant room on 1st floor. To switch off plunge handle down.</p>  

Pre-designated	Location	Notes / instructions
SERT briefing area	Headteachers Office	
Media briefing area	Conference Room or front of School (weather dependent)	
Fire Assembly Point	ATP (Astro turf pitch)	Students line up in House Tutor groups which are all signed on ATP fences
Alternative Assembly Point	Off-site	Portsmouth College, Tangier Road

Internal	Location	Notes / instructions hazards
Asbestos	No asbestos onsite	Asbestos manual located in Building and Community Manager's office
Chemical store(s)	Science prep room	Locked store within Science prep room. No access to students

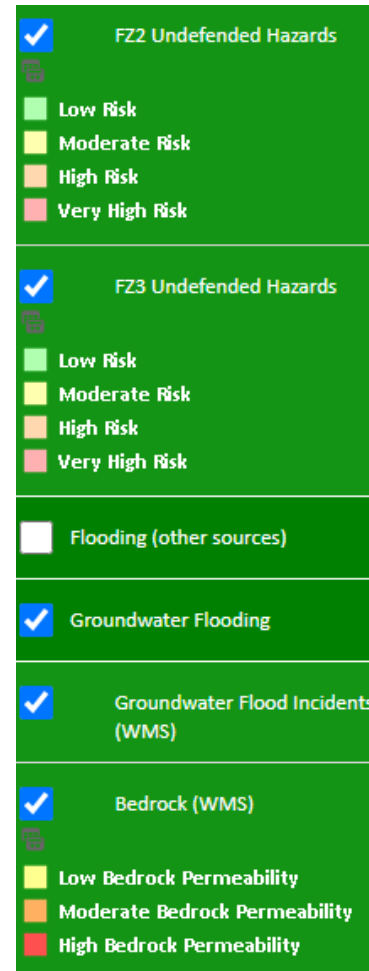
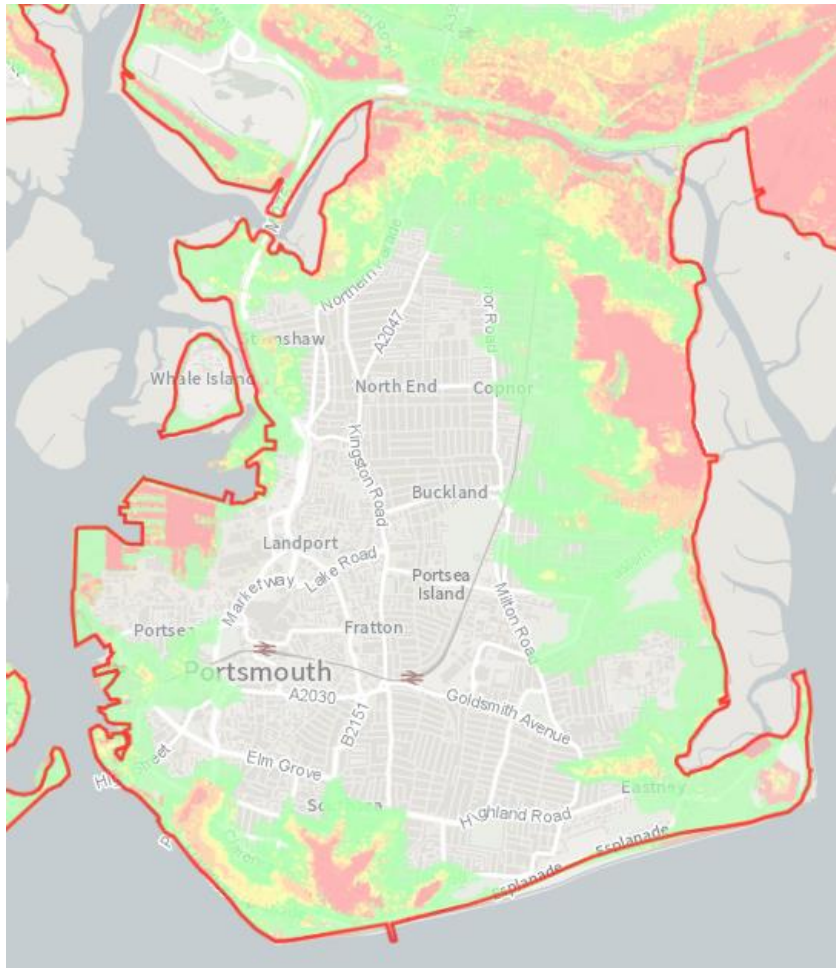
Other Risks	Location	Notes / instructions

Other Risks	Notes / instructions
Criminal Activity	
Bomb threats	<p>Although bomb threats usually turn out to be hoaxes, they are crimes and must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.</p> <p>The National Counter Terrorism Security Office (NaCTSO) have provided guidance on HM Government's website.</p> <p>All staff who may receive a bomb threat (e.g. receptionists and office staff) must be provided with paper copies of the national bomb threat checklist, and have them to hand, in order that they can gather the information required by the emergency services upon receipt of such a threat.</p>

<p>Hostile Reconnaissance</p>	<p>The role of reconnaissance has become increasingly important to terrorist operations. Staff should be aware of the NaCTSO guidance.</p> <p>Reconnaissance trips may be undertaken as a rehearsal to involve personnel and equipment that will be used in the actual attack e.g. before the London attacks on 7th July 2005, the bombers staged a trial run nine days before the actual attack.</p> <p>To report suspicious activity that does not require an immediate response contact the confidential anti-terrorist hotline 0800 789 321</p> <p>In any incident that requires an immediate response – dial 999.</p>
<p>Firearms and weapons attack</p>	<p>'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website.</p> <p>Run</p> <ul style="list-style-type: none"> • Escape if you can. • Consider the safest options. • Is there a safe route? RUN if not HIDE. • Can you get there without exposing yourself to greater danger? • Insist others leave with you. • Leave belongings behind. <p>Hide</p> <ul style="list-style-type: none"> • If you can't RUN, HIDE. • Find cover from gunfire. • If you can see the attacker, they may be able to see you. • Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal. • Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls. • Be aware of your exits. • Try not to get trapped. • Be quiet, silence your phone. • Lock / barricade yourself in. • Move away from the door. <p>Tell</p> <p>Call 999 - What do the police need to know?</p> <ul style="list-style-type: none"> • Location - Where are the suspects? • Direction - Where did you last see the suspects? • Descriptions – Describe the attacker, numbers, features, clothing, weapons etc. • Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
<p>School lockdown</p>	<p>Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of the lockdown is to prevent people moving into areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature, some sites may not be able to physically achieve lockdown.</p> <p>Advice from HM Governments website is in place in order for effective lockdown procedures.</p>

Severe Weather	
Cold Weather	<p>If the Cold Weather Plan is activated school nurses may provide advice to parents with young or children with disabilities about the risk of exposure to low indoor temperatures and heating homes appropriately and affordably. Premises team to grit external staircases and key walkways. Senior staff may allow wearing of outdoor coats in extreme conditions.</p> <p>If school closure becomes necessary follow the school closure procedure (Annex A)</p>
Heatwave	<p>If the Heatwave Plan is activated schools will be directed to consider the following guidance:</p> <p>Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals</p>
Flooding	<p>The school site is not within the fluvial flood zone (flooding from the river) but surface water flood modelling indicates that this sort of flooding is possible in the area (see map opposite).</p> <p>Be aware of the public flooding advice and the school closure procedure (Annex A) if necessary</p> <p>If flooding significantly affects your school or early years setting, you should contact government's incident alert team.</p> <p>Early years providers that have to move to temporary premises should check to see if they need to register with Ofsted at the new premises.</p>

Floodzone Map



Health	
Serious injury to a student or member of staff	<p>Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals.</p> <p>School staff can contact the Emergency Planning Team directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call 02392 684272 and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist.</p>
Public health incidents	For guidance on reducing health related risks within the school the following Guidance on infection control in schools and other childcare settings (Public Health England)
Pandemic	Part 2 – Section 6 of Portsmouth City Council's Pandemic Influenza Plan details the approach to be taken by Portsmouth schools in the event of a pandemic.
Other	
Significant damage or disruption to school property (e.g. fire, flood, utility failure etc)	<p>Incidents resulting in significant damage to school property should result in activation of the school emergency plan. This will enable timely notification of the Portsmouth City Council teams required to respond (education, health & safety etc)</p> <p>The school closure procedure (Annex A) should be used if necessary</p> <p>Insert details of any contingencies</p>
Effects of an emergency in the local community	<p>Incidents at these, or other, nearby premises could result in an effect on the school.</p> <p>In such circumstances advice should be sought from the responding emergency services (by dialling 999 if necessary) and activation of the school emergency plan.</p> <p>In circumstances where there is concern about smoke or other smells being experienced it is recommended that, if it is safe to do so, staff and children remain indoors with doors and windows closed while advice is sought from responding specialists.</p>

1.2 Activation Process

Staff who become aware of an emergency should 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.

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.	
Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).	
Log all communications and actions.	
Assess the situation and establish a basic overview of the incident.	
Assemble the School Emergency Response Team (SERT) and inform the EP Team to assist with the response (chart below).	
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	

2.2 Key Internal Contacts

2.2.1. Current List of School Emergency Response Team (SERT) Members

Name	Role	Contact Number(s)	Email
Nys Hardingham	Executive Headteacher	07791 206729	NAbidaon@alns.co.uk
Chris Doherty	Senior Deputy Headteacher	02393 111120 07810 561428	CDoherty@alns.co.uk
Matt Hutton	Deputy Headteacher/ Educational Visits Co-ordinator (EVC)	07843 426337	MHutton@alns.co.uk
Katie Holness	Deputy Headteacher	07775 863978	KHolness@alns.co.uk
Steve Johnson	Building and Community Manager	02392 785001 07712 227676	SJohnson@alns.co.uk
Damarni Jeal	Headteacher PA/HR Manager	07702 084150	DJeal@alns.co.uk
Jane Beecher	Co-Chair of Governors		
Tania Osborne	Co-Chair of Governors		

2.2.2. Other internal contacts

Name	Job Role	Telephone Number	Email	Note (eg. First aid)
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2.3 Key External Contacts

Department	Name/ Role (if applicable)	Telephone Number	Notes
Emergency Planning	Emergency Planning Officer LA	02392 841209 07985 870667	Ask for Emergency Planning Duty Officer
Children's services	Alison Jeffery	02392 841202	
Educational psychology	Senior Educational Psychologist	02392 688781	Explain that you are calling regarding critical incident support.
MASH - Multi Agency Safeguarding Hub		08450 6710271 02392 688793 0300 555 1373 (Out of hours)	Contact with any safeguarding concerns following a critical Incident Office hours 09.00 – 16.00
Public Health nurses		02392 684545	Schools should have a named link school nurse, but the service can also be contacted on 02380 538738.
Solent CAHMS	Solent Child & Adolescent Mental Health Service	02392 684700	
Children's Social Care	Service Leader (MASH) Dave Richardson Jude Findlay	02392 437629 02392 437662	Assessment and Intervention Team Service leader North Locality
Youth Offending	Youth Offending Service management team	02392 841212	A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where a crime has been committed by a young person or where a risk of criminal activity is assessed.

