Thomas Harding Junior School

Emergency Response Planning Policy

Including the

Business Continuity Plan

Co-ordinator	Head Teacher
Adopted by Governors	Updated September 2024
Next Review Date	September 2025

1. **Index**

1	Introduction	3
2	Roles and Responsibilities	4
3	Communication & Information sharing	7
4	Emergency Response – Onsite incidents	8
5	Emergency Evacuation	9
6	Lockdown/Sheltering Procedures	13
7	Intruders	15
8	Incidents Outside School Hours	15
9	Off-Site Incidents	16
10	School Closures	17
11	Incidents Involving Home to School Transport	17
12	Incident Logging	18
13	Dealing with the Media	18
14	Emergency Kits	19
15	Finances`	19
16	After the Event	20
17	Personal Safety of Keyholders	20
18	Business Continuity Plan	21
	Appendix 1 BCC Emergency Flowchart	
	Appendix 2 Incident Log Sheet	
	Appendix 3 Telephone Log Sheet	
	Appendix 4 Premises Plan – Lockdown activation points	
	Appendix 5 School details	
	Appendix 6 Emergency Response Action Cards	
	Appendix 7 Bomb Treat – Telephone proforma	
	Appendix 8 School Plan	

THOMAS HARDING JUNIOR SCHOOL

EMERGENCY RESPONSE PLAN AND PROCEDURES
Including the Business Continuity Plan

1. INTRODUCTION

This document describes the actions to be taken in the event of an emergency affecting the school i.e. any incident that involves the emergency services, may necessitate the closure of the school and/or which is likely to attract media attention, including incidents during off-site activities.

Criteria for plan activation would be:

- Any serious incident or emergency that causes or threatens to cause, an injury to a child or member of staff resulting in hospitalization whether on the school premises or on a school trip.
- Any incident or emergency that results in the emergency services being called onto the school premises.
- Any serious incident or emergency that occurs on a school trip.
- Any significant threat, whether perceived or real, that may pose a danger to members of the school community during school hours or during the period when children are arriving at, or leaving school.
- Any fatality or serious injury to a member of the school community outside of normal school hours
- Any outbreak of contagious illness that threatens to spread to more than one specific group
- Any fire evacuation from the school
- Any other incident or potential incident that the Headteacher or nominated authorised staff member may consider requires a coordinated response.

As part of the emergency planning in our school it is important that all staff and Governors are aware of and understand these procedures.

Every emergency situation is unique and, necessarily, the response will be different in detail. However, this document provides a clear expectation of the key actions to be taken, particularly to ensure that clear lines of communication can be established and maintained between all affected parties throughout the response.

All staff groups and governors should hold a copy of this document. Copies of this document are kept on the following notice boards in school:

- School Office
- Head teacher's Office
- Deputy Head's office
- Staffroom

All members of the Senior Leadership Team or the Administration Team, plus the caretaker, should also keep a copy of these procedures at home, in case the school premises cannot be accessed.

The Headteacher is responsible for this plan, and in her absence the Deputy Head or senior member of staff in charge must take responsibility for putting the plan into action if an emergency occurs.

Incident coordination will take place in the school office. If the school has to be evacuated, the Chesham United Football club or Elmtree School will be used as a safe place.

2. ROLES AND RESPONSIBILITIES

In the event of any emergency, the School Incident Manager needs to establish an **Incident Response Team** as quickly as possible without compromising the safety of pupils (if during school hours).

The size, role and responsibilities of this team will vary according to the nature and circumstances of the incident although some suggestions are provided below.

Role	Responsibilities	Staff who may support these roles
INCIDENT MANAGER **BLUE ACTION CARD**	• Consider the need to alert other colleagues and external agencies. • Establish an Incident Response Team and allocate roles. • Collate all relevant information relating to the emergency. • Assess the impact of the emergency and act on findings • Ensure appropriate liaison with external organisations e.g. the emergency services, County Council, School Governors as appropriate. • Consider the need to alert school community, other colleagues and external agencies • Brief the Chair of Governors • Monitor the emergency response. • Provide regular staff/team briefings.	Head Teacher Deputy Head Senior Teacher

	• Authorise any additional expenditure.	
DEPUTY INCIDENT MANAGER **GOLD ACTION CARD**	• Assists Incident Manager. • Ensure remainder of school kept informed • Drives "Business as usual" provision of normal schooling where possible • Co-ordinates and manages staff in the Incident Response Team. • Monitors staff welfare and organises staff roster. Be prepared to lead Business Continuity Management	Deputy Head Senior Member of Staff Facilities Manager
PARENT LIAISON OFFICER **PINK ACTION CARD**	• Advises parents and provides information. • Provides point of contact. • Arranges on site co-ordination of visiting parents. • Maintains regular contact with parents where appropriate. • Consider two people to undertake this activity	Senior members of staff School Governors
ADMINISTRATORS **LIGHT ORANGE ACTION CARD**	• Help to collate information. • Relay incoming and outgoing messages by telephone, fax, email etc in a prompt manner. • Provide admin support to the Incident Manager and Deputy Incident Manager. • Maintain a master log of key events and decisions, including expenses incurred.	School Office Teaching Assistants
MEDIA LIAISON **YELLOW ACTION CARD**	• Provides information to Media under direction of the incident manager. • Acts as a point of contact for media enquiries. • Works with the County Council's Communications	Senior Member of Staff School Governor

	team to prepare media statements/interviews. • Assist with internal communications. • Monitor media • Consider two people to undertake this task	
TEACHERS	• Maintain supervision. • Ensure the safety and security of pupils. • Provide information and offer reassurance • Monitor pupils physical and psychological welfare. • Prohibit the use of mobile phones unless the circumstances demand.	Assisted by Teaching Assistants
FACILITIES MANAGER **DARK ORANGE ACTION CARD**	• Ensure site security at all times. • Provide information about site facilities/layout as necessary. • Assistant with access/egress to the school.	Caretaker Facilities Manager
LIAISON OFFICER	• To represent the school at the County Council's Emergency Operations Centre. • Communicate with colleagues at the school on a regular basis and receive updates/progress reports. • Relay information to and from the County Council.	Senior member of staff

