



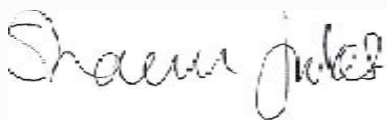
Sir Tom Finney Community High School

SCHOOL EMERGENCY PLAN

September 2020

Plan administration	
Version	Sept 2020 – Sept 2021
Date of issue	Sept 2020
Electronic copies of this plan are available from	School y drive – policies and procedures - health and Safety files
Hard copies of this plan are available from	Heads office
Location of emergency grab bag(s)	School office
Date of next review	Sept 2021
Person responsible for review	Headteacher

This plan is confidential. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public without permission.

Plan Sign-off:		
Role	Signature	Date
Head Teacher		Sept 2020
Chair of Governors	Dorothy Jones	Sept 2020

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	Sir Tom Finney Community High School
Type of school	Secondary GLD special school
School operating hours (including extended services)	School day 9.00-3.30 Operating hours open from 6.30 – 5.30 or (8.30pm if lettings taking place) except holiday periods where opening and closing flexible
Approximate number of staff	90
Approximate number of pupils	179
Age range of pupils	11-19

Office contact details	
Office telephone number	01772795749
Office fax number	n/a
Office email address	mailmaster@stfch.lancs.sch.uk

Useful websites	
School website / extranet	www.stfch.lancs.sch.uk
Local authority	www.lancashire.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff

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

Name	Job title	School Emergency Management Team role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Shaun Jukes	headteacher	Overall lead role	01772795749 school number 07875076733		Key holder
Bridget Billington	Deputy headteacher	Deputise for lead role	School number or 07875076808		
Debbie Rickard	Deputy Headteacher	Deputise for lead role	School number or 07875058822		
Jen Jukes	School Business Manager	Lead responsible for admin/finance/compliance etc	School number or 07875076864		Key holder
Karen Brown	Head of Dept KS3	Lead contact for DEPT	School number		
Mitch Newsham	Secondary dept support KS3	Support to dept head	School number		
Claire Heaton	HLTA KS3	Support to dept head	School number		
Tony Gillies	Head of Dept KS4	Lead contact for DEPT	School number		
Steve Dowker	Secondary dept support KS4	Support to dept head	School number		
Sarah Leaman	HLTA KS4	Support to dept head	School number		

Name	Job title	School Emergency Management Team role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Lee Toulson	Head of Dept FE (POST 16)	Lead contact for DEPT	School number		
TBC	Secondary dept support FE	Support to dept head	School number		
Nicola Bates	HLTA FE	Support to dept head	School number		
Kate Fieldsend/Charlotte Pilkington	Teacher Leads SFX dept	Any aspect linked to students in dept	School number		
Mick Brown/Jack Brown	Site management and supervision	Any aspect linked to buildings and premises and grounds	School number or 07815831322		Main key holder contact

1.3 Contact details – Prime school governors

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

Name	Type of Governor	Responsibilities (e.g. committee chair)	Contact details	Alternative contact details *	Notes (e.g. key holder)
Dorothy Jones	Co-opted	Chair	01772701399 Jones.kd@btinternet.com		

1.4 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

1.5 Contact details - local authority

Customer Access Service (Office Hours)

Tel:	0300 1236720	Hours	Monday to Friday 8am to 8pm Saturday to Sunday 8am to 7pm
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Emergency Duty Team (Out-of-Office Hours)

Tel:	0300 1236722	Hours	Monday to Friday 8pm to 8am Saturday to Sunday 7pm to 8am
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Critical Incident Support Team

CIST Coordinator	Stephen McCoy	Stephen.mccoy@lancashire.gov.uk	01772 531597
Lancaster/Fylde/Wyre	David Middleton	david.middleton@lancashire.gov.uk	01524 581200
South Ribble/West Lancashire	Stephen McCoy	Stephen.mccoy@lancashire.gov.uk	01772 531597
Chorley/Preston	Stephen McCoy	Stephen.mccoy@lancashire.gov.uk	01772 531818
Burnley/Pendle	Jennifer Rawnsley	Jennifer.rawnsley@lancashire.gov.uk	01524 220553
Hyndburn/Ribble Valley/Rossendale	Jennifer Rawnsley	Jennifer.rawnsley@lancashire.gov.uk	01524 220561

