



The Henslow School
Critical Incident Planning

This guidance is intended to be used to guide all school based responses.

Ethos and approach;

- Reflective Therapeutic Intervention should guide all behaviour management and interaction with students.
- Wherever possible student behaviour should be managed without the need to request outside support E.g. Police, but people's safety must always come first and assistance should be sought to ensure this. The decision to call the police should be made through discussion and a group agreement between the adults managing the situation. Call 101 to seek Police assistance if it is not an emergency.
- Students should **not** be prevented from leaving indoor spaces as behaviour is often better managed in larger outside spaces, it is also never permissible to lock young people in a room to prevent them from leaving.
- Fire doors which provide the only means of escape should never be locked (Henslow doors have fire release handles from inside)
- Students should be prevented from causing significant damage to property and equipment if this can be done safely and within the ethos of RTI.
- Wherever safely possible and within the ethos of RTI, students should be prevented from climbing.
- Adults should constantly seek to manage the environment throughout incidents, **temporarily** removing items that may be used as weapons, such as fire extinguishers.
- Wherever possible and appropriate care staff should support the young person with whom they are on shift, since they can use their relationship and knowledge of that young person to positive affect.

Actions to be taken if an incident develops:

1. Isolate the area where students are causing difficulties, using available adults and if necessary move other students to different classrooms to minimise the chance of them becoming involved.
2. Use people to reduce the ability of a heightened student moving freely around the school site.
3. If the situation escalates, consider combining classes to release other school staff to help manage the situation.
4. Teachers should have a "go to" activity which is likely to engage a combined group whilst an incident is being managed.
5. If there are still concerns about the safety of those students not involved in the incident they could be taken off site. Consideration should be given to whether the incident is causing anxiety to those not involved. Young people within New Reflexions can be removed from school by their care staff. Day students should be removed by teachers or teaching assistants with an appropriate ratio. They could be taken to one of our alternative school sites, head office or taken home providing parents have been contacted.
6. One person, ideally the Head Teacher or Deputy Head Teacher should remain in the office to oversee the whole school response, recording details of those who have left site and any telephone contact. Those managing the situation should provide regular, brief, factual updates to inform decision making.
7. Head Office should be notified if an incident escalates, in order that additional support can be requested from Care Managers or Directors and so that all are aware of the incident.
8. A first aider must remain on site to provide a response if needed.

Threats to the building and vicinity

Schools are increasingly targeted by individuals and groups trying to raise their profile. If the office receives any concerning phone calls they should use the “**Bomb threat checklist**” and inform the Police immediately. All threats should be taken seriously, with a decision taken to evacuate the building on the advice of Police in a timely fashion. In this instance follow point 4 above.

Threatening Individuals/Lockdown

Lockdown procedures may be needed in varying circumstances:

1. Where the school is informed of local unrest/threatening individuals in the vicinity but not specifically threatening the school (Type 1 Lockdown - School grounds)
2. Where an individual poses a specific threat to the school and those inside (Type 2 Lockdown - building)

Where **type 1 lockdown** is required members of school staff should secure the perimeter area, ensuring the front gate is closed and ensuring everyone remains inside. Lesson change overs can be permitted if it is safe to do so, but all personnel should remain inside once change overs are complete. If the lockdown takes place during a break or lunchtime students should be kept inside the building. Nobody should access the front areas of the playground or car park. It may be considered safe to use other areas depending on the locality of the threat.

Where a **type 2 lockdown** is required and it is safe to do so, consideration should be given to bringing all personnel into the rooms on the first floor of the house or cottage and rooms locked down to prevent unauthorised access. People should stay away from windows and place themselves out of sight.

Actions:

- Circulate the lockdown message quickly, verbally using a runner(s). Be clear about who is informing who, suggested plan for the Henslow School would be for one person to go to each building.
- Check all external doors/gates are locked
- Remove students and adults from high risk spaces or where windows mean they can be seen.
- Make contact with the police and seek advice
- Follow the school’s critical incident guidance, hanging on wall in office
- If safe and appropriate to do so, collect all staff and students and lock doors to prevent access from outside (fire releases still work)
- If remaining in current location, consider where the safest place in the room is
- Staff to have mobile phones on their person to ease communication (staff WhatsApp group)

If Lockdown situation arises during an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- Invigilators will:
 - tell candidates to stop writing immediately and turn their papers over.
 - make a note of time when the examination was suspended
 - instruct candidates to remain silent, leave all examination materials on their desks and hide
 - where safe/possible, communicate the situation to the exams officer
 - lock all windows and close all curtains/blinds
 - switch off all lights

- Where safe/possible, the exams officer will collate the information from all exam rooms and secure it safely
- The head of centre will make informed decisions on alerting emergency services in the first instance and then parents/carers and awarding bodies
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies once it is safe to do so
- The exams officer will provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)

Follow up after a significant student incident:

- De-brief with school staff, reflect on responses.
- Check that any accident report forms have been correctly completed and passed on.
- Make phone calls to all day student parents to check the student is OK and to provide any necessary information.
- Check the care managers of any student’s involved are aware of the situation and plan follow up/consequences/meeting at school to set up BSP if appropriate.
- Ensure any necessary written record is made of the incident identifying triggers and reflecting on appropriateness of responses. Circulate these reports as necessary to inform individual student notifiable incident report forms.
- Update the School Risk Assessment and this policy, as necessary.
- A ‘Lessons Learned’ meeting involving all managers involved and the school team may be necessary in order to inform future critical incident planning.

All people (teaching staff, carers and young people) involved in an incident, if traumatic, may be susceptible to vicarious traumatisation or direct traumatisation, and may experience symptoms of Post Traumatic Stress Disorder. Staff should raise concerns with the Head Teacher and may access the employee assistance programme through Health Assurance to seek support. Young people should be supported by the New Reflexions therapy Department. Symptoms to watch out for in the first three months following an incident include; disturbed sleep; hyper vigilance; avoidance of traumatic reminders; low mood; high anxiety; nightmares; flashbacks.

Last Reviewed	August 2023
Next Review Due	August 2024
Reviewed by	Head Teacher

EMERGENCY PLAN

This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.

Plan administration

Version number	1
Date of issue	August 2023
Electronic copies of this plan are available from	School office
Hard-copies of this plan are available from	School office
Location of emergency grab bag(s)	N/A
Date of next review	As required, when updates are provided by D for E or annually
Person responsible for review	J Brooks

CONTENTS

SECTION 1 - CONTACT DETAILS	7
1.1 School information	7
1.2 Contact details - school staff and governors.....	9
1.3 Contact details - extended services.....	10
1.4 Contact details - local authority	12
1.5 Contact details - local radio stations.....	14
1.6 Contact details - other organisations	15
1.7 Contact details - for completion during an emergency.....	18
SECTION 2 - ACTIVATION	20
2.1 Notification of incident	20
2.2 Initial action.....	25
SECTION 3 - ROLES AND RESPONSIBILITIES	28
3.1 Roles and responsibilities - co-ordination.....	28
3.2 Roles and responsibilities - business continuity.....	32
3.3 Roles and responsibilities - communications.....	34
3.4 Roles and responsibilities - log-keeping	36
3.5 Roles and responsibilities - media management	37
3.6 Roles and responsibilities - resources.....	39
3.7 Roles and responsibilities - welfare	41
3.8 Roles and responsibilities - educational visit leader	43
APPENDIX 1 - POST INCIDENT SUPPORT	47
APPENDIX 2 - BUSINESS CONTINUITY	53
APPENDIX 3 - SITE INFORMATION	55
APPENDIX 4 - EVACUATION	56
APPENDIX 5 - SHELTER	58
APPENDIX 6 - LOCKDOWN	59
APPENDIX 7 - SCHOOL CLOSURE	61
APPENDIX 8 - COMMUNICATIONS	63
APPENDIX 9 - BOMB THREATS	65
APPENDIX 10 - SUSPICIOUS PACKAGES	69
APPENDIX 11 - LOG-KEEPING GUIDELINES	71

SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	The Henslow School
Type of school	Independent School
School address	Middletown, Nr Welshpool, SY21 8FF
School operating hours (including extended services)	8.30 – 4.30 contractual hours 8.00 – 6.15pm building open hours
Approximate number of staff	17 school staff
Approximate number of pupils	Approx' 24 students with care staff
Age range of pupils	11 - 19

Office contact details	
Office telephone number	01938 739077

Useful websites	
School website / extranet	https://evolution-centre.co.uk/
Local authority	Shropshire
National Health Service	www.nhs.uk/111

Department for Education	www.gov.uk/dfe
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Greg Watson	Care Director	Oversight and final say	01939 210040	07968191952	
Mandy Clarke	Operations Director	Oversight and final say	01939 210040	07748 923234	
Rachel Morrison	Finance Director	Oversight	01939 210040	07980 834737	
Jacqui Brooks	Head Teacher	Incident management	01938 739077	07990 642649	
Julia Kelly	Deputy Head	Incident Management	01743 850517		
Dave Roach	Service director	Oversight	01939 210040	07875764136	
Gary Johnson	Service Director	Oversight	01939 210040	07773040688	
Craig Wilson	Service Director	Oversight	01939210040	07792553230	

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)
Kayleigh Bradley	Care Manager	Beaconhill Farmhouse	01785 715953	07985418931	
Vacant	Care Manager	Bridge Cottage	01743 891116	07773 040444	
Keeley Rogers/ Maternity Cover	Care Manager	Cefn	01686 640714	07894606618	
Nick Collins	Care Manager	Edstaston	01939235753	07523910253	
Jeanna Trachonitis	Care Manager	Henley Farm			
Sonia Jones	Care Manager	Little Winsbury	01938 561402	07870400202	
Katrina Tompkins	Care Manger	Croxtan Fm	01948 830863	07855 125818	

Liam Titley	Care Manager	The Gate	01743 884907	07985424153	
Lewis Clowe	Care Manager	The Coppice	01952 507024	07875842250	
Rachel Slawson	Care Manager	The Malthouse	01938 580039	07896350595	
Sophie Thomas	Care Manager	Park Farm	01952 812265	07855 281455	
Lee Beardmore	Care Manager	Old Hardwick	01691 622589	07875 764305	
Nicola Newton	Care Manager	Wilmington	01938 561976	07875 844940	
Mike Pearce	Care Manager	Wotherton	01938 561473	07523 910229	
Lorna Cross	Care Manager	Whitty Tree	01584 856866	07881 948987	
John Green	Trainer	Head Office	01939 210040	07972541790	
Adam Hughes	Care Manager	Mortons Lodge	01678 520238	07875 76435	

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	Head Office	01939 210040		
Children's services	Early Help and duty team	03456789021		
Media / communications				
Property	Rachel Morrison	01939 210040		
Transport	Shrewsbury Transport	01743 252471		
Catering				
Educational visits				

Emergency planning	Jacqui Brooks		07990 642649	
Health and safety				
Risk / insurance	Markel	Policy number SC2100F150YR 6689		
Legal				
Human resources		01939 210040		
Educational psychology				
Occupational health				

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)
N/A				

1.6 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500

Environment Agency	Tel: 0845 988 1188 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Teacher Support Network	England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
Insurance company	WRS Insurance Ltd: 01206 574416	
Trade union		
Supplier (transport)	Shropshire transport	
Supplier (catering)	N/A	
Supplier (cleaning)	Pam Littley 01743 851440	

Supplier (temporary staff)		
Utility supplier (gas)	N/A	
Utility supplier (water)	Severn Trent Water 03456 041 080	Ac 3810043883
Utility supplier (electricity)	E-on 0345 055 0065	Ac 014320784300
Utility supplier (heating)	Oil supply James Pickstock 01938 500222	System Maintenance – Fred Perks 01743 368418

1.7 Contact details - for completion during an emergency

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

Name	Contact details	Notes

SECTION 2 - ACTIVATION

2.1 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, 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
- Proprietors
- Pupils
- Parents / carers
- Extended services

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

Does anyone else need to be informed?

Are any other actions required?

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

Name of educational visit leader:

.....

Nature of educational visit:

.....

Number of pupils on educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

.....

.....

.....

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

.....

.....

.....

2.2 Initial action

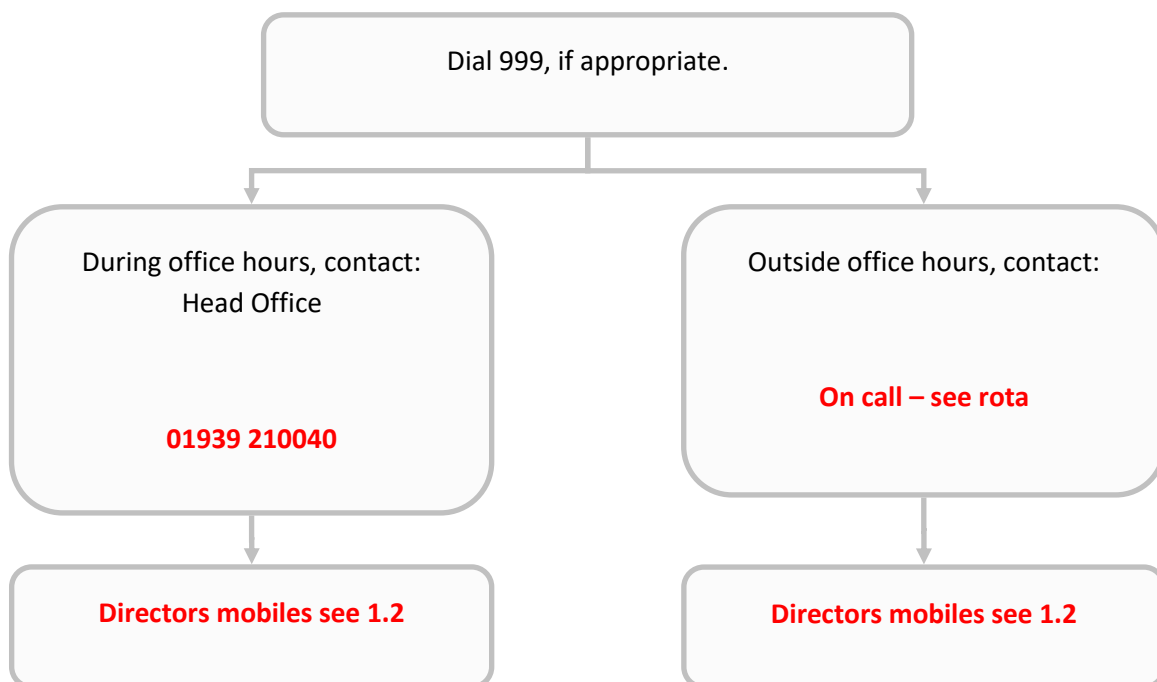
Immediately inform the headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**

- + **Take immediate action to safeguard pupils, staff and visitors.**

- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

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



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**

- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - 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 pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ 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 pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform proprietors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	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 ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	

C21	Ensure that post incident support is available to all who may require it (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	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	<p>Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.</p>	
BC3	<p>Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.</p>	
BC4	<p>Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).</p>	
BC5	<p>If appropriate, contact organisations which can assist in document restoration.</p>	

Ref	Business continuity - ongoing response	Tick / sign / time
BC6	<p>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.</p>	
BC7	<p>Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.</p>	

BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
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"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	

CO9	<p>Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on:</p> <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

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

3.4 Roles and responsibilities - log-keeping

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

Ref	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	

M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (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	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

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

R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	
----	---	--

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

3.7 Roles and responsibilities - welfare

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

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

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

E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

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

E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

APPENDIX 1 - POST INCIDENT SUPPORT

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

P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

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

Ref	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	

P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none">▪ Missed work▪ Rescheduling projects▪ Exams.	