The procedure for activating this emergency process would be for the teacher at the scene / school incident manager to:

- Contact the Thames Valley Fire Control Service - Control Room
  Tel No . 01183 589 333
- Ask for the BCC duty Resilience Officer to be contacted
- Provide contact number **01494 782211**, name of school : **Thomas Harding Junior School,** school contact person (if appropriate) and brief summary of the emergency

See appendix 1 for flow diagram

3. COMMUNICATION & INFORMATION SHARING

Communication can be considered on two levels

Communicating Warnings

- Warnings – national severe weather or Flood alerts
- Internal school alerts – Fire bell, voice activated lockdown, intruder alert (out of hours) or panic alarm (lone working)

Communicating Information

It may be necessary to allocate certain telephone lines for such things as incoming/outgoing calls to agencies, partners and staff; contacting parents; receiving enquiries from parents and media. It may be necessary to use mobile phones as well as landlines. The County Council may be able to assist by providing extra telephone enquiry lines.

The school has a landline and a mobile which is retained for outgoing calls only.

All calls, both incoming and outgoing should be logged (on the form in appendix 3) to include:

- Date and time
- Name of caller and role (i.e. parent or organisation)
- Nature of the enquiry/message
- Response given
- Return number, if applicable
- Further action taken as a result of the call.

A decision log should also be kept. The purpose of the log is to ensure that all decisions taken by the IMT are recorded in context and with the rationale for the decision. This should include:

- Date / time
- Decision – maker
- Decision
- Context and rationale
- Log-keeper name

Communication with parents is vital throughout to allay fears and minimise disruption or panic. Points for consideration include:

- what parents should do in the event that the school needs to close during school hours
- location of alternative place of shelter i.e. The Chesham United Football Ground or Elmtree School
- safe pick up point for parents collecting children

- how to communicate the school closure e.g. through websites, texting services, email, and facebook/twitter
- whether they may authorise for their child to be taken home or somewhere else safe e.g. a grandparent's house
- phone numbers that parents can ring during an emergency
- Informing parents that the Communications Officer can assist them in dealing with the media

Administration staff endeavour to ensure that contact details for pupils are accurately and updated regularly.

4. EMERGENCY RESPONSE

ON SITE INCIDENTS

When the Incident occurs during 'school opening' hours.
The staff member witnessing or first discovering an incident will be responsible for initiating the immediate response. This may entail:

- Summoning help / calling the emergency services (dial 999).
- Instigating fire drill/evacuation procedures or sheltering / lockdown procedures (see below).
- Alerting the Head Teacher, or Deputy Head Teacher in their absence.
- Securing the immediate welfare of pupils and staff.
- Taking charge at a scene until the emergency services arrive and / or the School Incident Manager assumes control.
- Recording relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc (blank incident log sheet in Appendix 2).

On receiving this information the RO will arrange for a senior officer / adviser to call you back. Depending on the severity of the incident the RO may also call you back to reassure you that your initial call is being acted on.

Once a senior officer has been contacted decisions will be made in liaison with the School Incident Manager on the appropriate response and support. This will include the co-ordination of the actions that need to be taken to ensure the effective management of the situation. In all cases it will involve the Communications Team at County Hall and, as appropriate, other relevant services such as building maintenance, insurance, legal, education psychology and health and safety.

5. EMERGENCY EVACUATION

AIM

The aim of the Emergency Evacuation Procedure is:

- to ensure the safe and speedy evacuation of the school buildings and to provide an accurate method of taking a roll call of pupils, staff and visitors.

- to outline clear roles and responsibilities in the evacuation procedure
- the emergency evacuation procedure is to be used for situations such as fire, gas leaks, bomb alerts, chemical leaks.

RESPONSIBILITIES

The Head Teacher and Governing Body are responsible for ensuring fire alarm systems are regularly tested and serviced. The Head Teacher will ensure a termly emergency evacuation drill is carried out at both sites and this will be logged and reported to the Governing Body.

The Caretaker is responsible for weekly testing of fire alarms and monthly testing of emergency lighting. Records will be kept on Smarllog.

The Caretaker is responsible for weekly checks on electrical leads, fire exits, combustible materials and so on.

GENERAL FIRE SAFETY

All staff will make it their responsibility to ensure:

- Fire doors will not be propped open
- Tops and fronts of heaters are kept clear
- Routes to fire exit doors are not blocked
- Displays where possible will not be above heaters, and if this is unavoidable they will be securely fixed
- Displays are treated with fire resistant spray
- Combustible materials (paper, card, fabrics etc) are not stored near to sockets or lights
- Unnecessary lights or electrical appliances (Computers, printers, TV and video, fans, laminator, toaster, etc) are to be switched off and where possible unplugged.