BECON Service (24 hours)

Tel:	0300 123 5783	Hours	24hrs
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Home to School Transport

Jacqueline Day	Jacqueline.day@lancashire.gov.uk	01772 534565
Andrew Glover	Andrew.glover@lancashire.gov.uk	01772 533527

SEN/Social Care Transport				
Lancaster/Morecambe		itslancastermorecambe@lancashire.gov.uk		01524 425902
Fylde/Wyre		itsfyldewyre@lancashire.gov.uk		01772 685504
Preston/South Ribble		itsprestonsouthribble@lancashire.gov.uk		01772 705055
West Lancashire/Chorley		itschorleywestlancs@lancashire.gov.uk		01695 587420
East Area		itseast@lancashire.gov.uk		01282 831858
Winter Weather				
Grit Supplies		Linda Mason	linda.mason@lancashire.gov.uk	01254 828067
		Dwayne Lowe	dwayne.lowe@lancashire.gov.uk	01254 828082
Equipment/Manpower	Area West	Ridwan Musa	Ridwan.musa@lancashire.gov.uk	01772 339711
	Area East	Marcus Leigh	Marcus.leigh@lancashire.gov.uk	01254 822122
Others				
Legal and Democratic Services		Legal Education Advice Line	01772 530849	
Communications/Media Support		Andy Swain, Media Manager	andy.swain@lancashire.gov.uk	01772 532781 07824 598066
Insurance	Maureen Taylor		maureen.taylor@lancashire.gov.uk	01772 530104
	Catherine Davies		catherine.davis@lancashire.gov.uk	01772 534801

1.5 Contact details - local radio stations

* Delete/add/amend details as appropriate to the school and the stations that cover the required area(s).

Radio station	Frequency	Areas Covered	Name / role of contact (if applicable)	Contact details
BBC Radio Lancashire	FM95.5 FM103.9 FM104.5 MW855 & 1557	East Lancashire Central Lancashire North Lancashire All Lancashire		
Rock FM & Magic 999	FM97.4 / MW999	Preston & Blackpool		
Real Radio	FM105.4	North West England		
2BR	FM99.8	Burnley, Hyndburn & Pendle		
The Bay	FM96.9	North Lancashire		
Radio Wave	FM96.5	Blackpool & Fylde		
Dune FM	FM107.9	North Merseyside & West Lancashire		
Wish FM	FM102.4	South & West Lancashire		
Fresh Radio	MW1413	North & East Lancashire		
The Bee	FM107	Blackburn, Hyndburn & Ribble Valley		
Central Radio	FM106.5	South Ribble, Chorley & Preston		
Rosendale Radio	FM104.7	Rosendale		

1.6 Contact details - other organisations

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

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Catering Supplier	LCC			
Cleaning Supplier	In house			
Agency Staff Supplier	n/a			
Gas Utility Company	OPUS			
Water Utility Company	LCC lead			
Electricity Utility Company	OPUS			
Heating Contractor	WM Wilding and sons			
Premises Management / Property Services	Eric Wright			
ICT provider	In house			
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.

1.7 Contact details – Parents / Carers

This is maintained on the School Information Management Systems (SIMS) and can be accessed by administrative staff and all HOD's and teaching staff/HLTA'S using own personal log on.

If required back up tapes are kept and located in annex

SECTION 2 – SITE DETAILS

Premises Name:	Sir Tom Finney Community High School
Premises Address:	Ribbleton Hall Drive Ribbleton Preston LANCASHIRE PR2 6EE

Responsible Persons:	
Fire Warden(s):	Headteacher acts as responsible person – S JUKES
First Aider(s):	Occupational First Aiders: Tracey McEwan – Finance/admin manager Nicola Kellett – admin support/TA3

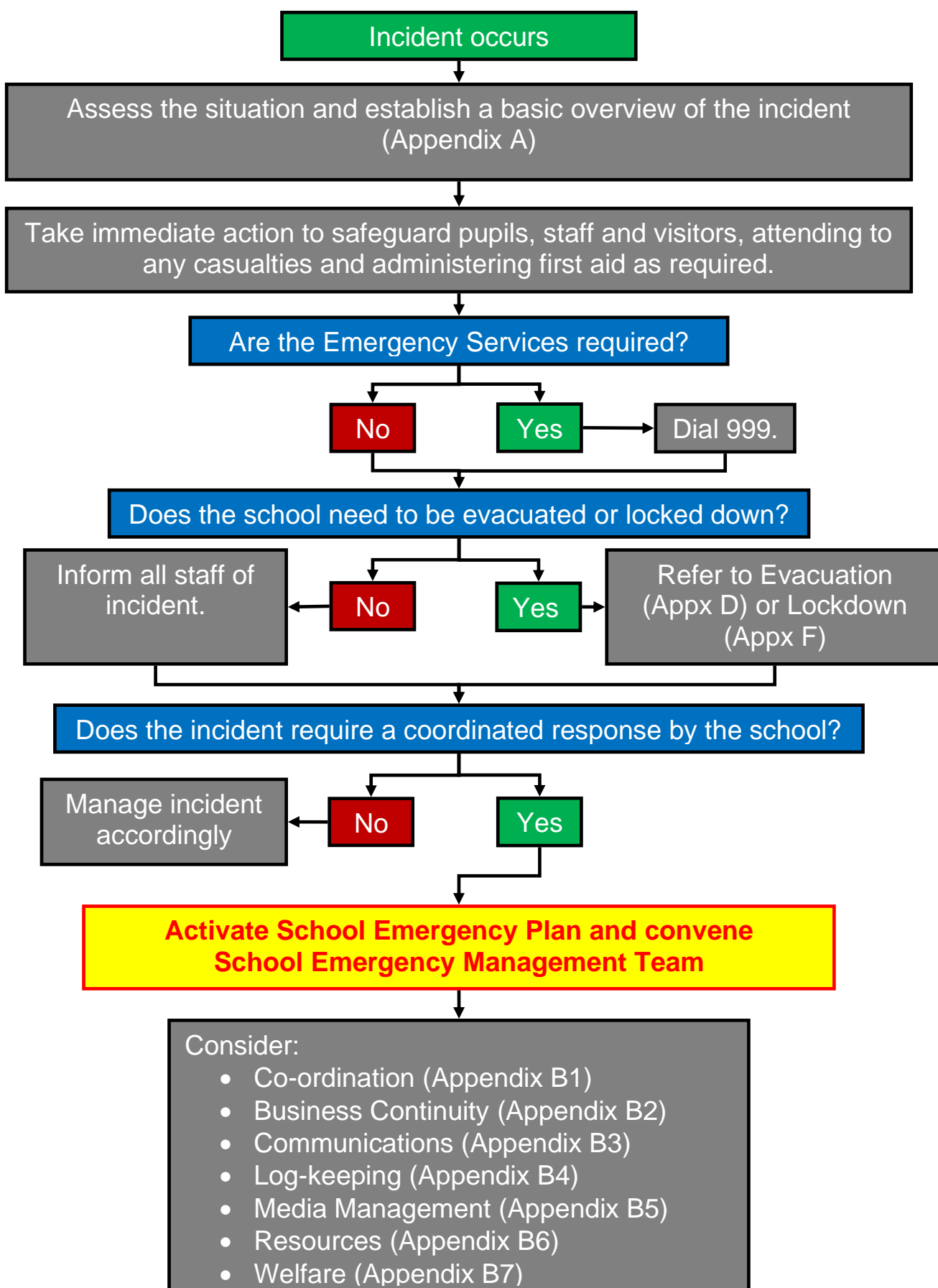
Utility supplies	Location	Notes / instructions
Gas	Shut off valve in boiler house	
Water	Shut off valve outside main gate on grass verge	
Electricity	Main shut off in Boiler house Additional shut off in KS3 hygiene room Site corridor electric cupboard Lift housing store room	
Heating	Shut off valve in boiler house	

Internal hazards	Location	Notes / instructions
Asbestos	n/a	
Chemical store(s)	Science room preparation cupboard	Basic science lesson related chemicals

	Cleaning cupboard/stores	Basic cleaning products
Oxygen cylinder store	Egress corridor from library to minibus drop off next door to Medical room	

SECTION 3 - ACTIVATION

3.1 Plan Activation Decision Tree



3.2 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.**

3.3 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.

- + **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.**

APPENDIX A – INCIDENT LOG SHEET

Incident Details (1 of 4)			
Name of Informant:		Date and Time of Call:	
Contact Details:		Date and Time of Incident:	
Exact Location of Incident:			
Details of Incident:			
Which Emergency Services are involved?			
Police	Fire & Rescue	Ambulance	Mountain Rescue
What advice have the emergency services given?			

Incident Details (2 of 4)

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

Who has been informed?

- | | |
|--|--|
| <input type="checkbox"/> Headteacher | <input type="checkbox"/> Police |
| <input type="checkbox"/> School staff | <input type="checkbox"/> Fire & Rescue Service |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> Pupils | <input type="checkbox"/> Local authority |
| <input type="checkbox"/> Parents / carers | <input type="checkbox"/> Health and Safety Executive |
| <input type="checkbox"/> Extended services | <input type="checkbox"/> Foreign & Commonwealth Office |
| | <input type="checkbox"/> Media |
| | <input type="checkbox"/> Insurance company |
| | <input type="checkbox"/> Trade union |
| | <input type="checkbox"/> Diocese/Church Authority |

Does anyone else need to be informed?

Are there other actions required?

Incident Details (3 of 4) – Educational/Offsite Visit

If the incident happened on an educational visit complete the following table:

Name of Visit Leader:	Number of Pupils on Visit:
Nature of Visit:	Number of Staff on Visit:

Exact location of educational visit:

If the incident happened abroad, have the Foreign & Commonwealth Office been informed?

Other information:

Incident Details (4 of 4) – Incident Contact Details

Record here any additional contact details pertinent to this incident:

Name / Role / Organisation	Contact Details

APPENDIX B – ROLES AND RESPONSIBILITIES

B1 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 governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	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 County Council Media Team 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 head teachers of nearby schools to inform them of any important issues relating to the incident.	

B2 Roles and responsibilities: Business continuity

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

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

Ref	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, 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.	

B3 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 and website on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to 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.	

B4 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).	

B5 Roles and responsibilities: Media management

Ref	Media management - initial response	Tick / sign / time
M1	Seek support from the County Council's media team other in responding to media requests and throughout the duration of the emergency.	
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	Work with the County Council's media team to draft a brief media statement (designed to provide information and 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 for the school (probably the headteacher or chair of governors).	
M6	Be prepared to be interviewed by the media if appropriate and in consultation with the County Council's media team.	

Ref	Media management - ongoing response	Tick / sign / time
M7	Gather information from the SEMT, Emergency Services and other organisations as appropriate, working with the County Council's media team to respond to ongoing media requests.	
M8	Provide regular statements to the media in consultation with the County Council's media team and ensure each message conveys an accurate, consistent and reassuring message.	
M9	Advise staff on where to direct media enquiries. Instruct staff not to speak directly to the media and advise pupils and parents to do the same, or at least, do not be drawn into speculation.	
M10	Try to prevent the spread of misinformation (especially through the use of mobile phones and social media).	

Ref	Media management - recovery	Tick / sign / time
M11	Via the County Council's media team, keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M12	Be aware of media interest in memorials or anniversaries of the event.	

B6 Roles and responsibilities: Resources

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

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

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

B7 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.	

APPENDIX C - 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	Records room	Minimal - Students would have to re-do as required	Work would be planned to allow this to take place as priority within timetabled time
Examination papers	Records Room safe	Minimal - Accreditation details and timings missed	Request new accreditation papers and redo at next available time as above
Asset registers / equipment inventories	ICT network/cloud based	Minimal	Restore from network or from Parago system
Insurance documentation	SBM office	Minimal – LCC insurance	REPLACE CERTIFICATE from LCC

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	INDIVIDUAL STUDENT FILES	Would need to be redone if linked to accreditation	Curriculum network has back files stored separately
Contact details	SIMS	Would need restoring	SIMS admin network files backup stored separately
Financial information	SIMS FINANCE 6	Would need restoring	SIMS admin network files backup stored separately
Medical information	SIMS/Nurses room	Would need restoring	SIMS admin network files backup stored separately

Remote learning	Notes / instructions
Website / extranet	Access to remote log in for all SLT/HOD/teaching staff/HLTA
Email	Mailmaster@stfch.lancs.sch.uk or individual staff accounts
Post	Ribbleton Hall Drive , Ribbleton, Preston PR2 6EE

APPENDIX D - EVACUATION

Signals

Signal for evacuation	Fire alarm sounds
Signal for all-clear	Verbal instruction from head teacher or whomever deputising

Assembly points – on-site evacuation

On-site evacuation assembly point A	Main car park at front of reception
On-site evacuation assembly point B	Minibus drop off yard
On-site evacuation assembly point C	Ks4 Yard area
On-site evacuation assembly point D	MUGA/outside annex building

Assembly points – off-site

Off-site evacuation Option 1	Moor Nook Primary school opposite
Off-site evacuation Option 2	Sure Start Nursery - adjacent

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

Pre-identified buddy school / place of safety

Name of premise	Moor Nook Primary School
Type of premise	school
Contact name and details of key holder(s)	01772796009
Address	Ribbleton Hall Drive, Ribbleton Preston PR2 6EE
Directions / map	Opposite current site over the road
Estimated travel time (walking, with pupils)	2 minutes
Estimated travel time (by coach, with pupils)	n/a
Capacity	n/a
Capacity (sleeping)	n/a
Facilities / resources	School facilities
Notes	

APPENDIX E - SHELTER

Signals

Signal for shelter	Lock down procedures are in place and followed
Signal for all-clear	Note as in lock down procedures

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 F - BOMB THREATS

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

Bomb Threats (1 of 2)

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 is your telephone number?	What is your address?

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

Did dialling 1471 work?	Time the call ended:

- + **Contact the Police (999) and headteacher / nominee immediately.**
- + **Carry out further actions based on Police advice.**

Bomb Threats (2 of 2)

What gender was the caller?

- Male
 Female

Approximately how old was the caller?

Did the caller have an accent?

Did the caller use a codeword?

Did the caller sound familiar?

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

Any other notes/thoughts:

APPENDIX G - 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 H – PUPIL PRESUMED DECEASED

Procedures to follow in the case of a pupil presumed deceased whilst in the care of the school or setting. The following procedures are recommended for use in the event that a pupil is presumed deceased.

Please also check that any action taken is in line with the recommendations contained in any Health Care Plan which may have been prepared for the pupil in question.

