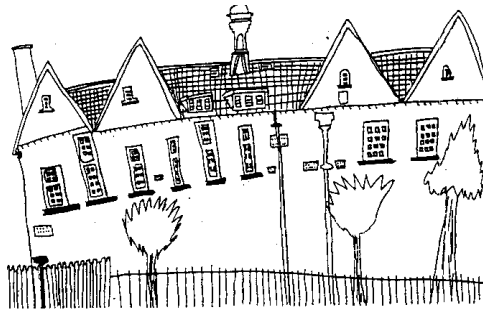


Letchmore Infants' and Nursery School

School Emergency Response Plan



March 2026

Review Date – March 2027

EMERGENCY PLAN

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INTRODUCTION

i.Purpose of the School Emergency Plan

This school emergency plan has been developed to help Letchmore Infants' and Nursery School provide an appropriate emergency response to minimise the impact of an emergency or major incident and to ensure the safety and wellbeing of children and staff in the school's care.

ii.Definition of Emergency and Major Incident

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

The following levels of emergency may occur:

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

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

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

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

iii. Aim of the School Emergency Plan

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

iv. Objectives

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

v. Plan Review

The Co-headteachers and Governing Board of Letchmore Infants' and Nursery School are responsible for ensuring that this plan is reviewed annually and any necessary amendments are identified and carried out accordingly.

All persons with an identified responsibility within the response arrangements outlined in this plan must be notified of any changes made to the document.

SCHOOL DETAILS AND PLAN ADMINISTRATION

School details	
Name of school	Letchmore Infants' and Nursery School
Type of school	Community School
School address	Letchmore Road, Stevenage, SG1 3PS
School operating hours (including extended services)	7.30am-6.15pm
Approximate number of staff	59
Approximate number of pupils	295
Age range of pupils	3 - 7

Plan administration	
Version number	4
Date of issue	March 2026
Electronic copies of this plan are available from	Shared Electronic Files, Governor Hub
Hard copies of this plan are available from	The office - on request
Location of emergency grab bag(s)	Office
Date of next review	March 2027
Person responsible for review	Co-Headteachers and Governing Board

The template plan that this document is based on was produced as part of the Developing Community Resilience Through Schools project, a collaboration of local authorities previously awarded 'Beacon Status' for emergency planning. The project has been supported by the Cabinet Office and the Department for Education, who recommend that schools consider emergency planning as part of their wider duty of care to staff and pupils.

The partner authorities are:

- Cleveland Emergency Planning Unit
- Essex County Council

- Gloucestershire County Council
- Hertfordshire County Council
- Humber Emergency Planning Service
- Nottinghamshire County Council and Newark & Sherwood District Council
- Rotherham Metropolitan Borough Council.

Changes have been made to the original document with references to the Haringey School Emergency Plan template and following on from consultation with schools within Hertfordshire.

COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01438 234400	Offices
Outgoing calls	01438 234400 Staff Mobile Phones	Corridor, SENCO Office, Planning Room, Nursery

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	Leave a pre-recorded message Switch to 'Night Mode' Phones to be updated from the school site (no remote function)
School website	Co-heads and admin team have Log-in details and can edit the website Website can be edited remotely if required
Telephone tree	Co-Heads and SLT
Sign at school entrance	Admin team/premises staff responsibility
Newsletter	Admin team responsibility
Email	admin@letchmore.herts.sch.uk

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	Face to face	
Parents / carers	Arbor Parent Email	Arbor
Governors	Email, Governor Hub	Email list, Governor Hub
Extended services	Telephone, Email	The Grid, Herts CC Website

SECTION 1 – ACTIVATION

1.1 Notification of incident

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

- **Maintain a written record of your actions.**
- **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:

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

Emergency Services and other agencies – list which services are present

Who has been informed?

- ☐ Co-headteachers
- ☐ School staff
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services

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

Does anyone else need to be informed?

What advice have the emergency services given (e.g. lockdown / evacuation)?

.....

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

.....

Are any immediate actions or support required?

.....

Where is the informant now and where are they going?

.....

+ 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:

.....

1.2 Initial action

Immediately inform the Co-headteachers or nominated emergency contact.

Co-headteachers (or Deputy/senior person present if Co-headteacher are unavailable) should do the following:

Assess	<ul style="list-style-type: none">Assess the situation and establish a basic overview of the incident.
Call 999	<ul style="list-style-type: none">If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.
Take Action	<ul style="list-style-type: none">Take immediate action to safeguard pupils, staff and visitorsFetch any equipment that may prove useful (e.g. first aid kit, grab bag)Attend to any casualties and administer first aid, if appropriate.
Activate	<ul style="list-style-type: none">Consider activating the School Emergency PlanAssemble a School Emergency Management Team (SEMT) to assist with the response.
Call	<ul style="list-style-type: none">Commence call cascade to ensure notification of all appropriate staff / persons / agenciesRefer to the list of emergency contact numbers for additional support if required.
Maintain	<ul style="list-style-type: none">Maintain a log of all communications, actions and decisionsWhere possible, avoid closing the school and try to maintain normal routines.

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.

1.3 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Jo Harding	Co-Head		07790 899394		DSL Keyholder
Eleanor Williams	Co-Head		07855 021933		DSL Keyholder
Lisa Nevill	Assistant Head		07856 271828		Keyholder
Janis Thorpe	Assistant Head		07576 726331		Keyholder

Michaela Benson	Assistant head		07812 707479		DSL Keyholder
Sally Allen	School Business Manager		07776 230020		Keyholder
John Wasmuth	Caretaker		07541 988665		Keyholder
Sally Davis	Chair of Governors		07939 624799		

1.4 Guidance from Hertfordshire County Council

SCHOOL CLOSURE

1. Closure Decisions

This guidance sets out the actions schools need to take in the event of severe weather or if a public emergency is declared by the Local Authority.

- 1.1 The decision to close a school in severe weather, or when responding to a public emergency, should be taken by the Co-headteachers based on the following:
 - local conditions
 - this guidance
 - an assessment of risk
 - information from the Local Authority
- 1.2 Schools with reduced teaching staff should consider staying open and providing group activities to limit the impact on working parents.
- 1.3 If the Council advises a school or a group of schools of a public emergency that may require their school(s) to close, the school(s) will be contacted by phone where an agreed password will be shared to ensure legitimacy of the caller and will then be followed up by an email from the HCC schools closure mailbox address: SchoolsCNS@hertfordshire.gov.uk.
- 1.4 Where possible, advanced warning will be given. Where this has been issued, schools should consider how this might impact on their establishment, for example:
 - Staffing issues
 - Fuel supplies
 - Catering supplies
 - Transport issues, e.g. Passenger Transport Unit, taxis etc.
- 1.5 Where it is likely that there will be prolonged severe weather or closures related to a public emergency, a Local Authority team will be set up to co-ordinate and support services. Regular emails will be sent to Heads, giving the county picture and any new information as it becomes available.
- 1.6 Schools can notify the Local Authority of closures due severe weather or an emergency situation by emailing schoolsCNS@hertfordshire.gov.uk

Further information can be found on the Schools' Grid by clicking on the link below:
[Severe Weather and Public Emergency](#)

PROPERTY RELATED EMERGENCIES

2. Premises Damage

- 2.1 The County Council does not provide an emergency response service and therefore all schools are expected to retain the services of a property consultant to support them in the event of a critical incident.

