

Section 1: Contact Details

Information

Provision details	
Name of provision	
Type of provision	
Provision address	
Provision operating hours (including extended services)	
Approximate number of staff	
Approximate number of pupils	
Age range of pupils	

Office contact details	
Office number	Telephone: Fax:
Office email address	

Useful websites	
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk

Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info
Outdoor Education Advisors Panel National Guidelines	https://oeapng.info/

1.2 Contact details - School staff, Directors, and other site users

Name	Job title	School Emergency Management Team role (SEMT) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)

* 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)

1.3 Contact details - local radio stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)

1.4 Contact details - Other organisations

Organisation	Contact details	Alternative contact details *	Notes
Police	999	101	
Fire & Rescue Service	999		
Ambulance Service	999		
Department for Education	Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office	Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency	Floodline: 0845 988 1188 (24 hour)		
Met Office	Customer centre: 0870 900 0100 (24 hour)		

Health and Safety Executive	Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
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Organisation	Contact details	Alternative contact details *	Notes
UKHSA (UK Health Security Agency formerly PHE)	Health Protection Practitioner	03442253560 Option 2	
Trade union			
Supplier (transport)			
Supplier (catering)			
Supplier (cleaning)			
Supplier (temporary staff)			

Utility supplier (gas)			
Utility supplier (water)			
Utility supplier (electricity)			
Utility supplier (heating)			
Utility (drains/ sewerage)			
Telephony Provider			
Teacher Support Network	<p>England:</p> <p>08000 562 561 (24 hour) Wales:</p> <p>08000 855 088 (24 hour) Scotland:</p> <p>0800 564 2270 (24 hour)</p>		<p>The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.</p>

1.5 Contact details - for completion during an emergency

[illegible]

Section 2: emergency

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, the local authority etc.). 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:	
Contact details of informant:	
Date and time of call:	
Date and time of incident:	
Exact location of incident:	
Details of incident:	
Where is the informant, and where are they going?	
People affected (including names, injuries, where they are, where they are being taken to):	
Date and time of call:	
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"/>	Head teacher	<input type="checkbox"/>	Parents / carers
	<input type="checkbox"/>	School staff	<input type="checkbox"/>	Extended services
	<input type="checkbox"/>	Governors	<input type="checkbox"/>	Police
	<input type="checkbox"/>	Pupils	<input type="checkbox"/>	Fire & Rescue Service
	<input type="checkbox"/>	Ambulance Service	<input type="checkbox"/>	Media (<i>under direction of Shropshire Council</i>)
	<input type="checkbox"/>	Herefordshire Council	<input type="checkbox"/>	Insurance company
	<input type="checkbox"/>	Health and Safety Executive	<input type="checkbox"/>	Trade Union
	<input type="checkbox"/>	Foreign & Commonwealth Office		

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.

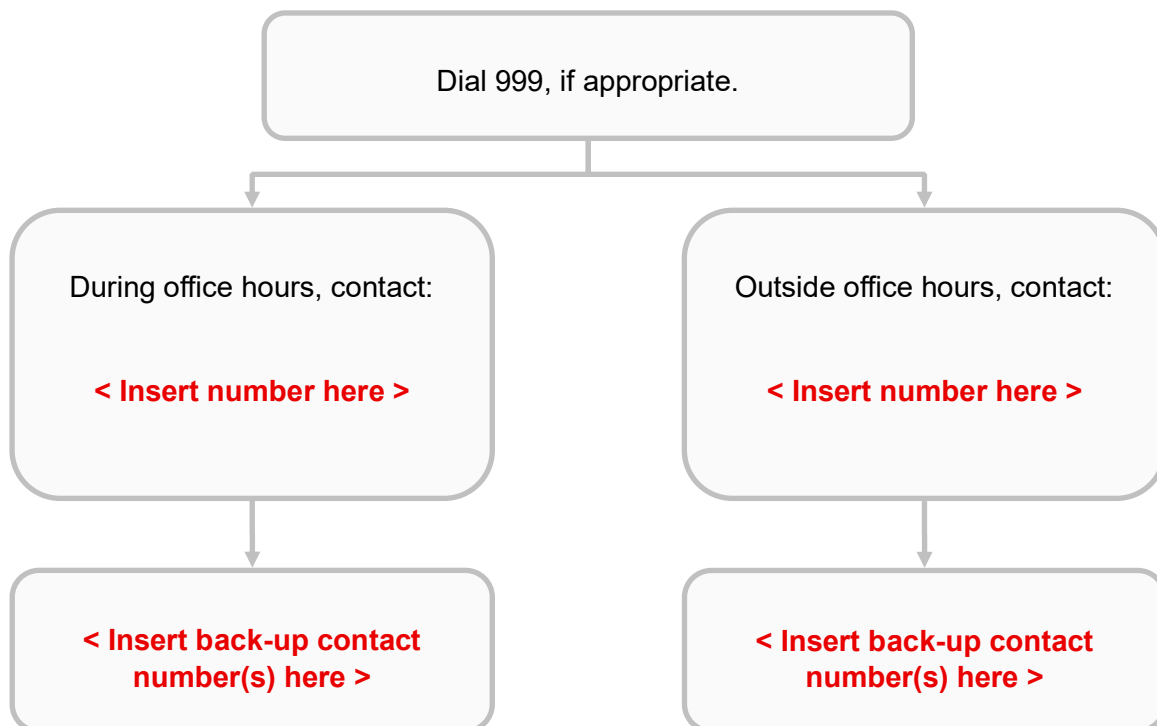
Name of educational visit leader:	
Nature of educational visit:	
Number of pupils on educational visit:	
Number of staff on educational visit:	
Location of educational visit:	

2.2 Initial action

Immediately inform the head teacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present 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.