Health and Safety	Andy Kill (PCC)	02392 834737	School pays into a Service Level Agreement (SLA) and are designated Health and Safety advisor
Risk / Insurance	Naomi Stephanie (PCC)	02392 841442	
Legal	Laura Berman (Stoneking)	Direct dial: 020 73241767 Ext 3061 Mobile: 07827 664540	Stone King LauraBerman@stoneking.co.uk
Human Resources		02380 383500	Hampshire Personnel Services
Educational Visits	Evolve service Manager – Stuart Nundy	01962 876219 01962 876218	
Media/Communications	Various	The News BBC Radio Solent Meridian	01329 243003 newsdesk@thenews.co.uk 023 92806 32811 Radio.solent.news@bbc.co.uk 01489 442006 meridiannewssouth@tv.com

2.4 Logging

A comprehensive record must be kept of all events the key areas including information received (and sent out), decisions made (and the reasoning, and those decisions NOT subsequently made and the reasoning why), actions taken (the timing and to whom they have been allocated), records of handovers with staff going/coming on duty.

Entries should be:

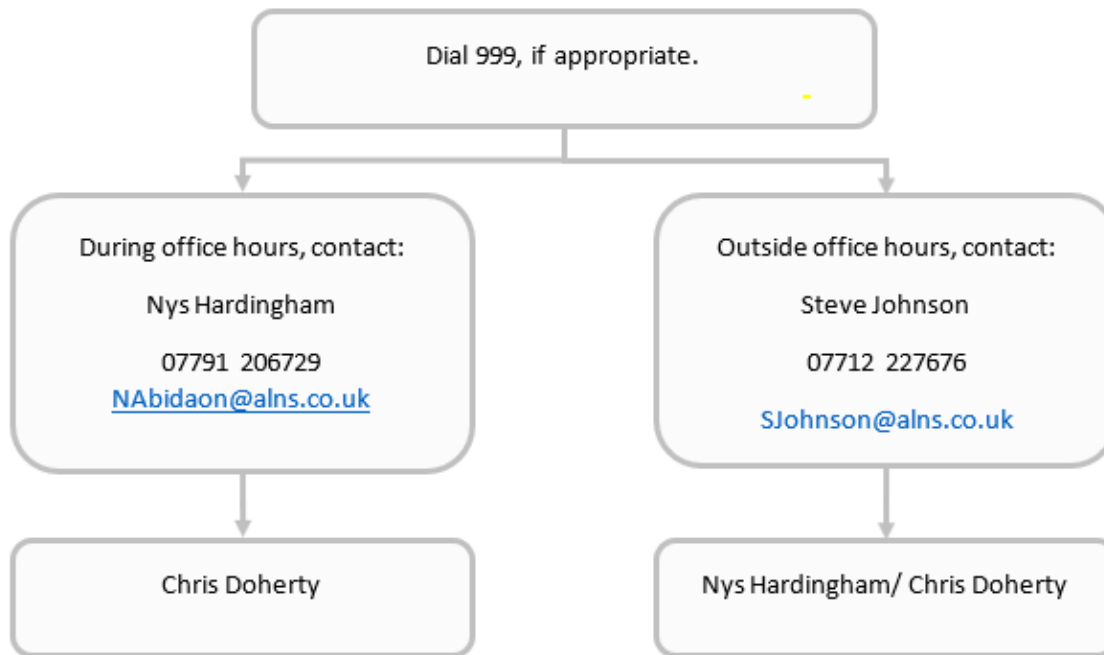
- CIA - Clear / Intelligible / Accurate
- Chronological.
- Contemporaneous - 'as they happened'.
- Record, "direct speech," where possible. I.e. quotes.
- Factual – no assumptions or opinion (remember what you saw, heard, did – anything else is an assumption)
- Include dates, times, people, places, etc.
- Include non-verbal communication, as appropriate and where possible. □
- Record who has given the information; to be recorded i.e. 'Mr Jones provided details about x and requested that the following is noted'.
- Record when the officer/incident room has stood down from the incident.
- Sign off and date the log when you have finished □ ('Z' off).
- Ensure the decision maker countersigns the log as a true and accurate record with date and time.
- Use permanent black ink – (have spare black ink pens and have red and green ink pens for any corrections).
- Use only the *24hr clock* NEVER the 12hr clock..
- Begin each entry on a new line but ensure there are no complete line gaps between entries - if there are, rule them through with a single solid line in black ink.
- Avoid if possible, using abbreviations/acronyms. BUT if you do, ensure the meaning for the abbreviations are recorded in full, followed by the abbreviation in brackets. Thereafter you may use those abbreviations. Better still, if your organisation uses abbreviations and acronyms as part of its response or normal business, ensure that a lexicon of those abbreviations are placed within the logbook for reference (an exhibit).
- A new page should be started when changing role holder.
- Ensure a new Log Book is used for each separate incident. An example log is shown overleaf

Initial action

Immediately inform the Executive Headteacher/Senior Deputy 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 students, 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 appropriate



	Thursday, 19/05/2011
19:40	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. -----
19:50	Rang Philip. Number engaged. -----
19:55	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. -----
20:05	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 999 202. -----
20:20	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). -----
20:40	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 use the online school closure process. -----

Notes should be recorded in chronological order.

All blank spaces should be ruled through

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.

3.1 School Emergency Response Team (SERT)

The School Emergency Response Team (SERT) are responsible for activating and implementing this School Emergency Plan. The SERT should record all decisions and actions in their own log book (see section 2.4) and be available for briefing sessions, handovers and debriefs.

Suggested members of the SERT are as follows:

- Executive Head Teacher
- Senior Deputy Head Teacher
- Deputy Headteachers
- HR Manager
- Building and Community Manager
- Chair of Governors
- Others as required

All members of SERT must:

- Have a copy of the School Emergency Plan at school as well as at home
- Be aware of their role and responsibilities, and that of others
- Have an on-call rota for SERT members
- Ensure their staff are aware of emergency contact numbers

The action cards on the following pages are provided to assist the SERT in carrying out their roles and responsibilities. The lists are not exhaustive as further actions may be required that are specific to the incident.

3.1.1 SERT- Response Checklist

This checklist can be used as a prompt when beginning your response to disruption.

Task	Complete
Start a log of actions taken and complete incident form (see Annex B for sheets)	
Alert Emergency Planning Team (EP Team)	
Head teacher or current head of staff will arrange meeting / teleconference in consultation with EP Team	
Locate copy of School Business Continuity Plan	
Hold School Emergency Response Team (SERT) meeting – consider allocation of actions to team members in order to:	
- Consider safety of staff, contractors, students and the public	
- Identify any damage caused	
- Identify and prioritize the functions disrupted	
- Refer to School Business Continuity Plan for detailed breakdown of recovery strategies for each critical activity, generic Business Continuity strategies and complete the recovery checklist.	
- Refer to SERT participants role specific action cards to discuss responsibilities	
- Communicate information/decisions to:	
- Staff	
- Customers	
- Contractors	
- Students	
If school closure required, use online tool (Annex A)	
Maintain regular contact with the EPDO (agree timescales for future updates)	
Ensure that responding team members are adequately recording their actions	
Arrange a debrief in conjunction with Emergency Planning Team (refer to section 5)	
Review Business Continuity Plan	

3.2 Executive Headteacher

Action	Tick box
On notification of an incident : <ul style="list-style-type: none"> Complete the Notification of Incident form and start a log 	
Assess Situation <ul style="list-style-type: none"> Administer First Aid where appropriate Call emergency services if necessary Consider Evacuation and Shelter strategies if appropriate and identify those that require specific support Consider closure of the school if appropriate 	
<ul style="list-style-type: none"> Activate the School Emergency Plan, follow activation flowchart (see section 2, page 19). 	
<ul style="list-style-type: none"> Ensure grab bags have been collected if appropriate 	
<ul style="list-style-type: none"> Account for all staff, pupils and visitors; initiate Roll Calls 	
<ul style="list-style-type: none"> Alert Emergency Planning Team (EP Team) 	
<ul style="list-style-type: none"> Call a meeting of the SERT to discuss planning (refer to 3.1.1), allocate tasks and agree reporting and communications. Refer to appropriate sections of the Emergency Plan as necessary (incl 1.6) . 	
Inform and liaise with others as appropriate: <ul style="list-style-type: none"> ➤ Pupils ➤ Staff ➤ Parents (prepare advice and info). In the case of a fatality, the Police normally break the news to parents/ next of kin. ➤ Chair of Governors ➤ LA (requests for assistance) ➤ PCC, Emergency Planning Team (EP Team) ➤ SCC, Children & Young Persons 	
<ul style="list-style-type: none"> Utilise the school closure process if required (Annex A) 	
If appropriate, arrange a quiet area to receive parents and pupils of the school and ensure someone is there to meet and greet them. <ul style="list-style-type: none"> Liaise with PCC to provide trained staff to meet and greet parents as required. 	
Media <ul style="list-style-type: none"> Liaise with Police to control media access to the school Liaise with Police and PCC's Duty Comms Officer before making any comment to the media. Do not speculate and do not allow pupils to speak to the media. 	
<ul style="list-style-type: none"> Liaise with PCC over future actions e.g. requirements for: rest centres, transport, emergency feeding, de-briefing, recovery, psychological support, Corporate Health & Safety Service, HR & Legal issues etc. 	
<ul style="list-style-type: none"> Consider arrangements to assist the school in making a speedy return to normality (see Stand down & Recovery section). 	

