



EMERGENCY RESPONSE PLAN

Policy D100

Name of School	Owslebury Primary School
Date of Issue	December 2025
Date of Review	December 2028
Name of Responsible Manager/Headteacher	Mrs Lucy Chaplen
Signature of Responsible Manager/Headteacher	

INTRODUCTION

At Owslebury Primary School we are committed to and strive to achieve best practice in all that we do. We recognise that many crises can be avoided through careful planning and preparation. This Emergency Response Plan is intended to support the school where situations of a catastrophic nature occur.

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details

Name of school	Owslebury Primary School
Type of school	Voluntary Controlled Primary School
School address	Beech Grove, Owslebury, Hampshire SO21 1LS
School operating hours (including extended services)	8.00 – 4.00pm
Approximate number of staff	14
Approximate number of pupils	68
Age range of pupils	4-11 Years

Office contact details

Office telephone number	01962 777452
Office fax number	none
Office email address	adminoffice@owslebury.hants.sch.uk

Useful websites

School website / extranet	http://www.owslebury.hants.sch.uk
Local authority	www.hants.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 Emergency Management Team

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details	Notes (e.g. first aid trained)
Lucy Chaplen	Headteacher		01962777452		Key Holder
Allison Jordan	Chair of Governors		Via office 01962777452		
Colin Bates	Site Manager		01962777452		Key holder
Jo Saxby	Admin Officer		01962777452		Key holder

1.3 Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details	Notes (e.g. key holder)
HC3S	Catering	9.00 – 1.30 daily	TBA		
Atlas FM Cleaners	Cleaning Contractor	After school hours	Rachel Stevenson	01425 613860	Yes
Active8Minds	Wraparound Care	7:30am – 5:30pm daily	Ben Harris	07764781368	Yes

1.4 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's Services		0300 555 1384	Out of Hours 0300 555 1373	
HCC Corporate Communications		Direct Dial 01962 847 368	Out of Hours Duty Press Officer 07957 932 574	
Property		01962 847844		
Transport	N/A			
Catering	HC3S	Tina Stills	07736 793031	
Educational visits	EVOLVE	01962 876218		
Hampshire County Council Emergency Planning & Resilience		For Advice & Guidance 01962 846 846	Out of Hours Duty Officer 07623 960 259 For incidents requiring significant response of the County Council resources– not administrative issues	
Health and safety	Helen Barret Durant	01962 876308		
Risk / insurance				
Legal	Emma Licciardi	01962 847594		
Human resources	EPS			
Educational psychology				
Occupational health				

1.5 Contact details - local radio stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes (e.g. coverage, frequency)
Radio Solent		023 8063 2811		
The Breeze		08454 661107		

1.6 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Police Non Emergency		101		
NHS – Non Urgent Advice		111		Always dial 999 for Emergencies
Hampshire County Council Contact Centre - <i>Hantsdirect</i>	Children's Services	0300 555 1384 Out of Hours - 0300 555 1373		
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: 01392 885 680 (24 hour)		

Health and Safety Executive		<p>Infoline: 0845 345 0055</p> <p>Incident contact centre: 0845 300 9923</p> <p>Duty officer: 0151 922 9235 (24 hour)</p> <p>Duty press officer: 0151 922 1221 (24 hour)</p>		
Insurance company				
Trade union				
Supplier (transport)	N/A			
Supplier (catering)	HC3S	02380 629388		
Supplier (cleaning)	Atlas FM	07484954679		Yes
Supplier (temporary staff)	N/A			
Utility supplier (gas)	Corrigenda	01962 847952 / 826760		
Utility supplier (water)	Corrigenda	01962 847952 / 826760		
Utility supplier (electricity)	Corrigenda	01962 847952 / 826760		
Utility supplier (heating)	Corrigenda	01962 847952 / 826760		

Teacher Support Network		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		<p>The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.</p>
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Section 2 – Activation

2.1 Notification of incident

Information about an incident may come from a many sources

Whoever receives the alert should ask for, and record, as much information as possible.

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

Name of informant:

Date and time of call:

Contact number of informant

Date and time of incident:

Exact location of incident:

Details of incident:

Where is the informant now? Are they going to change location – hospital etc ?

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

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

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What advice have the emergency services given?

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Who has been informed?

- Headteacher
- School staff
- Governors
- Pupils
- Parents / carers
- Extended services

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

Does anyone else need to be informed?

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Are any other actions required?

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

Name of educational visit leader:

Number of pupils on educational visit:

Nature of educational visit:

Number of staff on educational visit:

Location of educational visit:

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

2.2 Initial action

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

- Assess the situation and establish a basic overview of the incident.
- Take immediate action to safeguard pupils, staff and visitors.
- Attend to any casualties and administer first aid, if appropriate.
- If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.

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

These contact details should remain confidential, only to be used in an emergency by school staff

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

Section 3 – Roles & Responsibilities

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: <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	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	Remember to: <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 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police 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 Teacher of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

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

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

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

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

3.3 Roles and responsibilities - communications

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

Ref ^r	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 ^r	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	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 ^r	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

3.4 Roles and responsibilities - log-keeping

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

Ref ¹	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 ¹	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 ¹	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Staff are not to engage with social media at all. If there are signs that social media is being used to spread information, staff are advised to escalate this by informing the Headteacher, rather than ignoring the concern.	
M4	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.	
M5	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M6	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M7	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M8	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.	
M9	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M10	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M11	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M12	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

3.6 Roles and responsibilities - resources

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

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

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

3.7 Roles and responsibilities - welfare

Ref'	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 be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

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

3.8 Roles and responsibilities - educational visit leader

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

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

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

APPENDIX 1 - POST INCIDENT SUPPORT

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

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

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

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

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

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Examination papers	Confidential Cupboard – disabled toilet		
Asset registers / equipment inventories	School Office		
Insurance documentation	School Office		

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework			
Contact details	Secure lockable cabinet and IBC		
Financial information	Secure lockable cabinet and IBC		
Medical information	Secure location, safe in school office.		

Remote learning	Notes / instructions
Website / extranet	n/a
Email	n/a
Post	n/a

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Gas tank in enclosure at front of school. No mains gas to the building. Emergency shut off in kitchen (white box)	
Water	Boiler room – just inside the door on the right	Keys held in school office
Electricity	Locked cupboard Classroom next to the hall doors	Keys held in school office
Heating	Boiler room	Keys held in school office

Internal hazards	Location	Notes / instructions
Asbestos	Asbestos Register in school office	
Chemical store(s)	Locked in cleaning cupboard	Keys held in school office

Pre-designated areas	Location	Notes / instructions
SEMT briefing area		
Media briefing area		

APPENDIX 4 - EVACUATION

Owslebury Primary School

EMERGENCY EVACUATION PROTOCOL

In the event of an emergency:

STEP 1 Audible Alarm Procedure:

Sound the audible alarm **UNLESS**:

- A bomb alert has been received or a gas leak is suspected. (In such cases follow school's specific protocols for such instances).
- Doing so may further endanger risk to pupils/ adults e.g. aggressive intruder.

STEP 2 Silent Alarm Procedure:

The Head Teacher should arrange for a silent signal to be deployed in all school areas. A member of staff travels around school with a visually recognised signal or verbal signal.

If it is unsafe to alert the Head Teacher staff may use their judgement and undertake this.

STEP 3 On seeing/ hearing the alert, teachers should immediately evacuate pupils to the designated assembly points. Staff working with pupils outside the classroom should NOT return to the classroom but immediately evacuate pupils to join their class at the designated assembly point.

STEP 4 One member of staff should always be present in the office.
Office staff should evacuate with the class registers, Visitor & Staff signing in sheets.

STEP 5 On arrival at the designated assembly points teachers should check all pupils have been safely evacuated. IT IS NOT ENOUGH TO RELY ON A HEAD COUNT. When all pupils have been accounted for the teacher should raise their hand or folder in the air to give a visual signal to the Evacuation Coordinator. If a pupil cannot be accounted for the teacher should raise their hand and wave to alert the Evacuation Coordinator for assistance.

STEP 6 The Evacuation Coordinator will accurately record the progress of the evacuation including details of any missing pupils / adults. NO ONE SHOULD RE-ENTER THE BUILDING TO SEARCH FOR MISSING PUPILS / ADULTS. The Emergency Evacuation Coordinator will relay details of any missing pupils/ adults to the emergency services on their arrival.

STEP 7 All staff must **implicitly** follow the instructions of the emergency services. No one should re-enter the building unless directed that it is safe to do so.

STEP 8 If instructed to evacuate to a temporary alternative site, staff should safely escort pupils to the designated location. Pupil contact sheets should be taken (stored in the Emergency Evacuation Bag). Pupils and staff should remain at the alternative evacuation site until it is advised it is safe to return to school OR to arrange for pupils to return home.

STEP 9 The Head Teacher should alert the Local Authority's Director of Education and school's Chair of Governors (in their absence the Vice Chair should be notified).

STEP 10 No press briefing should be made unless directed by the Police with the input of the Local Authority Crisis Team.

STEP 11 The Head Teacher and Chair of Governors should arrange an emergency Governing Body meeting to advise of the situation and review safeguarding policy, protocols and arrangements.

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Verbal "Evacuate"
Signal for all-clear	Verbal "All Clear"

Assembly points - fire evacuation	
Fire evacuation assembly point A	Bottom of Playground
Fire evacuation assembly point B	

Assembly points - bomb evacuation – seek Police advice	
Bomb evacuation assembly point A	Bottom of Playground
Bomb evacuation assembly point B	

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Owslebury Parish Hall
Type of premise	Village Hall
Contact name and details of key holder(s)	Fiona Nash – 01962 777354
Address	Parish Hall, Main Road, Owslebury
Directions / map	n/a
Estimated travel time (walking, with pupils)	1 min
Estimated travel time (by coach, with pupils)	n/a
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

APPENDIX 5 - SHELTER

Signals

Signal for shelter	Verbal "Shelter"
Signal for all-clear	Verbal "All Clear"

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Whistle Short Blasts
Signal for all-clear	Verbal "All Clear"

Lockdown	
Rooms most suitable for lockdown	Classrooms
Entrance points (e.g. doors, windows) which should be secured	Door to classroom 4 needs to be locked manually, all other classroom doors will lock on closure Check main hall doors and kitchen doors are locked
Communication arrangements	<ul style="list-style-type: none"> ▪ Other
Notes	

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

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

STAFF RESPONSIBILITIES	Ensure all children are safe. <ul style="list-style-type: none">• Class teachers register children.• LSAs Ensure doors/ windows to outside areas are closed when all children are inside.• Admin alert police via 999• Head Teacher/ TIC liaise with staff and services if possible.• Lunchtime staff close hall doors.	
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APPENDIX 7 - SCHOOL CLOSURE

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

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

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

APPENDIX 8 - COMMUNICATIONS

Owslebury Primary School

GUIDANCE IN RESPONDING TO UNSOLICITED PRESS/ MEDIA CONTACT

IF YOU ANSWER THE PHONE and are asked for comments by the press/media please follow these guidelines:

- Do not offer any information or make comments on the subject matter of the call.
- Ask for the caller's full name, telephone number, organisation/ who they represent etc.
- Explain they will need to speak to the Head Teacher (or in their absence the Deputy Head Teacher).
- If possible pass the call to the Head Teacher or Deputy Head Teacher advising them this is a press/ media request for information.
- If the Head Teacher or Deputy Head Teacher is not available record the caller's details and advise them their call will be returned as soon as possible.
- **DO NOT GET DRAWN INTO A CONVERSATION.** Remain polite but firm in your response.