STAFF TRAINING

Every member of staff will receive instructions in fire precaution during induction. Fire Warden training will be recorded on Safesmart. All members of staff will receive update training every 12 months.

Students and visitors will be instructed at the beginning of their attendance. Staff and Volunteer/Student Handbooks will include details of the Emergency Evacuation Procedure.

Termly fire drills will take place and outcomes feedback at staff meetings

FIRE/EMERGENCY EVACUATION PROCEDURE

IF YOU FIND A FIRE OR ONE IS REPORTED TO YOU:

- Anyone discovering a fire or other emergency for which the buildings should be evacuated should activate the alarm using the nearest available break glass call point. They should then notify on evacuation the exact location of the incident.

FIRE FIGHTING

- Trained staff may only attempt to deal with small fires, if it is safe to do so without putting themselves at risk, using portable fire fighting equipment.
- Ensure the alarm is raised BEFORE attempting to tackle a fire.

ON HEARING THE FIRE ALARM:

- The fire alarm is a bell alarm with a continuous ring.
- Headteacher or Senior Leader is responsible for calling emergency services (999)
- All staff, pupils and occupants of building must leave the building by the nearest available fire exit.
- Pupils with disabilities must be supported as detailed in their individual evacuation plan
- Staff in the servery will switch off appliances and close the shutter door, if safe to do so, before evacuating.
- Fire Wardens will sweep the building in accordance with the Fire plan
- A designated member of staff will collect keys, mobile phone, registers, printed report from inventory/ inventory tablet and emergency information. They will also unlock the school gates on making their way to the assembly point.
- A designated member of staff will collect the emergency box if leaving the premises is required
- In the case of the building needing to be evacuated and children taken off site, we shall use Chesham United Football Club's car park as our assembly point, walking across the school field. The member of staff with the emergency box will unlock the gate leading to Chesham United football grounds. There is also an option to use the club house to provide emergency shelter
- All Assembly points are notified on maps in each classroom and work area next to the blue and white Fire Action poster.
- The last person to leave the room must close the door.
- Walk quickly – DO NOT RUN or stop to collect belongings
- Registers must be taken by the class teacher on reaching the assembly point. Fire numbers taken at the beginning of each day allow for a quick count as soon as the children are assembled. In the event of a missing person do not go

back into the building. Report this to the person in charge and they will try to locate the person or inform the Fire and Rescue service.

- The designated Fire warden should move to the front of the building to wait
- for the emergency services
- The Office staff will check all visitors signed in are accounted for.
- The Head Teacher /senior member of staff will liaise with the Fire Brigade on their arrival.
- No one should re-enter the building until given the all clear by the emergency services / Headteacher/ senior member of staff.

If cleared for re-entry:

- Account for all pupils once inside the building
- Check no unauthorized persons gain entry
- Rooms should be rechecked to make sure there is nothing amiss
- Reassure pupils situation is under control

If re-entry is not authorised

- Alert the Local Authority
- Follow school closure procedures
- If parents are collecting children from Chesham United Football grounds, clear location details must be given to parent and the local authority.
- Alternatively, if parents can still collect children from the school site, any restrictions in access to the premises or parking facilities should be communicated clearly.

OTHER ISSUES

If staff and pupils are not on the school premises (i.e. on a trip or local walk) the Office staff will contact the teacher by phone to inform them of the situation.

OTHER EMERGENCY EVACUATIONS

BOMB THREATS

Whether the threat is a hoax or real, a bomb threat requires swift, effective and efficient response is required. Note that making a bomb threat, even a hoax, is a criminal activity.

In the event of a bomb threat consider the following response (noting that several of these activities are concurrent).

- Recipient records details on the telephone bomb threat proforma if by phone (Appendix 7)

- Inform emergency point of contact / Incident Manager
- Inform police – initial assessment – lockdown
- Teachers & Staff – housekeeping check – report back to Incident Manager
- Inform staff
- Staff member to rendezvous with police officer / PCSO
- Further assessment / liaison with police / decision by Incident Manager (and / or IMT)
- Update staff

If decision is to evacuate:

- Evacuate to chosen location via selected route
- Further search of premises
- Liaison with police
- Reoccupy or early closure
- Ongoing liaison / management with police

The responsibility for the response remains with the Headteacher (Incident Manager) although the Police should attend to provide advice.

INTERNAL GAS LEAKS

If you smell gas, or suspect there is a gas escape, you should immediately:

- Open all doors and windows.
- Notify the Head Teacher / senior member of staff of the incident.
- Call the Caretaker.
- Check that all gas appliances are switched off
- Caretaker to shut off the gas supply at the meter control valve
- Evacuate part or all of the premises as necessary.
- If gas continues to escape, telephone National Grid on 0800 111 999.

INTERNAL CHEMICAL SPILLS

If spill is severe, evacuate part or all of the building, using fire drill procedures if necessary.
Move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical / toxic / hazardous spillage incidents.

6. LOCKDOWN/SHELTERING PROCEDURES

In the event of a serious event, it is important that all staff respond to the directives and commands according to the unique circumstances of the situation. Therefore, communication is key and clear information is essential.

In the event of a critical incident requiring Lockdown the person who discovers the incident must activate the nearest alarm.

SHELTERING

External events, such as a toxic release may necessitate sheltering inside the school buildings. All doors and windows should be kept shut and appliances such as extractor fans switched off. Schools may wish to consider the best place in the building to shelter depending on the circumstances. For example, sheltering on the leeward side of the building in case of toxic release.