Letchmore Infants' and Nursery School retain the property consultant services of Steve Beadle, Mobile: 07720 677456, Email: admin@stevebeadle.co.uk

- 2.2 It is the individual school's responsibility to make the necessary contractual arrangements to undertake repairs and put in place temporary solutions as required. During normal office hours the County Council's Building Management Team are available to provide advice and support to help you to manage the incident.

- 2.3 For schools taking out the HCC insurance, further advice can be sought from the Insurance team by emailing insurance@hertfordshire.gov.uk or calling 01992 555480 during office hours.

- 2.4 The following steps should apply in the event of a property related emergency:

- Contact the relevant emergency service
- Contact your retained property consultant
- Notify the relevant insurer(s)
- Notify HCC by emailing: SchoolsDCD@hertfordshire.gov.uk
- Register the closure of the premises and the reason for it via schoolsCNS@hertfordshire.gov.uk

- 2.5 Further information can be located here on the schools' grid:

<http://www.thegrid.org.uk/info/premises/>

<http://www.thegrid.org.uk/info/healthandsafety/critical-incident.shtml>

HCC TELEPHONE HELPLINE

3. Helpline Information

- 3.1 Information and updates about any interruptions to the normal business of HCC services can be obtained by telephoning the following HCC helpline:

Helpline: **01992 556616** has thirty lines and is available 24 hours a day, seven days a week. It is only updated when an incident affecting business continuity has occurred.

- 3.2 The helpline is also used to provide information during any other emergencies, which may require us to close any HCC buildings.

STAFFING

4. Steps to take in the event of bad weather or emergency situation

- 4.1 Unless specifically told otherwise, staff will be expected to use their best endeavours to attend work without putting themselves or others at risk. Travel to work and school would be considered essential journeys.

- 4.2 Co-headteachers should ensure there is an up-to-date list of home contact/mobile phone details of all staff and parents. This information is available on ARBOR which can be accessed remotely. All staff are also contactable on the school WhatsApp groups.
- 4.3 Where it is deemed too unsafe or difficult for staff to attend their workplace, other options should be considered.

PREPARATION FOR SEVERE WEATHER

5. Preparing for Severe Weather

- 5.1 In the event of severe weather make sure that the heating is left on during 'out of hours' periods for frost protection purposes. Where appropriate, ensure there is adequate fuel for prolonged closures.
- 5.2 Brief staff in advance to ensure they know what is expected of them.
- 5.3 Brief parents, children etc. in advance to ensure they understand where they can get up to date information from, e.g. Parent email, School Website.
- 5.4 Ensure regular suppliers/contractors are informed of procedures and confirm arrangements are in place for essential services/deliveries.
- 5.5 Where schools are open, risk assessments must be undertaken to ensure the health and safety of staff, pupils and all site users. Inspections of paths and walkways should be carried out regularly and documented. This should include local arrangements for clearing and salting when ice or snow appears, as well as any failures to the surfaces.

The schools snow and ice risk assessment can be found in the admin, H&S, Risk Assessment file in the shared electronic files. Additional information and guidance can be found at: [Health and Safety Risk Assessments & Info](#)

As the school is insured with HCC, the Council's insurance section will deal with any liability issues that arise. Any claim that is made to the school should be passed to the insurance section immediately. The team will then process the claim and deal direct with the claimant, or their appointed representatives (**see section 2.3 for contact details**).

- 5.6 Where gales or high wind warnings have been issued, the site should be checked for dead or damaged branches/trees and other potential hazards to people or property.
- 5.7 Where it is not possible for some staff and/or children to return home, schools should ensure there are plans in place to provide warmth and hot refreshments.
- 5.8 In extreme circumstances HCC may request that schools or other establishments be used as rest centres for members of the public.
- 5.9 All schools should have the retained services of a property consultant to provide emergency cover and support. HCC does not provide emergency advice or support in relation to property. Further advice is available on the schools grid in the following location:
<http://www.thegrid.org.uk/info/premises/>

RE-OPENING OF SCHOOLS FOLLOWING CLOSURE

6. Re-Opening Decisions

- 6.1 When the severe weather has passed, establishments should check their premises before announcing that it will reopen. The Co-Headteachers/key-holders should inspect the premises for signs of damage, e.g. heating failure, flooding, burst pipes or damaged trees.
- 6.2 School sites that have experienced damage serious enough to warrant declaring a Critical Incident should follow the guidance in the School Emergency Response Plan

- 6.3 Co-headteachers should use their school contact systems for advising staff of the situation and send an updated email to the Local Authority via the schools' closure notification mailbox SchoolsCNS@hertfordshire.gov.uk

RESPONDING TO SEVERE WEATHER

7. Steps to take in the event of Severe Weather

- 7.1 Schools should use notify the Local Authority by emailing the schools' closure notification mailbox SchoolsCNS@hertfordshire.gov.uk if they are planning to close.
- 7.2 Schools should notify school staff, parents/carers of the situation using local school tools which may include:
- Arbor Parent Email
 - School Website
 - Leave a message on the main entrance or gate and ensure someone is there to meet any children/parents who may turn up
 - Have contact numbers for staff and parents and others to hand and use a cascade system where possible (contact numbers are available on Arbor)

Please remember to let parents and others know that you will use the above methods to make them aware of a school closure.

- 7.3 If at all possible, notify all interested parties of your school's closure as soon as you know.

If you cannot make a decision until the morning, please send your messages as early as possible to reach staff, parents and children before they set off for school.