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.

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

2.3 Roles and Responsibilities - Initial Response

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> • Business recovery • Communications • Log-keeping • Media management • Resources • Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> • Allocate tasks amongst the SEMT • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of SEMT / staff briefings • Ask staff to maintain a log of actions made and decisions taken • Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff (and other site users) 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'	Business Recovery - initial response*	Tick / sign / time
BC1	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> • Loss of utility supply • Loss of supplier • Loss of premises • Loss of personnel • Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Communications - initial response*	Tick / sign / time
CO1	<ul style="list-style-type: none"> • Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary. 	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

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

Ref'	Media Management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	

Ref'	Media Management - initial response	Tick / sign / time
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	In collaboration with the LA and other responding agencies/ organisations, develop a brief factual media statement (designed to provide reassurance) on behalf of the school. On-going updates should be developed and compiled throughout the incident in the same way.	
M5	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.	
M6	Be prepared to be interviewed by the media (refer to M4 above)	

2.4 Roles and Responsibilities - Ongoing Response

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	<p>Ensure that regular briefings are given to:</p> <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers <input type="checkbox"/> Governors <p>Extended services.</p>	
C15	Provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed (including other site users)	
C17	In the event of a serious injury or fatality, report the incident, contact your Health and Safety Advisor for guidance on reporting under RIDDOR.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Business Recovery - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	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'	Communications - ongoing response	Tick / sign / time
CO5	Ensure accurate and proportionate information is regularly provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers <input type="checkbox"/> Governors Extended services.	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Contact local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Send a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved Who to contact if they have any concerns or queries.	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	
CO11	Identify any alternative language requirements and ensure communications are provided appropriately.	

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

Ref'	Media Management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what is sensible and sufficient to release and when their deadlines are (refer to M4 above).	
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.	
Ref'	Media Management - ongoing response	Tick / sign / time
M10	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message (refer to M4 above)	
M11	Try to prevent the spread of misinformation (through all social media)	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <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	Liaise with the Local Authority to establish what spare capacity there may be in alternative schools for displaced pupils.	
R10	Liaise with the Local Authority to discuss temporary accommodation, if required.	

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

Ref'	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 headteacher / nominated emergency contract. 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 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	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	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 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.	
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).	

2.5. Roles and Responsibilities - Business Recovery

Ref'	Co-ordination - business recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Organise remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place.	
C26	Initiate a review of this Emergency Response & Business Recovery Plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

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

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

Ref'	Log-Keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
Ref'	Log-Keeping - recovery	Tick / sign / time
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).	

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

Ref'	Resources - recovery	Tick / sign / time
R11	Organise remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R12	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R13	Liaise with Local Authority for the provision of temporary classrooms if appropriate.	

Ref'	Welfare - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	

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.	

Section 3: Business Recovery

3.1 How to use this document

A nominated person within each school must ensure the arrangements described in this document are kept up to date. For *[insert school name here]* School this person is:

Name: *[Insert name here]*

Role: *[role of nominated person]*

1. Each school must consider what activities they would need to restore as a priority during any type of business interruption; these activities are termed critical activities. For each critical activity you should establish the **Maximum Tolerable Period of Disruption (MTPoD)** which represents the time within which you would need to reinstate the activity (this could be in hours or days). These should be listed in the table provided on **page 4** as a quick reference point.
2. The next step is to carry out a **Business Impact Analysis (BIA)**. To do this, you need to consider different types of business interruption i.e. loss of utilities, suppliers, premises, personnel and telecommunications. For each of these disruptions consider what the impact would be on normal operations, especially those activities identified as critical over short, medium and long term. Each school will have to agree on what timescales they use to represent short, medium and long term depending on their particular circumstances but a suggested start point could be;
 - o Short term - within first 12hrs after disruption o
 - Medium term - 12hrs to 5 days after disruption o
 - Long term - greater than 5 days after disruption
3. Having established what the impact of the disruption would be, the school should then use the questions posed in the 'back up measures/ restorative arrangements' column of the BIA template to satisfy themselves that they have robust procedures in place to cope with disruption. Enter details of the proposed restorative arrangements in this column. If it becomes apparent that the school is vulnerable to a particular type of disruption then further measures should be identified to improve their resilience.
4. After the BIA is completed ensure that any identified further measures to improve resilience are carried out.
5. Use the Additional Information section to record information such as location of isolation valves for turning off utilities, site floor plans, asbestos hazard areas, any storage of dangerous substances etc. This information is very useful in times of business disruption.
6. Use the Contacts List section to record telephone numbers or e-mail addresses that will be helpful (avoid personal details if possible and keep to work / business details)

Many of the scenarios covered in this document could be considered a Critical Incident. A critical incident is defined as an event or events, usually sudden, which involves the experience of significant personal distress to a level that might overwhelm normal responses, procedures, and coping strategies, and which is likely to have emotional and organisational consequences.

Critical incidents may include, but are not limited to:

- The death/injury of a pupil, staff member and/or member of the school community
- The suicide of a pupil, staff member and/or member of the school community
- Natural events such as fires or floods
- Civil disturbance, criminal activity or terrorism.

3.2 Critical activities list

Critical Activity	Maximum Tolerable Period of Disruption: 1 day (short term) 2-5 days (medium term) 5+ days (long term)

3.3 Business impact analysis

3.3.1 Loss of Utility Supply (If medium or long term, refer to 'