

ADMIRAL LORD NELSON SCHOOL

EMERGENCY PLAN

Plan administration	
Version number	6
Date of issue	1 st November 2015
Electronic copies of this plan are available from	Public Drive on the School Network; Facilities Management\Facilities and Health & Safety\Emergency Plan\2018
Hard copies of this plan are available from	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).
Location of emergency grab bag(s)	Reception / Building and Community Office
Review History	1 st June 2016, 22 nd July 2017, 9 th July 2018
Date of next review	July 2019 (annually)
Interim reviews	A review of the emergency plan protocols must take place within a week following each incident requiring the emergency protocols to be activated. The review is undertaken by the Deputy Headteacher who reports to the Health and Safety Committee with any potential recommendations for amendments and/or additions to the plan.
Person responsible for review	Matt Hutton – Deputy Headteacher

CONTENTS

SECTION 1 - CONTACT DETAILS	4
1.1 School information	4
1.2 Contact details - school staff and governors.....	5
1.3 Contact details - extended services.....	6
1.4 Contact details - local authority	7
1.5 Contact details - local radio stations.....	9
1.6 Contact details - other organisations.....	10
1.7 Contact details - for completion during an emergency.....	12
SECTION 2 - ACTIVATION	13
2.1 Notification of incident.....	13
2.2 Initial action.....	16
SECTION 3 - ROLES AND RESPONSIBILITIES	17
3.1 Roles and responsibilities - co-ordination.....	17
3.2 Roles and responsibilities - business continuity.....	19
3.3 Roles and responsibilities - communications.....	20
3.4 Roles and responsibilities - log-keeping	21
3.5 Roles and responsibilities - media management	22
3.6 Roles and responsibilities - resources.....	23
3.7 Roles and responsibilities - welfare.....	24
3.8 Roles and responsibilities - educational visit leader	25
APPENDIX 1 - POST INCIDENT SUPPORT	27
APPENDIX 2 - BUSINESS CONTINUITY	30
APPENDIX 3 - SITE INFORMATION	32
APPENDIX 4 - EVACUATION	34
APPENDIX 5 - SHELTER	35
APPENDIX 6 - LOCKDOWN	36
APPENDIX 7 - SCHOOL CLOSURE	37
APPENDIX 8 - COMMUNICATIONS	38
APPENDIX 9 - BOMB THREATS	39
APPENDIX 10 - SUSPICIOUS PACKAGES	41
APPENDIX 11 - LOSS OF SCHOOL BUILDINGS	42
APPENDIX 12 - LOG KEEPING GUIDELINES	46

SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	ADMIRAL LORD NELSON SCHOOL
Type of school	ACADEMY
School address	DUNDAS LANE, PORTSMOUTH, PO3 5XT
School operating hours (including extended services)	06:30– 22:00 (Sat - 09:00-17:00 Sun - 09:00-14:00 – Both days subject to variation)
Approximate number of staff	140
Approximate number of students	1050
Age range of students	11 - 16

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.portsmouthcc.co.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Nys Hardingham	Head Teacher	Co-ordinator 3.1 Media Management 3.5	07791 206729		
Chris Doherty	Deputy Head	Deputy Co-ordinator 3.1 and Deputy Media Management 3.5	023 93 111120 07810 561428		
Matt Hutton	Deputy Headteacher: Well Being, Safety and School Continuity	Education Visit Leader 3.8	07843 426337		Key holder
Stephen Fenner	Assistant Head: Inclusivity		07964 999408		
Stephen Fenner	Assistant Head: Inclusivity	Welfare 3.7	07964 999408		Key holder
Steve Johnson Matt Hutton	Buildings and Community Manager Deputy Headteacher: Well Being, Safety and School Continuity	Business Continuity 3.2	07712 227676 07843 426337		First aid/Key holder Key holder
Steve Johnson Matt Hutton	Buildings and Community Manager Deputy Headteacher: Well Being, Safety and School Continuity	Resources 3.6	07712 227676 07843 426337		First aid/Key holder Key holder
Damarni Jeal	PA to Head	Log keeping 3.4	07401 766403		
Bobbie Young	Director of HR and Compliance	Communications 3.3	023 9273 6812	07734 888736	
Davina Wise	Assistant Headteacher Teaching and Learning	Deputy for Log Keeping 3.4 Deputy for Communications 3.3	02380 471466	07783052803	

Tania Osborne	Chair of Governors	To be informed and to assist as necessary	07846 966170		
---------------	--------------------	---	--------------	--	--