3.3 Deputy Headteachers

Action	Tick box
<ul style="list-style-type: none"> • Obtain as much information as possible from the Headteacher • (or person notifying you) - complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> • Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
<ul style="list-style-type: none"> • Seek advice from Headteacher on whether to Evacuate or shelter 	
<ul style="list-style-type: none"> • Lead arrangements on safety and welfare of pupils and all adults in the care of the School • If directed by the Headteacher : • Make arrangements for the Evacuation of the School to designated Evacuation point (Identify anyone requiring specific Support) 	
<ul style="list-style-type: none"> • Carry out Emergency Roll Call of all pupils and adults in the care of the School 	
<ul style="list-style-type: none"> • Keep pupils and staff informed of situation 	
<ul style="list-style-type: none"> • Ensure that the Headteacher is advised of all Media requests 	
<ul style="list-style-type: none"> • Assist the Headteacher in providing consistent advice / information to parents 	
<ul style="list-style-type: none"> • Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> • Consider arrangements to assist the School in making a speedy return to normality 	

3.4 HR Manager

Action	Tick box
<ul style="list-style-type: none"> Obtain as much information as possible from the Headteacher (or person notifying you) - complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
Telephone as instructed by the Headteacher: <ul style="list-style-type: none"> Emergency Services Members of the SERT School governors Parents PCC Children Services PCC Emergency Planning Team 	
<ul style="list-style-type: none"> Prepare and distribute copies of the School Emergency Plan as required 	
<ul style="list-style-type: none"> Collect grab bag if appropriate 	
<ul style="list-style-type: none"> Collect emergency funds if appropriate 	
<ul style="list-style-type: none"> Ensure that pupil records and registers are available (highlight to SERT those who require specific support) 	
<ul style="list-style-type: none"> Ensure that parental/ carer records and contact numbers are available 	
<ul style="list-style-type: none"> Ensure that the visitor and pupil signing in/out book is available 	
<ul style="list-style-type: none"> Lead the office staff in assisting the SERT with the information it needs and the emergency response 	
<ul style="list-style-type: none"> Ensure regular reporting to the Headteacher and SERT, advise of any contact from the media. 	
<ul style="list-style-type: none"> Assist Headteacher in provision of consistent advice and information to parents and use of the school closure process if required (Annex A) 	
<ul style="list-style-type: none"> Where possible cancel any planned visits to the school 	
<ul style="list-style-type: none"> Advise service providers of the interruption to the normal arrangements for provision of goods and services to the school (e.g. catering, transport etc.) 	
<ul style="list-style-type: none"> Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> Consider arrangements to assist the school in making a speedy return to normality 	

3.5 Building and Community Manager

Action	Tick box
<ul style="list-style-type: none"> • Obtain as much information as possible from the Office • Manager about the situation complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> • Assist and support the Headteacher to activate the School Emergency Plan 	
<ul style="list-style-type: none"> • Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction 	
<ul style="list-style-type: none"> • Ensure all building and gate keys are available 	
<p>If safe and appropriate:</p> <ul style="list-style-type: none"> ➢ Immobilise Gas supply ➢ Immobilise Electricity supply ➢ Immobilise Water supply (see section on utilities and services for location and switch off points) ➢ Provide Emergency Services with site plan of school and advise of any hazards 	
<ul style="list-style-type: none"> • If required assist with Evacuation 	
<ul style="list-style-type: none"> • Be available to liaise with the Emergency services and the Headteacher 	
<ul style="list-style-type: none"> • Where possible assist with ensuring the security of the School site 	
<ul style="list-style-type: none"> • Ensure that the Headteacher is advised of all Media requests 	
<ul style="list-style-type: none"> • Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> • Consider arrangements to assist the School in making a speedy return to normality 	

3.6 School Trip Leader

Action	Tick box
Before the trip ensure that you have all the relevant information from the British Embassy/Consulate, Foreign Office, Site/Tour Operator, Travel/Coach Company, Insurers and Local Authority as appropriate	
Upon notification/ realisation that an incident has occurred:- <ul style="list-style-type: none"> • Complete the Notification of Incident form • Assess the situation and take immediate action to ensure the safety of pupils and staff • Establish number and nature of injuries • Administer First Aid where appropriate • Call Emergency Services if required • Be aware that you and others may be suffering from shock 	
<ul style="list-style-type: none"> • Account for all members of the group; Roll Call • Dependent on location and circumstance: • Keep a record of witnesses • Record events and actions on a log sheet 	
Establish a contact point <ul style="list-style-type: none"> • Telephone Headteacher and SERT duty officer (if outside normal school time) giving clear details of what has happened and who is involved 	
Agree <ul style="list-style-type: none"> • On-going communications mechanism • A member of staff to liaise with the Emergency Services and • PCC • Who should inform parents and next of kin of pupils and staff 	
<ul style="list-style-type: none"> • Be aware of the media – do not speak without liaising with the Police and PCC Duty Comms Officer. Ask that students refrain from using their mobile phone and social media to cascade information regarding the incident. 	
<ul style="list-style-type: none"> • Do not discuss legal liability 	
<ul style="list-style-type: none"> • If overseas make arrangements to return non casualties home 	
<ul style="list-style-type: none"> • Ensure next of kin details are readily available, and European Health Insurance Cards (formerly E111 Forms) 	
<ul style="list-style-type: none"> • Assist with arrangements for parents/ families of casualties to visit their children 	
<ul style="list-style-type: none"> • Ensure continuous liaison with the School Headteacher and PCC for further action and updates 	
<ul style="list-style-type: none"> • Consider on-going support upon return home 	

3.7 Chair of Governors

Action	Tick box
<ul style="list-style-type: none">Obtain as much information as possible from the Headteacher (or person notifying you) about the situation complete the Notification of Incident form and start a log	
<ul style="list-style-type: none">Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan	
<ul style="list-style-type: none">Assist the Headteacher in providing consistent advice / information to parents	
<ul style="list-style-type: none">Inform other governors of the incident and allocate tasks as necessary	
<ul style="list-style-type: none">Attend meetings of the SERT as required, and ensure that you receive regular situation updates	
<ul style="list-style-type: none">Consider arrangements to assist the School in making a speedy return to normality	

3.8 Portsmouth City Council Education Department

Action	Tick box
<ul style="list-style-type: none"> • Obtain as much information as possible from the Headteacher about the situation complete the Notification of Incident form and start a log • <p><i>NB In the case of external emergencies affecting the school e.g. an Industrial accident or widespread flooding, information about the incident should be sought from the Emergency Planning Duty Officer.</i></p>	
<ul style="list-style-type: none"> • Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
<ul style="list-style-type: none"> • Provide advice and support to the Headteacher to ensure safety /welfare of pupils and all adults in the care of the School 	
<ul style="list-style-type: none"> • Assist the Headteacher in providing consistent advice / • information to parents 	
<ul style="list-style-type: none"> • Ensure that the Emergency Management Unit are aware of the emergency and are provided with updates 	
<ul style="list-style-type: none"> • Direct requests for assistance with the Media to SCC's • Marketing & Communications Team 	
<ul style="list-style-type: none"> • Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> • Attend PCC meetings/ Emergency Response Centre as required and provide updates 	
<ul style="list-style-type: none"> • Consider arrangements to assist the School in making a speedy return to normality 	

3.9 Portsmouth City Council Emergency Planning Team

Action	Tick box
<ul style="list-style-type: none"> • Obtain as much information as possible about the situation and start a log 	
<ul style="list-style-type: none"> • Assist with coordinating the Emergency Response 	
<p>Liaison with:</p> <ul style="list-style-type: none"> ➤ Emergency Services ➤ School – Headteacher and SERT members ➤ PCC Senior Duty Officer ➤ PCC Chief Executive ➤ Children’s Services Lead ➤ Other Council officers ➤ Elected Members ➤ Councilors 	
<p>Assist school with arrangements to ensure the safety and welfare of pupils and all adults in the care of the school. This may include assistance with</p> <ul style="list-style-type: none"> ➤ Evacuation ➤ Transport ➤ Setting up a Rest Centre ➤ Provision of Emergency Feeding ➤ Provision of Welfare services ➤ Provision of Business Continuity Advice 	
<ul style="list-style-type: none"> • If appropriate, activate multi agency communication and response arrangements including the Local Resilience Forum major incident website and National Resilience Extranet; providing secure and timely communications between multi- agency partners. 	
<ul style="list-style-type: none"> • Set up PCC Emergency Response Centre if appropriate 	
<p>Media</p> <p>Assist with coordinating the media response to ensure continuity of advice and information.</p> <ul style="list-style-type: none"> ➤ Dispatch a member of the Communications Team if required ➤ Arrange for a public information line if appropriate 	
<p>Provide contact to other services as requested e.g.</p> <ul style="list-style-type: none"> ➤ Legal ➤ Corporate Health & Safety Service ➤ Education Psychology 	
<ul style="list-style-type: none"> • Consider arrangements to assist the School in making a speedy return to normality 	

4.1 Business Continuity Management

Business Continuity is the strategic and tactical capability of the organisation to plan for and respond to incidents and business disruptions in order to continue business operations at an acceptable predefined level.

Portsmouth City Council's Emergency Planning Team is able to support schools and academies with their business continuity management systems.

Contact BC@portsmouthcc.gov.uk for more information.

4.2 Business Impact Analysis

The main technique used for the analysis of an organisation for BC purposes is the business impact analysis (BIA). BIA identifies, quantifies and qualifies the impacts in time of a loss, interruption or disruption of business activities on an organisation and provides data from which appropriate continuity strategies can be determined. BIA's should establish the maximum tolerable period of disruption (MTPD) which can be worked out by looking at the following:

- Time period after disruption that the activity must be resumed.
- Minimum level needed upon resumption.
- Time period for achieving normal levels of operation.

4.3 Definition: Critical Activities

Critical activities are identified as Priority 1 as per the definition below. A Business Impact

Analysis for each critical activity is included at Annex B.