Ref	Initial actions	Tick / sign / time
PD1	Request Ambulance and Police presence immediately via a 999 call.	
PD2	Do not attempt to move the pupil presumed deceased to another location.	
PD3	Remove all other pupils from the area as quickly as possible and provide and manage the appropriate support/supervision. Be aware of the need to manage the use of mobile phones and other social media.	
PD4	Ensure that the pupil presumed deceased is supervised until the arrival of the emergency services.	
PD5	Inform the Head Teacher/Deputy Head Teacher/Teacher-in-Charge of the circumstances. The Head Teacher/Deputy Head Teacher/Teacher-in-Charge should aim to be at the location as quickly as possible if they are not already on site.	
PD6	The emergency services would normally remove the body in order to have the death confirmed by hospital based medical staff.	
PD7	The pupil's parents/carers must be informed of the circumstances as soon as possible. The police will usually take the lead in contacting parents/carers and arrangements should be made for an appropriate member of staff from the school or unit (usually the Head Teacher or Teacher-in-Charge) to accompany the police on this visit or later visits.	
PD8	If the school is considering a full or partial closure on the day of the pupil's funeral, please refer to the Authority's 'Guidelines on Unavoidable Closures'. Please see link below: Unavoidable School Closures Guidelines	
PD9	A record should be kept of the names and addresses of any witnesses.	
PD10	Do not discuss any matter relating to the incident with the media. Requests for comments from the media should be referred to the Media/Communications Team (01772 532781).	

Ref	Intermediate actions	Tick / sign / time
PD11	<p>Inform the following as soon as possible:</p> <ul style="list-style-type: none"> ▪ Chair of school's Governing Body/Management Committee. ▪ In the case of voluntary aided schools, the relevant Diocesan/Church Authority. ▪ The school's General Practitioner (RESIDENTIAL SCHOOLS ONLY). <p>School should agree a dedicated telephone line for dealing with this incident.</p>	
PD12	School staff and pupils should be verbally informed at a time deemed appropriate by the Head Teacher/ Deputy Head Teacher / Teacher-in-Charge.	
PD13	Seek support from the County Council's media team in responding to media requests. Ensure media access to the site/staff/pupils is controlled. Instruct staff not to speak directly to the media.	
PD14	If the police wish to remove any items of evidence from the location (including items of paperwork) a receipt should be obtained.	
PD15	A full report on the circumstances of the pupil's death should be prepared by the Head Teacher/Teacher-in-Charge and forwarded to the Executive Director for Children and Young People.	

Ref	Ongoing actions	Tick / sign / time
PD16	Subject to agreement with the deceased pupil's parents, a letter briefly outlining the situation may be sent to the parents/carers of other pupils on the school roll.	
PD17	In order to ensure that inappropriate communications are not sent to parents/carers the school may need to consider that, as a matter of urgency, all records concerning the pupil are retrieved. Appropriate actions to be taken in relation to the school roll and any formal transport arrangements for the pupil should be cancelled immediately.	
PD18	A full report on the circumstances of the pupil death should be presented to the next meeting of the school's Governing Body/Management Committee.	

PLEASE NOTE:

- At all times senior staff should respond with dignity and sensitivity to the situation whilst giving their attention to the continued smooth running of the school in what will be difficult circumstances.
- Members of staff who are employed by other agencies (eg school nurses, therapists etc) should note that the responsibility for carrying out these procedures rests with the senior staff who are employed by the Local Authority.
- If the pupil is from a particular faith background, the school may wish to involve a minister of religion at any appropriate stage in these procedures.
- Legal liability should not be discussed or admitted.
- Be as compassionate as possible with anyone involved.

APPENDIX I – FLOODING

Procedures to follow in the event of flooding on the school grounds, in the school premises or within the local area which may affect the normal running of the school.

Notification of actual or potential flooding could come from a variety of sources, such as:

- Receipt of an Environment Agency Flood Alert / Flood Warning / Severe Flood Warning;
- Local trigger, such as river levels;
- Reports of actual flooding;
- Met Office weather reports.