Go In, Stay In, Tune In – In an emergency the authorities will broadcast safety information on local radio/ television and the school should remain in shelter mode until the emergency services and/or local authority give the all clear.

LOCKDOWN

Lockdown procedures should be practised termly so that staff and pupils are familiar with them.

Where there is a threat from either an intruder on the school grounds or within the vicinity of the school, the school may instigate lockdown procedures.

To raise the alarm staff should use the devices located around the school, which have Lockdown Alert Alarm written on them.

There are 3 alarms points in the school

- Outside the school office
- In Room 8 (classroom by the carpark)
- In Year 6

The alarm is linked to the Fire alarm, the control unit is by the front door. The bell sounds intermittently.

On hearing the intermittent bell the following procedures will commence:

- Call for assistance – 999.
- Staff should ensure pupils are moved into classrooms or safe areas.
- Children with physical disabilities – if light enough then pick up child & carry, if heavier support child to speed movement to classroom or safe area.
- Children in hall-
- Children on the playground or field – bring children in where possible or hide along the tree line on the field.
- Lock doors, close windows and blinds, turn off lights. Keys to classroom doors and wet bays must be kept hanging in an easily accessible place
- Barricade the doors with available furniture

- Keep pupils seated away from windows and doors. Staff and children should huddle out of sight lines. There may be circumstances when it is best to sit on the floor or under desks.
- Staff should plan an escape route to take, wherever possible, should an intruder start to gain access to the classroom. Take barricade down and exit. IF IN DANGER MOVE!
- No one should be allowed out of the classroom or safe area during a lockdown procedure.
- Allow others to take refuge with you if SAFE TO DO SO. If it is not safe to do so then will have to refuse as it would endanger whole class of pupils
- The intruder may try to entice you to open the door – DON'T! For example, intruder has a hostage.
- Pupils should, where possible be engaged in a quiet activity or game and should be kept calm.
- Non-teaching staff should, where possible, assemble in the staffroom to form an Incident Response Team.
- If children are outside when the signal for lockdown is given, teachers and supervisors should consider taking them into the building by the nearest access point e.g. hall door, corridor door or door by the music room and on to a room/ hall that can be secured. If this is not possible, pupils may be asked to hide, disperse or take cover if this will ensure their safety – head for bushes / trees.
- Consider whether escape is the best option. If you can escape the site safely, then do so. If not don't run as this would provide targets for an intruder with a firearm.
- Signal for giving the all clear – whistle and verbal message "All Clear"

First Aid

If going past medical room to get to a classroom take a First Aid box
Treat the injured only if safe to do so

7. INTRUDERS

In keeping with the Security Policy visitors to the school should be issued with a visitor's badge and sign in the book.
All members of staff must be vigilant for intruders.
Anyone who spots someone without a badge should take the following steps:

- If you recognise the visitor, and know that they have authorised access, escort them to the office to sign in and receive a badge
- If you do not know them but feel comfortable approaching them, ask them who they are and accompany them to the office to sign in
- If you do not feel happy approaching the person, alert the Head Teacher, Deputy or school office (whichever is closest) to the presence of an intruder immediately.

8. INCIDENTS OUTSIDE SCHOOL HOURS

The person first witnessing or discovering an incident will be responsible for initiating the immediate response to the emergency situation.
This may entail:

- Summoning help / calling the emergency services (dial 999).
- Evacuating the premises immediately where necessary e.g. if a letting or other activity is taking place.
- Alerting the Head Teacher (or other senior member of staff if not contactable).
- Contacting the County Council by calling the County Emergency Number:

01183 589332

and follow the guidance in A.1 above. The only difference would be that if you have no response from anyone to your initial call after 30 minutes please call again. If this form of communication appears to have failed then, as a last resort, please contact Thames Valley Police Headquarters and explain the position on 0845 8505 505

You will also need to start recording relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc (see blank incident log sheet at appendix 1).

9. OFF-SITE INCIDENTS

Details of the procedures to be followed are contained in the Educational Visits Policy. Group Leaders should take a copy of the "Serious Incident Action Card for the Group Leader on each visit off site.

Group Leaders, having ensured that they have accounted for all party members and delegated a responsible adult to take care of uninjured members of the party should assume immediate authority for activating the emergency procedures by calling the County Emergency number:

01183 589332

When the senior officer calls you back the Group Leader should be prepared to provide the following information:

- Reconfirm your name and name of your school.
- Your location.
- Some indication of the nature of the incident.
- Details of any casualties.
- Contact information, including mobile phone number(s) and an email address at the location, if possible.

The Educational Visits guidance provides for schools to identify in their planning School Contact(s), details of whom may be available to the County Council on the visits database. If School Contact details are not available the Head Teacher will be contacted.

A log of actions taken and conversations held should be maintained by the Group Leader who may also seek further details of the incident, how and why it happened, so far as can be established. This is important – the information will need to be reported to the County Council at a later stage.

As with an on-site incident, early liaison between the Group Leader and the County Council will enable an assessment to be made of the appropriate actions to be taken to manage the incident response and support the party, the schools and parents.

