


The Aylesbury Vale Academy Trust



The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

Emergency Plan

Policy Reference:	AVA.103
Description:	This document sets out our emergency response and business continuity arrangements. It helps us be prepared for and recover from unexpected disruptions.
Status:	Statutory Policy
Policy Audience:	Staff, Governors
Academy Contact:	Business Manager
Other related Academy Trust policies and procedures:	Risk Register, Health & Safety Policy, Fire Safety Policy, Fire Evacuation Plans, Lockdown Policy, Annual Health & Safety Report, Various Risk Assessments, COSHH Register, First Aid Policy
Approved by the Governing Board on:	23.10.2024
Latest Date for Next Review:	23.10.2025
Version + Schedule of Amendments:	
Signed:	
Date of Signature:	23.10.2024

In reviewing this policy, the Governing Board has had regard to the Equality Act 2010 and carried out an equality impact assessment. It is satisfied that no group with a protected characteristic will be unfairly disadvantaged by this policy.

This plan sets out our emergency response and business continuity arrangements. It helps us be prepared for and recover from unexpected disruptions.

Disruptions are part of everyday school life and most are dealt with as 'business as usual.' This plan sets out how we will deal with the more serious incidents that affect our critical activities.

It is not possible, or desirable, to write a plan for every possible disruption. No matter what the *cause* of the incident, the *effect* can generally be summarised as:

- An inability to carry out daily and/or critical activities
- Loss of life or serious injury to school staff and students/pupils or members of the public
- Loss of building, or part of building or access to the building
- Adverse publicity and/or reputational impacts
- Loss of ICT
- Loss/shortage of staff
- Loss of critical supplier or partner

This plan will be activated in the event of a critical incident or an emergency i.e. when an incident occurs that impact on the delivery of our critical activities and when normal responses, procedures and coping strategies are deemed insufficient to deal with the effects.

Review

This document should be reviewed annually.

CONTENTS

SECTION 1 - CONTACT DETAILS	
1.1 School information	4
1.2 Contact details - school staff and governors	5
1.3 Contact details - extended services	6
1.4 Contact details – first aid list	6
1.5 Contact details - local authority	9
1.6 Contact details - local radio stations.....	10
1.7 Contact details - other organisations	11
1.8 Contact details - for completion during an emergency	13
SECTION 2 - ACTIVATION	
2.1 Notification of incident.....	14
2.2 Initial action.....	17
2.3 Grab bag.....	17
SECTION 3 - ROLES AND RESPONSIBILITIES	
3.1 Roles and responsibilities - Co-ordinator	18
3.2 Roles and responsibilities - Business Continuity Leader	20
3.3 Roles and responsibilities – Communications Leader	22
3.4 Roles and responsibilities - Log-keeper	24
3.5 Roles and responsibilities - Media Manager	25
3.6 Roles and responsibilities – Resource Manager.....	27
3.7 Roles and responsibilities – Welfare Leader.....	29
3.8 Roles and responsibilities - Educational Visit Leader	30
APPENDIX 1 - POST INCIDENT SUPPORT	33
APPENDIX 2 - BUSINESS CONTINUITY	37
APPENDIX 3 - SITE INFORMATION	39
APPENDIX 4 - EVACUATION	40
APPENDIX 5 - LOCKDOWN	42
APPENDIX 6 - SCHOOL CLOSURE	44
APPENDIX 7- COMMUNICATIONS	46
APPENDIX 8 - BOMB THREATS	47
APPENDIX 9 - SUSPICIOUS PACKAGES	49
APPENDIX 10 - LOG-KEEPING GUIDELINES	51
APPENDIX 11 - SAMPLE STAFF AND PARENT BRIEFING	52

SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	The Aylesbury Vale Academy
Type of school	All through Academy
School address	Paradise Orchard Aylesbury Bucks HP18 0WS
School operating hours (including extended services)	07:30 - 22:00 (Including opening hours for Lettings)
Approximate number of staff	200
Approximate number of pupils	1850
Age range of pupils	2-19

Office contact details	
Office telephone number	01296 428551
Office fax number	N/A
Office email address	enquiries@theacademy.me

Useful websites	
School website / extranet	www.theacademy.me

Local authority	Bucks
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details – school staff and Governors

Please note under data protection this page cannot be shared but staff and Governors details are stored digitally.