Priority	Definition
1	Critical Functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. Unacceptable financial, legal or reputational risk implications.
2	High Functions necessary to support and assist those ensuring the safety and well-being of the vulnerable.
3	Medium Functions which, could be reduced or altered in part, but which need monitoring to ensure minimum impact on health and welfare of the community.
4	Low Functions which could be suspended/ altered in the short term without greatly impacting on the health and welfare of the community.

4.4 Critical Services Provided

These are functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. There would be unacceptable welfare/safety, financial, legal or reputational risk implications if these functions are disrupted.

Critical Service Provided
GAS – Laser Energy Acc No – 1021659 Tel – 0800 111 999 (Emergency)
ELECTRICITY - Engie Power Limited Acc No – 10198932 Tel – 0800 130 3600 Loss of supply call 150.
WATER – Water Scottish Water Business Stream Acc No – 2749793 Tel – 0330 123 2000 in an emergency contact waste wholesaler Southern Water 0330 303 0368
INTRUDER ALARM – Galaxy Panel serviced by Wings Technical Services, Daytime: 01329 282888 Out of hours: 07823 347781
FIRE ALARM – Ziton Fire Panel serviced by Wings Technical Services, Daytime: 01329 282888 Out of hours: 07823 347781

4.5 Other Services Provided

These are non-critical functions ranging from High (Priority 2) to Low (Priority 4)

importance, when considering the definitions provided at 4.1.2.

Other Services Provided

4.6 Further Information

Portsmouth City Council's Emergency Planning Team is able to support schools and academies with their business continuity management systems.

Contact BC@portsmouthcc.gov.uk for more information.

4.7 Paper Based Records

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures/ restorative arrangements
Coursework	Curriculum Leaders Office	If marked OK, if not will have to re-do	Hard copy and on computer
Examination papers	Secured in Examination Store	Exam Board could facilitate new papers	Exam Board
Asset registers / equipment inventories	Electronically with IT Manager Cloud based register	Short term	Backed up in cloud with School Asset Manager
Insurance documentation	Community Office	Short term	Provider DFE
Financial information	Copies at the Trust Finance Office and Local Authority	Short term	Payroll - Local Authority & Cloud Finance - backed up on server in Broadside

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures/ restorative arrangements
Coursework	On hard drives	Medium term	Regularly backed up, held on server in Broadside
Contact details	Sims server	Short term	Back up on server in Broadside
Financial information	Copies at the Finance office and Local Authority	Short term	Payroll - Local Authority & Cloud Finance - backed up on server in Broadside
Medical information	Medical Room – Hard copy	Short term	Held on computer – SIMS

Remote learning	Notes / instructions
Website / extranet	www.alns.co.uk/remote-learning

5.1 Stand Down

The decision to stand down will be made by the head teacher in consultation with the Portsmouth City Council Emergency Planning Officer. Consideration will be given to the following:

- Assessment of risk / development of situation.
- When services return to essential levels.
- When services return to previous (normal) levels.

5.2 Debrief

Debriefing is an important part of the incident management process. All staff involved in responding to an incident will be debriefed after a disruption. This will be arranged by Headteacher

The process should be open and honest and is particularly important when it comes to disseminating lessons learned.

- Highlight what went well.
- Discuss areas for improvement.
- Discuss lessons identified.
- Agree any changes to the Emergency Plan.
- Update your Emergency Plan.
-

5.3 Recovery

The management of the recovery will be a long process, the actual length of which will vary depending on the emergency. Injuries sustained may be both physical and psychological. For the latter, it is important to maintain a close working relationship with the educational psychologists assigned by the Local Authority. There may be a number of issues that need to be considered during the recovery phase, see below tables.

Type of support	Considerations
Identification of victims	<ul style="list-style-type: none"> • Physically injured and their rehabilitation • Possibility of trauma to those directly involved • Indirect victims suffering psychological trauma
Practical support	<ul style="list-style-type: none"> • Practical needs of the victims, depending on their injury • Practical support to the families – financial, legal, administrative, social care
Emotional support	<ul style="list-style-type: none"> • Management of unofficial/ spontaneous memorials and gifts • Funerals • Memorial services • Management of memories • Anniversaries • Impact of outside world e.g. media pressure, public enquiry
Structural	<ul style="list-style-type: none"> • Structural damage to the school infrastructure or facilities • Damage to school equipment or property • Sanitisation, decontamination or demolition of school facilities • Restoration, refurbishment and re-equipping of school • Reopening school
Other considerations	<ul style="list-style-type: none"> • Business Continuity for remainder of school • Legal e.g. public enquiry • Disaster funds and their management

Safeguarding

Short Term – Seeking support in the hours/days following the event

Once the immediate threat of danger has passed, or in the event of a critical incident that does not require an emergency response, a number of services should be made available that can offer immediate advice and support to professionals, families and children and young people. Details are provided in the table below. This is a critical time as effective early response will help minimise the potential for more long-term difficulties. Depending upon the nature of the incident, and its effects upon those affected, resourcing the appropriate response may require acknowledgement by commissioners of that service (if it requires additional resource or impacts on performance of normal business activities of that service.)

Medium to Long Term – Seeking support in the weeks/months following the event

The table below also provides details of how support can be accessed from services if there continues to be concern regarding the wellbeing of children/young people, staff, or families in the days, weeks, and months following a critical incident. It is important to remember that sometimes extreme responses are a normal reaction to trauma and to promote the use of existing support mechanisms; in the times of tragedy children and young people need support from the people who know them best.

If there are ever any safeguarding concerns following a critical incident contact;

**MASH 08450 671 0271 or 023 9268 8793 Out of hours: 0300 555 1373
following typical safeguarding procedures.**

Educational Psychology (Target Group: Head Teachers/Senior Leaders, School)

Staff, Parents, Professionals, Children and Young People) Short Term:

Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals.

School staff can contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call 02392 688781 and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist.

Medium to Long Term - If there continue to be concerns about a child/young person's emotional wellbeing in school, and the impact upon their education, further advice and support can be sought through the school's link EP 02392 684272

Public Health Nurses (Target Group: School staff, parents, professionals, children and young people)

Short Term - Portsmouth benefits from a public health nursing service which meets all its School Nursing functions for 5-19 year olds. The workforce includes qualified School Nurses as well as Emotional Wellbeing Assistants and Family Navigators who can support schools, children and families in assessing their health needs, and helping them to access them. All School Nurses may also have medical updates for many conditions which may be helpful, depending on the type of incident. Where more significant emotional or mental health support is needed, this service may also be able to refer children into CAMHS or other mental health / emotional wellbeing professionals and services. Schools should have a named link school nurse, but the service can also be contacted on 0300 123 6661

Medium to Long Term - Where there continues to be concerns about a child/young person's physical or emotional wellbeing in school, the 5-19 Public Health Nursing service can work with the school and/or the pupils' GP to ensure that they are signposted to and able to access other local services that might meet their need. Schools should have a named link school nurse, but the service can also be contacted on 0300 123 6661

CAMHS (Target Group: children/young people and families)

Short Term - Solent Child & Adolescent Mental Health Service (CAMHS) work with children and young people up to the age of 18 years of age and provide support for their families and carers. The service cares for those suffering from mental ill health and psychological distress covering a wide range of disorders and conditions. There is a wide range of assessments, interventions and treatments available working with partner agencies from statutory, third sector and volunteer services across the city. During the time of a critical incident, CAMHS will be available to offer emergency assessment and therapeutic intervention as prescribed. Urgent access to a consultant psychiatrist in times of acute distress will be prioritized for clients and their families in need. 0300 123 6632

Behaviour Resource Service (BRS)

Short Term - Behaviour Resource Service (BRS) - is a multi-agency specialist CAMHS service. The BRS are also able to offer initial psychological support and advice to practitioners to help them to support children and young people in the event of a critical incident or unexpected distressing event. The target group is mainly Children's Services and Learning safeguarding teams and foster carers. The BRS is also able to offer emergency mental state assessments for children in care 023 8083 4430

Medium to Long Term - Should further support be required this can be accessed via the therapeutic panel

Early Help (Target Group – Families)

Short Term - Specific services such as Educational Psychology and CAMHS should be contacted in the short term. If the critical incident brings existing family difficulties to a head, family support can be offered and facilitated by Early Help as below.

Medium to Long Term - The Early Help team are available to help facilitate wider family support. This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family. For help and advice call depending on the address of the child:

Family hubs in Portsmouth

Buckland Family Hub
Turner Road, Buckland, PO1 4PN
T: 023 9273 3440
E: BucklandFamilyHub@portsmouthcc.gov.uk

Somerstown Family Hub
Omega Street, Southsea, PO5 4LP
T: 023 9282 1816
E: SomerstownFamilyHub@portsmouthcc.gov.uk

Milton Park Family Hub
Perth Road, Southsea, PO4 8EU
T: 023 9282 7392
E: MiltonFamilyHub@portsmouthcc.gov.uk

Northern Parade Family Hub
Doyle Avenue, Hilsea, Portsmouth, PO2 9NE
T: 023 9266 0866
E: NorthernParadeFamilyHub@portsmouthcc.gov.uk

Paulsgrove Family Hub
Cheltenham Road, Paulsgrove, Portsmouth, PO6 3PL
T: 023 9238 5995
E: PaulsgroveFamilyHub@portsmouthcc.gov.uk

Youth Offending (Target Group – young people aged 10-17 years involved in the criminal justice system)

Short Term - The Youth Offending Service has a remit to work with young people aged 10 – 17 years, involved in the criminal justice system. A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed. The manager will participate in the strategy discussion. A manager can be contacted by calling 02392 688450

Medium to Long Term - Further service involvement would be agreed as part of a strategy discussion.

Self Help and Community Based Resources

Short Term, Medium and/or Long Term - Depending upon the nature of the incident, there may be a very high demand for input from one, several or all of the above services. There is also a range of other services that might be locally available and accessible to help support individuals that either schools might help pupils, families and/or staff or others in meeting their short term support needs. There is a significant amount of information about a range of voluntary and community sector organisations and services in the Portsmouth area available on the Portsmouth Information Directory (SID) and the Healthier Together website. Both can signpost and help people access a range of resources potentially more quickly than other services, or provide more specialist support.