Depending on the circumstances of the incident, an Incident Control Centre may be established at County Hall to form a continuous link between the party, the school and parents, the media, rescue agencies etc. As appropriate it would arrange for the return of the party or arrange transport for parents to the location where pupils are unable to travel home soon after the incident.
Depending on the circumstances, a Home Support Team might be established, involving the Head Teacher and/or other senior staff, possibly on the school premises or at an Area office, to provide a contact point for information exchange and support for all families.
Support and counselling will be arranged, as appropriate, for pupils and staff.

10. SCHOOL CLOSURES

Decisions about school closures will most often be taken in response to:

- Severe weather conditions or other reasons preventing many staff and pupils from getting to school safely.
- Heating failures.
- Lack of water.
- Fire

The decision about a school closure is the responsibility of the Head Teacher but having, as far as reasonable and practical, consulted fully with the Chairman of Governors and the Area Senior Adviser. Where, for whatever reason, consultation is not possible, the Head Teacher can make that decision alone, but should notify the Chairman of Governors and the Area Senior Adviser as soon as possible.

It is important that any decision to close a school is communicated quickly to all relevant parties e.g. parents. The Head Teacher will confirm a school closure by submitting details immediately using the web form accessible on SchoolsWeb, (buckscc.gov.uk/schools). This will then trigger an e-mail alert to relevant radio stations.

Parents and Radio stations will be able to access a list of schools that are closed on the Bucks County website, www.bucks.gov.uk/schools.

If the school has to be closed early due to severe weather of heating/water/electrical breakdowns parents will be contacted by members of the administration team and other staff to arrange the safe collection of pupils.

11. Roles and Responsibilities

The following agencies can provide support and assistance:

Buckinghamshire County Council

Children & Young People's Department
Coordination of assistance throughout the local authority
Administrative support
Welfare services/emotional support
Additional accommodation
Health and safety advice

Emergency Planning Team
Operational support
Planning support
Communications support (including extra phones, fax lines, radio communication and activation of emergency helpline)
Structured debriefing
Activation of emergency plans
Transport
Procurement
Public information
Media
Other plans as appropriate

Communications Team (Press Office)
Press officers
Advice and assistance with media management

Law and Democracy
Legal advice

Occupational Health
Advice and support on health issues
Counselling service for staff

Thames Valley Police
Overall control of the emergency response (depending on emergency)
Media relations
Contact with bereaved families
Criminal investigation

Buckinghamshire Fire and Rescue Service
Fire fighting
Life saving and rescue
Chemical spillage clean-up

South Central Ambulance Service
Emergency medical response
Transportation of casualties to hospitals
Access to other health services

Trade Unions
Information resource & support services for members
Health & safety responsibilities (consultation, investigation and joint inspection)
Will be informed by the health & safety office of incidents causing injury or threat to staff

12. INCIDENT LOGGING

Everyone involved in responding to an emergency should start and maintain a written log of their actions as soon as possible. A suggested form for this purpose is included in appendix 2. This should include any information and messages received; the source and the time and date. This is extremely important and will enable your school to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place.
A whiteboard or flip chart may be used to keep a log of key events that staff can refer to between briefings. However, ensure that a copy of any whiteboard information is made elsewhere before wiping!

13. DEALINGS WITH THE MEDIA

All dealings with newspaper, radio or television journalists should be handled with the advice and support of the Communications Team at County Hall.

The Communications Team will give information through press releases and arrange necessary interviews, and try to reduce the media pressure on the school and parents.

If individual members of staff are approached by the media they should be polite and state that the journalist will need to speak to the Communication team or to the Head Teacher. They may take the contact details of the journalist and pass these to the Head Teacher. Members of staff must not be drawn into conversation with journalists about any incident.

Only the nominated spokesperson should handle media enquiries as other people may not be in possession of the same information or latest facts. Any information that is released should be approved by relevant parties where necessary.
In the early stage all media statements agreed with the County Council will be confined to the basic facts such as:

- Time and location of the incident.

- What the factual consequences have been ("two children (not named) from this school have been taken to hospital following an incident in the playground involving a bicycle"). Avoid speculation as to the cause, who may be to blame or how it might have been avoided in the first place.
- Summary of the action being taken by the school (perhaps together with other agencies) to control the situation and/or mitigate the consequences.
- Counter any rumour/speculation that you are absolutely certain is untrue. Otherwise, do not get drawn into a debate.
- Set a time for the next update.
- Media coverage should be monitored for accuracy and any inaccuracy should be swiftly rebutted (the County Council's Communications Officer will assist with this).
- Such response must be rapid, accurate and meet media deadlines to ensure balanced media coverage.

Where it is accepted that the media will be present on site it is important to provide a segregated media reception area away from pupils, parents or staff that may have been caught up in the incident.

Note: School staff must not use social networking sites (such as Facebook or Twitter) to discuss any school incidents, including emergencies.

14. EMERGENCY KITS

The Emergency kit will be kept in the Emergency Box in the school office

This contains the following:

- Battery operated radio with spare batteries tuned into local radio station
- 3 whistles
- Combination to gate leading to Chesham United Grounds
- Contact number for Chesham Utd clubhouse
- Pen and paper / blank log sheets / clipboards
- Contact list of essential numbers
- Emergency plan
- Floor plan
- High Visibility vest
- First aid box
- Paper bags/bin bags
- Incident log sheets

Mobile phones need occasional use to ensure that it stays "live" on the network. Plenty of credit should also be maintained on pay as you go phones.

15. FINANCES

The Incident Manager will authorise additional expenditure to the sum of £1,000 for emergency funds. The school purchasing card will be the main source of access to the fund.