IF THE PRESS/ MEDIA ENTER THE SCHOOL BUILDING:

- Press and media representatives should wait in the front entrance. They should not be admitted beyond the main reception area without the specific permission of the Head Teacher or Deputy Head Teacher in their absence.
- If the Head Teacher and Deputy Head Teacher are not on site advise the representative that no one is available to comment at that time and offer the opportunity to book an appointment at a later date/ time.
- **DO NOT GET DRAWN INTO A CONVERSATION.** Remain polite but firm in your response.

HEAD TEACHER/ DEPUTY HEAD TEACHER GUIDANCE

Once alerted to a telephone call/ arrival of the press/ media:

- Delay any immediate response to give time to collect your thoughts and prepare.
- For telephone enquiries you should establish the reason for the contact. Once established you may wish to say any of the following:
"I am not in my office at the moment. Can I phone you back in 5 minutes"?
"Yes. We will comment and have prepared a statement, which is....."
"I will need to go to my office to collect school's prepared statement. I will phone you back shortly".
- Make sure you make any calls that you promise to make. Before returning the call you are strongly advised to contact the Chair/ Vice Chair of Governors and you may also wish to have a discussion with the Local Authority.
- When returning the call read the prepared statement **verbatim**.
- Make notes, especially of who you read it to, and any comments you receive.
- Be very cautious about commenting beyond the statement (matters are either sub-judice or may be part of an internal disciplinary action).

- Once the call is completed advise the Chair/ Vice Chair of Governors. You may also wish to advise the Local Education Authority. If the conversation is managed by the Deputy Head Teacher they should advise the Head Teacher and Chair/ Vice Chair of Governors as soon as possible.

Once alerted to press/ media arrival at school:

- Delay any immediate response to give time to collect your thoughts and prepare.
- Go to the reception area. Do not invite the press/media into school.
- Give a written copy of school’s response.
- If school does not have a prepared response advise that one will be issued shortly.
- If pressed for further comments advise that all the information needed is/ will be within the response.
- Be polite but remain firm.
- On departure of the press/ media record the details of the visitor and notes on the content of the conversation.
- Advise the Chair/ Vice Chair of Governors as soon as possible. If the conversation is managed by the Deputy Head Teacher they should advise the Head Teacher and Chair/ Vice of Governors as soon as possible. Any prepared statement should be agreed with the Chair/ Vice of Governors **prior** to submission. If any further telephone requests for information are received you should read the statement and advise school has no further comments to make.

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01962 777452	School Office
Outgoing calls	01962 777452	School Office

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> ▪ Example of pre-recorded message ▪ Instructions on setting to ‘message only’ mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site?
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the school site?
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Telephone tree	HT and AO have staff contacts

Sign at school entrance	Yes
Newsletter	Yes
Email	Yes
Letter	Yes
School notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils	Email - website	School Office
Parents / carers	Email – website/ Outlook	School Office
Governors	Email – website/Outlook	School Office
Extended services	Email	

APPENDIX 9 - BOMB THREATS

Owslebury Primary School

BOMB ALERT PROTOCOL

In the event of an emergency:

STEP 1 Whoever receives the alert should try to record all details of the message.

STEP 2 The person who has received the alert should (in person) inform the Head Teacher relaying the exact language used in the alert.

STEP 3 The Head Teacher should arrange for the silent signal to be deployed in all school areas. This is a SILENT EVACUATION to account for all pupils and adults. THE FIRE ALARM MUST NOT BE USED. As radio waves can detonate a bomb NO MOBILE PHONES OR WALKIE TALKIE DEVICES SHOULD BE USED. ALL SUCH DEVICES SHOULD BE SWITCHED OFF NOT TURNED TO SILENT MODE.

STEP 4 The Head Teacher or a delegated member of SLT must inform the Police immediately by dialling 999 from a school LANDLINE.