1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Steve Johnson	Buildings and Community Manager	0730 – 2200	07712 227676		First aid/key holder

1.4 Contact details - local authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Education Service (LA)	023 9284 1209		Use these no. for any
Emergency number	LA emergency contact Out of hours	07985 870667		Major incident
Children's services	Alison Jeffery	023 9284 1202		
Media / communications	Duty Rota	023 9283 4043 PCC	01962 847368 HCC	
Property	AMS (Mechanical Services) help Desk AMS John Bean Head of Prop	023 9284 1311 023 9268 8439 023 9283 4651		
Catering	Gerrard Rogers (In house)	02392430220 07827909070		
Educational visits	Evolve Service Manager - Stuart Nundy	01962 876219	01962 876218	
Health and safety	Andy Kill - PCC	023 92283 4734		
Risk / insurance	Naomi Stefanie	023 92841 442		
Legal		023 9288 788		
Human resources		023 8038 3500 Hants		

Multi Agency Safeguarding Hub (MASH)	Office hours: 09:00-16:00	08450 671 0271 023 9268 8793	Out of hours: 0300 555 1373	
--	---------------------------	---------------------------------	-----------------------------	--

DRAFT

1.5 Contact details - local radio stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
The News	N'A	01329 243003	newsdesk@thenews.co.uk	
BBC Radio Solent	News	023 92806 32811	Radio.solent.news@bbc.co.uk	
Meridian	News	01489 442006	meridiannewssouth@tv.com	

1.6 Contact details - other organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police Hampshire police	Portsmouth Central	999 08450 454545		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		

Insurance company	RPA Scheme Membership no:140697 (Risk protection Academics) Marsh Ltd - Travel and Personal Accident Insurance for Off-site Activities Marsh Ltd - Occasional business use of personal cars by school employee/governor or volunteer	0113 246 2040 01444335142 020 7173 7715 - Claim line 01444335142 0345 9848383 - Claim line		Underwriter: ACE Europe (Travel & Personal Accident) Assistance: +44 20 71737798
Utility supplier – Gas	Total Gas Power	0800 111 999		Site no. 112641021659
Utility supplier – Electricity	N.Power	0800 375 675		Site no. 112641021659
Utility supplier (Water)	Castle Water Portsmouth Water - supply Southern Water - Waste	023 9247 7999 0845 278 0845		Account: 00102580103 Account: 10193121
Telephones	TTG Southern	01223 507070		
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

SECTION 2 - ACTIVATION

2.1 Notification of incident

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

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

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- Headteacher
- School staff
- Governors
- Students
- 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 students 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?

.....

.....

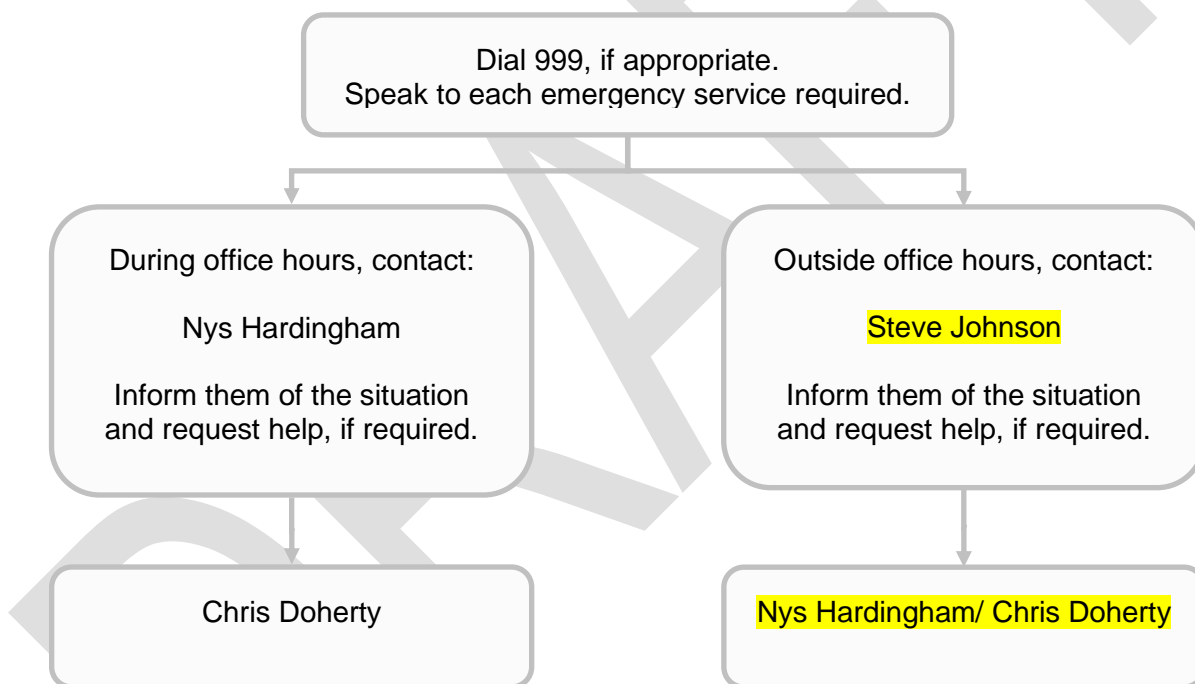
.....