A written record of all expenditure must be maintained

16. AFTER THE EVENT

The effective management of an incident involves providing support after the event as well as during the initial response phase. This recovery timeline will vary and will focus on individual need for continuing support.
When the initial response is completed a structured debrief will provide an opportunity for everyone involved to review their actions, thus identifying what went well along with areas for improvement. Pupils, parents and staff should also be given additional opportunity to talk through their experiences either as a group or on an individual basis.
It will also be important to establish informal means of monitoring pupils and staff. Specific advice and support can be provided through the County Council, for example, Educational Psychologists and Post Disaster Support Team. They will be able to help the school understand more about potential reactions amongst pupils, parents and staff, and will advise on ways to support them. This may include reference to appropriate voluntary organisations.

17. PERSONAL SAFETY OF KEYHOLDERS

Persons nominated as keyholders may need to attend school buildings following a fire or burglary outside school opening hours.

Risk management are linked into the intruder alarm and are contracted to attend call outs during out of school hours. Tel 01494 441805

It is particularly important not to put yourself, or others, at risk and keyholders need to ensure that they follow simple guidelines as indicated below. It is particularly important for Head Teachers to assess any risk keyholders may find themselves in, and to agree workable strategies to minimise any risk of harm or injury, e.g.

- Only attend the site if you consider it safe to do so. Incidents that may occur at night may pose particular risks and keyholders should either be accompanied, wherever possible, or attend only whilst the emergency services or risk management are in attendance or have declared the buildings safe.

- Keep in touch with someone else where necessary and carry a mobile phone if you can.

- Take a torch and consider carrying a personal attack alarm.

- It is important for the keyholder to have basic information about the property, including knowledge of the location of electrical switch gear, gas stop valves, chemical storage etc.

18. ASSISTANCE REQUIRED.

In the event that a member of staff requires assistance, for either a medical emergency for staff or pupil, or assistance with a parent, pupil or intruder, and if there is not another member of staff available to help they can alert the office by

sending a pupil to the office with an ‘Assist’ Card. Assist cards are located in every room with a copy of the Emergency Plan.
When a pupil reaches the office with an Assist card, office staff will immediately send help.
Teachers also have an Assist card to take with them into the hall, playground or field in case of emergency.

19. BUSINESS CONTINUITY PLAN

Specific Strategies for Specific Issues

Situation	Strategies that can be employed – considerations/ actions
Large scale temporary absence of staff	• SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay • Where possible allocate 2 classes per teacher, use LSA to support • Long term consider a rolling program of attendance
Permanent/long term absence of staff	• Long Term sickness insurance for Teaching, non teaching & Caretaker • Extended hours for part-time staff • Use of Agency staff – Simply Education priority 1 • Fixed term contracts • Use network of schools to cover on a temporary basis. • SLT consider acting up in the absence of Head teacher
No notice denial of site with duration months/years	• Administration staff relocate • Work with LA/Multi Academy Trust for long term solution • Installation of mobile classrooms within a neighboring school
No notice denial of site with duration for up to 7 days	• SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay • Essential school closed • Work from Home • Relocate pupils and staff if possible • Inform hirers of school • Notify Transport Department if applicable
Denial of access to normal offices	• Use of neighboring school provide office space • Remote working from home: • Arrangements to work from county hall
Loss of mains electricity for up for 24 hours/for up to 3 days	• SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay • Use MCAS and website to notify parents
Loss of mains electricity, 3 hours	• SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay

Loss of gas – short term loss, restored within days (May cause 3 hour electricity power rotations)	• SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay if temperature below minimum levels.
Loss of gas	• Not an issue in summer • Provide temporary heating • In the Winter – SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay if temperature below minimum levels.
Significant disruption to local transport network for up to 7 days	• SLT to assess whether safe to open school due to Health & Safety issue for pupils to stay • Use MCAS and website to notify parents
Loss of mains water and sewerage	• Close School • Use MCAS and website to notify parents Inform hirers if school not available
Loss of IT	• School system is remotely backed up every 24 hours • Replacement ICT hardware is usually available within 2 weeks.
Severe Weather	• Newsletter to parent on emergency closure procedure. • Ensure adequate grit & salt available • Contact Bucklands Landscape to clear snow and grit site • Establish with staff work that can be performed from home • Staff that can work remotely from home

Appendix 2

Incident Log sheet

Incident Log: **Date:**
Name:
Sheet no.

Time	From	To	Information given / received and Actions Taken

Appendix 3

Telephone Log sheet

Incident: **Date:**

Sheet no.

Time	Name of caller, Role of caller	Enquiry/ message	Response given	Return telephone number	Further actions taken

Appendix 5

School Details

Name & Address	**Thomas Harding Junior school**
Contact details	**Tel: 01494 782211** **Fax: 01494 786098** **office@tha.odbst.org**
Out of hours contact details	**R Lenny Facilities Manager 07946 315592** **S Ruddell Headteacher 07716 938249** **A Montlouis Caretaker 07828 764 828**
Number of students	229
Qualified First Aiders	**First Aid at Work**
	S Godman S Bath S Lenny M Connell M Bennett
	Schools First Aid
	A Arnott P Chahal S Fallan J Johal A Montlouis S Smith S Kuschel
Parent contact information	In emergency box and class registers

Appendix 6

Action Cards -Blue

Emergency Response Action Card
Incident Manager

When Alerted	
Attempt to clarify what has happened • Name of caller and telephone number they can be contacted on • Nature of the incident, what has happened? • To whom? • Where? • When? • Numbers of those injured or affected • Nature of injuries • Location of those affected • Whether there is still a continuing danger or not • What has happened since? • Which emergency services are involved?	
Start a written log of all information received, relayed and actions taken.	
Alert the County Council and determine who else needs to be informed of the incident, for example, Chairman of Governors.	
Establish an Incident Response Team. Consider the following roles: • Deputy Incident Manager • Liaison officer – Parents • Administrators • Communications and Media Spokesperson • Teachers • Facilities/Site Management	
Impact Assessment and follow-on activities	
During non-school hours, arrange for the school premises to be opened up if necessary.	
Arrange initial staff/team briefing.	

