

***Broadwaters Inclusive Learning Campus***

**School  
Emergency Plan**

***Adams Road, Tottenham, London N17 6HW***

Date:	02/18/18
Version:	2.0
Signed by Head Teacher:	Dawn Ferdinand Maureen Duncan
Signed by Chair of Governors:	Marilyn Francis

## ACKNOWLEDGEMENTS

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Every school should be a positive, safe and stimulating learning environment, but we live in a world where the unexpected can happen.

Planning for emergencies can save lives. In the event of an emergency, every action counts. Documenting and sharing of emergency processes amongst staff ensures a common level of understanding of what actions to take in the event of an emergency. This supports effective emergency coordination in a fast paced, high pressure situation.

The Department for Education (DfE) and Haringey Council recommend schools have a well thought out emergency plan in place. This template has been designed to help schools to develop their own emergency plan. If a school already has an emergency plan in place, they may wish to use this template to support the review and further enhancement of current emergency arrangements.

I hope you find this template useful. We would welcome any comments or feedback you may have.

We can be contacted at [Emergencyplanning@haringey.gov.uk](mailto:Emergencyplanning@haringey.gov.uk).

Thank you,

Emergency Planning &  
Business Continuity Team

Haringey Council

This document is based on a plan produced by Nottinghamshire County Council. The author would like to acknowledge and thank Nottinghamshire Emergency Planning for their work and kind permission for Local Authorities and Educational Institutions to reproduce or modify their original document for emergency planning purposes.

## Contacts Directory

Name/ Role/ Organisation	Office Number and Email	Alternative Contact Details	Additional Information
<b>School Emergency Management Team (SEMT)</b>			
<b>Dawn Ferdinand - Headteacher</b>	<b>02088858800</b>  <b>dawn.ferdinand@thewillow.haringey.sch.uk</b>	<b>Mobile held by school</b>	
<b>Maureen Duncan - Headteacher</b>	<b>02088858800</b>  <b>maureen.duncan@thebrook.haringey.sch.uk</b>	<b>Mobile held by school</b>	
<b>Sukina Campos – Deputy Headteacher</b>	<b>02088858800</b>  <a href="mailto:sukina.campos@thebrook.haringey.sch.uk">sukina.campos@thebrook.haringey.sch.uk</a>	<b>Mobile held by school</b>	
<b>Sarah Harris - Deputy Headteacher</b>	<b>02088858800</b>  <b>sarah.harris@thewillow.haringey.sch.uk</b>	<b>Mobile held by school</b>	
<b>Duwan Farquharson – Director of Business</b>	<b>02088858800</b>  <b>duwan.farquharson@thewillow.haringey.sch.uk</b>	<b>Mobile held by school</b>	
<b>Utilities</b>			
<b>Castle Water</b>	<a href="mailto:support@castlewater.co.uk">support@castlewater.co.uk</a>  01250 718700	Craighall Castle, Blairgowrie PH10 7JB	
<b>Corona Energy</b>	0800 804 8589	Edward Hyde Building, 38 Clarendon Rd, Watford WD17 1JW	

## Contacts Directory

<b>EDF Electric</b>	0800 096 2255		
<b>BT</b>	0800 800150		
<b>ClearLink Telecoms &amp; Data Ltd</b>	01707 664905	Hertfordshire Business Centre, Alexander Rd, London Colney, St Albans AL2 1JG	
<b>ENGIE Urban Energy Limited</b>	03330063102	Q3 Quorum Business Park, Benton Lane, Newcastle-upon-Tyne, NE12 8EX	
<b>Extended Services Using School Premises</b>			
<b>Afterschool Clubs</b>	In-house		
<b>Step by Step - Swimming</b>	02088022362  info@stepbystepkids.org.uk	97 Stamford Hill, London N16 5DN	
<b>Water Babies - Swimming</b>	02036178823  jumpin@waterbabies.co.uk	Building 3 North London Business Park, Oakleigh Road South, New Southgate, N11 1GN	
<b>Turtle Tots - Swimming</b>	07984490844  Jenny.jenkins@turtletots.com	66 Oakwood Park Road, London N14 6QA	

## Contacts Directory

Name/ Role/ Organisation	Office Number and Email	Alternative Contact Details	Additional Information
<b>Local Authority</b>			
Schools & Learning	Office Hours only: 020 8489 0000		
Haringey Council Emergency Planning & Business Continuity Team	020 8489 0000 (24 Hour) Please request for the Emergency Planning Officer on-duty	020 8489 0000 (24 hour) Please request for the Emergency Planning Officer on-duty	
Haringey Council Health, Safety & Wellbeing Team	Office Hours only : 020 8489 0000 Please request for Health & Safety Advisor, or email <a href="mailto:Health.SafetyAdvice@haringey.gov.uk">Health.SafetyAdvice@haringey.gov.uk</a>		
School Caterer	In-house		
Transport – <b>B&amp;L Coaches</b>	020 8364 6417	Guy Lodge Farm, Whitewebbs Lane, Enfield EN2 9HJ	
<b>Other Organisations</b>			
Police	999 (24 hour)  101 (24 hour, non- emergency number)  <a href="#">Haringey Safer Neighbourhoods (external link)</a>		
Fire Brigade	999 (24 hour)		
Ambulance Service	999 (24 hour)		
National Health Service (NHS)	111 (24 hour)		
Department for Education	0370 000 2288 (office hours, general enquiries)		
Name/ Role/ Organisation	Office Number and Email	Alternative Contact Details	Additional Information

## Contacts Directory

Foreign & Commonwealth Office	0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500	
Environment Agency	0845 988 1188 (24 hour, floodline)		
Met Office	0370 900 0100 (24 hour, weather desk)		
Health and Safety Executive	0845 300 9923 (office hours, incident contact centre) 0151 922 9235 (24 hour, duty officer) 0151 922 1221 (24 hour, duty press officer)		
Teacher Support Network	08000 562 561 (24 hour) fmu@fco.gov.uk		The Teacher Support Network can provide free and confidential practical and emotional support to staff in the education sector and their families.
Forced Marriage Unit	020 7008 0151		
Insurance Company – <b>Zurich Insurance</b>	020 7648 3200	70 Mark Ln, London EC3R 7NQ	
Trade Union - <b>Unison</b>	0800 0 857 857		

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## SECTION 1 - Introduction

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### 1.1 Purpose of the School Emergency Plan

In the event of an emergency or Major Incident, this school emergency plan ensures that *Broadwaters Inclusive Learning Campus* is prepared to provide appropriate emergency response to minimise the impact of the emergency and to ensure the safety and wellbeing of children and staff in the schools care.

The existing emergency management arrangements of the Emergency Services, Emergency Planning and Business Continuity (EP&BC) team and Local Education Authority (LEA) will support this plan.

### 1.2 Definition of Emergency and Major Incident

For the purpose of this plan, an emergency is determined as an unexpected event that threatens injury, damage or disruption to school property and/or community; which may have a long-term impact on pupils, staff, governors and parents.

The following levels of emergency may occur:

- Small-scale emergency – this is a minor emergency that can be managed internally within the schools normal coping capacity and internal resource.
- Major Incident – this is a large emergency that threatens disruption that is beyond the normal coping capability of the school and may require support from the LEA.

This emergency plan will not outline the response to specific emergency situations or events, but will provide a general framework for emergency response that can be applied to most emergency situations - whilst allowing for flexibility according to individual requirements.

The following are examples of an emergency that may require activation of this plan:

- Missing person(s)/abductions;
- Fire or flood to building and contents;
- Hostage situation;
- Death, accident or assault to members of staff or pupils.

### 1.3 Aim of the School Emergency Plan

To provide effective emergency response arrangements that will ensure the safety and wellbeing of all pupils and staff in the care of the school during an emergency.

## SECTION 1 - Introduction

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### 1.4 Objectives

- Establish an effective framework for emergency response;
- Ensure fast dissemination of information to relevant supporting agencies and partners to ensure support throughout response;
- Maintain the required standard of Duty of Care arrangements for pupils and staff;
- Ensure a comprehensive log of actions and decisions is maintained throughout response to the emergency;
- Minimise educational and administrative disruption within the school and facilitate the return to business-as-usual at the earliest opportunity.

### 1.5 Plan Review

The Head Teacher and Governing Body of *The Willow and Brook School* are responsible for ensuring that this plan is annually reviewed and any necessary amendments are identified and carried out accordingly. All persons with an identified responsibility within the response arrangements outlined in this plan must be notified of any changes made to the document.

### 1.6 Training & Exercising

#### 1.6.1 Training

Training and exercising is an integral part of ensuring the school is prepared for an emergency. It is required to ensure teachers and pupils know what to do in the event of an emergency. Training can be carried out during staff meetings, as part of an inset day, school assemblies or individual classes.

There are three groups that may require training:

Role/group	Training
School Emergency Management Team (SEMT)	Training of the SEMT ensures familiarisation with role, responsibilities and procedures with the school plan. Practise drills will increase the confidence of the SEMT and allow opportunity for clarification where there is uncertainty, allowing for efficiency in a real event.
Staff/Governors	Training of the remaining staff and Governors ensures awareness of the school emergency plan and confidence in the procedures within it.
Pupils	It is important that students know what to do in the event of an emergency at school. They need to be familiar with the different drills, which will ensure that in a real event these can be implemented quickly and efficiently. Involving students in the emergency planning process can also link into their wider education.

## SECTION 1 - Introduction

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### 1.6.2 Exercising

Exercises act as a training reinforcement to give staff and pupils the confidence that they hold the knowledge and skills necessary for responding to an emergency. Exercises should be designed to test procedures and not people, and should help to make participants feel comfortable in their role.

Exercises can be held in two different formats:

Type	Description
Table - top	A table-top exercise is an effective way to validate a plan. It enables open discussion and an opportunity for contribution from all participants, thus maximising learning. Participants should be provided with an initial incident briefing to set the scene at the start of the exercise, followed by a series of phases/scenario advancements with accompanying questions to guide discussions. After each phase of questions, each table should be encouraged to share key points or concerns from their discussions. This type of exercise would be most useful for the SEMT.
Live Exercise/Drills	A live exercise or drill enables staff and pupils to physically act out response to a scenario. Live exercises do not need to be complicated; you conduct a lock down scenario or a live evacuation to your buddy establishment. To avoid unnecessary alarm, it is important to ensure parents and relevant partners are made aware when a live exercise will be carried out.

Although it may not be possible to test all aspects of the emergency plan during an exercise, the following should be tested wherever possible:

- Contact lists;
- The activation process;
- Communications equipment;
- Information management.

Lessons and improvements identified during exercises should always be documented in a post-exercise report. Any learning/ recommendations should be considered during the next scheduled review of the plan.

## SECTION 2 – School Emergency Management Team (SEMT)

### 2.1 Roles and Responsibilities

The School Emergency Management Team (SEMT) is formed of a pre-identified selection of staff from within the school. The SEMT has responsibility for activating and implementing actions within the School Emergency Plan to coordinate the ongoing response to an emergency.

It is important that the SEMT record all actions and decisions in their own log books. They must also be available for briefings, handovers and post-emergency debriefs.

Name	Role in School	Emergency Role	Responsibilities
Primary: <i>Dawn Ferdinand</i> <i>Maureen Duncan</i> Secondary: <i>Sarah Harris</i> <i>Sukina Campos</i>	Head Teacher or Deputy Head teacher	Incident Manager	<ul style="list-style-type: none"> <li>• Activate School Emergency Plan</li> <li>• Delegate role and responsibilities</li> <li>• Co-ordinate overall response</li> <li>• Liaise with Emergency Services</li> <li>• Informs Haringey Council EP&amp;BC team</li> </ul>
Primary: <i>Edyta Ballantyne</i> Secondary: <i>Ed Putman</i>	School Secretary/ Office Manager or Assistant	SEMT Support Officer	<ul style="list-style-type: none"> <li>• Assist/support Head Teacher</li> <li>• Assist/support SEMT</li> <li>• Inform parents/guardians</li> <li>• Liaise with Emergency Services and other relevant agencies</li> <li>• Provide necessary records</li> </ul>
Primary: <i>Duwan Farquharson</i> Secondary: <i>Premila Seecharam</i>	Senior Teacher/ School Business Manager	Welfare Coordinator	<ul style="list-style-type: none"> <li>• Assist/support Head Teacher</li> <li>• Lead staff and pupil care/welfare arrangements</li> </ul>
Primary: <i>Umarani Nathan</i> Secondary: <i>Natasha Beckles</i>	Senior Teacher/ School Business Manager	Communications Coordinator	<ul style="list-style-type: none"> <li>• Assist/Support Head teacher</li> <li>• Manage communications and media enquiries</li> </ul>
Primary: <i>Raymond Harvey</i> Secondary: <i>Kevin Watt</i>	Caretaker/Site Manager	Site Coordinator	<ul style="list-style-type: none"> <li>• Assist/support Head Teacher</li> <li>• Ensure building access and security</li> <li>• Assist/support emergency response on site</li> </ul>

All members of the SEMT must have:

- a copy of the School Emergency Plan within their possession;
- an understanding of the role, responsibilities and procedures outlined within the plan to enable efficient action at the time of an emergency;
- 24hr contact numbers for all members of the SEMT.

## **SECTION 2 – School Emergency Management Team (SEMT)**

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### **2.2 Role of the LEA**

Haringey Council may be able to support the school in the ongoing response to an emergency and/or during the recovery phase post-incident.

This may include;

- Assistance with communication and/or dealing with the media,
- Welfare support such as setting up a temporary place of safety if it is not safe to return to the school,
- Assistance with transportation,
- Procurement,
- Legal advice,
- Health and safety advice and guidance.

The nature and terms under which support is provided may depend on Emergency support should be accessed via Haringey Councils Emergency Planning & Business Continuity Team.

## SECTION 3 – Activation

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### 3.1 Notification

Notification of an incident can come from a number of sources e.g. a pupil, member of staff, member of the public, Local Authority, emergency services etc. Whoever receives the initial notification of an emergency should request and record as much information as possible, including:

- Name, organisation and contact details of informant
- Incident detail and existing risks
- How many people are affected inc. Names, injuries and where they are now
- Any immediate actions or support required
- Exact location of incident and time of happening
- Who has already been informed
- If contacted, what instruction has the emergency services given
- Will further information/update be provided and when.

### 3.2 Initial Action

The person receiving the incident notification should inform the Head Teacher as a matter of urgency, at the earliest opportunity. Where the Head Teacher is unavailable, the Deputy Head or most senior available teacher advised.

The Head Teacher (or Deputy/Senior teacher) should do the following:

- Assess the situations and establish a basic overview of the incident;
- Dial 999 if there is immediate threat to life;
- Take immediate action to safeguard pupils, staff and visitors;
- Consider whether activation of the School Emergency Plan is required. If so, initiate activation as per below. If time allows, call an impromptu briefing with SEMT;
- Refer to the list of emergency contact numbers for additional support if required.

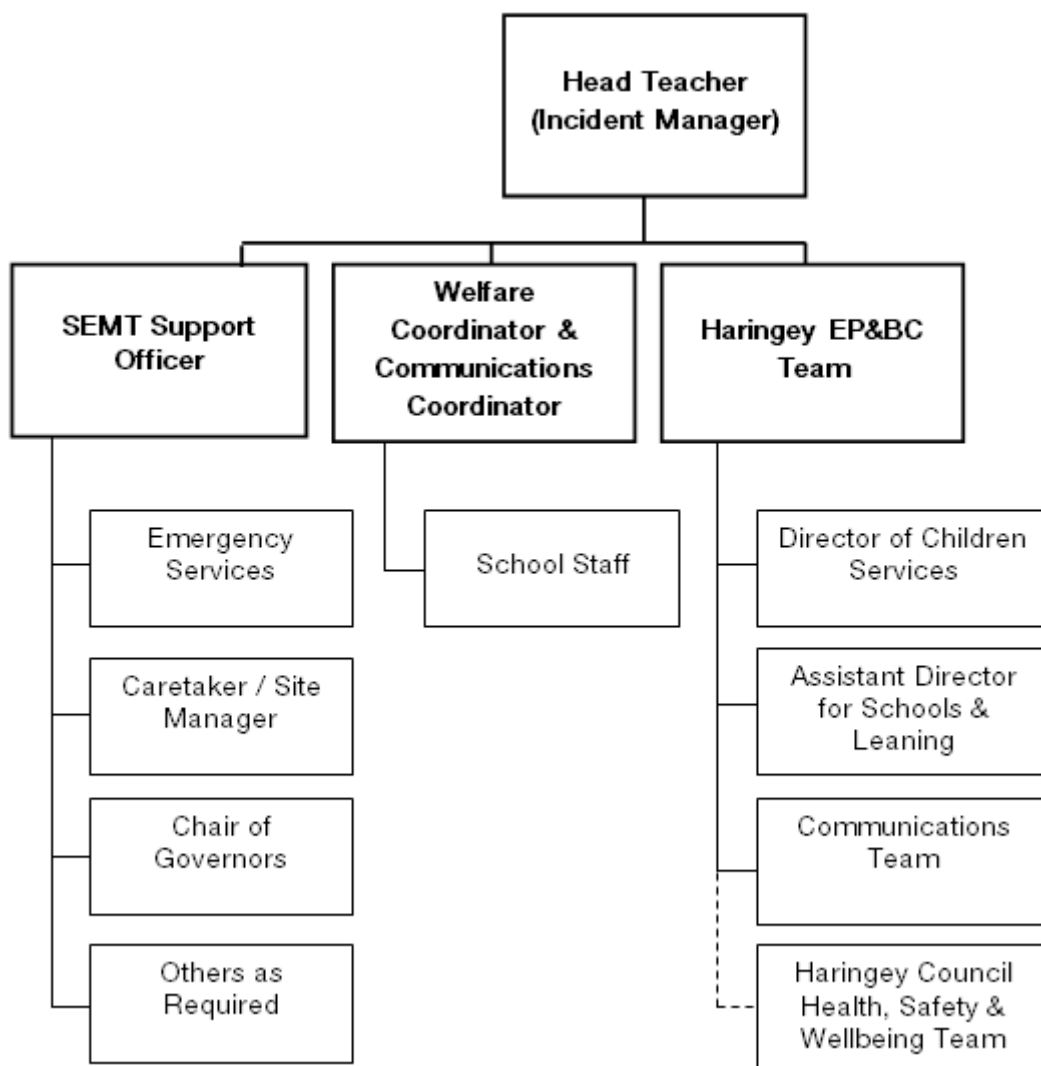
### 3.3 Activation of the School Emergency Plan