STEP 5 The Head Teacher / SLT must follow the instructions given by the Police. This is likely to involve evacuating pupils and adults to the school's nominated alternative site.

STEP 6 If evacuating to the alternative site, the pupils should be accompanied by the Deputy and Assistant Head Teachers. The Head Teacher, Business / Office Manager and Site Manager should remain in a safe proximity to the school. This will be agreed with the emergency services.

STEP 7 The Site Manager or Business / Office Manager should ensure the emergency evacuation box is taken out of school unless it is unsafe to do so. The box should be given to and remain with the Head Teacher.

STEP 8 POLICE INSTRUCTIONS SHOULD BE IMPLICITLY FOLLOWED

STEP 9 THE ALTERNATIVE EVACUATION SITE: There should be NO MOBILE PHONE CONTACT made to the Head Teacher, Business/ Office Manager or Site Manager unless the emergency services confirm it is safe to do so. The Deputy Head Teacher should alert the Local Authority Director of Education and the Chair (or in their absence the Vice Chair) of the Governing Body. Pupils and staff should remain at the alternative evacuation site until advised it is safe to return to school OR arrangements are made for pupils to return home.

STEP 10 No press briefing should be made unless directed by the Police with the input of the Local Authority Media Relations Office.

STEP 11 POST EVENT: The Head Teacher and SLT should complete school's critical incident paperwork. The Head Teacher & Senior Leadership Team to hold a staff debriefing meeting as soon as possible. Ensure all staff are aware of information sharing protocols particularly press / media. If required the Head Teacher should discuss arrangements for post trauma counselling with the Local Authority.

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

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

Did dialling 1471 work?

Time the call ended:

.....

.....

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

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

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....
.....

Notes:

.....

APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / 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.	
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APPENDIX 11 - LOG-KEEPING GUIDELINES

	THURSDAY, 19/05/2011
19.40	RECEIVED CALL FROM JANE SUTCLIFFE AT THE COUNCIL. REPORT OF A FIRE AT SCHOOL (ALTHOUGH SHE'S UNSURE WHICH PARTS OF THE BUILDING ARE AFFECTED). POLICE AND FIRE SERVICE ARE ON-SCENE. JANE OFFERED TO SEND SOMEONE TO THE SCHOOL TO ASSIST WITH THE RESPONSE - I GAVE HER MY MOBILE NUMBER AND SHE'LL LET ME KNOW WHO WILL ATTEND. I'LL CONTACT PHILIP HEALY (CARETAKER) AND WE'LL AIM TO ARRIVE AT SCHOOL WITHIN HALF AN HOUR.
19.50	RANG PHILIP. NUMBER ENGAGED.
19.55	RANG PHILIP. TOLD HIM ABOUT THE SITUATION AND ASKED HIM TO MEET ME AT THE SCHOOL ENTRANCE AS SOON AS POSSIBLE. HE'LL BE THERE FOR 8.15PM.
20.05	RECEIVED TEXT MESSAGE FROM JANE - SOMEONE FROM HER TEAM (ANDREW TAYLOR) WILL MEET US AT THE ENTRANCE IN ABOUT 10 / 15 MINUTES. MOBILE NUMBER FOR ANDREW: 07802 388-07802 338 202.
20.20	ARRIVED AT SCHOOL, PHILIP AND ANDREW ALREADY THERE. SPOKE TO FIRE OFFICER - ONE CLASSROOM ABLAZE, ADJACENT ONES LIKELY TO BE SEVERELY AFFECTED BY SMOKE DAMAGE. UNSURE OF THE CAUSE BUT ARSON CAN'T BE RULED OUT AT THE
20.40	MOMENT. WE'LL HAVE TO CLOSE THE SCHOOL TOMORROW. ALSO NEED TO ARRANGE A SITE VISIT IN THE MORNING (PROVISIONAL TIME 8AM).

Notes should be recorded in chronological order.
In Capital Letters

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

Only include times, dates or initials within the margins. Ideally in 24 hour format

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