1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Annie Bacchus	Facilities Manager	8am-4pm	07958 125477		Key holder
Dave Cox	Network Manager	8am-4pm	07891 113612		
Suzanne Cooper	Business Manager	8am-4pm	07891 198928		
AEFM on call	Duty Caretaker Monitoring service	24/7	0844 858 2622 0844 871 2223		
Andy Soper	AEFM Contract Manager	Various	07500 079775		Key holder
Joanne Kennedy		Various	07435 548544		
Ryan Drake	Site Manager	8am-4pm	07711 080611		

1.4 Contact details - First Aid

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Mrs Ripley	Medical room	8am-4pm	Ext 690		

Mrs Burles	Pastoral Office A-00-03	8am-4pm	Ext 770		
Mr A Cluett	Library	8am-4pm	Ext 656		
Miss D Collins	Year 9 Pastoral Office	8am-4pm	Ext 629		
Mr E Constantine-Cort	Teacher of Business Studies	8am-4pm	Ext 649		
Mrs Crumpton	Science Teacher	8am-4pm	Ext 618		
Mrs Deva	DT Technician	8am-4pm	Ext 735		
Mr Drake	AEFM/Facilities	Varies between 7am-10pm	Ext 721		
Miss Dutson	SEN Office	8am-4pm	Ext 632		
Mrs Edmonds	Food Technician	8am-4pm	Ext 696		
Miss Haynes	CL PE A00-07	8am-4pm	Ext 691		
Mr Hawley	Teacher of History/AD Year 10	8am-4pm	Ext 679/788		
Ms Lambourne	Data Manager's Office	8am-4pm	Ext 617		
Mr Lobb	Teacher of PE	8am-4pm	Ext 691		
Mrs Mahadewan	SEN Office	8am-4pm	Ext 632		

Mrs Marina	SLT/CL Business Studies & Computer Science	8am–4pm	Ext 697		
Mr Parsons	AEFM/Facilities	Varies between 7am-10pm	Ext 721		
Mrs Perrin	HR Manager	8am-4pm	Ext 614		
Miss Powell	Pastoral Office Year 9	8am-4pm	Ext 769		
Miss Proud	SLT/CL Media	8am-4pm	Ext 661		
Mrs Pykett	B-01-12	8am-4pm	Ext 786		
Mrs Rohde-Patterson	SEN	8am-4pm	Ext 647		
Miss Roberts	Teacher of PE	8am-4pm	Ext 691		
Mr Vassell	SEN Office	8am-4pm	Ext 785		
Mr Wakefield	PE Office	8am-4pm	Ext 691		

1.5 Contact details - local authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Buckinghamshire Council	Contact Thames Valley Fire Services Control Room. Ask for Buckinghamshire Council Duty Resilience Officer to be paged.	07738 501318 School Resilience Team		27/7 for serious emergencies e.g. threat to life/serious illness/serious fire
	In a non-serious emergency contact Buckinghamshire Council customer service centre or Stephanie Payne, Business Account Manager. Tracey Erasmus (EVC)	01296 395000 or 07738 501318 01296 383169 01296 383030		Mon-Thur 9.00-5.30 Fri 9.00-5.00
	In a non-serious emergency out of working hours contact Buckinghamshire Council hotline.	0800 9997677 or 07738 501318		Outside of office hours

1.6 Contact details - local radio stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC 3 Counties	N/A	01582 636963	0808 100 8800	
Bucks Radio	N/A	01296 929929		
Heart FM	N/A	0333 200 2000	020 7766 6000	

1.7 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 5000 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0800 80 70 60 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Teacher Support Network	England: 08000 562 561 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

Insurance company	RPA Emergencies: 03300 585 566 Overseas travel emergencies: 020 3475 5031 https://www.rpaclaimforms.co.uk	
Supplier (transport)	Red Line Buses 01296 426786	
Supplier (catering)	Harrison - Delano Gomes 07435 884443 or 01844 216777 or 01844 217333	
Supplier (cleaning)	Hayward - Debra Thomas Watts 07960 144785 Anna Dziurowicz 07795 293592	
Utility supplier (gas)	Corona Energy 0800 111 999	A/C number 20450186 (Primary) 20450182 (Secondary)
Utility supplier (water)	Independent Water Networks 02920 028711	A/C number 1029195 (Secondary) & A/C 1029189 (Primary)
Utility supplier (electricity)	DRAX 01473 707761 during office hours and 105 after hours	A/C number C753880 Only until 30/09/23

1.8 Contact details - for completion during an emergency

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

Name	Contact details	Notes

SECTION 2 - ACTIVATION

2.1 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, and the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

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

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

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

.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- | | |
|--|--|
| <input type="checkbox"/> Academy Principal | <input type="checkbox"/> Police |
| <input type="checkbox"/> Vice Principals | <input type="checkbox"/> Fire & Rescue Service |
| <input type="checkbox"/> Primary Headteacher | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> Business Manager | <input type="checkbox"/> Local authority |
| <input type="checkbox"/> Facilities Manager | <input type="checkbox"/> Health and Safety Executive |
| <input type="checkbox"/> HR Manager | <input type="checkbox"/> Foreign & Commonwealth Office |
| <input type="checkbox"/> School staff | <input type="checkbox"/> Media |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Insurance company |
| <input type="checkbox"/> Pupils | <input type="checkbox"/> Trade union |
| <input type="checkbox"/> Parents / carers | |
| <input type="checkbox"/> Extended services | |

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....
.....
.....

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

Name of educational visit leader:

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 Academy Principal or Primary Headteacher. If neither is able to respond (they may be involved in the incident), the Vice Principals or the Primary Deputy Headteacher should follow the instructions below.

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

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

- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response. This would be SLT members, Facilities Manager, AEFM, Network Manager, Finance Manager.**
- + **Fetch any equipment that may prove useful (e.g. grab bag).**
- + **Log all communications and actions.**
- + **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.**

2.3 Emergency Grab Bag

The Emergency grab bag contains – a copy of this policy, 2 x luminous jackets, emergency keys, site map, first aid box, hand torch, whistle and hazard tape.

There are 3 on site, one in each Reception area and one in the site office

SECTION 3 - ROLES AND RESPONSIBILITIES ACTION CARDS

3.1 Roles and responsibilities - Co-ordinator

Ref ⁹	Co-ordinator - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business Continuity Leader ▪ Communication Leader ▪ Log-keeper ▪ Media Manager ▪ Resource Manager ▪ Welfare Leader ▪ Educational Visit Leader 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise. 	
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.	
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Ref'	Co-ordinator - ongoing response	Tick / sign / time
C11	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C12	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C13	Seek advice on legal and insurance issues, if appropriate.	
C14	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordinator - recovery	Tick / sign / time
C15	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C16	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C17	Work closely with the 'Resource Manager' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C18	Complete any necessary forms / paperwork.	
C19	Arrange a debrief for school staff involved in the response.	
C20	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C21	Consider contacting the Headteachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - Business Continuity Leader

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

Ref'	Business Continuity Leader- 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 staff ▪ 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 Leader - 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. In the event of mass staff illness reduce the number of year groups able to be taught, prioritising key year groups e.g. Year 11 if possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'Communications Leader' 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 Leader - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Liaise with insurance company to arrange temporary site	
BC12	Put in place arrangements for remote learning, if necessary.	
BC13	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 Leader

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

Ref'	Communications Leader - 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	Update website and social media with appropriate message	
CO4	Support staff with any communication needs they may have.	
CO5	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications Leader- ongoing response	Tick / sign / time
CO6	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO7	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.	
CO8	Liaise with the 'Media manager' about contacting local radio stations.	
CO9	Update the school answer phone, website and social media on a regular basis.	
CO10	Liaise with the 'Co-ordinator' 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. 	
CO11	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications Leader - recovery	Tick / sign / time
CO12	Provide regular briefings to pupils and parents / carers.	
CO13	Assist the 'Business Continuity Manager' in providing remote / virtual learning.	
CO14	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

3.4 Roles and responsibilities - Log-keeper

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

Ref'	Log-keeper - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref'	Log-keeper - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeper - 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 Manager

Ref'	Media Manager- initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson. If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media Manager - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are. 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).	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M10	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Media Manager - 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 – Resource Manager

Ref'	Resource Manager - 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'	Resource Manager - ongoing response	Tick / sign / time
R5	Liase 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 Manager' to arrange temporary accommodation, if required.	

Ref'	Resource Manager - recovery	Tick / sign / time
R10	Work closely with the 'Co-ordinator' 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 Leader

Ref'	Welfare Leader - 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). ▪ Those with Safeguarding needs 	

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

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

3.8 Roles and responsibilities - Educational Visit Leader

Ref'	Educational Visit Leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Academy Principal (or Vice Principals/Primary Headteacher if the Academy Principal is unavailable) 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 Academy Principal/Primary Headteacher. 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 Academy Principal/Primary Headteacher 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 Academy Principal/Primary Headteacher to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

APPENDIX 1 - POST INCIDENT SUPPORT

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

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

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

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

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

P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: <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 fire-proof safe. During an emergency do not attempt to recover any records 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	2 x fire proof safes in A-00-19	N/A	N/A
Examination papers	2 x fire proof safes in A-00-19	N/A	N/A
Asset registers / equipment inventories	Electronic and can be accessed off site.	N/A	N/A
Insurance documentation	Online access https://www.rpaclaimforms.co.uk/ URN 135879	N/A	N/A

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework/Teams	Network	N/A	Back up in Primary phase, Secondary phase and off site
Contact details	Cloud based	N/A	Cloud based back up. PS connect is cloud based so data is looked after by them

Financial information	Network	N/A	Back up in Primary phase, Secondary phase and off site. Old finance system still backed up as before. Academy now using Sage which is a cloud based system so data is looked after by them.
Medical information	SIMS	N/A	Back up in Primary phase, Secondary phase and off site

Remote learning		Notes / instructions
Website / extranet	www.theacademy.me – access available off site. Office 365 access off site.	
Email	Outlook 365 - access available off site	

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Behind Energy Centre	Only accessible with key held by site team
Water	Access point in front of energy centre next to swale	Require assisted access
Electricity	External substation and internal substation in energy centre	Requires qualified personnel
Heating	Energy centre	Switch controller to be accessed by qualified personnel

Internal hazards	Location	Notes / instructions
Asbestos	N/A	
Chemical store(s)	In Caretaker yard In Science prep room	Accessible by Site Team and anyone with a master key Accessed by anyone with a master key or from Science

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Internal: Academy Principal's Office External: Far end of Secondary phase car park Off site: Reception area end of Collington Rd	
Media briefing area	Atrium/Outside Secondary phase reception	

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire alarm siren
Signal for bomb evacuation	Fire alarm siren
Signal for all-clear	Notified by Academy Principal/Vice Principals

Assembly points - fire evacuation	
Fire evacuation assembly point A	Left Hand MUGA – Year 7, 8 & 9 Right Hand MUGA -Year 10, 11, 6 th Form and staff
Fire evacuation assembly point B	Primary Playground

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	MUGA then guided to Recreation Area of Collington Road
Bomb evacuation assembly point B	Primary Playground then buddy school

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	Green Ridge Primary Academy
Type of premise	Primary School
Contact name and details of key holder(s)	Mrs Curtis-Cross 01296 326320
Address	Green Ridge Primary Academy President Road Aylesbury Buckinghamshire HP18 0YA
Directions / map	Follow Paradise Orchard for 0.25 miles Turn right on to Redcurrant Avenue and continue straight on for 0.25 miles Turn right on to Bramley Road There is a car park on site
Estimated travel time (walking, with pupils)	15 minutes

Estimated travel time
(by coach, with pupils)

5 minutes

APPENDIX 5 - LOCKDOWN

Should a member of staff become aware of a situation (e.g. criminals in vicinity of school, air pollution, intruder on site) that may require a lockdown to be initiated they should call the Heads PA immediately on 772. Should the above not be available, contact a member of SLT, if this is still not possible, call 999.

A decision to enter Lockdown should be taken based on information received and collaboration with Emergency Services. Sound the alarm.

Signals	
Signal for lockdown	One or more of the following: Lockdown siren PCs will turn pink Email from SLT Alerted by a member of SLT
Signal for all-clear	One or more of the following: Lockdown siren for 10 seconds PCs will turn green Email from SLT Alerted by a member of SLT

Lockdown

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.

L1	<p>All staff & students stay in or return immediately to closest classroom. Teaching staff with non-contact time should judge the nearest safe place for them, which might well include joining a class. Support staff stay in or return to nearest office. Classes or other activities in the Hall proceed to the PE changing room. Classes in Sports Hall proceed to changing rooms. Classes on field sit down and remain still. Proceed to the external changing rooms if possible. Any visitors on site should remain in their office space or proceed to an office/classroom nearby. Reception and any visitors in reception to move people into the Meeting Room/Office. Anyone in the toilets should remain in the cubicle, lock it and stand on the toilet.</p>	
L2	<p>Secure entrance points. Close all doors, lock offices and classrooms. Close windows. Where possible staff located close to external doors should lock these. Block view into room, turn off lights, close blinds or curtains.</p>	

L3	Sit on the floor, under desks or against walls, away from windows/skylights and out of sight.	
L4	Everyone should sit quietly in their lockdown location. All devices (including mobile phones and iPads) should be turned to silent. No use of social media. Staff should keep PCs and emails on/open. Whiteboards off if possible. Radios only to be used when SLT confirm it is safe to do so.	
L5	Ensure everyone is calm and quiet. Do not allow anyone to leave the room. Identify possible exits should threat enter the room.	
L6	Members of SLT, Facilities Manager and AEFM should proceed to the Academy Principal's office if safe to do so. It is only safe to do this if you are asked to go to the office on the radio by a member of SLT. If there is radio silence do not go to the Academy Principal's office and lockdown in current location. If members of SLT are teaching remain with the students and lockdown the classroom. SLT/Facilities Manager and AEFM will form the Incident Response Team and action the task list: Establish contact with emergency services If safe to do so radio SLT asking them to go to the Academy Principal's Office If possible, a member of SLT is allocated to go outside and check playground and fields and tell those outside to return to their classrooms Contact those out on trips and advise them not to return and advise them to remain on coach or to go to the schools safe place. If appropriate (and in agreement with emergency services) contact parents via text Act as a point of contact for Media enquiries Log-keeping for incoming and outgoing calls. Provide a written log of calls, time, caller, message, response, further action. Log-keeping for decision making. Provide a written log of time, decision maker, decision and context. Notify staff by all available means when Lockdown procedures are terminated.	
L7	Following guidance from the Emergency Services, Parents will be notified as soon as it is practicable and appropriate via text message. Students will not be released to parents during a lockdown.	

APPENDIX 6 - 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 (normally text message, website, email). 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	<p>If the closure takes place during the school day Pupils will continue to be supervised by staff until parents authorise them to leave or they are collected.</p> <p>Arrange transport for pupils as necessary.</p> <p>Consider use of Places of Safety.</p>	
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), medical needs or Safeguarding 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)/temporary site	

APPENDIX 7 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01296 428551	Main reception
Outgoing calls	01296 428551	Office behind reception

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	Can be accessed remotely
School website / extranet	Is run off site and can be updated by emailing webteam@theacademy.me
Text messaging system	Accessed off site Iris Reach website/app
Sign at school entrance	Site team
Email	Outlook 365 can be accessed remotely
EduLink	EduLink one (cloud-based) which we can use to contact parents/pupils. Being cloud-based the data is looked after by them. With EduLink if we were unable to access the school for any reason pupils data could be accessed remotely.

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	Direct in person communication	Pupil contact details can be accessed via PS connect or EDUlink. Could bulk email pupils if needed
Parents / carers	Text message	PS Connect. Could also be contacted via EduLink.
Governors	Telephone	Emergency Plan contact sheet
Extended services	Telephone	Emergency Plan contact sheet

APPENDIX 8 - BOMB THREATS

- + **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**
- + **Contact the Police (999) and the Academy Principal immediately.**
- + **Carry out further actions based on Police advice.**

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:

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a code word?

.....

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 9 - 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 Academy Principal/ nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	

SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

APPENDIX 10 - LOG-KEEPING GUIDELINES

	<i>Thursday, 19/05/2011</i>
<i>7.40pm</i>	<i>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.</i>
<i>7.50pm</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55pm</i>	<i>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.</i>
<i>8.05pm</i>	<i>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 338 07802 338 202.</i>
<i>8.20pm</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).</i>
<i>8.40pm</i>	<i>Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.</i>

Notes should be recorded in chronological order.

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.

- + 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.

Appendix 11 - Sample Staff and Parent Briefing

Below is a sample staff and parent briefing statement, this should be amended to reflect the type of incident.

You will be aware of the recent incident that has affected our school. We are currently working closely with Emergency Services to ensure that disruption is kept to the minimum possible. However, as you will appreciate, it will be a while before we are back to normal. For the immediate future we have made the following arrangements, which will come into effect from *[INSERT DATE]*.

As from today we will be using *[INSERT LOCATION]* as the school office:

Please note that our contact numbers are:

[INSERT TELEPHONE NUMBER]

[INSERT FAX NUMBER]

You will, no doubt, hear all sorts of information from various sources. Any information not provided by the Academy must be treated with considerable caution. We will provide updated information as frequently as possible both via email and text.

Thank you for your support and understanding in what has been a difficult time for all of us.

Yours sincerely,

Academy Principal