Ref	Immediate action	Tick / sign / time
F1	Call 999 if anyone is trapped or in danger and await instructions from the emergency services. DO NOT ENTER FLOOD WATER	

Ref	Initial actions – before a flood	Tick / sign / time
F2	Monitor the situation to determine the level of flood risk and either: <ul style="list-style-type: none"> a) Move to intermediate actions if the school is at risk of flooding; or b) Initiate internal monitoring arrangements to continually determine the risk. 	
F3	If time permits: <ul style="list-style-type: none"> ▪ Disconnect/isolate utilities (Gas, Water, Electric); ▪ Unplug electrical items, moving critical equipment to a higher area if possible; ▪ Collect personal belongings including insurance details; ▪ Move animals, valuables and sentimental items to a high place; ▪ Raise furniture off the floor; ▪ Weigh down any loose items outdoors where possible; ▪ Move vehicles away from the affected area, but only if you can do this without driving through flood water. 	
F4	Call Environment Agency Floodline on 0845 988 1188 for information and advice.	
F5	Contact your Local Authority informing them that you have activated your flood plan (as per Section 1.5)	
F6	Watch/listen to local news for information and updates.	

Ref	Intermediate actions – during a flood	Tick / sign / time
F7	Continue to listen to situation updates on your local radio and via Floodline on 0845 988 1188	
F8	<p>If evacuation becomes necessary, stay calm and do not panic.</p> <p>a) Evacuate the school (as per Appendix D) away from the location of the flood, but only if you can do this safely without crossing flood water; or</p> <p>b) Assemble everyone in safest area, ideally the highest ground possible.</p>	
<p>Note: Police officers and/or other officials will try to visit all properties at risk to advise on the requirement to evacuate.</p>		
F9	Locate School Emergency Grab Bag.	
F10	If road conditions permit, move staff vehicles to unaffected areas and ask neighbouring schools/businesses if you can share their parking facilities.	
F11	Inform parents/carers of any actions taken by the school via emergency communications procedures (i.e. parent texting service).	
F12	Listen to any advice of the authorities and follow any instructions to leave your premises if required.	

Ref	Ongoing actions – after a flood	Tick / sign / time
F18	Contact your insurers as soon as possible and follow their advice. Most insurers have a 24hr helpline. Do not throw away damaged goods until your insurer has authorised you to do so. If possible, take photographs of the damage.	
F19	Contact your local authority Buildings/Premises team for advice on checking the premises.	
F20	Check the safety of electricity and gas before use. A qualified electrician needs to check any electrical equipment and circuits that have been exposed to floodwater.	
F22	Check with your local water supply company that the water supply has been declared safe.	
F24	If possible, disinfect any toys or equipment that the pupils may use.	
F25	Dispose of any contaminated food, including tinned food, defrosted food, and packaged food that have been exposed to floodwater.	
F27	Ventilate the premises whilst taking care for security.	

NOTE:

- Keep dry and out of floodwater if possible. Do not allow anyone to re-enter the school premises until deemed safe to do so;
- If it is necessary to walk through shallow floodwater, take care for hidden holes, obstacles and other hazards;
- Do not walk on river banks, sea defences or cross bridges over torrential rivers;
- Avoid contact with any remaining floodwater or items having had contact with floodwater unless wearing protective gloves / clothing and wash any exposed parts before handling food or attending to wounds;
- Wash your hands frequently with bottled water if your supply has not been declared fit for use;
- Do not throw rubbish and furniture outdoors; wait for an organised collection from your local authority;
- Bogus / cowboy builders / traders frequently offer their services. Make sure that you get a written quotation that is on letter headed paper with a landline contact number and address.

APPENDIX J - 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 and emotional support. In the immediate aftermath of an incident strong emotions such as grief and shock would be expected. After a period of time (e.g. a couple of weeks) it may be appropriate to offer counselling for those whose grief or shock remains problematic.	
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, but arrange where possible for such discussions to be in the presence of an adult who is aware of what information is factual and can be shared.	
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, 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. ▪ Inclusion and Disability Support Service. ▪ Inclusion and Disability Traded Service (e.g. counselling). ▪ Employee Welfare. 	
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 (it is advisable for pupils to attend funerals either with a member of staff or their parents, but not to attend without adult support) ▪ 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 ▪ It may be appropriate to arrange for a commemoration within school rather than having large number of staff and pupils attending the funeral. School will need to be guided by the wishes of the family. 	

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 K – COSHH INVENTORY

COSHH INVENTORY – maintained with site manager in site management office