2.2 Initial action

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

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard 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



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and students will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all students, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of students / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Students ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	Preserve the scene until you are informed by the police, fire rescue services or investigating bodies that it is no longer necessary to do so.	

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

3.2 Roles and responsibilities - business continuity

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

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

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

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

3.3 Roles and responsibilities - communications

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

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

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Students ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting students and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

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

3.4 Roles and responsibilities - log-keeping

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

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

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

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

3.5 Roles and responsibilities - media management

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

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

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

3.6 Roles and responsibilities - resources

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

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

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

3.7 Roles and responsibilities - welfare

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

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

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

3.8 Roles and responsibilities - Educational visit leader

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

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

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

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

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

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

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and students can be allowed time off school to attend the funeral ▪ Providing transport to take students and staff to the funeral ▪ Providing students with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

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

APPENDIX 2 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (ideally 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 the 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

Electronic 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	Backed 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

DRAFT

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	TO TURN GAS OFF TO ALL AREAS OF THE SCHOOL End cupboard in delivery store back of Hamiltons kitchen and gym	Turn right hand wheel nearest wall (will be marked)
	DECK Plant room between school and deck	Knock off button and isolation switch (will be marked)
Water	TO TURN WATER OFF TO ALL AREAS OF THE SCHOOL Gym store cupboard in delivery store back of Hamiltons kitchen and gym.	Right hand wall – turn main wheel (will be marked)
	DECK ONLY Main school plant room, far left hand side near the water tanks,	Turn wheel. (will be marked)
Electricity	FOR WHOLE SCHOOL Main plant room – cupboard near stairs to outside	Pull down lever (will be marked)
	DECK AREA ONLY Plant room between school and Deck	Electric control panel , far right hand corner of room, turn off isolation switch
Heating	FOR MAIN SCHOOL ONLY Plant room DECK AREA Plant room between school and Deck	Turn all boilers manually to off

Internal hazards	Location	Notes / instructions
Asbestos	Register located in Premises office.	
Chemical store(s)	Science store	
Cleaning Chemicals	Cleaner's Cupboard	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Heads office or Meeting room	
Media briefing area	Main Hall	

DRAFT

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	High and Low pulsing electrical sound
Signal for bomb evacuation	High and low pulsing electrical sound
Signal for all-clear	Verbal

Assembly points - fire evacuation	
Fire evacuation assembly points	ATP or Front of School
Fire evacuation assembly points off site	Ocean Retail Park

Assembly points - bomb evacuation	
Bomb evacuation assembly points	ATP
Bomb evacuation assembly point off site	Ocean Retail Park

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	PORTSMOUTH COLLEGE, TANGIER ROAD, COPNOR, PORTSMOUTH, HAMPSHIRE. PO3 6PZ
Type of premise	College
Contact name and details of key holder(s)	Simon Barrble - 023 9266 7521
Address	Tangier Road, Portsmouth,
Directions / map	
Estimated travel time (walking, with students)	15 – 20 minutes

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	Verbal/E-mail
Signal for all-clear	Verbal/E-mail

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	2 intermittent pulses of bell
Signal for all-clear	Verbal

Lockdown	
Rooms most suitable for lockdown	Classrooms Hall/Gym, Drama. Sportshall
Entrance points (e.g. doors, windows) which should be secured	All external classroom doors to be closed. Front door.
Communication arrangements	<ul style="list-style-type: none"> ▪ Two way radios (premises) ▪ Mobile phones ▪ Instant messaging / email ▪ Other.