The Head Teacher is responsible for the activation of the School Emergency Plan. In the Head Teachers absence/unavailability, this responsibility is passed to the Deputy Head Teacher.

Upon activation of the School Emergency Plan the following call cascade should take place to ensure notification of all appropriate persons/agencies:

## SECTION 3 – Activation

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### Key

- To be contacted during incident response
- To be contacted post-incident for advice and guidance

## SECTION 4 – Action Check Lists

In the event of an emergency affecting the school, the following action check lists provide a general guide for SEMT on how to carry out their role and related responsibilities. Further specific action may be required depending on, and according to, the incident in hand.

Action Check List		Incident Manager
Ref	Incident Manager - Initial Actions	Comments (inc. Time completed)
IM1	Assess the situation and available information.	
IM2	If required, instruct SEMT Support Officer to request the appropriate Emergency Services to attend.	
IM3	Commence log of all actions and decisions.	
IM4	Formally activate School Emergency Plan.	
IM5	Initiate call notification cascade on page 13.	
IM6	If time allows, call impromptu SEMT meeting to assess situation/ brief team.	
IM7	Remember to: <ul style="list-style-type: none"> <li>▪ Ensure SEMT are aware of their role and responsibilities;</li> <li>▪ Establish the location and frequency of SEMT/Staff briefings;</li> <li>▪ Request that staff maintain a personal incident log of actions and decisions.</li> </ul>	
IM84	Provide accurate and factual information to the emergency services arriving on-scene and take direction as necessary.	
IM9	Ensure all staff are aware of the incident, briefed and given tasks (if appropriate) on a regular basis.	
IM10	Decide the appropriate place of relative safety for staff and pupils i.e. in classrooms or evacuate premises.	
IM11	If school lockdown is necessary, activate school lockdown procedure in Appendix F.	
IM12	If evacuation is necessary, refer to the evacuation procedure in Appendix D. Consider the best place to evacuate to under the circumstance i.e. to designated evacuation point on site or back-up location.	
IM13	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.	
IM14	Using information provided by the Welfare Coordinator, identify any pupils/staff to the emergency services (if present) that require	



## SECTION 4 – Action Check Lists

	additional support/special requirements.	
IM15	If evacuating, ensure collection of school grab bag by the SEMT Support Officer.	
IM16	Liaise with Welfare Coordinator to ensure all staff and pupils are accounted for.	
IM17	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last. Activate Business Continuity Plan in Appendix I, if necessary.	
IM18	Notify Haringey Council EP&BC that you have activated the school emergency plan.	
IM19	Liaise with the Communications Coordinator regarding development of media statement.	
IM20	Inform Governors as appropriate.	

Ref	Incident Manager - Ongoing Actions	Comments (inc. Time completed)
IM21	Assess the effect of the incident on the operation of the school and minimise any disruption to the provision of education. Carry out actions as per the Business Continuity Plan in Appendix I and put necessary arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
IM22	Establish the location and frequency of SEMT/Staff meetings.	
IM23	Ensure SEMT are carrying out their designated responsibilities and direct as necessary/required. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties arising.	
IM24	Act as the main contact for the co-ordination of the ongoing response. Continue to liaise with Emergency Services and other organisations as required.	
IM25	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
IM26	Ensure regular briefings are provided to: <ul style="list-style-type: none"> <li>▪ SEMT;</li> <li>▪ Staff;</li> <li>▪ Pupils;</li> <li>▪ Parents/guardians;</li> </ul>	

## SECTION 4 – Action Check Lists

	<ul style="list-style-type: none"> <li>▪ Governors;</li> <li>▪ Extended Services.</li> </ul>	
IM27	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. Request the Communalisations Coordinator work with the SEMT Support Officer to prepare information and advice for parents/guardians on your behalf.	
IM28	<p>Liaise with the Communications Coordinator about sending a letter home to parents/guardians. This could include information on:</p> <ul style="list-style-type: none"> <li>▪ What has happened;</li> <li>▪ How their child was involved;</li> <li>▪ The actions taken to support those involved;</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
IM29	Work closely with the Communications Coordinator to provide regular briefings to the media. Seek support from other organisations (such as Local Authority) if necessary.	
IM30	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
IM31	Seek advice on legal and insurance issues, if appropriate.	
IM32	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and/or Fire Brigade.	
IM33	Ensure that all that should know about the incident have been informed.	

Ref	Incident Manager - Recovery Actions	Comments (inc. Time completed)
IM34	Consider long-term arrangements to guide schools return to business-as-usual.	
IM35	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
IM36	Ensure that post incident support is available to all who may require it (please refer to Appendix H for more information).	
IM37	Arrange a debrief session for school staff involved in the response.	
IM38	Liaise with Communications Coordinator to arrange a debrief session for parents/guardians if required.	

## SECTION 4 – Action Check Lists

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IM39	Support the Site Coordinator with the organisation of remedial work to property, liaising with insurance companies, salvage specialists and loss adjusters as appropriate.	
IM40	Provide SEMT Support Officer with a copy of your incident logs.	
IM41	Initiate a review of the school emergency plan.	
IM42	Consider contacting the Head Teachers of nearby schools to inform them of any important issues relating to the incident.	
IM43	Consider memorials or anniversaries of the event.	

## SECTION 4 – Action Check Lists

Action Check List		Welfare Coordinator
Ref	Welfare Coordinator – Initial Actions	Comments (inc. Time completed)
WC1	Receive situation brief from Head Teacher (Incident Manager)/ attend SEMT meeting to ensure you are well informed.	
WC2	Commence log of all actions and decisions.	
WC3	Assist Incident Manager in the activation of School Emergency Plan.	
WC4	Ensure all staff are aware of your SEMT role.	
WC5	Lead on the establishment of arrangements to ensure the safety and welfare of staff, pupils, visitors and responders.	
WC6	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed the incident).</li> </ul>	
WC7	Liaise with Incident Manager regarding where best place of relative safety for staff and pupil i.e. classrooms or evacuation.	
WC8	If school lockdown is required refer to school lockdown procedure in Appendix F.	
WC9	If evacuation is agreed and directed by Incident Manager, help inform all staff of evacuation arrangements to the designated evacuation point or back-up location.	

Ref	Welfare Coordinator - Ongoing Actions	Comments (inc. Time completed)
WC10	Attend all SEMT meetings called by the Incident Manager.	
WC11	Ensure you receive regular situation updates and seek information as required.	
WC12	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
WC13	Make arrangements for reuniting pupils with their parents/guardians. Ensure that a member of staff is present to meet and greet parents/guardians arriving to site.	

## SECTION 4 – Action Check Lists

WC14	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.	
WC15	Where possible, every child should be spoken to on a 1:1 basis to ensure they are alright, before they leave school.	
WC16	Take account of religious and cultural factors. Considering contacting religious leaders within the community for support.	
WC17	Ensure staff take regular rest periods.	
WC18	Ensure pupils and staff are kept abreast of developments.	
WC19	Ensure the Communications Coordinator is advised of all media requests.	

Ref	Welfare Coordinator - Recovery Actions	Comments (inc. Time completed)
WC20	Please refer to Appendix H for information on welfare arrangements and post incident support after the emergency.	
WC21	Ensure post-incident support is available to all who may require it.	
WC22	Provide the SEMT Support Officer with a copy of your incident logs.	
WC23	Assist with long-term arrangements to guide schools return to business-as-usual.	