SECTION 2 - ROLES AND RESPONSIBILITIES

2.1 Roles and responsibilities – School Emergency Management Team (SEMT)

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

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

Name	Role in School	Emergency Role	Responsibilities
Primary: Jo Harding and Eleanor Williams Secondary: Janis Thorpe, Lisa Nevill and Michaela Benson	Co-headteachers Assistant Headteachers	Incident Manager	<ul style="list-style-type: none">• Activate School Emergency Plan• Delegate role and responsibilities• Co-ordinate overall response• Liaise with Emergency Services• Informs Hertfordshire County via SchoolsCNS SchoolsCNS@hertfordshire.gov.uk
Primary: Sally Allen Secondary: Charlotte Davis	School Business Manager School Business Assistant	Business Continuity Lead	<ul style="list-style-type: none">• Assist/Support Co-headteacher• Maintain/Restore business as usual activities

Primary: Charlotte Davis Secondary: Wendy Holmes	School Business Assistant Admin Assistant	Communications Coordinator/Media Manager	<ul style="list-style-type: none"> • Assist/Support Co-headteacher • Coordinate internal communications • Direct media enquiries
Primary: Sally Allen Secondary: Charlotte Davis	School Business Manager School Business Assistant	Log Keeper	<ul style="list-style-type: none"> • Assist/support Co-headteacher • Assist/support SEMT • Keep an incident log for the SEMT
Primary: John Wasmuth	Caretaker	Site Coordinator	<ul style="list-style-type: none"> • Assist/support Co-headteacher • Ensure building access and security • Assist/support emergency response on site
Primary: Michaela Benson Secondary: Sally Dukes	Head of Inclusion Pastoral Support Worker	Welfare Coordinator	<ul style="list-style-type: none"> • Assist/support Co-headteacher • Lead staff and pupil care/welfare arrangements
Primary: Lead Visit Teacher Secondary: Other teachers/support staff on visit	Senior Teacher	Educational Visit Leader	<ul style="list-style-type: none"> • Liaise with the Co-headteacher to coordinate the off site response • Lead staff and pupil care/welfare arrangements whilst off site

2.1.2 All members of the SEMT must have:

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

2.1.3 During an incident, the following roles and responsibilities provide a general guide for the SEMT on how to carry out their role. Further specific action may be required, depending on, and according to the incident in hand

2.2 Roles and responsibilities – Incident Manager

Ref	Incident Manager	Comments / Sign / Time	Tick /
IM1	Establish a basic overview of the incident.		
IM2	If required, request the appropriate emergency services to attend.		
IM3	Commence log of all actions and decisions.		
IM4	Formally activate the School Emergency Plan, if required, and School Emergency Management Team (SEMT)		
IM5	Initiate call notification cascade.		

IM6	<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. 	
IM7	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business Continuity Lead ▪ Communications Coordinator ▪ Log-keeper ▪ Media Manager ▪ Site Coordinator ▪ Welfare Coordinator 	
IM8	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
IM9	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
IM10	Take action to protect property.	
IM11	Decide the appropriate place of relative safety for staff and pupils and activate invacuation, evacuation or lockdown procedures accordingly	
IM12	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
IM13	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for and anyone that requires additional support/special requirements.	
IM14	If evacuating, ensure school grab bag is collected, if it is safe to do so	
IM15	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.	
IM16	Inform governors as appropriate.	
IM17	Notify Business Delivery Manager at Hertfordshire County Council that you have activated your School Emergency Plan (01992 555703, Mon- Fri 08:00 - 17:00) and email SchoolsCNS@hertfordshire.gov.uk	
IM18	Liaise with the Business Continuity Lead to establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
IM19	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
IM20	Establish the location and frequency of SEMT / Staff meetings	
IM21	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.	
IM22	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
IM23	<p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> ▪ SEMT & Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
IM24	Work closely with the Media Manager to provide regular briefings to the media. Seek support from other organisations if necessary.	
IM25	Check that everyone who should have been notified of the incident has been informed.	

IM26	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
IM27	Seek advice on legal and insurance issues, if appropriate.	
IM28	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
IM29	Continue to assess the effect of the incident on the operation of the school and minimise any disruption to the provision of education. Liaise with the Business Continuity Lead to put necessary arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
IM30	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
IM31	Ensure that post incident support is available to all who may require it (please refer to appendix 2 (page 41) for more information).	
IM32	Work closely with the Site Coordinator in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
IM33	Consider long-term arrangements to guide schools return to business-as-usual	
IM34	Complete any necessary forms / paperwork. Submit your incident log books to the Log-keeper.	
IM35	Arrange a debrief for school staff involved in the response.	
IM36	Liaise with Communications Coordinator to arrange a debrief session with parents/guardians if required	
IM37	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
IM38	Initiate a review of the school emergency plan.	
IM39	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

2.3 Roles and responsibilities - Business Continuity Lead

Please refer to appendix 3 (page 44) for more information on business continuity arrangements.

Ref	Business continuity	Comments / Tick / Sign / Time
BC1	Receive situation report from Co-headteachers or nominated Deputy / attend SEMT to ensure you are well informed.	
BC2	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. 	
BC3	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC4	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC5	Commence log of all actions and decisions	
BC6	Attempt to recover important documentation; records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC7	If appropriate, contact organisations which can assist in document restoration.	

BC8	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.	
BC9	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC10	Work with Communications Coordinator to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC11	In the event of a public health incident (e.g. pandemic, influenza), consider ordering infection control supplies and increasing the cleaning regime and make contact with HCC Public Health where necessary	
BC12	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC13	Put in place arrangements for remote learning, if necessary.	
BC14	Liaise with the Site Coordinator to make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	
BC15	Submit incident log-books to the Log-keeper at the end of the incident.	

2.4 Roles and responsibilities – Communications Coordinator

Please refer to appendix 15 (page 75) for more information on communication arrangements.

Ref	Communications	Comments / Sign / Time	Tick /
CO1	Receive situation report from Co-headteacher or nominated Deputy / attend SEMT to ensure you are well informed.		
CO2	Commence log of all actions and decisions		
CO3	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.		
CO4	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.		
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).		
CO6	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ SEMT ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 		
CO7	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 15). 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 on a regular basis.		
CO10	Liaise with the Incident Manager 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.		
CO12	Provide regular briefings to pupils and parents / carers.		

CO13	Assist the Business Continuity Lead in providing remote / virtual learning.	
CO14	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	
CO15	Submit incident log books to the Log-keeper at the end of the incident.	

2.5 Roles and responsibilities – Media Manager

Ref'	Media management	Comments / Sign / Time	Tick /
M1	Receive situation report from Co-headteachers or nominated Deputy / attend SEMT to ensure you are well informed.		
M2	Commence log of all actions and decisions		
M3	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.		
M4	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.		
M5	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.		
M6	Work with the Co-headteachers and HCC to 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.		
M7	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.		
M8	Devise an on-going 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	Working with the Co-headteachers and HCC 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).		
M13	Submit incident log-books to the Log-keeper at the end of the incident.		
M14	Working with the Co-headteachers and HCC, keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.		
M15	Be aware of media interest in memorials or anniversaries of the event.		
M16	Submit incident log-books to the log-keeper at the end of the incident.		