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

Ref	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	

P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework/Non-examined assessment	Locked cupboards within classrooms or examination safe	Medium term	Teachers to remove if safe to do so. Consider scanning to email before submitting.
Examination papers	Exam safe	Short term	Request new papers
Asset registers / equipment inventories	Main office	Medium term	Remove if safe to do so
Insurance documentation	The Fitzroy Academy	Short term	No action required

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Telford and Wrekin Services	Medium term	Email to self to create a further record
Contact details	Telford and Wrekin Services	Medium term	External to site already.
Financial information	Telford and Wrekin Services	Medium term	
Medical information	Telford and Wrekin Services	Medium term	

Remote learning	Notes / instructions
Website / extranet	Teachers can visit students if required. Remote learning available via video conferencing.
Email	
Post	

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Science lab only	
Water	Stop cocks in each building	Cottage – under skirting under sink.
Electricity	HT office and FT room	
Heating	Each building separate	

Internal hazards	Location	Notes / instructions
Asbestos	None	
Chemical store(s)	Science lab and cleaning cupboard	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Main office	
Media briefing area	Off site.	

APPENDIX 4 - EVACUATION

Signals

Signal for fire evacuation	Continuous alarm
Signal for bomb evacuation	Continuous alarm
Signal for all-clear	Head Teacher verbal agreement

Assembly points - fire evacuation

Fire evacuation assembly point A	Playground by Workshop
Fire evacuation assembly point B	If not available, any safe space away from the school – agricultural land

Assembly points - bomb evacuation

Bomb evacuation assembly point A	Agricultural area
Bomb evacuation assembly point B	Alternative agricultural area

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

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

Name of premise	Fitzroy School
-----------------	----------------

Type of premise	Office/School
Contact name and details of key holder(s)	Receptionists
Address	Cruckton
Directions / map	N/A
Estimated travel time (walking, with pupils)	Not in walking distance
Estimated travel time (by coach, with pupils)	N/A / In cars 15 mins
Capacity	Everyone, however if evacuating school students would go home with care staff.
Capacity (sleeping)	N/A
Facilities / resources	Toilets and drinks
Notes	

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	Verbal message with runners around the building
Signal for all-clear	Head Teacher verbal confirmation

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Verbal message circulated via runners
Signal for all-clear	Head Teacher verbal confirmation

Lockdown	
Rooms most suitable for lockdown	Upstairs in the house and cottage
Entrance points (e.g. doors, windows) which should be secured	Front and side doors
Communication arrangements	<ul style="list-style-type: none"> ▪ Mobile phones ▪ Instant messaging / email ▪ Other.
Notes	

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

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	

L4	<p>Ensure people take action to increase protection from attack:</p> <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	<p>Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.</p>	
L6	<p>If possible, check for missing / injured pupils, staff and visitors.</p>	
L7	<p>Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.</p>	

APPENDIX 7 - SCHOOL CLOSURE

Ref	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform:</p> <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01938 739077	School office
Outgoing calls	07990 642649	Head's mobile

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site?
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the school site?
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Telephone tree	School to all care homes and HQ
Sign at school entrance	
Newsletter	
Email	
Letter	

School notice board	
---------------------	--

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

Group	Preferred method of contact	Contact details are available from
Pupils	Via homes/managers	
Parents / carers	Directly as only a few	
Governors	Directly	
Extended services		

APPENDIX 9 - 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 does it look like?

.....

When will it explode?

.....

What kind of bomb is it?

.....

What is your name?

What will cause it to explode?

.....

.....

What is your telephone number?

Did you place the bomb? If so, why?

.....

.....

What is your address?

.....

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

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

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

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <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?

- Normal
- Calm
- Excited
- Laughing

- Upset
- Angry
- Rational
- Irrational

- Irritated
- Muddled
- Other

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 - 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.

+ 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.**

Blank lined paper with horizontal dotted lines for writing.

A series of 15 horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

.....

.....