Continuing the response….	
Continue to collate incident updates and all relevant information.	
Ensure that all decisions are communicated to relevant internal and external parties.	
Arrange further regular staff briefings as appropriate.	
Provision of normal service – invoke the Business Continuity plan (managed by the Deputy IM while the IM manages the emergency)	
Longer term	
Give people the opportunity to talk about their experiences.	
Conduct a debrief meeting.	
Monitor staff and pupils informally.	
Ensure that there are procedures in place for referring people to relevant agencies for further support.	
Continue to keep a record of continuing issues and actions.	
Advise any new staff of what has happened and potential effects so that they can be aware.	

Emergency Response Action Card - Gold

Deputy Incident Manager

When Alerted	
Start a written log of all information received, relayed and actions taken.	
Assist the Incident Manager in alerting colleagues and establishing the Incident Response Team.	
Help to alert all other staff of the incident.	
Continuing the response	
Ensure that all staff are aware of each other's incident response role and responsibilities.	
Assist the Incident Manager as required.	
Help to keep all staff regularly updated.	
Monitor staff responses and arrange support where necessary	
Organise a staff rota and ensure that staff breaks are scheduled.	
Monitor staff responses and arrange support where necessary.	
Continuation of normal schooling where possible / monitor implementation of the Business Continuity Plan	

Emergency Response Action Card – Light Orange

Administrators

When Alerted	
Start incident log of information received, relayed and actions taken.	
At the School….	
Allocate telephone numbers for incoming calls • Parents Enquiries • Media Enquiries • External responding agencies • County Council/School Governors And designate phones for outgoing lines.	
Ensure that staff are aware of designated telephone numbers used above.	
Ensure that there is a stock of blank log sheets.	
Collate relevant information e.g. parent/next of kin contact details.	
Log all incoming and outgoing calls and ensure that messages and notes are passed to the Incident Manager and relevant staff promptly. **Note**: • Date and time of call • Name of caller / person called • Organisation • Message • Response • Action Taken	
Maintain a record of any costs incurred, for example, extra staff hours, refreshments, transport.	
Assist in recording details of visitors to the site and in providing means of identification.	
Assist the Incident Management Team as directed.	

Emergency Response Action Card Pink

Parents Liaison Officer(s)

When Alerted	
Start an incident log of information received, relayed and actions taken.	
At the School	
Obtain briefing by Incident Manager and agree information/briefing, possibly a prepared text, so that a consistent message is given out to all callers.	
Confirm contact details and be ready to act as first point of contact for incoming enquiries.	
Where appropriate, obtain and offer further contact numbers for support and additional information.	
Ensure that all incoming and outgoing calls are logged. Details to include: • Name of caller/person called • Time and date • Message received/given • Response • Further action taken.	
Confirm a Meeting/Greeting Point on site for any parents and relatives visiting the school.	
Ensure that the names of all visitors are recorded.	
Make arrangements to ensure that parents/relatives are not left alone on site.	
Consider the need for additional support for visiting parents and relatives, for example, tea and coffee	
Where appropriate and if families give their consent, offer the contact numbers of other families involved in the crisis. (*Wherever possible, parents of all other children in the school should be warned that the school has experienced a crisis and that their child may be upset.)*	
Attend staff briefings and ensure that all information and briefings are updated regularly.	

Emergency Response Action Card – white

Teachers

(Assisted by Learning Supports Assistants)

Actions	
Maintain Supervision	
Ensure the safety & security of pupils	
Provide information and offer reassurance	
Monitor pupils' physical and psychological welfare	

Emergency Response Card – Dark Orange

Facilities Manager

Actions	
Start incident log of all information received, relayed and actions taken.	
Check access to and exiting from the site for visiting parents and consider any special instructions which may need to be communicated.	
Liaise with the Incident Manager and Communications Officer to ensure that media are not being intrusive.	
Arrange a specific area for media briefings/visitors. Ensure there is sufficient segregation.	
If necessary, collate plans of school premises and relevant information regarding utilities.	
Ensure that all staff and visitors are wearing correct identification throughout their visit.	

Emergency Response Action Card - Yellow

Media Liaison Officer

Actions	
Start log of all information received, relayed and actions taken.	
Liaise with the County Council's Communications Unit and Incident Manager to agree media strategy.	
Ensure that all relevant parties are aware of your contact details and provide first point of contact for all media enquiries.	
Make arrangements for regular internal communication to members of staff.	
Prepare briefing notes and media statements in conjunction with the County Council's Communication Unit and Incident Manager.	
Monitor media and social media, identifying themes and issues	

Appendix 7 - Bomb Threats

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

Time of call:

Telephone number you were contacted on:

Exact wording of the threat:

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

Where is the bomb right now?