2.6 Roles and responsibilities - Log-keeper

Please refer to appendix 14 (page 73) for more information on log-keeping.

Ref'	Log-keeping	Comments / Sign / Time	Tick /
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.		

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.	
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).	

2.7 Roles and responsibilities – Site Coordinator

Ref	Site Coordinator	Comments / Sign / Time	Tick /
SC1	Receive situation report from Co-headteachers, or nominated Deputy / attend SEMT to ensure you are well informed.		
SC2	Commence log of all actions and decisions		
SC3	Take action to protect property. Consider turning off utility supplies.		
SC4	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.		
SC5	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.		
SC6	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. 		
SC7	Liaise with utility suppliers as required.		
SC8	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. 		
SC9	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.		
SC10	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).		
SC11	At the request of the Incident Manager, assist with the lockdown or evacuation of the building if required.		
SC12	Work with the Business Continuity Lead to arrange temporary accommodation, if required.		
SC13	Work closely with the Incident Manager in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.		
SC14	Assist with the arrangement of a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.		
SC15	Liaise with the Business Continuity Lead to make an inventory of any equipment which has been damaged. Arrange for important items/documentation to be salvaged, restored or replaced.		
SC16	Procure temporary classrooms if appropriate.		
SC17	Submit incident log books to the log-keeper at the end of the incident.		

2.8 Roles and responsibilities – Welfare Coordinator

Ref	Welfare	Comments / Sign / Time	Tick /
W1	Receive initial briefing from Co-headteachers or nominated Deputy		
W2	Commence log of all actions and decisions		
W3	Lead on the establishment of arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.		
W4	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). 		
W5	Ensure you receive regular situation updates, and seek further information as required.		
W6	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.		
W7	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.		
W8	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.		
W9	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.		
W10	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.		
W11	Ensure that staff take regular rest periods.		
W12	Ensure staff and pupils are informed of developments		
W13	Relay any media requests to the Media Manager		
W14	Please refer to appendix 2 (page 41) for information on welfare arrangements and post incident support after the emergency response.		
W15	At the end of the incident submit your incident log books to the Log-keeper.		

2.9 Roles and responsibilities - Educational Visit Leader

Ref	Educational visit leader	Comments / Sign / Time	Tick /
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.		
E2	Contact the Co-headteachers (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	Keep a log of important information, actions taken and decisions made.		
E5	Establish arrangements to meet the immediate welfare needs of pupils and staff.		
E6	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.		

E7	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.	
E8	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of 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.	
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 Co-headteachers / 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 Co-headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	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. 	
E19	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.	
E20	Ask the Co-headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E21	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).	
E22	Please refer to appendix 2 (page 41) for providing welfare arrangements and post incident support after the initial emergency response.	
E23	Complete any necessary forms / paperwork. Submit incident log books to the Log-keeper.	

SECTION 3 – EMERGENCY CONTACT DIRECTORY

3.1 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services		0300 1234043		
Children's services Business Delivery Manager		01992 555703		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm
Media / communications		01992 555582		
Transport		0300 1234043		
Catering		Local Arrangements Apply		
Educational visits		01992 556491		
Resilience Emergency planning		01992 556438 during office hours Out of hours 07919 391934		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm Out of hours 07919 391934
Health and safety		01992 556478		Available Monday – Thursday between 08:30 – 17:00 and Friday, 8.30 -4.30pm
Risk / insurance		01992 555480		
Legal		01992 555229		
Human resources		01992 555000 (option 2)		
Educational psychology / Safe Space		01992 588796		
Occupational health		0330 0084323		

3.2 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999	101(non-emergency no)	
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0300 003 1747 Incident contact centre: 0345 300 9923 Duty officer: 0151 922 9235 (out of hours) Duty press officer: 0151 922 1221 (out of hours)		
Insurance company	HCC	01992 555480		
Trade union				
Supplier (catering)	HCL	Sara Jones – 07557 565615	Jean Potter – 07976 612485	
Supplier (cleaning)	DAB	Caroline – 07495 723334		

Supplier (temporary staff)	Ranstad	01582 811878	HfL website – framework for agency staff	
Utility supplier (gas)	HCC	01992 588184		
Utility supplier (water)	Castle Water	01250 718700		
Utility supplier (electricity)	HCC	01992 588184		
Utility supplier (heating)	T Clarke	01480 861 544		
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.
Premises Consultant	SBCS Service	Ian Haywood – 07366 675354		
Wraparound Care	Premier Education	Ross Catchpole – 07788 264905	Premier Education Head Office – 01953 499040	

APPENDIX 1 – SCHOOL EMERGENCY GRAB BAG

The School Emergency Grab Bag/Contingency File is located in the School Office.

In the event of an emergency, the School Business Manager or a member of the Admin Team should retrieve the contingency file and grab bag if needed/safe to do so.

The School Business Manager/Admin Team is also responsible for ensuring the kit is well maintained.

Contents	Quantity	Checked / Date
Hard copy of School Emergency Plan	2	
Staff records (names, addresses, contact numbers, special requirements and next of kin)	1 Additional copies available on Arbor (school MIS system)	
Pupil records (names, addresses, parents contact numbers and medical records)	1 Additional copies available on Arbor (school MIS system)	
School Emergency Plan Contact Directory	1	
School inventory	Available electronically on Parago	
Schools layout/drawings/maps	2	
Evacuation details and maps	2	
Log-books and pens	2	
Building and gate keys	Available from keyholders/caretaker	
Alarm system documents	1	
USB Backup	N/A	
Torch	2	
Mobile phone & device charger	N/A	
Whistles	2	
Loud hailer	N/A – available separately on the office	

APPENDIX 2 – SCHOOL POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Comments / 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.	
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 ▪ Local hospices (eg Isobel Hospice). 	
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).	
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. 	
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	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: <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. 	
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: <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 3 - BUSINESS CONTINUITY

Business Continuity Template

- The purpose of this Business Continuity template is to ensure that critical activities are resumed as quickly as possible and/ or continued to be delivered during the time of disruption.

Alternative Location

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

Site Type:	Almond Hill Junior School
Address:	Almonds Lane, Stevenage, SG1 3RP
Key Holder/Site Contact:	Emma Fordham and Diane Cawthorn
Capacity:	Whole School
Time required to set up:	None

Human Resources

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

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

Full headcount of employees:	59		
Number of staff that can work remotely without affecting business as usual operations:	Co-headteachers, Assistant Headteachers, School Business Manager, School Business Assistant and one further admin staff		
Location of staff records and contact database:	Please note: Schools should keep both electronic and paper versions Staff records available in the school office and remotely through Arbor – the school MIS system		
Team/ Function i.e. School Office/year group/management team	Minimum number of staff needed in short-term (after 1 day)	Minimum number of staff needed in Medium-term (after 1 week)	Minimum number of staff needed in the long-term (after 1 month)
1. SLT	1	2	6
2.School Office	1	2	4
3.Key Stage Groups	1 per key stage	1 per key stage	1 per key stage
4.Year Groups	1 per year group	1 per year group	3 per year group
Action plan for loss of staff			
<p>Staff will be deployed from other areas of the school</p> <p>Governors will be asked for support</p> <p>Employed supply teachers will be asked to support</p> <p>Link School – Almond Hill and other local schools including Fairlands Primary School, The Barclay Academy and Thomas Alleyne Academy will be asked for their support</p>			

Remote Learning

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

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

	Primary	Secondary
Resource available (website/ learning platform/ email/ post):	Google Classroom All children are provided with user details	School Website
Staff contact responsible for maintenance:	School Business Manager/Admin Team – responsible for user details Class Teachers – responsible for setting remote learning	Class Teachers – responsible for setting remote learning School Admin – responsible for uploading work to the website

Resource Recovery

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

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

Application/system	Full service	Minimum number needed in short-term (after 1 day)	Minimum number needed in medium-term (after 1 week)	Minimum number needed in long-term (after 1 month)
Computers/Laptops	Heads – 2 Admin – 4 Asst. Heads - 3 Teachers - 12	6	21	21
Telephones	2 lines	1	1	1

Action plan for loss of access

Staff to use own resources such as laptops and mobile phones.

Records and Paperwork

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

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.

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

Resource	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Asset registers/equipment inventories	Short term	Remote access available
2. Financial Information	Short term	Remote access available
3. Medical records	Short term	Remote access available
4. Contacts database	Short term	Paper copies and remote access available
5. Insurance documentation	Short term	Remote access available
6. Remote learning	Short term	Remote access available

Critical Suppliers

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

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

Supplier (inc. Contact number and Address)	Effect of Loss (Short-term, Medium-term, Long-term)	Back up measure/restorative arrangements/secondary supplier
1. Herts Catering Mundells, Welwyn Garden City 01707 292500	Minimal effect as home packed lunches can be provided in the short term and alternative suppliers can be sourced in the medium to long term.	
2. Herts for Learning Education Andy Lees Customer Success Manager Technology in Schools Service Desk: 01438 544466 Direct number: 01438 567890 Robertson House, Six Hills Way, Stevenage, SG1 2FQ	Major impact on school. Refer to HfL Education business continuity plan.	
2. DAB Cleaning David Brooker 07967 414717	Moderate impact on school. Caretaker can undertake some cleaning duties. Alternative cleaning companies can be sourced in the medium to long term or agencies can be used.	
3. Premier Education, Unit 11 & 12 Baldock Industrial Estate, London Road, Baldock 01493 717575	Minimal effect to the school.	

APPENDIX 4 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	See site plan	
Water	See site plan	
Electricity	See site plan	
Heating	Boiler room	

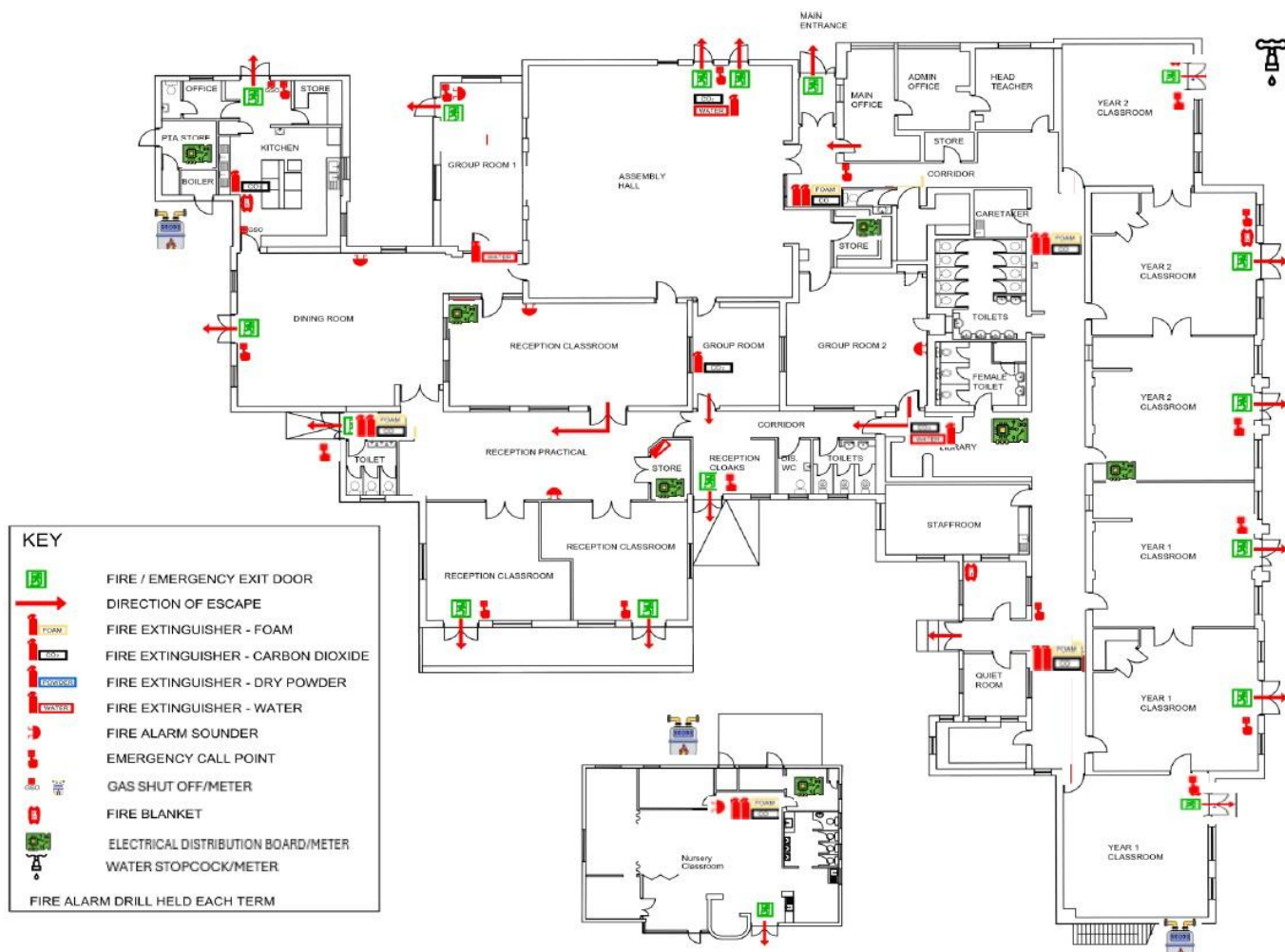
Internal hazards	Location	Notes / instructions
Asbestos	Refer to Asbestos Log – copy available in the school office and also accessible via HCC Asbestos Team	
Chemical store(s)	Cleaning cupboard	

Other	Location	Notes / instructions
Fire hydrants / extinguishers	Various locations throughout the school – see school plan	
Fire or intruder alarm system reset box	Next to the main office	
First Aid Kit	In the main office	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	School Office or Almond Hill School	
Media briefing area	School Office or Almond Hill School	

APPENDIX 5 – SCHOOL DIAGRAMS / MAPS

LETCHMORE INFANTS AND NURSERY SCHOOL EMERGENCY EVACUATION PLAN



APPENDIX 6 – EVACUATION

Signals	
Signal for fire evacuation	Continuous bell
Signal for bomb evacuation	<i>Consideration: where there is a need to evacuate due to a suspect package or telephone threat, the SEMT should evacuate the school room by room without sounding the alarm.</i> Use of megaphone alarm
Signal for all-clear	Use of megaphone

Assembly points - fire evacuation	
Fire evacuation assembly point A	Main playground
Fire evacuation assembly point B	Nursery playground

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	As above
Bomb evacuation assembly point B	As above

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	Almond Hill Junior School
Type of premise	School
Contact name and details of key holder(s)	Emma Fordham and Diane Cawthorn
Address	Almonds Lane, Stevenage, SG1 3RH
Directions / map	Turn left out of school, Letchmore Road, Weston Road and turn left
Estimated travel time (walking, with pupils)	10 minutes
Estimated travel time (by coach, with pupils)	2 minutes
Capacity	Whole school
Capacity (sleeping)	N/A
Facilities / resources	School hall/dining room
Notes	

APPENDIX 7 – INVACUATION

Signals	
Signal for shelter	Megaphone alarm
Signal for all-clear	Megaphone

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 8 - LOCKDOWN

Developing the Lockdown Procedure

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

- A reported intruder on the school premises who may pose a risk to the safety of staff and/or pupils;
- A reported incident/civil disturbance in the local community with the potential to pose a risk to the safety of staff and/or pupils;
- A terrorist threat

Lockdown Procedure

Letchmore Infants' and Nursery School is committed to keeping all pupils, staff and visitors safe whilst in the school environment. As part of this commitment the school has agreed procedures that enable it to close down and protect those within the building and grounds from an identified and urgent risk very quickly. Events that may lead to procedures being implemented could include:

- An intruder on the school's site or nearby
- A local incident, such as a civil disturbance or risk of air pollution
- A fire adjacent to the school
- A dangerous dog or another animal that is nearby
- A firearms or weapon attack

Lockdown is the ability to restrict access quickly, prevent staff and pupils from moving towards danger or frustrate or delay the identified risk from entering the school.

Parents:

The school will ensure that parents are aware that the school has a Lockdown Policy by publishing a copy on the website. This is to reassure parents that the school is doing everything possible to ensure their children's safety.

Parents will also be sent a letter regarding the Lockdown Policy and procedure, a copy of which is available here: [Lockdown Procedure Letter](#).

Staff:

The school will ensure that all staff:

- Are familiar with the lockdown procedures.
- Have taken part in regular, planned drills and training.

A school's lockdown procedure may also be displayed in each classroom alongside the school's fire evacuation procedures.

Within the school there are identified staff who will be responsible for initiating and coordinating procedures. The staff are:

Joanna Harding - Co-Headteacher
Eleanor Williams - Co-Headteacher
Sally Allen - School Business Manager
Charlotte Davis – School Business Assistant

In the absence of any of these staff the Assistant Headteachers will be responsible.

Notification of Full Lockdown

Staff will be notified that lockdown procedures are to take place immediately on hearing the megaphone. Office staff will also alert by using the two-way radios.

Follow the **CLOSE** procedure

Close all windows and doors

Lock up

Out of sight and minimise movement

Stay silent and avoid drawing attention

Endure. Be aware you may be in lockdown for a long time

1. The megaphone signal (alarm sound) will activate a process of any children who are outside being ushered into the school building as quickly as possible where it is possible to remain safe.
2. At the given signal, any children already inside will remain in the room they are in and the staff will ensure the windows and external doors are closed/locked and blinds drawn where possible and children are positioned away from possible sightlines from external windows/doors. Lights, smart boards and computer monitors to be turned off. Any mobile phones are put on silent mode.
3. Children or staff not in class for any reason will proceed to their classroom as quickly as possible.
4. If practicable staff should notify the main office by phone that they have entered lock down and identify those children not accounted for.
5. If any children are not accounted for, the co-headteacher will perform a sweep of the building where possible.
6. Staff to support children in keeping calm, quiet and occupied.
7. Emergency services should be contacted as soon as possible (School Business Manager or assistants).
8. Staff to remain in lock down positions until informed by key staff e.g. Senior Leadership Team or Office Staff inform them in person that there is an all clear.
9. Wherever possible, use silent communications and keep noise to a minimum, especially if there are intruders close by. Ensure mobile phones are on silent. Make sure any communications devices are secure and cannot be intercepted.
10. As soon as possible after the lock down teachers return to their classrooms and conduct a register and notify the office immediately of any pupils not accounted for.
11. Our alternative place of safety in the event that it is considered necessary to leave site, following instruction for emergency services will be by our link junior school, Almond Hill
12. The local authority will be notified at the earliest opportunity.

NO ONE SHOULD MOVE ABOUT THE SCHOOL UNLESS ABSOLUTELY NECESSARY

Staff Roles
1. School Business Manager/School Business Assistant to notify nursery and ensure that the front door is locked and the emergency services are called if necessary. Contact parents when instructed to do so by emergency services.
2. Co-headteacher to lock other entrances.
3. Individual teachers/classroom support staff lock and close doors and windows. Nearest adult to check exit doors.
4. All staff to close windows, internal doors, draw blinds and switch off equipment in the room they are located in.
5. Local authority to be contacted at the earliest opportunity by SBM, SBA or Co-headteacher.

Parents will be told via email:

'The school is in a full lockdown situation. During this period the phone and entrances will be unmanned, external doors locked and nobody will be allowed in or out.'

- they should not contact the school as this will tie up the phone lines;
- they should not attend school as this could interfere with the emergency services access to school and they may put themselves in danger;
- they should wait for the school to contact them about when it is safe to collect their children.

Pupils will not be released to parents during a lockdown.

Depending on the type and severity of the incident, parents may be asked NOT to collect their children from school as it may put them and their child at risk. Pupils will not be released to parents during a lockdown. Parents will be asked not to call school as this may tie up emergency lines. If the end of the day is extended due to the lock down, parents will be notified and will receive information about the time and place pupils can be picked up from office staff or emergency services.

A letter to parents will be sent home on the nearest possible day following any serious incident to inform parents of the context of lockdown and to encourage parents to reinforce with their children the importance of following procedures in these very rare circumstances.

APPENDIX 9 – FIREARMS OR WEAPONS ATTACK

The following government 'stay safe' advice should be taken in the rare event of a firearms or weapons attack.



RUN	<ul style="list-style-type: none"> • Escape if you can • Consider the safest options • Is there a safe route? Run if not hide • Can you get there without exposing yourself to greater danger? • Insist others leave with you • Leave belongings behind
HIDE	<ul style="list-style-type: none"> • If you cannot run, hide • Find cover from gunfire • If you can see the attacker, they may be able to see you. Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal • Find cover from gunfire e.g. substantial brickwork/heavy reinforced walls • Be aware of your exits • Try not to get trapped • Be quiet, silence your phone • Lock/barricade yourself in • Move away from the door
TELL	<p>Call 999 – What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker:</p> <ul style="list-style-type: none"> • Location – Where are the suspects? • Direction – Where did you last see the suspects? • Descriptions – Describe the attacker, numbers, features, clothing, weapons etc. • Further information – Casualties, type of injury, building information, entrances, exits, hostages etc. • Stop other people entering the building if it is safe to do so
Armed Police Response	<ul style="list-style-type: none"> • Follow officer's instructions • Remain calm • Can you move to a safer area? • Avoid sudden movements that may be considered a threat • Keep your hands in view
Officers may	<ul style="list-style-type: none"> • Point guns at you • Treat you firmly • Question you • Be unable to distinguish you from the attacker • Officers will evacuate you when it is safe to do so

APPENDIX 10 - BOMB THREATS

Immediate steps to take if you receive a bomb threat: communication

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc. or who has any contact with the public, could possibly receive a bomb threat. Your staff must, therefore, understand the actions required of them as the potential first response to a threat message and their duty of care to others.

If a telephone threat is received:

- Stay calm and listen carefully
- Have immediate access to the Bomb threat checklist and the key information that should be recorded
- If practical, keep the caller talking and alert a colleague to dial 999
- If displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
- If the threat is a recorded message, write down as much detail as possible and retain for the police to secure
- If the threat is received via text message, do not reply to, forward or delete the message; note the number of the sender and follow police advice
- Know who to contact in your organisation upon receipt of the threat, e.g., building security and senior manager, as they will need to make an assessment of the threat
- Bomb threats checklist (also below):

Bomb threats checklist

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on your phone
3. If the threat had been sent via email or social media, see appropriate section below
4. If you are able to, record the call
5. Write down the exact wording of the threat:

ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

7. What is your name?

2. When is it going to explode?

8. What is your address?

3. What does it look like?

9. What is your telephone number?

4. What does the bomb contain?

10. Do you represent a group or are you acting alone?

5. How will it be detonated?

11. Why have you placed the bomb?

6. Did you place the bomb? If not you, who did?

12. Record time completed:

INFORM BUILDING SECURITY OR
COORDINATING MANAGER

DIAL 999 AND INFORM POLICE

Name and telephone number of person informed:

Time informed:

This part should be completed once the caller has hung up and police / building security / coordinating manager have all been informed.

Date and time of call:

Duration of call:

The telephone number that
received the call:

About the caller:

☐ Male

☐ Female

☐ Age

Nationality

Threat language:

☐ Well spoken

☐ Foul

☐ Irrational

☐ Incoherent

☐ Taped

Caller's voice:

☐ Calm

☐ Crying

☐ Clearing throat

☐ Angry

☐ Nasal

☐ Slurred

☐ Excited

☐ Stutter

☐ Disguised

☐ Slow

☐ Lisp

☐ Rapid

☐ Deep

☐ Laughter

☐ Hoarse

Familiar (if so, who did it sound like?)

Accent (if so what accent?)

Other (please specify)

Other sounds:

☐ Street noises	☐ Motor	☐ PA system	☐ Office machinery
☐ House noises	☐ Clear	☐ Booth	Other (please specify)
☐ Animal noises	☐ Voice	☐ Music	
☐ Crockery	☐ Static	☐ Factory machinery	

Remarks

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Additional notes

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Signature:

Print name:

Date:

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

- 1 Do not reply to, forward or delete the message
- 2 If sent via email, note the address
- 3 If sent via social media, what application has been used and what is the username/ID?
- 4 Dial 999 and follow police guidance
- 5 Preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY OR COORDINATING MANAGER

Retention period: 7 years

For any additional guidance, please refer to Protect UK

APPENDIX 11 - SUSPICIOUS ITEMS

When dealing with suspicious items, the following steps should be taken:

- Do not touch it
- If you are in an owned public space, or a managed building, report it to a member of staff or security. If they are not available, dial 999 **but do not use your mobile phone within 15 metres of the suspicious item and place yourself out of sight of the item.**
- If you believe there may be a risk to life, move away at least 100 metres from the item. Even for a small item, such as a rucksack, 100 metres is the recommended minimum evacuation distance, but always follow any directions given by the police or security staff.
- See Guidance for Staff for a full breakdown of evacuation distances. once at a safe distance, stay behind hard cover and away from secondary hazards, such as glazed areas or parked vehicles, and do not re-enter the evacuated area until the police direct it is safe to do so.

Guidance for staff

Unattended and suspicious items can be encountered in any crowded or public place, such as a school, football stadium, shopping centre, transport hub or large public event. It is vital that a documented local plan is in place to deal with the risk. To make sure the plan is effective, proportionate and takes into account new information, those responsible for assessing unattended items must be briefed accordingly and have received training in what is normal, what is unusual, what is potentially suspicious and what to do about it.