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

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

APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> ▪ Partially opening the school to some students ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate - APPENDIX 11	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in APPENDIX 8 - Communications. It may be appropriate to inform: <ul style="list-style-type: none"> ▪ Students ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for students as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any students who do arrive are informed of the closure, and to check students are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	02392 364536	Reception
Outgoing calls	02392 364536	Reception

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	Ensure updated message as per communications role 3.3.2
School website / extranet	www.alns.co.uk
Text messaging system	Text Anywhere - PARS
Local radio stations	See section 1.5
Telephone tree	Team leaders to phone their teams as per list in file
Email	admin@alns.co.uk

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

Group	Preferred method of contact	Contact details are available from
Students	Internet – ALNS Website	SIMS
Parents / carers	E-mail/Text if more urgent	SIMS
Governors	Email	Bobbie Young
Extended services	Phone	Steve Johnson

APPENDIX 9 - BOMB THREATS

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

Time of call/communication:

Telephone number you were contacted on:

.....

Exact wording of the threat:

.....

.....

+ **If it is an e-mail do not respond to the sender. Do not delete the e-mail.**

+ **If it is a caller stay calm. Being cautious, and without provoking a caller, try to ask the questions below.**

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

+ Contact the Police (999) or the mailbox: force.control@hampshire.pnn.oice.uk and inform the Headteacher/nominee immediately.

+ Carry out further actions based on Police advice.

+ Make PCC LA aware by Emergency.Planning@portsmouthcc.gov.uk & mediacom@portsmouthcc.gov.uk & kelly.rooker@portsmouthcc.gov.uk

+ Further advice to schools at [National Counter Terrorism Security Office \(NaCTSO\) Guidance for Educational Professionals](#)

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....

.....

Notes:

APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

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

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

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

APPENDIX 11 – LOSS OF SCHOOL BUILDINGS

In the event of a major incident in a school resulting in the operational loss of the school building(s) (i.e. fire, flood, explosion), PCC LA has a duty to ensure that the displaced children are able to access education. This duty remains, whether the school is an academy or a LA maintained school. The priority is to minimise the disruption to students and to get the school operational as soon as possible.

Ref'	Action of PCC LA	Documentation
LS1	<p>Start a log and record details of the incident, your actions and requests for support.</p> <p>Find out:</p> <ul style="list-style-type: none"> • Location (School, affected area within the site) • Nature of the incident • Who is aware of the incident? (i.e. emergency services) • Nominated school contact - details - who, mobile, landline, email • No. of people on the site or directly affected - and where they are (i.e. assembly point) • Are any roads surrounding the school affected? • Expected duration of the incident • What is urgently required at this stage 	Log on template
LS2	If the incident is minor and no coordination is required, contact specific services for a response.	Log on template
LS3	Inform all members of PCC Education SLT	Refer to Contacts List Log on template
LS4	If the incident is major, initiate Education service support to the emergency services and other agencies involved in the response, including liaising with schools, nurseries and other educational establishments, and with ESFA, DfE, MATs as appropriate	Refer to Contacts List
LS5	<p>Contact the school duty officer and log their contact details and the contact details for the Headteacher and the Chair of Governors.</p> <p>Obtain a copy of the school's Emergency Plan.</p>	<p>Refer to Contacts List</p> <p>Copy of ALNS Emergency Plan</p> <p>Log contact details on template</p>
LS6	<p>Assess whether the school needs to be shut the next day</p> <p>Assess whether a site visit is required - including taking account of emergency services at the scene. If so, put arrangements in place.</p>	Log on template

LS7	Ask for Corporate Comms and City Helpdesk assistance with public informing and guidance	Log on template
LS8	<p>Inform:</p> <ul style="list-style-type: none"> • The Civil Contingencies manager or team member • The Duty Executive, and request that they inform the Leader of the Council and affected ward members, plus the Lead Member for Education • Duty Media Officer • Director of Children, Families and Education 	<p>Refer to Contacts List</p> <p>Log on template</p>
LS9	Set up internal School Emergency Response working group, including identifying Senior Lead Officer. (see LS 10)	<p>Who is leading the Education response?</p> <p>Log on template</p>
LS10	<p>The School Emergency Response working group will now take over until the response phase is completed (usually first 24-48 hours).</p> <p>The role of the School Emergency Response working group at the response phase is to:</p> <ul style="list-style-type: none"> • Provide support to the school/ academy (MAT) • Address emerging issues and concerns, liaising with other services, agencies and colleagues as appropriate • Agree common messages and coordinate communications • Identify immediate impact on school site and education of students • Work with the school to support immediate actions for education of students even if a temporary short-term solution • Provide regular updates on the situation to Corporate Comms and Children, Families and Education DMT, and Education SLT. • Identify when response phase is completed. • Identify whether a formal Recovery phase is required and, if so, set up School Recovery Management Team (see point 11 below). <p>The membership will comprise:</p> <ul style="list-style-type: none"> • Member of Education SLT (Chair) • Loggist • Representative from corporate communications • Representative from Inclusion - to ensure needs of SEND and vulnerable students are considered • Pupil Place Planning & Capital Strategy Officer • Representative from civil contingencies • Representative from business support 	<p>Log decisions/ requests etc. from this Group</p> <p>There will be a formal loggist who will record activity, requests and decisions.</p> <p>A member of Education SLT will lead this group.</p>