What will cause it to explode?

When will it explode?

Did you place the bomb? If so, why?

What does it look like?

What is your name?

What kind of bomb is it?

What is your telephone number?

What is your address?

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

Did dialling 1471 work?

.....

Time the call ended:

.....

Contact the Police (999) and Head Teacher / nominee immediately.

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

What gender was the caller?

- ❑ Male
- ❑ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- ❑ Normal
- ❑ Loud
- ❑ Quiet
- ❑ Whispered
- ❑ Clear
- ❑ Disguised
- ❑ Well spoken
- ❑ Poorly spoken
- ❑ Deep
- ❑ High pitched
- ❑ Hoarse
- ❑ Nasal
- ❑ Impediment
- ❑ Stutter
- ❑ Lisp
- ❑ Slurred
- ❑ Other

At what pace did the caller speak?

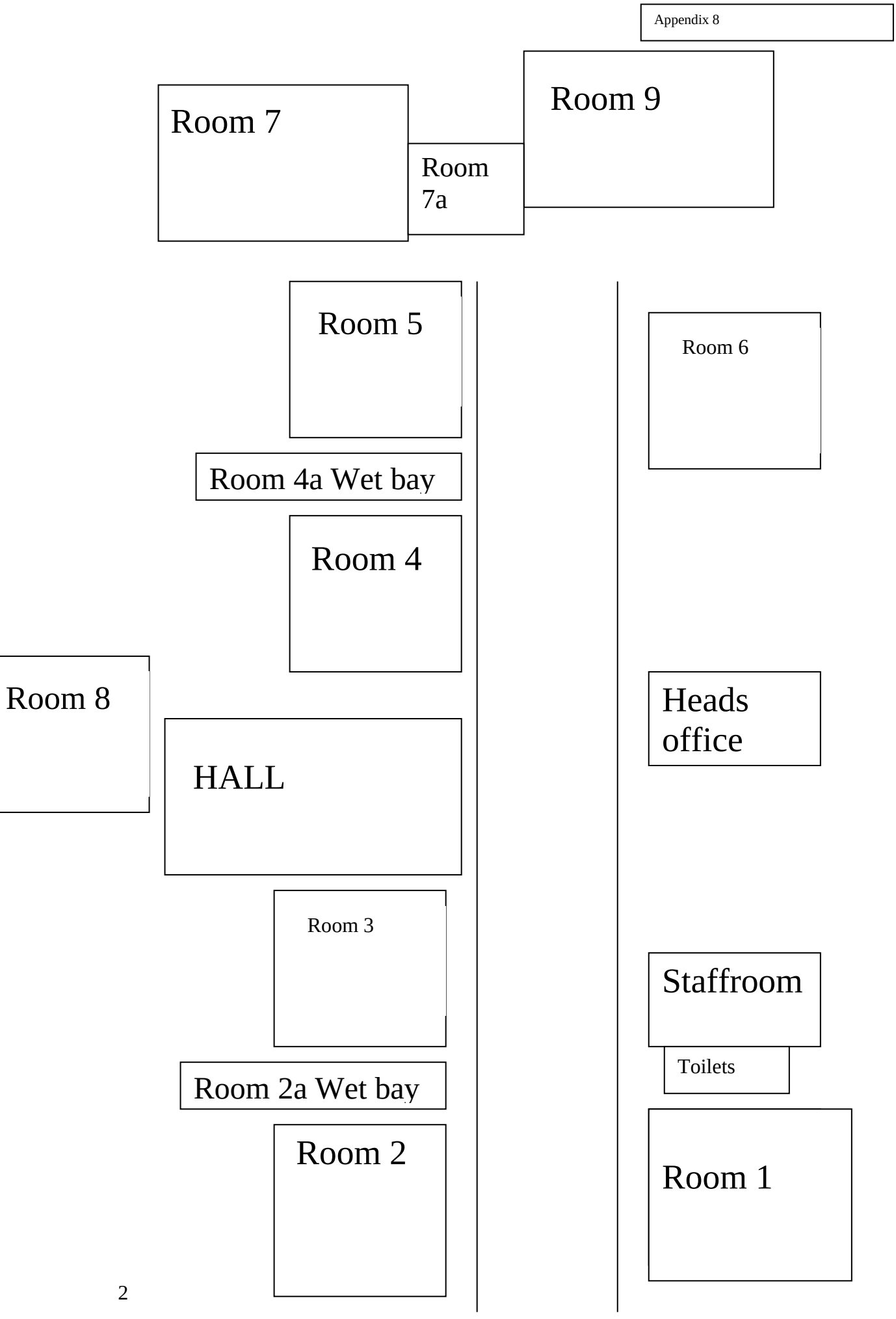
- ❑ Normal
- ❑ Quick
- ❑ Slow

What manner did the caller have?

- ❑ Normal
- ❑ Calm
- ❑ Excited
- ❑ Laughing
- ❑ Upset
- ❑ Angry
- ❑ Rational
- ❑ Irrational
- ❑ Irritated
- ❑ Muddled
- ❑ Other

Were there any distinguishable background noises?

Notes:


Room 7
Room 9
Room 7a
Room 5
Room 6
Room 4a Wet bay
Room 4
Room 8
Heads office
HALL
Room 3
Staffroom
Toilets
Room 2a Wet bay
Room 2
Room 1
PLAYGROUND