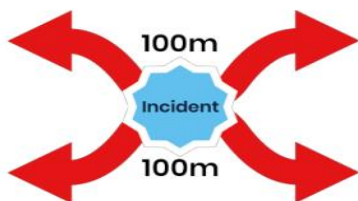
When dealing with suspicious items apply the 4 Cs protocol:



Confirm



Communicate



Clear



Control

Confirm, Clear, Communicate and Control

<p>CONFIRM</p> <p>Whether or not the item exhibits recognisably suspicious characteristics.</p>	<p>The HOT protocol may be used to inform your judgement:</p> <p>Is it Hidden?</p> <ul style="list-style-type: none"> • Has the item been deliberately concealed or is it obviously hidden from view? <p>Obviously suspicious?</p> <ul style="list-style-type: none"> • Are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible? Could it be an Improvised Explosive Device (IED)? • Had the item been found after seeing suspicious behaviour? Check with others in the area? • Based upon what you can see, do you think the item poses an immediate threat to life? <p>Is the item Typical of what you would expect to find in this location?</p> <ul style="list-style-type: none"> • Most lost property is found in locations where people congregate or wait, so ask if anyone nearby has left an item or saw who did. Check if maintenance staff have been working at the location. • If the item is assessed to be unattended rather than suspicious, examine further, paying particular attention to the contents, before applying lost property procedures. <p>However, if you believe the item represents a possible risk to life, then follow the protocol as below ↓</p>
<p>CLEAR</p> <p>the immediate area</p>	<p>Do not touch it</p> <ul style="list-style-type: none"> • take charge and move people away from the hazard. Move at least 100 meters away from a small item, such as a rucksack; at least 200 metres away from a small vehicle or large item, such as a car or a wheelie bin; and at least 400 metres away from a large vehicle, such as a van or lorry. • keep yourself and other people out of line of sight of the item. It is a broad rule, but generally, you are better protected from fragmentation if you are behind hard cover and cannot see the item. • think about what you can shelter behind. Pick something substantial, such as concrete or brick, and keep away from glass such as windows and skylight. • Cordon off the area as best you can in advance of police attendance.
<p>COMMUNICATE</p> <p>Dial 999</p>	<ul style="list-style-type: none"> • Inform the Head Teacher & Site Coordinator • Do not use radios or phones/mobiles within 15 metres of the item and place yourself out of line of sight.

CONTROL Access to the cordoned area	<ul style="list-style-type: none"> • Staff and pupils should not be able to approach the area until it is deemed safe. • Try and keep eyewitnesses on hand so they can tell police what they saw or try and get contact details before witnesses move away.
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For further guidance in printable, poster format to easily advise others with actionable information, please download [Unattended and Suspicious Items Action Card](#)

If you think someone has been exposed to a **hazardous substance**, 'Remove, Remove, Remove'.

If you think someone has been exposed to a **HAZARDOUS SUBSTANCE**

Use caution and keep a safe distance to avoid exposure yourself.

TELL THOSE AFFECTED TO:



REMOVE THEMSELVES...

...from the immediate area to avoid further exposure to the substance. Fresh air is important.

If the skin is itchy or painful, find a water source.

REPORT... use M/ETHANE



REMOVE OUTER CLOTHING...

...if affected by the substance.

Try to avoid pulling clothing over the head if possible.

Do not smoke, eat or drink.

Do not pull off clothing stuck to skin.



REMOVE THE SUBSTANCE...

...from skin using a dry absorbent material to either soak it up or brush it off.

RINSE continually with water if the skin is itchy or painful.

REMEMBER: Exposure is not always obvious. **SIGNS CAN INCLUDE:**



The presence of hazardous or unusual materials.



A change in environment, such as unexplained vapour, odd smells or tastes.



Unexplained signs of skin, eye or airway irritation, nausea, vomiting, twitching, sweating, disorientation, breathing difficulties.

ACT QUICKLY. These actions can **SAVE LIVES.**



National Ambulance
Resilience Unit
NARU



NFCC
National Fire
Chiefs Council



Public Health
England

supported by JESIP

APPENDIX 12 - SCHOOL CLOSURE

School may have to be closed at short notice for a variety of reasons including the following:

Heavy snowfalls
Strong winds (in excess of 70mph or Storm Force 8)
Heating system breakdown
Water supply disruption
Premises unsafe for occupation (e.g. gas leak, fire)
Public health incident

The following procedures should be followed if it is judged necessary to close the school early or for a full day or more:

- Co-heads to decide if and when school to be closed and liaise with Head at Almond Hill if required (Assistant Heads to make the decision in the Head's absence)
- Contact Chair of Governors
- Consider whether any mitigation measures are possible, such as:
 - 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)
- If necessary, assemble an SEMT
- Staff to be contacted by phone/WhatsApp by Co-heads and Leadership Team as detailed below
- Parent communication to be sent out to parents advising of situation and details of when to contact school sent out as soon as possible
- In the event of early closure a parent communication will be sent and remaining parents to be contacted by phone by Co-heads, Assistant Heads, Admin staff and any other available staff with access to a phone
- In the event of school suddenly becoming unsafe for occupation, children to be evacuated to Almond Hill Junior School and parents to be informed of collection procedures
- The Emergency Response Plan should be collected from the office. This contains procedures and a plan of the school
- SBM/Co-heads/Assistant Heads to update dedicated schools' closure notification mailbox schoolscns@hertfordshire.gov.uk which is manned Monday-Friday during office hours
- If the incident is critical, notify resilience.team@hertfordshire.gov.uk
- Update website and parent communications (SBM/Admin Team)
- Seek support from other organisations (e.g. local authority) if appropriate
- Ensure all pupils, parents / carers and governors are regularly informed of developments

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

- Ensure pupils, parents / carers and governors are regularly informed of developments.
- 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
- Ensure the security of the school premises

Leadership team:

- To ensure they have a copy of the School Closure Procedures available at home
- To ensure they have a staff contact details available at home and to follow the procedures below to ensure all staff are alerted about sudden closures

Leadership Team to contact as set out below:

Sally/Admin

Admin/premises staff

Arbor parent comms

Website

Herts Catering (before 9.30am)

Caretaker

DAB

Premier

After school Clubs

Road Safety Team (crossing patrol) (Charlotte) (Michael - 07871 501340)

Milk delivery (Charlotte)

SFVS Fruit (Charlotte)

Depending on the nature of the incident - any relevant premises contractors - IT support, Chubb, Ian Haywood (Premises Consultant), IWL (see emergency contact numbers)

Lisa

KS1 staff

Michaela

Inclusion staff

Janis

Early years staff

APPENDIX 13 – TRAINING AND EXERCISING

14.1 Training

Training and exercising is an essential part of ensuring the school is prepared for an emergency. It is required to ensure teachers and pupils know what to do in the event of an emergency.

Training can be carried out during staff meetings, as part of an inset day, school assemblies or individual classes.

There are three groups that require training:

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

14.2 Exercises

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

Exercises can be held in two different formats:

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

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

- Contact lists;

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

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

A number of incident scenarios and an exercise planning document are available on The Hertfordshire Grid for Learning which can be used to carry out exercises.

Further advice and assistance may also be sought from the Local Authorities Resilience Team - email resilience.team@hertfordshire.gov.uk for information.