<p>LS11</p>	<p>If a formal Recovery phase is required, the School Emergency Response working group will set up the School Recovery Plan working group (see LS 12). Once the School Recovery Plan working group is established, the School Emergency Response working group will stand down.</p>	
<p>LS12</p>	<p>The School Recovery Plan working group will take over until the recovery phase is completed.</p> <p>The role of the School Recovery Plan working group at the recovery phase is to:</p> <ul style="list-style-type: none"> • Provide support to the school/ academy (MAT) • Agree common messages and coordinate communications • Identify in detail the impact on school site and education of students • Work with the school/academy (MAT) to develop and agree an action plan to get the school operating again as quickly as possible, even if this comprises a temporary short-term solution and a medium-term permanent solution • Address issues to ensure that rapid progress can be made - i.e. finance, planning, services, resources • Provide regular updates on the situation to Corporate Comms and Children, Families and Education DMT, and Education SLT. • Identify when recovery phase is completed and activity is moving to normal operational levels. <p>The membership will comprise:</p> <ul style="list-style-type: none"> • Member of PCC Education SLT (Chair) • Loggist • Representative from corporate comms • Representative from Inclusion - to ensure needs of SEND and vulnerable students are considered • Pupil Place Planning & Capital Strategy Officer • Representative from school admissions • Representative from business support • Representative from school / academy / MAT 	<p>At response stage, just identify and establish SRP.</p> <p>Activities of SRP are related to the recovery stage, and should be logged separately.</p> <p>There will be a formal loggist who will record activity, requests and decisions.</p>
<p>LS13</p>	<p>The School Emergency Response working group engage with structured debrief and post-event reporting, provide logs and records of expenditure, and ensure any overtime sheets are submitted.</p>	

Loss of School Buildings - Prompt Card

1. Assess whether the school needs to be shut the next day - how to keep students away/ safe
2. Immediate action plan needed for first 48 hours regarding students and school.
3. How to address needs of other students in short term i.e. part-time timetables/ work on internet
4. School's responsibility to secure the site - liaise with police, get a security company, limit negligence.
5. Site visit, with surveyor/planners, H&S and school/Governing Body to secure site and assess extent of damage
6. Existing buildings - Rebuild? Repair? Timescales? Scope? Decontamination? Subject-specific requirements
7. What locations are we aware of:
 - with capacity within existing buildings for temporary provision?
 - for temporary placement of an entire school (i.e. modulars on Park and Ride site)?
 - for temporary modulars which repairs are carried out (i.e. up to 1yr occupancy)?
 - for temporary modulars whilst new build occurring (i.e. up to 3yrs occupancy)?
8. Students - dispersal to multiple locations or a complete location?
9. How does this fit with a "sense of school"? Could students feel isolated by dispersal? Mental wellbeing of staff, students - counselling, educational psychology?
10. Communications - press releases, media interviews, social media, Parentmail, school website. Coordinated messages are vital. Action plan includes:
 - Classroom and technical space requirements
 - Priority year groups to return - phased re-opening?
 - Resources - what has been lost? What is needed?
 - Transport of staff
 - Transport of students
 - School meals
 - Meeting SEND needs in mainstream - including special equipment. Effect on SEND students with autism
 - Meeting needs of students with EAL - and can Bilingual assistants support the students and their families to understand what is happening.
 - Vulnerable students - who are they? where are they?
 - Effect on students' work - i.e. exam papers, coursework, school to discuss with exam boards. How can students access have required physical resources in short term - where? Exam space (dependent on time of year)
11. School places/ admissions - suspend new admissions until school is operational except in normal admissions round. Absence code for children whilst school is shut - "Y". School needs to keep accurate logs of absence.

APPENDIX 12 - LOG-KEEPING GUIDELINES

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

- + Notes should be clear, intelligible and accurate.
- + Include factual information.
- + Use plain and concise language.
- + Keeps records of any expenditure.
- + Do not remove any pages.
- + Do not use correction fluid.