## SECTION 4 – Action Check Lists

Action Check List		Site Coordinator
Ref	Site Coordinator - Initial Actions	Comments (inc. Time completed)
SC1	Receive situation brief from Head Teacher (Incident Manager)/ attend SEMT meeting to ensure you are well informed.	
SC2	Commence log of all actions and decisions.	
SC3	Carry out actions as directed by Incident Manger to assist with activation of School Emergency Plan.	
SC4	Ensure all staff are aware of your SEMT role.	
SC5	Ensure you have all building and gate keys in your possession.	
SC6	<p>Take action to protect property. If necessary, turn off:</p> <ul style="list-style-type: none"> <li>▪ Electricity Supply;</li> <li>▪ Water Supply;</li> <li>▪ Gas Supply.</li> </ul> <p>(Refer to Site Information in Appendix A for location points and instruction).</p>	
SC7	If required, ensure the Emergency Services are able to access the site without obstruction. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places etc.	
SC8	Advise the emergency services of any property related issues/hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
SC9	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> <li>▪ Advise staff and governors to carry identification to ensure the Emergency Services grant them access to the site;</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out;</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

Ref	Site Coordinator – Ongoing Actions	Comments (inc. Time completed)
SC10	Liaise with utility suppliers as required.	
SC11	<p>Establish safe and secure areas to assist the response, such as:</p> <ul style="list-style-type: none"> <li>▪ SEMT briefing room;</li> <li>▪ Briefing area for parents/guardians;</li> <li>▪ Media briefing room.</li> </ul>	

## SECTION 4 – Action Check Lists

SC12	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.	
SC13	Ensure the school site is secure (e.g. assembly of temporary fencing around damaged areas, arrange for broken windows to be boarded).	
SC14	Maintain liaison with Incident Manager.	
SC15	At the request of Incident Manager, assist with the lockdown (Appendix F) or evacuation (Appendix D) of the building if required.	
SC17	Attend SEMT meetings and ensure you maintain a situational awareness at all times.	
SC18	Ensure the Incident Manager is advised all Media requests/enquiries.	

Ref	Site Coordinator - Recovery Actions	Comments (inc. Time completed)
SC19	Organise remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
SC20	Assist with the arrangement of a site visit for relevant personnel (e.g. emergency services, utility suppliers, Local Authority) involved in the recovery phase.	
SC21	Make an inventory of any equipment which has been damaged. Arrange for important items/documentation to be salvaged, restored or replaced.	
SC22	Assist with the procurement of temporary classrooms if appropriate.	
SC23	Assist in long-term arrangements to guide schools return to business-as-usual	

## SECTION 4 – Action Check Lists

Action Check List		Communications Coordinator
Ref	Communications Coordinator – Initial Actions	Comments (inc. Time completed)
CC1	Receive initial briefing from Head Teacher (incident Manager) to ensure you are well informed.	
CC2	Commence log of all actions and decisions.	
CC3	Ensure all staff are aware of your SEMT role.	
CC4	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CC5	Record a new message on the school answer phone if appropriate (ensure not to cause unnecessary panic and provide clear instruction). Consider setting it to 'answer only' mode.	
CC6	Support staff with any communication needs they may have.	
CC7	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
CC8	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
CC9	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. Request support from the Police if necessary.	
CC10	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.	
CC11	In coordination with the Haringey Council Communications team, 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 / guardians have been notified.	
CC12	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If there no one suitable is available then the Police or Local Authority may be able to undertake this role.	
CC13	Be prepared for the possibility of being interviewed by the media.	



## SECTION 4 – Action Check Lists

Ref	Communications Coordinator – Ongoing Actions	Comments (inc. Time completed)
CC14	<p>Ensure regular information is provided to:</p> <ul style="list-style-type: none"> <li>▪ Pupils;</li> <li>▪ Parents / guardians;</li> <li>▪ Governors;</li> <li>▪ Extended services.</li> </ul>	
CC15	Update the school answer phone on a regular basis.	
CC16	<p>Consider the most effective arrangements for contacting pupils and parents / guardians (please consider to Appendix F if in lockdown). Ensure that records of calls made to parents / carers are maintained.</p>	
CC17	<p>Liaise with the Incident Manager about sending a letter home to parents / guardians. This could include information on:</p> <ul style="list-style-type: none"> <li>▪ What has happened;</li> <li>▪ How their child was involved;</li> <li>▪ The actions taken to support those involved;</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
CC18	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.	
CC19	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.	
CC20	Gather information from the SEMT, emergency services and other organisations as appropriate.	
CC21	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 or Local Authority (and other organisations as appropriate).	
CC22	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / guardians to avoid speculation when talking to the media.	
CC23	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

## SECTION 4 – Action Check Lists

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Ref	Communications Coordinator – Recovery Actions	Comments (inc. Time completed)
CC25	Provide regular briefings to pupils and parents / guardians.	
CC26	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
CC27	Be aware of media interest in memorials or anniversaries of the event.	
CC28	Provide the SEMT Support Officer with a copy of your personal incident logs.	

## SECTION 4 – Action Check Lists

Action Check List		SEMT Support Officer
Ref	SEMT Support Officer - Initial Actions	Comments (inc. Time completed)
SS1	Inform and request attendance from appropriate Emergency Services as instructed by Head Teacher (Incident Manager).	
SS2	Receive situation brief from Incident Manager to ensure you are well informed.	
SS3	Commence log of all actions and decisions.	
SS4	Assist Head Teacher in activation of School Emergency Plan.	
SS5	Contact members of SEMT and notify them of the School Emergency Plan activation and advise them to initiate their designated responsibilities.	
SS6	Advise the Incident Manager of any members of SEMT are unavailable to carry out their role and related responsibilities. Identify a delegate.	
SS7	Ensure all staff are aware of your SEMT role.	
SS8	If school lockdown is required refer to school lockdown procedure in Appendix F.	
SS9	Liaise with the Incident Manager regarding where the best location of relative safety is for staff and pupils i.e. classrooms or evacuation.	
SS10	If evacuation is agreed and directed by Incident Manager help inform all staff of evacuation arrangements (Appendix D) to designated evacuation point or back-up location.	
SS11	Retrieve emergency grab bag.	
SS12	Attempt to recover important documentation, records and equipment if safe to do so (pupil medical records, registers).	
SS13	Assist the Welfare Coordinator in the identification of pupils/staff who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN);</li> <li>▪ Those with Medical Needs;</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs);</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	
SS14	Assist the Communication Coordinator in dedicating telephone lines for incoming calls and ensuring an appropriate message is recorded on the answer phone etc.	

## SECTION 4 – Action Check Lists

Ref	SEMT Support Officer - Ongoing Actions	Comments (inc. Time completed)
SS15	Lead and direct staff to support decisions made by Incident Manager.	
SS16	Ensure pupils and staff are kept informed.	
SS17	Assist the Communications Coordinator and ensure the Incident Manager is advised of all media requests.	
SS18	Attend and minute all SEMT meetings called by the Incident Manager.	
SS19	Ensure you receive regular situation updates and seek information as required.	
SS20	Keep up-to-date, accurate records on anyone admitted to hospital or treated by the emergency services.	
SS21	Record details of expenditure incurred by the school.	
SS22	Support the Incident Manager/Communications Coordinator in informing parent/guardians. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened;</li> <li>▪ How their child was involved;</li> <li>▪ The actions taken to support those involved ;</li> <li>▪ Who to contact if they have concerns or queries.</li> </ul>	
SS23	In coordination with the Communications Coordinator, ensure the school answer phone is updated with factual information on a regular basis.	

Ref	SEMT Support Officer - Recovery Actions	Comments (inc. Time completed)
SS24	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	
SS25	Collate all incident logs, making copies if necessary.	
SS26	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (i.e. in the event of a debrief or enquiry).	
SS27	Support Incident Manager in the completion of any necessary forms/paperwork.	
SS28	Assist Site Coordinator in making an inventory of any equipment which has been damaged, including arranging for important items/documentation to be salvaged, restored or replaced.	

## SECTION 5 – School Emergency Grab Bag

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### 5.1 Emergency Grab Bag

The School Emergency Grab Bag is located *SEMT Offices and Admin main Office*.

In the event of an emergency the SEMT Support Officer should retrieve the grab bag if needed/safe to do so. The SEMT Support Officer is also responsible for ensuring the kit is well maintained.

Contents	Number of Stock	Checked/date
Hard copy of School Emergency Plan		
Staff records (names, addresses, contact numbers, special requirements and next of kin)		
Pupil records (names, addresses, parents contact numbers and medical records)		
School Emergency Plan Contact Directory		
School inventory		
Schools layout/drawings/maps		
Evacuation details and maps		
Log books and pens		
Building and gate keys		
Alarm system documents		
Backup disks		
Torch		
Mobile phone charger		
Whistles		
Loud hailer		

## SECTION 6 – Communication

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### 6.1 Notifying Parents/Guardians

In any incident it is strongly advised to inform parents/guardians as soon as is practicable, and ensure they are kept abreast of any developments or changes as time passes. It is obvious that parents will be concerned in the event of any incident that involves their children, but regular communication of accurate information will help to alleviate undue anxiety.

It is also important to ensure parents/guardians have enough information so that:

- They feel reassured that the school is taking all necessary steps to ensure their child's safety.
- They do not feel they need to contact the school. This allows telephone lines to be free for urgent communications with Emergency Services etc.
- They do not attend the school. Additional attendance at the site could possibly interfere with emergency access to the school, or result in them putting themselves or others in danger.
- They know to wait until the school makes contact with them when it is declared safe for them to come and collect their child.

It is also important to provide information to parents/guardians after the incident. Schools should consider creating templates for letters that could be quickly populated and printed off to send home with students where there has been an incident on school grounds. This letter should provide the preferred mode of contact for enquiries etc.

### 6.2 Media Management

If the incident attracts media attention, it is likely the school will receive a number of requests for interviews and statements. It is advisable to try and postpone media comment until after Haringey Council's Communications Team has been advised of the incident and is able to support the school with the required and appropriate media response.

**NB:** It is vital that the names of those who may have been involved in the incident are **NOT** shared with the media. Identities must be formally confirmed and parents/guardians informed before release of these details.

## SECTION 7 – Appendices

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### Appendix A: Site Information

In the event of an emergency, it is useful to have key site information readily available in a single location. This section provides information about the school site and facilities.

Utility	Location	Instructions
Gas shut-off valve	Kitchen	<b>Caution:</b> If you turn off the gas for any reason, a qualified professional must turn it back on. NEVER attempt to turn the gas back on yourself.
Water stopcock	Kitchen	
Electricity Master Switch	Switch Room	

Internal Hazards	Location	Instructions
Asbestos	N/A	
Chemical Store(s)	Off site – In shed	

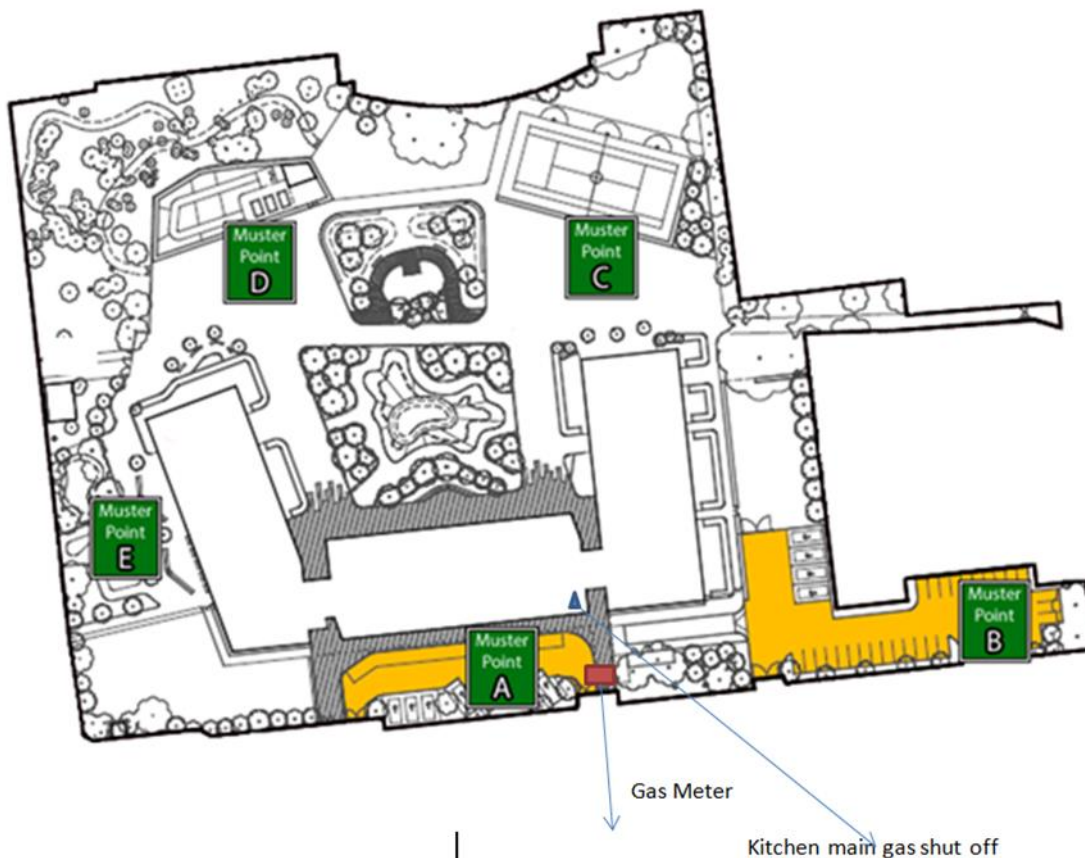
Other	Location	Instructions
Fire hydrants/ extinguishers	Located throughout school	
Fire or intruder alarm system reset box	Main Reception foyer	
First Aid Kit	Located throughout school	
SEMT briefing room	Headteacher's Office	
Media briefing area	Meeting Room	

### Map

The map below shows the location of important equipment and facilities, such as emergency exits and those listed above.

## SECTION 7 – Appendices

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### Appendix B: School Closure

There is the expectation that schools will remain open where it is safe to do so. The following elements should be considered before making the decision to close the school:

- The decision to close the school lies with the **Head Teacher** – this applies whether the cause occurs overnight or during the school day.
- When to take the decision to close the school is important – it must balance the benefits of an early decision (avoiding unnecessary journeys and allowing parents enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).
- Closing at short notice may cause difficulties for families if they need to make child care arrangements during the day.
- In case of major civil emergency (e.g. the 7 July 2005 bombings), it may be safer for a school to remain open, rather than releasing pupils into the public transport network.



## SECTION 7 – Appendices

- The decision to close a school in response to a major emergency should be taken in the context of minimising the risk to pupils, staff and their families – it may be safer to keep students at the school than to send them home.

Action Check List		School Closure
Ref	Incident Manager - Initial Actions	Comments (inc. Time completed)
SC1	<p>Assess the need for closure. Refer to Business Continuity Plan (Appendix I) and consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Rather than full closure, partially open school to some pupils;</li> <li>▪ Request assistance from Buddy School;</li> <li>▪ If due to public health emergency, consider purchasing infection control supplies;</li> <li>▪ If there is substantial damage to some parts of the building, consider renting a portacabin to accommodate affected year group/team.</li> </ul>	
SC2	If necessary, assemble SEMT.	
SC3	Request support from other organisations (e.g. Local Authority) as required.	
SC4	<p>Work with the Communications Coordinator to ensure all necessary persons are notified of the school closure:</p> <ul style="list-style-type: none"> <li>▪ Pupils;</li> <li>▪ Parents/guardians;</li> <li>▪ Staff;</li> <li>▪ Governors;</li> <li>▪ Local Radio Stations;</li> <li>▪ Local Authority;</li> <li>▪ Organisations that use the premises.</li> </ul>	
SC5	Print out signage for school gate.	
SC6	If closure takes place during school day, arrange transport for pupils as necessary.	
SC7	If the decision to close is made outside of school hours, ensure at least one member of staff is present at the school gate at the start of the school day to ensure any pupils who do arrive are informed of the closure, and to ensure their parent/guardian is notified and the pupil is able to return home safely.	
SC8	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:

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Ref	Incident Manager - Ongoing Actions	Comments (inc. Time completed)
SC9	Work with the Communications Coordinator to ensure pupils, parents/guardians/Governors and the media are regularly informed of developments.	
SC10	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.	
SC11	Work with the Site Coordinator to ensure the security of the school premises.	
SC12	Ensure arrangements are in place for remote learning.	

### Appendix C: Educational Visit

Action Check List		Educational Visit Leader
Ref	Educational Visit leader - Initial Actions	Comments (inc. Time completed)
EV1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
EV2	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
EV3	Keep a log of important information including actions taken and decisions made.	

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EV4	Inform the Head Teacher (or deputy) and request support as required. Remember to clarify international dialling codes if abroad.	
EV5	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
EV6	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.	
EV7	Ensure that a member of staff accompanies any pupils requiring medical attention in hospital. But remember the safety of all, even if unharmed, and do not leave anybody on their own - try to maintain an adequate adult / pupil ratio.	
EV8	Ensure other staff are briefed (and given tasks) on a regular basis. Remind staff to maintain a log of actions taken and decisions made.	
EV9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
EV10	Avoid making comments to the media until parents / guardians have been informed.	
EV11	Do not discuss legal liability with others.	

Ref	Educational Visit Leader - Ongoing Actions	Comments (inc. Time completed)
EV12	Carry out dynamic risk assessments at regular intervals, taking action to prevent further harm if necessary.	
EV13	Ensure you are available as the main contact for the coordination of the response. Maintain regular liaison with the Head Teacher/ deputy and others as required.	
EV14	Keep staff briefed and allocate tasks on a regular basis.	
EV15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
EV16	Discuss arrangements for notifying parents/guardians with the Head Teacher. Consider method to reunite parents/guardians with their children at an appropriate time.	

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EV17	Liaise with the tour operator / provider, if appropriate.	
EV18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
EV19	If abroad, contact the Foreign & Commonwealth Office for support.	
EV20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
EV21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
EV22	Ensure all those who should have been notified of the incident have been informed. Remember that information given must be limited until the facts are clear and all parents / guardians have been notified.	
EV23	Discuss the development of a media statement with the Head Teacher/ deputy. Devise an ongoing strategy for dealing with media request, with support from other organisations as appropriate.	
EV24	Try to prevent the spread of misinformation and request that staff and pupils avoid speculation when talking to the media.	

Ref	Educational Visit Leader – Recovery Actions	Comments (inc. Time completed)
EV25	Complete any necessary forms and paperwork.	
EV26	Refer to Appendix H.	

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### Appendix D: Evacuation Procedure

#### Signals

Signal for evacuation	Fire exit signs located throughout building
Signal for all-clear	Walkie Talkies

**Consideration:** Where there is a need to evacuate due to a suspect package or telephone threat, the SEMT should evacuate the school room by room without sounding the alarm.

#### Evacuation Assembly Points

Assembly point A (on premises)	<i>Broadwater Farm Community Centre -See attached</i>
Assembly point B (off premises)	<i>Broadwater Farm Community Centre - See attached</i>

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If the school premises has been evacuated and it is not possible to re-enter the school or for pupils to go home immediately, it may be possible to temporarily re-locate to another building (i.e. buddy school or rest centre)

Pre-identified buddy school/place of safety/rest centre	
Name of premises	Broadwater Farm Community Centre
Contact name and details of key holder	<i>Darren Blackstock</i>
Address	Adams Road, London N17 6HE
Directions (walking)	<i>Walk to end of Adams Road</i>
Directions (coach)	<i>N/A</i>
Capacity	<i>Unspecified</i>
Facilities and resources	Hall, Sports facilities, Kitchen

### Appendix E - Bomb Threats

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

Time of Call: ..... Telephone number the call came into: .....

Exact wording of threat: .....

.....

.....

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

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Where is the bomb right now?

.....

What will cause it to explode?

.....

When will it explode?

.....

What kind of bomb is it?

.....

What does it look like?

.....

Did you place the bomb? Why?

.....

What is your name?

.....

What is your telephone number?

.....

What is your address? .....

Time call end: .....

Dial 1471. You may get information on where the phone call was made: .....

.....

**Contact the Police on 999.**

**Notify Head teacher or Deputy.**

Time reported: .....

Time reported: .....

Follow the advice of the Police. Record additional information once the Police has been informed.

What sex was the caller?

Male

Female

How old was the caller (approximately)?

.....

What accent did the caller have?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar? If so, who?

.....

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Was the call live or a recording?

.....

What sort of voice did the caller have?

- |                                       |  |   |                                  |
|---------------------------------------|--|---|----------------------------------|
| <input type="checkbox"/> Well spoken  | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Loud                 | <input type="checkbox"/> Quiet   |
| <input type="checkbox"/> High-pitched | <input type="checkbox"/> Whispered     | <input type="checkbox"/> Clear                | <input type="checkbox"/> Deep    |
| <input type="checkbox"/> Nasal        | <input type="checkbox"/> Slurred       | <input type="checkbox"/> Lisp                 | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Hoarse       | <input type="checkbox"/> Impediment    | <input type="checkbox"/> Other (please note): |                                  |

.....

What manner did the caller have?

- |   |   |                                   |                                    |
|---|---|-----------------------------------|------------------------------------|
| <input type="checkbox"/> Normal                     | <input type="checkbox"/> Irrational       | <input type="checkbox"/> Rational | <input type="checkbox"/> Upset     |
| <input type="checkbox"/> Apologetic                 | <input type="checkbox"/> Irritated        | <input type="checkbox"/> Angry    | <input type="checkbox"/> Excited   |
| <input type="checkbox"/> Laughing                   | <input type="checkbox"/> Muddled/confused | <input type="checkbox"/> Calm     | <input type="checkbox"/> Offensive |
| <input type="checkbox"/> Other (please note): ..... |   |                                   |                                    |

At what pace did the caller speak?

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

Could you hear any background noise?

- |                                      |                                       |   |                                   |
|--------------------------------------|---------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Silence     | <input type="checkbox"/> Music        | <input type="checkbox"/> Television           | <input type="checkbox"/> Crockery |
| <input type="checkbox"/> Voices      | <input type="checkbox"/> Street noise | <input type="checkbox"/> Traffic              | <input type="checkbox"/> Animals  |
| <input type="checkbox"/> Air traffic | <input type="checkbox"/> Machinery    | <input type="checkbox"/> Other (please state) |                                   |

.....

Did the caller make any demands?

.....



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.....

Any additional information to note?

.....

.....

.....

.....

### Appendix F - School Lockdown Procedure

The lockdown of a building is an emergency procedure which aims to secure and protect the occupants from an external or internal risk. Lockdown procedures may be activated as a proportionate response to any number of situations, including:

- An intruder on the school premises who may pose a risk to the safety of staff and/or pupils;
- An incident/civil disturbance in the local community with the potential to pose a risk to the safety of staff and/or pupils;
- A major fire near by the school;
- A warning of an environmental risk such as a smoke plume or gas could etc.

Each school has a number of variables; therefore it is not suitable to create a generic school lockdown procedure. This section provides guidance on how to formulate your school lockdown procedure. Please replace this guidance with your agreed lockdown procedure once finalised.

#### Developing the Procedure

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An example template is provided below to assist with the development of your school lockdown procedure. This is an example and schools are free to amend it to suit their own arrangements/school structures. To assist with the development of your school lockdown procedure the following actions are advised:

- Nominate the people with authority to manage the lockdown e.g. Head Teacher, Deputy and two others as contingency. These people will be in charge of initiating, managing and concluding lockdown.
- Define the list of circumstances in which your school will invoke lock down procedures.
- Identify how individuals should communicate suspicious activity.
- Determine how the signal for lockdown will be communicated to the rest of the school i.e. intermittent bell, radio etc ( Note: this should be recognisably different to the evacuation signal)
- Design instructions on what individuals should do when the signal for lockdown is given i.e. a movement plan that considers lunchtimes, P.E. etc.
- Develop method to account for pupils and how the information will be communicated back to Administration i.e. registers.
- Identify roles and responsibilities.
- Share plan with all staff to ensure awareness of procedures.

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### Lock Down Template

Signals	
Signal for lockdown	<i>Walkie talkies – Headteacher .....”LOCK DOWN... LOCK DOWN –URGENT LOCK DOWN... LOCK DOWN” OVER..</i>
Signal for all-clear	<i>Walkie talkies – Headteacher .... THANK YOU EVERONE ALL CLEAR</i>

Considerations	
Rooms most suitable for lockdown	<i>Any lockable room</i>
Entrance points which should be secured upon lockdown	<i>Entrances</i>
Communication arrangement	<i>Walkie talkies, internal calls, internal emails</i>

Lockdown Procedure		
Procedure	Action	Responsibility
Communicate the incident to <i>Headteachers</i> as soon as possible	<ul style="list-style-type: none"> <li>• <i>Walkie talkie</i></li> <li>• Provide as much information as possible.</li> </ul>	Everyone has a responsibility to report suspicious incidents
If no answer, initiate the lockdown procedure for your class	<ul style="list-style-type: none"> <li>• Advise neighbouring classes.</li> <li>• Continue to attempt to make contact with <i>Headteachers</i>.</li> </ul>	Member of staff reporting incident
Decision to initiate formal lockdown	<ul style="list-style-type: none"> <li>• The <i>Headteachers</i> should notify teachers, school office, premises manager.</li> <li>• Upon receipt of information a formal decision to initiate lockdown should be made</li> </ul>	<i>Headteacher PA - Uma</i>
Activation of Lockdown procedure	<ul style="list-style-type: none"> <li>• Alert staff to lockdown initiation via <i>walkie talkie and phone</i>.</li> <li>• Communicate serious incidents resulting in lockdown to the relevant Emergency Service.</li> </ul>	<i>Floor Walkers -</i>
Upon hearing the lockdown signal initiate lockdown procedure	<ul style="list-style-type: none"> <li>• Provide instruction to students               <ul style="list-style-type: none"> <li>- Move to closest place of safety indoors (stay away from windows and doors)</li> </ul> </li> </ul>	All staff

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	<ul style="list-style-type: none"> <li>- Take cover and stay out of sight as much as possible e.g. sit on floor, take cover under desks             <ul style="list-style-type: none"> <li>- Stay quiet</li> <li>- Remind students not use mobile phones and turn off (to prevent texting).</li> </ul> </li> <li>• Close windows and lock entry points if necessary. If not possible consider obstructing entry points with furniture.</li> <li>• In the event of air pollution, air vents should be closed.</li> <li>• Turn off lights and draw curtains/blinds if necessary.</li> <li>• Turn phone off or switch to silent (no vibrate) if required as a communication channel.</li> <li>• Take register and note visitors and volunteers that you have in your area. Identify if anyone is missing.</li> </ul>	
Notify parents/ guardians	<ul style="list-style-type: none"> <li>• If possible, notify parents/guardians that the school is in lockdown via identified notification pathway e.g. 'The school is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out...'</li> </ul>	<i>Senior Admin Officer</i>
Audit attendance reports	<ul style="list-style-type: none"> <li>• If safe to do so, the <i>school office</i> should contact each teacher to receive register feedback via discreet method of communication.</li> <li>• Teachers should reply with '<b>all present</b>' or note any missing pupils.</li> <li>• If safe to do so, missing students should be rounded up.</li> <li>• If not safe, the Police should be notified about any students unaccounted for.</li> </ul>	<i>Admin Officer</i>
Remain in lockdown until further instruction is received	<ul style="list-style-type: none"> <li>• Continue mobile phone silence.</li> </ul>	All staff

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	<ul style="list-style-type: none"><li>• Ensure students do not leave room for toilets, food etc.</li><li>• If there's a toilet emergency for young child – use a suitable container. Some schools have a bucket/potty, toilet paper and a sheet for privacy in each room in case of this type of emergency.</li><li>• If emergency medication is required – if safe to do so, contact <i>Welfare officer</i> for advice, assessment of the situation and to discuss options.</li><li>• Take instruction from Police, if in attendance.</li></ul>	
Alert staff that lockdown has concluded via the recognised audible signal	<ul style="list-style-type: none"><li>• All clear signal should be sounded to inform staff once site declared safe.</li></ul>	<i>Headteacher</i>
Update parents/guardians	<ul style="list-style-type: none"><li>• Parents/guardians should be advised once lockdown has concluded.</li></ul>	<i>Deputy Headteacher</i>

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### Appendix G -Suspicious Packages

#### Recognising a Suspicious Package

Letters or packages may be considered suspicious if displaying any of the following signs:

- Threatening or suspicious messages on the package;
- Oily stains, grease marks or discoloured marks on the packaging;
- An unusual odour such as ammonia, almonds or marzipan;
- Crystals or powder-like residue on the envelop/package;
- Visible wiring or tinfoil;
- Improper spelling of common names, places and titles or incorrectly addressed;
- Unexpected or unusual mail from abroad or an unknown source;
- No postage stamp or postage cancelled/hand delivery or by courier;
- No return address or postmark that does not match the return address;
- Heavy weight for the size of the package;
- Uneven weight distribution;
- Too many stamps for the weight of the package.

Ref	Initial Response – Upon receiving a suspicious package	Comments (inc. Time completed)
SP1	Remain calm and place the letter/package down on a flat surface and walk away from it. <ul style="list-style-type: none"><li>▪ Do not continue to touch or handle the letter/package</li><li>▪ Do not put the package into anything (including water)</li><li>▪ Do not put anything on top of the package.</li></ul>	
SP2	Note the packages exact location.	
SP3	Close all windows and leave the room closing the door behind you.	
SP4	Switch off air conditioning if possible.	
SP5	Evacuate the building quietly, keeping people away from the room as far as possible.	
SP6	Notify the police (999) and take instruction as required.	
SP7	Do not use mobile phones, two-way radios or sound the alarm using break glass call points.	

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

Ref	Initial Response – Upon receiving a suspicious package	Comments (inc. Time completed)
SP8	Remain calm and place the letter/package down on a flat surface being careful not to disturb the contents further.	

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SP9	Do not touch your eyes, nose, mouth or any other part of your body.	
SP10	Close all windows and doors in the room and leave, but keep yourself and other staff who may also be contaminated separate from others. An unoccupied adjacent room would be appropriate.	
SP11	Wash your hands with ordinary soap and water if possible, but do not enter populated spaces to do so, or contaminate an area that others may use.	
SP12	Notify a member of staff that you believe you may have handled a suspect biological/chemical package. Tell them where you are now and what room the package is in. Keep your distance; use a phone to do so if possible.	
SP13	<p>The member of staff should do the following:</p> <ul style="list-style-type: none"><li>▪ Notify and take instruction from the Police (999). Ensure they are aware that biological/chemical may be involved;</li><li>▪ Turn the air conditioning off, if safe to do so;</li><li>▪ Keep others away from the contaminated area;</li><li>▪ Evacuate the building.</li></ul>	
SP14	Take instruction from the Emergency Services on arrival.	

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### Appendix H – Post-Incident Support

Ref	Post-Incident Support – Assistance for Pupils and Parents/Guardians	Comments (inc. Time completed)
PG1	Work with SEMT to introduce a strategy to monitor pupils and staff to ensure those who are showing signs of being particularly affected by the incident can be identified and offered support. Ensure all staff are briefed in line with the agreed strategy.	
PG2	Where necessary, offer pupils and staff the opportunity for psychological support and counselling. Ensure all staff and pupils are aware of how they can access these services if they require it, now or in the future.	
PG3	Consider if any pupils need to be debriefed, how and by whom.	
PG4	Ensure there is opportunity for pupils to discuss their experiences (e.g. arranging special lesson/time for discussion/ encourage discussion during classes). Do not discourage pupils from talking about their experiences.	
PG5	Consider providing relevant books in the school library or uploading relevant articles to the remote learning platform.	
PG6	Arrange for a member of staff to visit those affected (at home or in hospital). Request consent from parents/guardians before doing so.	
PG7	Make arrangements for staff and pupils to express sympathy to those who may have been hurt or affected. Consider encouraging pupils to make cards/send messages etc.	
PG8	Ensure sensitivity around the demands that practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
PG9	Work with the Communications Coordinator to prepare a letter for parents/guardians with information on: <ul style="list-style-type: none"> <li>▪ Detail on the incident;</li> <li>▪ How their child was notified of the incident;</li> <li>▪ What support strategy has been put in place in the school;</li> <li>▪ Signposting to additional support routes.</li> </ul>	
PG10	In coordination with the Communications Coordinator, maintain regular contact with parents/guardians and make time for questions where possible. Consider hosting an event/meeting for parents/guardians to provide a time where they can openly discuss the incident and raise any existing concerns.	
PG11	Do not publicise any sensitive/confidential information about individuals unless consent has been given by pupils and parents/guardians.	



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PG12	Where a pupil who had been particularly affected by the incident leaves school (e.g. transferring from primary to secondary) consider sensitively and confidentially notifying the Head Teacher of the new school.	
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Ref	Post-Incident Support – General	Comments (inc. Time completed)
G1	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
G2	Request or signpost to support from other organisations as required E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network;</li> <li>▪ Samaritans;</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
G3	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention and support those most affected.	
G4	Review upcoming events and cancel or rearrange any events which may be inappropriate.	
G5	Make arrangements for staff support to enable them to cope with any questions or discussions pupils might have about the incident.	
G6	Monitor staff and ensure that any new roles given do not place too great a burden. Overtime, staff may need to be relieved of any additional responsibilities given to them.	
G7	Ensure that new staff are briefed and aware of the incident, which pupils were involved and how they were affected.	
G8	Consider any projects that could be taken on by the school to support the local community if affected by the incident (e.g. fund raising).	