PID - <https://www.portsmouth.gov.uk/services/council-and-democracy/contact-us/>

Healthier together - <http://www.what0-18.nhs.uk/>

Annex	Title	Page No.
A	Emergency School Closure Procedure	
B	Notification of Incident Form	
C	Further Site Information <ul style="list-style-type: none"> - Utilities and Alarm system Map - Photos: Intruder and Fire Alarm Panels - Fire Alarm Zone Chart - Fire Assembly Points - Photos: Turning off water supply - Photos: Turning off gas supply - Photos: Turning off electricity supply 	

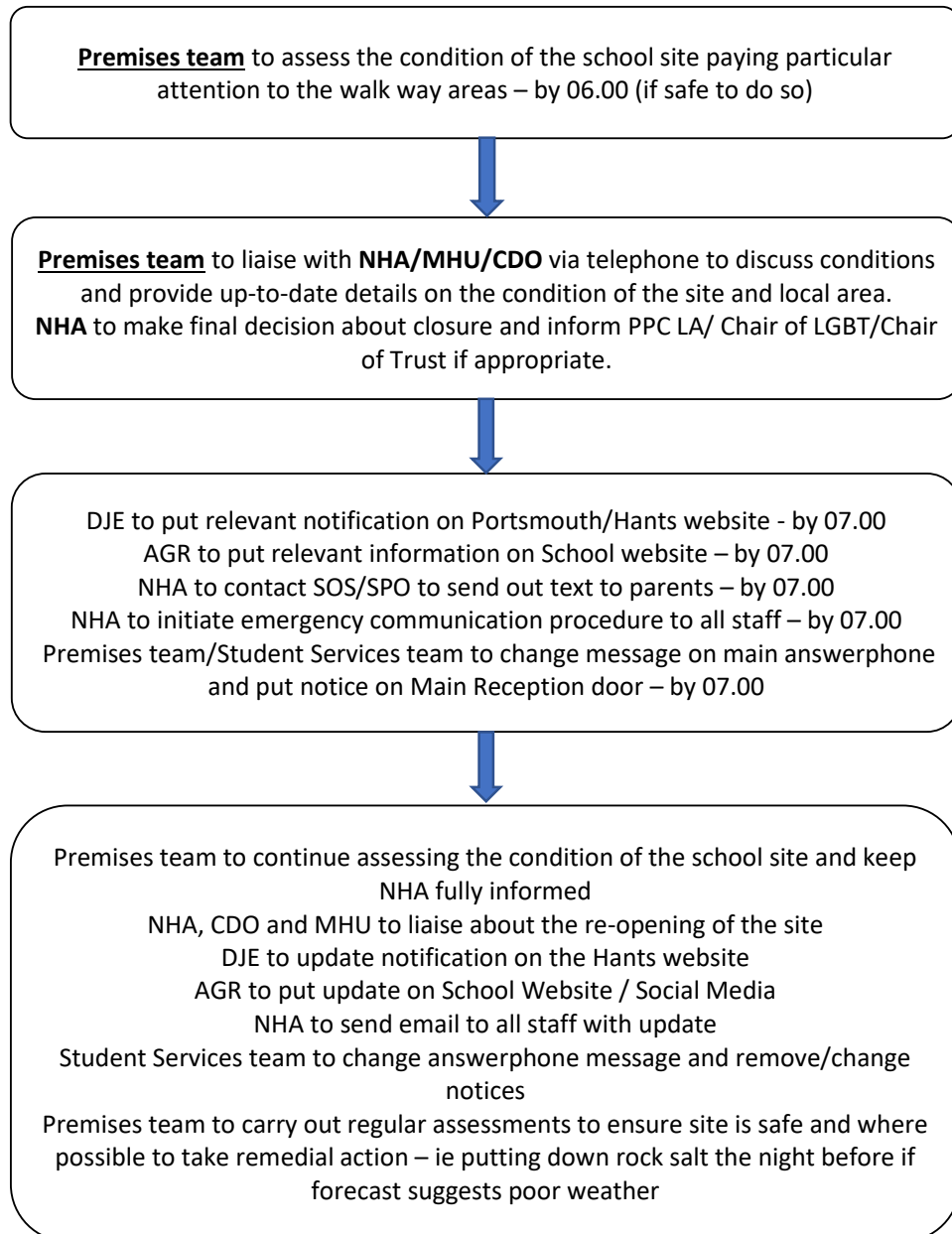
Annex A – Emergency School Closure Procedure

ALNS (Admiral Lord Nelson School) Emergency School Closure – Procedure

An emergency closure of the school will be decided based on the following concerns.

1. The site itself is unsafe for students and staff – ie ice/snow
2. The surrounding road conditions dictate that a number of staff cannot get to school therefore are not enough staff present to supervise students

In the event of an emergency closure due to either of the above the procedure is as follows;



Annex B – Notification of Incident Form

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 information now and where are they going?

People affected (including names, injuries, where are they, where are they 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:	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 Office need to be notified?

Advice for developing dynamic lockdown procedures is available on [HM Governments website](#).

Lockdown procedures may be in response to any external or internal incident which has the potential to pose a threat to the safety of staff and students in Admiral Lord Nelson School. Admiral Lord Nelson School shares fire drill and lockdown procedures annually at the beginning of the academic year to students in tutor groups. The following ACT website can also be used to inform students how to keep safe: www.npcc.police.uk/CounterTerrorism/ACTforYouth.aspx

These links, shared with staff used to help students understand the three basic principles of keeping safe in a lockdown situation, particularly if they are outside the main buildings at the time: **Run - Hide - Tell**.

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- an intruder on the school site (with the potential to pose a risk to staff and students)
- a warning being received regarding a risk occurring locally, such as of air pollution (smoke plume, gas cloud, etc)
- a major fire in the vicinity of the school site
- the proximity of a dangerous dog roaming loose.

It is of vital importance that the lockdown procedures are familiar to all members of the leadership team, the site team, teaching staff and non-teaching staff.

Radio system information

- Admiral Lord Nelson School has an extensive radio system that is throughout the school.
- Key Senior leaders have a radio that should always be set on channel 13. This will also be used as the emergency channel. The site team also use radios that are set to channel 10.
- Student Services team receptionist has a radio set to channel 13.
- Key Senior leaders and the site team will always carry their radios around the site.
- Radios are left to charge in student reception overnight, they are not removed from the building.

Roles and responsibilities

In the event of a lockdown event there is a clear responsibility ladder, the headteacher and/or Deputy headteacher will co-ordinate all actions and decisions required until the emergency services arrives.

- Headteacher – Primary lead, direct operations. Co-ordinate with emergency services
- Deputy Headteachers – Secondary Lead, liaise with emergency services.
- Human Resources – Communication with emergency services and LA emergency hotline.
- Building and Community Site manager – Manage lockdown of school site.

Emergency lockdown Communication

- If a full lockdown procedure is required, the alarm will be sounded consisting of intermittent bells rang for at least 1 minute by either a site team member or student service team member.
- An email is sent to all staff informing them of a lockdown situation.
- Radios are the main device that will be used across the schools. If in the event of an intruder, staff will decide if they need silence in their room to switch on or off.
- SLT and site staff will be dispatched to lock external doors if possible. Internal doors on the main corridor have locks that will be locked as they proceed around the school.
- Students and staff found out of lesson, are to run and hide at the nearest appropriate room, shut the door, barricade if possible and hide out of sight.
- Mobile phones need to be turned on silent. Student asked not to use phones inappropriately that may cause unnecessary panic and concern etc
- Student Services staff to alert police, unless directed otherwise by the headteacher.
- Staff to lockdown classrooms and clear any students to a safe place. Barricade doors if needed.
- Staff await communication via radio or email updates. Stay quiet and hidden.

- If staff feel escape to the field is required, then they should take any action required to do so.
- If the fire alarm sounds during the lockdown, students and staff will need to follow fire drill procedures as per normal.

Procedure during the working day for a bomb scare/attack.

1. Student services staff to inform staff Headteacher of the situation.
2. Student Services staff to alert police by mobile phone to take advice.
3. Staff to calmly direct students to the ATP as per fire drill. This procedure must happen no matter the weather conditions. Registers will be taken.
4. Senior leaders and site staff to check classrooms and clear any students to the check point. Await instructions from the police or headteacher.
5. Staff await communication from the headteacher or police. Depending on the severity of the situation, Personal mobiles may be used to share sensitive information, in order not to create panic.
6. Once the site has been confirmed as safe, students will be directed back into the building.
7. If the decision is made to evacuate the school site as it is too dangerous, then the site manager will open the south exit gates, staff will guide all students across the road to Great Saltens. Two staff will lead the students at the front. All students will gather on Portsmouth College Goals site ensuring all are accounted for.

Procedure for partial lockdown e.g in the event of air pollution

If there is a partial lock down this will be communicated by email and by staff directing other staff and students.

In a partial lockdown staff and students should remain in the school building and all doors leading outside should be closed. No one should be allowed to enter or leave the building; however, teaching and work can continue as usual. This may be because of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and students in the school. It may also be because of a warning being received regarding the risk of air pollution, etc.

1. All outside activity to cease immediately, students and staff return to building.
2. All staff and students remain in building and doors shut and windows locked.
3. Free movement should not be permitted within the building unless due to medical reason.
4. In the event of an air pollution or chemical, biological, or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by the emergency services, depending on the severity of the incident that has triggered a lockdown. Emergency services will support the decision of the Senior Leader in charge with regard to communications to parents.

Communication procedures between parents and Admiral Lord Nelson School.

In the event of an actual lockdown, the incident or development will be communicated to parents as soon as is practicable.

Parents will be given enough information about what will happen so that they:

- are reassured that the school understands their concern for their son/daughter's welfare, and that it is doing everything possible to ensure their safety.
- do not need to contact the school because in doing so, this could tie up telephone lines that are needed for contacting emergency providers.
- do not come to the school as this could interfere with the emergency services' access and may put themselves and others in danger.
- wait for the school to contact them about when it is safe for them to come for their son/daughter and where to collect them from.
- School emergency codes will not be shared with publicly to ensure systems and processes are not jeopardised.
- We will keep in touch with parents as far as is possible; please do not try to phone again as this will tie up Admiral Lord Nelson School's phone lines and possibly prevent messages getting through to or from the emergency services.



Verbal	<p>Be silent and listen to instructions from the person in charge of you. Act quickly and calmly.</p>	<p>Verbal Wait until the person in charge says all clear</p>
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<p>Verbal or intermittent school bell (2 pulses)</p>	<p>Stay in the classroom Sit on the floor, under tables or against a wall Keep out of sight Stay away from doors</p>	<p>Verbal Wait until the person in charge says all clear</p>
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IN THE RARE EVENT OF a firearms or weapons attack;



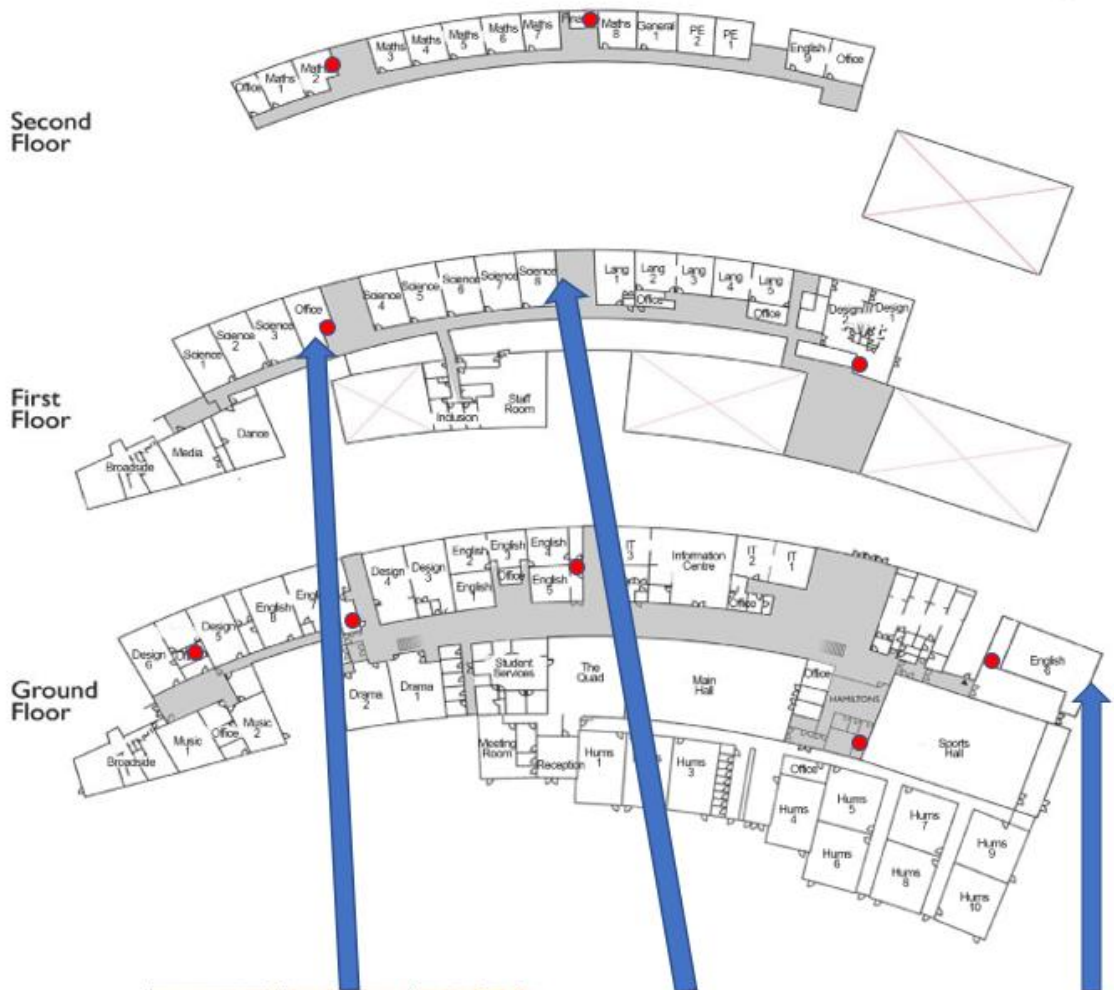
Location photos: Intruder and Fire Alarm Panels



● Intruder panel
 Located in;
 Broadside reception
 Student reception
 Main visitor reception
 Exercise deck reception

● Fire alarm panel
 Located in;
 Mall lobby doors
 Student reception
 Main visitor reception
 Exercise deck reception

Chemical and Paint Stores



Science Chemical store is a locked store situated in the Science Prep room on the first floor.



The Premises department has an external paint store as well as an internal workshop which stores paint and smaller quantities of chemicals such as varnish, white spirit and sealants.

There are cleaning cupboards (indicated with a [●situated](#) within the school). These have various cleaning materials and COSHH instructions within them. They are locked at all times.

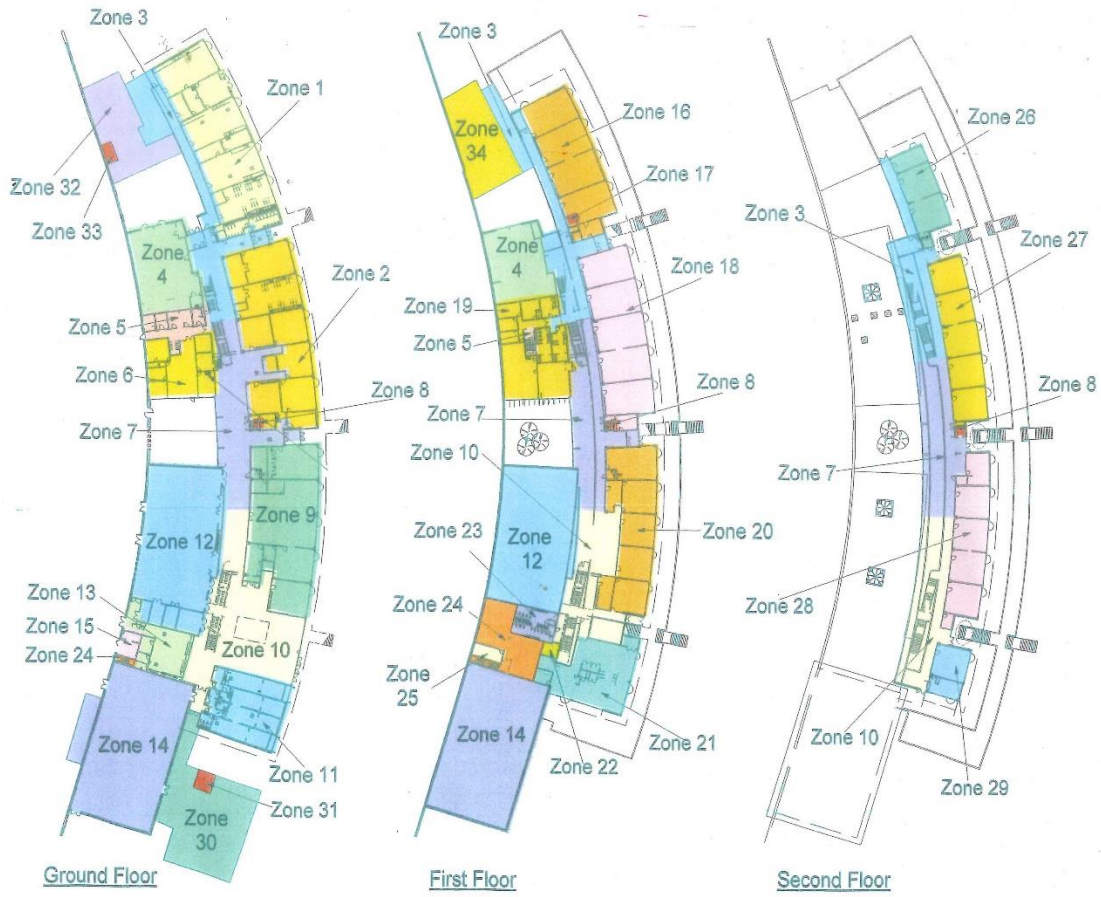
Asbestos Map

There is no Asbestos located on-site. The asbestos survey report can be found in the Building and Community Managers Office on the ground floor next to the lift.

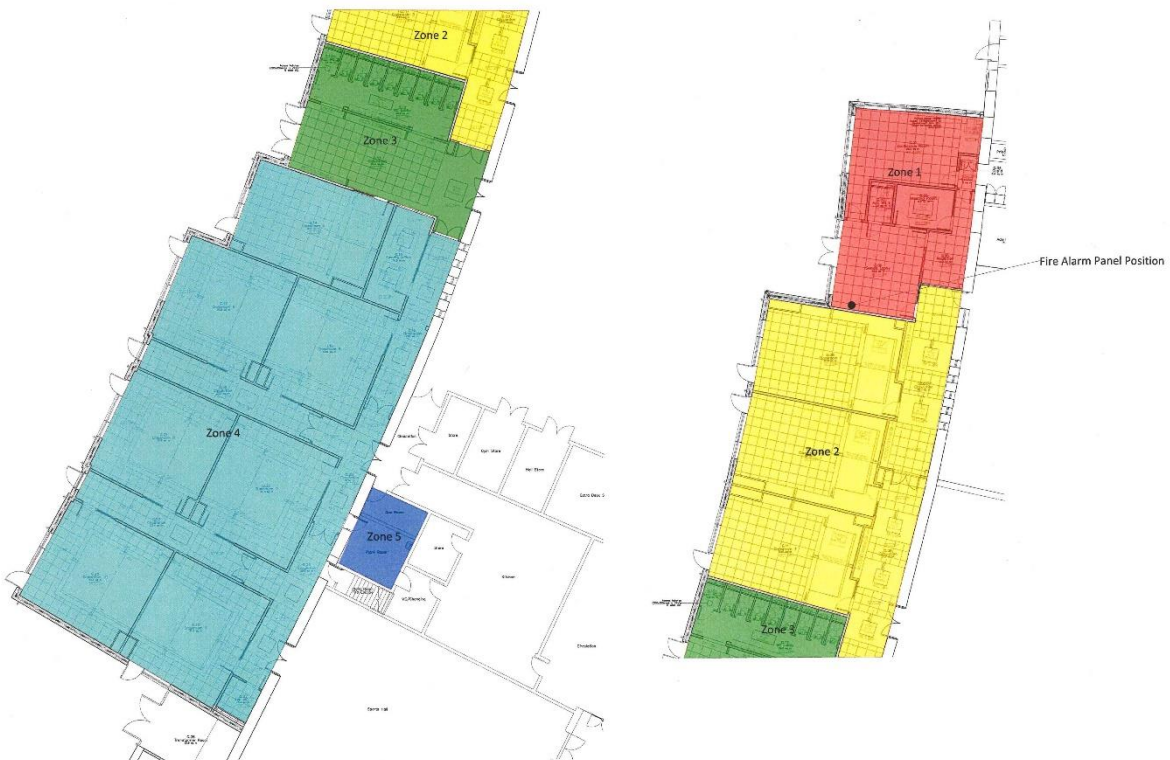
Fire Alarm Zone Chart

Main Building

ADMIRAL LORD NELSON SCHOOL FIRE ALARM ZONE LAYOUT



New Building



FIRE EMERGENCY EVACUATION

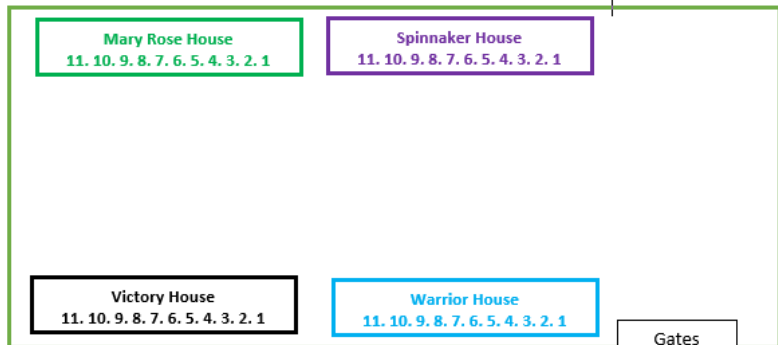


On hearing the fire evacuation sander, please vacate the room following route indicated.

1. The fire is a continuous bell
2. Leave the building by the nearest exit in an orderly fashion
3. Assembly point for all Year groups is on the Astro Turf Pitch (ATP)
4. Do not run
5. Do not panic

New House Fire Assembly Signage – ATP

New House fire assembly signage - ATP



Photos: Turning off water supply



The main inlet water pipe is located at the back of the Main Hall in the PE Gym store on the ground floor.

To turn water off; rotate both taps in a clockwise manner.

To turn water on; turn both taps in an anticlockwise manner.

Photos: Turning off gas supply

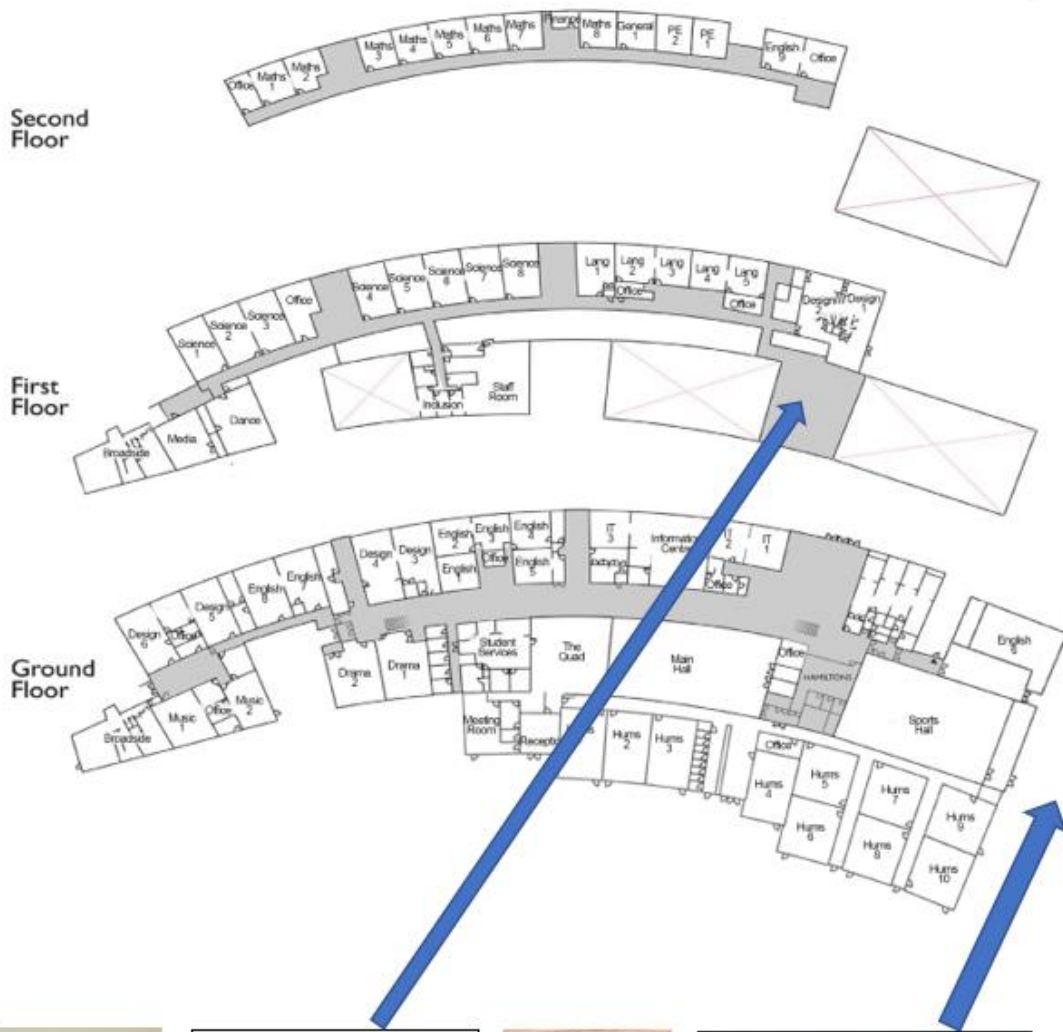


The location of the main stopcock is in the cupboard behind Hamiltons kitchen. To turn off the gas, turn the stopcock anticlockwise fully.



The main Gas kiosk is located outside of Humanities 9 outside in the front playground as indicated by the arrow above.

Photos: Turning off electricity



Main income isolator located in main school plant room on 1st floor. To switch off plunge handle down to the 'OFF' position.



The Sub-station (Located outside of Hums 9) is managed by SSE. Call the number on the front doors.

Contents

Key staff involved in contingency planning	Error!
Bookmark not defined.	
Purpose of the plan	57
Possible causes of disruption to the exam process	57
1. Exam officer extended absence at key points in the exam process (cycle)	57
2. SENCo extended absence at key points in the exam cycle	58
3. Teaching staff extended absence at key points in the exam cycle	59
4. Invigilators - lack of appropriately trained invigilators or invigilator absence	59
5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice	60
6. Failure of IT systems	60
7. Emergency evacuation of the exam room (or centre lock down)	60
8. Disruption of teaching time in the weeks before an exam – centre closed for an extended period	61
9. Candidates unable to take examinations because of a crisis – centre remains open	61
10. Centre unable to open as normal during the exam period	61
11. Disruption in the distribution of examination papers	62
12. Disruption to the transportation of completed examination scripts	62
13. Assessment evidence is not available to be marked	63
14. Centre unable to distribute results as normal or facilitate post results services	63
Further guidance to inform procedures and implement contingency planning	64
Ofqual	64
JCQ	67
GOV.UK	68
National Counter Terrorism Security Office	68

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Admiral Lord Nelson School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by the **Ofqual** Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the **JCQ** Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also confirms Admiral Lord Nelson School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence.

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*
- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*
- *sufficient invigilators not recruited*

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*
- *candidates not being entered with awarding bodies for external exams/assessment*
- *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*
- *exam timetabling, rooming allocation; and invigilation schedules not prepared*
- *candidates not briefed on exam timetables and awarding body information for candidates*
- *confidential exam/assessment materials and candidates' work not stored under required secure conditions*
- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*
- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*
- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results

- *access to examination results affecting the distribution of results to candidates*
- *the facilitation of the post-results services*

Centre actions to mitigate the impact of the disruption

- In the event of EO extended absence, the Deputy Exam Manager would step in
- Attendance officer to assist in tasks
- Exam Boards to be kept informed of developments
- Exam officer to ensure essential information is available to the Headteacher and SLT
- Annual membership to the Exams Office <https://www.theexamsoffice.org/>
- Examination Procedures – resources to support processes include: Exam Officer's Annual Handbook, Exams Calendar, Annual Exams Plan, Exam day checklist
- Exams Manager to ensure the Exams Policies and Procedures are up to date at all times
- Invigilation training for new staff to be completed

2. SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- *candidates not tested/assessed to identify potential access arrangement requirements*
- *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
- *evidence of need and evidence to support normal way of working not collated*

Pre-exams

- *approval for access arrangements not applied for to the awarding body*
- *centre-delegated arrangements not put in place*
- *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
- *staff (facilitators) providing support to access arrangement candidates not allocated and trained*

<p><i>Exam time</i></p> <ul style="list-style-type: none"> • <i>access arrangement candidate support not arranged for exam rooms</i>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> • Headteacher to appoint an experienced member of the SEN team to as acting SENCo as soon as possible • Testing and Assessments to be carried out by a qualified member of staff • Applications for Access Arrangements to be made in conjunction with the Exam Manager • Senior members of the SEND team to be fully up to date with JCQ Regulations (Orange Book)

3. Curriculum Director/Teaching staff extended absence at key points in the exam cycle

<p><u>Criteria for implementation of the plan</u></p> <p><i>Key tasks not undertaken including:</i></p> <p><i>Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received</i></p> <p><i>Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies</i></p> <p><i>Non-examination assessment tasks not set/issued/taken by candidates as scheduled</i></p> <p><i>Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking</i></p> <p><i>Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> • Adjust the timetable as far is practicable to ensure subject specialist teachers are teaching examination groups

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

<p><u>Criteria for implementation of the plan</u></p> <p><i>Failure to recruit and train sufficient invigilators to conduct exams</i></p> <p><i>Invigilator shortage on peak exam days</i></p> <p><i>Invigilator absence on the day of an exam</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none"> • Centre staff to invigilate in the short term • Contact Staff Agency to provide invigilators

- HR to start recruitment campaign

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions to mitigate the impact of the disruption

- Use alternative spaces in school where appropriate
- Invigilators/School staff will assist the exams manager in maintaining the security of exam papers should a venue be changed at very short notice
- Exams Manager to ensure that any late notice rooms comply with regulations as set out in the JCQ ICE Book
- Reciprocal arrangement within the Salterns Academy Trust in case of emergency

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- Entries to be made via examination boards
- Results downloaded from exam boards

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions to mitigate the impact of the disruption

- Invigilators, Deputy Headteacher: Progress and Standards and Exams Manager to ensure emergency evacuation plan is followed, maintaining the integrity of the exam
- Candidates to be held separately, avoiding contact with other pupils, and ensuring that they do not talk to one another; candidates will be relocated to another venue wherever possible

- Reciprocal arrangements within Salterns Academy Trust

8. Disruption of teaching time in the weeks before an exam – centre closed for an extended period

Criteria for implementation of the plan

Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

Centre actions to mitigate the impact of the disruption

- All learning is online
- The Centre will communicate with parents, students and staff about the potential disruption to teaching time
- Exams manager to inform exam boards of development
- Reciprocal arrangements within Salterns Academy Trust

Lockdown

- Please see the School lockdown policy

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

Candidates are unable to attend the examination centre to take examinations as normal

Centre actions to mitigate the impact of the disruption

- The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue
- Correct documentation is completed
- The centre to communicate with parents, staff and candidates regarding solutions to the issue
- Reciprocal arrangements within Salterns Academy Trust

Covid-19 Disruption

- Follow all national/local guidelines (of the day)
- If student rests positive for COVID-19 follow PHE guidelines, including NHS track and trace to ascertain if candidate(s) have been in close contact with other students/staff in school
- Contact parents to inform of the procedures
- Consider special consideration applications if students are self-isolating

10. Centre unable to open as normal during the examination period

(including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)

<p><u>Criteria for implementation of the plan</u></p> <p><i>Centre unable to open as normal for scheduled examinations</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none">• School will always remain open for examination candidates unless a situation means that it is unsafe for anyone entering the building• Exams Manager to inform each awarding organisation which examinations are affected as soon as possible• Centre top communicate with parents, students and staff regarding alternative arrangements• Reciprocal arrangements within Salterns Academy Trust <p><u>COVID-19 Disruption</u></p> <ul style="list-style-type: none">• Follow all national/local guidelines (of the day)• If student rests positive for COVID-19 follow PHE guidelines, including NHS track and trace to ascertain if candidate(s) have been in close contact with other students/staff in school• Contact parents to inform of the procedures• Consider special consideration applications if students are self-isolating

11. Disruption in the distribution of examination papers

<p><u>Criteria for implementation of the plan</u></p> <p><i>Disruption to the distribution of examination papers to the centre in advance of examinations</i></p>
<p><u>Centre actions to mitigate the impact of the disruption</u></p> <ul style="list-style-type: none">• Frequent checks of deliveries of examination papers are made• Examination boards are contacted immediately if papers are not delivered by the expected date• Examination Manager to ensure handling and access to copies when received, made and stored is kept under secure conditions using passwords and encrypted online storage papers downloaded from secure sections of examination boards' website

12. Disruption to the transportation of completed examination scripts

<p><u>Criteria for implementation of the plan</u></p> <p><i>Delay in normal collection arrangements for completed examination scripts/assessment evidence</i></p>

Centre actions to mitigate the impact of the disruption

- Exams Manager to communicate with relevant awarding organisations as soon as possible to resolve the issue
- Scripts to be stored securely according to JCQ regulations until transport confirmed
- If alternative secure delivery options are advised, proof of postage is obtained

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Completed examination scripts/assessment evidence does not reach awarding organisations

Centre actions to mitigate the impact of the disruption

- Exam Manager informs Deputy Headteacher: Progress and Standards
- Contact examination board immediately
- Examination board instructions are distributed to the Exam Manager, Head of Centre, Deputy Headteacher: Progress and Standards, Subject departments, parents and pupils.

14. Centre unable to distribute results as normal or facilitate post results services

(including in the event of the centre being unavailable on results day owing to an unforeseen emergency)

Criteria for implementation of the plan

Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions to mitigate the impact of the disruption

- Unable to access results – Exams manager will contact awarding bodies regarding alternative options (e.g., download results from awarding bodies secure websites)
- Unable to distribute results – the centre will communicate with parents, students and Curriculum Leaders with details of alternative arrangements (e.g. alternative site). Information will also be posted in the school website and communicated to staff
- Alternative arrangements for post-results to be communicated to parents, students and all staff

Further guidance to inform procedures and implement contingency planning

Ofqual

What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance:

1.1 Covid specific guidance:

- [Guidance for schools Covid-19](#) from the Department for Education in England (subject to frequent updates as the situation changes)
- [Responsibility for autumn GCSE, AS and A level exam series](#) from the Department for Education in England
- [Action for FE Colleges](#) from the Department for Education in England
- [Public health guidance to support autumn exams](#) from the Department for Education

1.2 General contingency guidance

- [Emergency planning and response](#) from the Department for Education in England
- [Opening and closing local-authority-maintained schools](#) from the Department for Education in England
- [Procedures for handling bomb threats](#) from the National Counter Terrorism Security Office.

2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also:

- [JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland](#)

3. Steps you should take

3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

3.2 In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's [Centre emergency evacuation procedure](#).
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

4. Steps the awarding organisation should take

4.1 Exam planning

1. Establish and maintain, and at all times comply with, an up-to-date, written contingency plan.
2. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

4.2 In the event of disruption

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.

- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

4.3 After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects.

See also:

- [JCQ's guidance on special considerations](#)

6. Wider communications

The regulators, [Ofqual](#) in England, [Qualifications Wales](#) in Wales and [CCEA](#) in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The [Department for Education](#) in England, the [Department of Education](#) in Northern Ireland and the [Welsh Government](#) will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the [Universities and Colleges Admissions Service](#) (UCAS) and the [Central Applications Office](#) (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

7. Widespread national disruption

The governments' view across England, Wales and Northern Ireland is education should continue in 2020/21 with schools remaining open and that examinations and assessments will go ahead in both autumn 2020 and summer 2021.

As education is devolved, in the event of any widespread sustained national disruption to examinations or assessments, national government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for exam timetables.

We will update this page as necessary should national disruption occur with any further relevant links.

(Ofqual guidance extract above taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - What schools and colleges and other centres should do if exams or other assessments are seriously disrupted (updated 01 October 2020)

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and->

JCQ

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies will designate a 'contingency day' for examinations, summer 2021. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or significant local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

In the event of national disruption to a day of examinations in summer 2021, the awarding bodies will liaise with the qualification regulators and government departments to agree the most appropriate option for managing the impact. As a last resort the affected examinations will be rescheduled. Although every effort would be taken to keep the impact to a minimum, it is possible that there could be more than one timetable date affected following the disruption, up to and including the contingency day. Centres will be alerted if it is agreed to reschedule the examinations and the affected candidates will be expected to make themselves available in such circumstances. The decision regarding the rescheduling of examinations will always rest with the awarding body. The centre must conduct the examination on the scheduled date unless instructed to do otherwise by the awarding body.

Where candidates choose not to be available for the rescheduled examination(s) for reasons other than those traditionally covered by special consideration, they will not be eligible for enhanced grading arrangements. Centres must therefore ensure candidates and parents are aware of this contingency

arrangement so that they may take it into account when making their plans for the summer. However, the awarding bodies will not insist upon candidates being available throughout the entire timetable period as a matter of course.

(JCQ guidance above taken directly from Instructions for Conducting Examinations 2020-2021 <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, Contingency planning)

JCQ Joint Contingency Plan www.jcq.org.uk/exams-office/other-documents

General Regulations for Approved Centres www.jcq.org.uk/exams-office/general-regulations

Guidance notes on alternative site arrangements www.jcq.org.uk/exams-office/online-forms

Guidance notes for transferred candidates www.jcq.org.uk/exams-office/online-forms

Instructions for Conducting Examinations www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations

A guide to the special consideration process www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

GOV.UK

Emergency planning and response: Severe weather; Exam disruption

www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings

Opening and closing local-authority-maintained schools www.gov.uk/government/publications/school-organisation-maintained-schools

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

National Counter Terrorism Security Office

Procedures for handling bomb threats www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bomb-threats

Portsmouth City Council’s Emergency Planning Team is able to support schools and academies with their business continuity management systems. Contact BC@portsmouthcc.gov.uk for more information.

Salterns Academy Trust (SAT) are in the process of developing the Trust Business Continuity Plan, which will be inserted here once agreed and ratified.

E1. Critical activity 1 – [Enter the name of the critical activity here]

Lead Officer: [Enter the name of lead the officer here]

Description: [Enter a description of the critical activity and locations it is delivered from here]

Impact of non-delivery of activity at the following intervals:

Minimum Resource Requirements to maintain critical activity (at minimum acceptable level):

Key Staff Contact Details: Insert information

Key staff	Home working ?	Access / regular user	Personal Email	Work Email	Personal mobile phone	Ext

Other mechanisms to inform staff:

(e.g. group email distribution lists, sending staff to particular venues to provide a briefing, radio etc.)

E2. Critical activity 2 – [Enter the name of the critical activity here]

Lead Officer: [Enter the name of lead the officer here]

Description: [Enter a description of the critical activity and locations it is delivered from here]

Impact of non-delivery of activity at the following intervals:

Time	What is the impact of non-delivery of activity in terms of safety/welfare, legal, financial and reputational impacts? At what point in time do these become unacceptable?	Safety/Welfare	Legal	Financial	Reputation
First 24 hours	Insert information				
24 – 48 hours	Insert information				
Up to 1 week	Insert information				
Up to 2 weeks	Insert information				

Key Staff Contact Details: Insert information

Key staff	Home working ?	Access / regular user	Personal Email	Work Email	Personal mobile phone	Ext

Other mechanisms to inform staff:

(e.g. group email distribution lists, sending staff to particular venues to provide a briefing, radio etc.)