Ref	Post-Incident Support – Returning after a period of absence	Comments (inc. Time completed)
A1	Work with parents/guardians to agree a suitable date for pupils returning to school after a period of absence.	
A2	Consider and make arrangements for additional support if it would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance;</li> <li>▪ Alternative methods of teaching;</li> </ul>	

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	<ul style="list-style-type: none"> <li>▪ A sanctuary/quiet area that pupils can use if upset during the school day.</li> </ul>	
A3	Consider if pupils may be able to help in the process of resettling (e.g. close friends) and provide the necessary guidance to support them.	
A4	<p>Brief all staff on the need for sensitivity. Put in place special arrangements and support staff for:</p> <ul style="list-style-type: none"> <li>▪ Missed work;</li> <li>▪ Rescheduling projects;</li> <li>▪ Exams.</li> </ul>	

Ref	Post-Incident Support – Funeral arrangements	Comments (inc. Time completed)
F1	Contact bereaved families at an appropriate time to express sympathy on behalf of the school.	
F2	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.	
F3	<p>Consult parents/guardians 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"> <li>▪ Closing the school on the day of the funeral as a mark of respect;</li> <li>▪ A senior member of staff attending the funeral on behalf of the school;</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral;</li> <li>▪ Providing transport to take pupils and staff to the funeral;</li> <li>▪ Providing pupils with information about what happens at funerals;</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

Ref	Post-Incident Support – Remembrance	Comments (inc. Time completed)
R1	<p>Consider providing a suitable memorial on the school grounds. The family should be consulted and their wishes taken into account.</p> <ul style="list-style-type: none"> <li>▪ Planting of a tree;</li> <li>▪ Seating area/ bench;</li> <li>▪ Garden of remembrance;</li> <li>▪ Book of condolence;</li> <li>▪ Sculptures;</li> <li>▪ Painting;</li> <li>▪ Photograph;</li> </ul>	

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	<ul style="list-style-type: none"><li>▪ Fountain.</li></ul> <p>Pupil involvement should be encouraged.</p>	
R2	<p>Consider how to mark anniversaries and other important dates. Pupils should be involved in the decision.</p> <ul style="list-style-type: none"><li>▪ Special assembly;</li><li>▪ Display;</li><li>▪ Event e.g. music concert/sports event;</li><li>▪ Commemorative service.</li></ul>	
R3	<p>There may be increased media interest around anniversaries of the incident.</p>	

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### Appendix I - Business Continuity Template

- The purpose of this Business Continuity Plan is to ensure that critical activities are resumed as quickly as possible and/ or continued to be delivered during the time of disruption.
- To activate appropriate business continuity strategies to enable alternative ways of working.

#### Part 1 – Business Continuity Plan

##### Alternative Location – Community Centre until LA identify a more suitable location

In the event that it is no-longer possible to operate from the school site, the Head Teacher should consider a ‘place of safety’ where pupils and staff can be taken and accommodated if unable to return to the school for some time i.e. a community hall, another school or leisure centre etc.

An alternative site should be pre-identified wherever possible. The forging of agreements and obtaining a contact name will assist with quick activation during an emergency. This could be a reciprocal agreement with another school i.e. a ‘buddy school’.

It may be wise to identify and have agreements in place with two alternative sites, because an emergency affecting the local area may render one alternative site unusable. Or if your school has significantly more pupils than your buddy establishment can cater for it may be necessary to split the pupils into different buddy establishments.

	Primary	Secondary
<b>Site Type:</b>	Broadwater Farm Community Centre	LA to find suitable location
<b>Address:</b>	Adams Road, London, N17 6HE	
<b>Key Holder/Site Contact:</b>	Augustine Yeboah	
<b>Capacity:</b>	Large hall (550)	
<b>Time required to set up:</b>	Temporary cabin on football field	

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### Human Resources

Human resources refers to the number of staff required to maintain business. A risk assessment which takes into account the ages and abilities of the children and the geographical features of the school should determine minimum staff to pupil ratios.

The author should assess the number of staff required to maintain critical function within each area i.e. management, school office, year groups etc in the short, medium and long-term. An action plan should be prepared for when the number of staff available does not meet minimum requirements.

<b>Full headcount of employees:</b>	123		
<b>Number of staff that can work remotely without affecting business as usual operations:</b>	<i>administration staff , IT manager</i> <i>Director of Business</i> <i>Teaching Assistant / Special Need Assistant</i> <i>Maximum : 50</i>		
<b>Location of staff records and contact database:</b>	<b>Please note:</b> <i>Schools should keep both electronic and paper versions</i> <i>All records are backed up and kept in two locations.</i>		
<b>Team/ Function i.e. School Office/year group/management team</b>	<b>Minimum number of staff needed in short-term (after 1 day)</b>	<b>Minimum number of staff needed in Medium-term (after 1 week)</b>	<b>Minimum number of staff needed in the long-term (after 1 month)</b>
1. SMT	4	4	4
2. Teachers	KS 2 only - 16	KS 1 & 2 – All	All
3. TA/SNA/SMSA	30	45	All
4. Admin	All	All	All

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### Action plan for loss of staff

Contact Protocol and Reed agency

### Remote Learning

Remote learning is the collation of learning resources for pupils to access at home during the rare occasion of a school closure due to unforeseen circumstances. Remote learning materials can also be used during school holidays or by children off school due to ill-health.

The author should ensure remote learning materials are pre-prepared by the nominated member of staff.

	Primary	Secondary
Resource available (website/ learning platform/ email/ post):	<i>LGFL learning resources</i>	<i>Back up measure</i>
Staff contact responsible for maintenance:	<i>Jitendra Goundar</i>	<i>Sarah Harris</i>

### Resource Recovery

Resource recovery refers to the recovery of resources required to carry out business as usual operations.

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The author should assess what resources are required to maintain critical function in the short, medium and long-term and prepare an action plan for loss of access i.e. utilising library or buddy school computers for student ICT lessons.

Application/system	Full service	Minimum number needed in short-term (after 1 day)	Minimum number needed in medium-term (after 1 week)	Minimum number needed in long-term (after 1 month)
Computers		4	4	50
Telephones		1	1	3
Fax number		1	1	1
<i>[insert other]</i>				
<i>[insert other]</i>				

### Action plan for loss of access

### Records and Paper Work

Records and paperwork refers to the important documentation that is required to maintain critical function.

The author should assess the loss of each in the short, medium and long-term and prepare an action plan for restorative and/or back up arrangements.

Resource	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Coursework	Short-term	Back up measure

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2. Examination papers	Short-term	Back up measure
3. Asset registers/equipment inventories	Short-term	Back up measure
4. Financial Information	Short-term	Back up measure
5. Medical records	Short-term	Back up measure
6. Contacts database	Short-term	Back up measure
7. Insurance documentation	Short-term	Back up measure

### Critical Suppliers

Critical suppliers are those suppliers delivering resources to the school that are essential to maintain business function i.e. catering; passenger transport.

The author should assess the loss of each in the short, medium and long-term and prepare back up arrangements and/or secondary suppliers.

Supplier (inc. Contact number and Address)	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Catering	Medium-term	Collaboration with Bruce Grove Primary
2.		
3.		



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### Part 2 – Business Continuity Action Checklist

Action Check List	Business Continuity
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Ref	Business Continuity – Initial Action	Comments (inc. Time completed)
BC1	<p>Assess the nature of the incident</p> <ul style="list-style-type: none"> <li>▪ Loss of premises;</li> <li>▪ Loss of utility supply;</li> <li>▪ Loss of supplier;</li> <li>▪ Loss of personnel;</li> <li>▪ Loss of telecommunications.</li> </ul>	
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 any disruption may affect extended services that use the school premises. Liaise with services as necessary.	
BC4	Liaise with SEMT Support Officer to ensure important documentation, records and equipment is recovered if safe to do so (request advice from the emergency services if required.)	
BC5	If required, contact organisations that can assist with document restoration.	

Ref	Business Continuity – Ongoing Actions	Comments (inc. Time completed)
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 as per Business Continuity Plan (e.g. buddy school, the Local Authority, suppliers/contractors) as necessary.	
BC8	Work with the Communications Coordinator to ensure staff, pupils and parents/guardians are informed of any changes to the schools routine.	
BC9	In the event of a public health emergency (e.g. Pandemic Influenza), consider ordering infection control supplies and make arrangements for sanitation.	

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Ref	Business Continuity – Recovery Actions	Comments (inc. Time completed)
BC10	Work with staff and relevant organisations to restore normal school routine at the earliest time possible.	
BC11	If necessary, ensure arrangements are in place for remote learning. Work with the Communications Coordinator to ensure instruction is delivered to staff, pupils and parents/guardians.	
BC12	Liaise with Site Coordinator to ensure an inventory of damaged equipment is completed and action taken to restore/replace important items/documentation.	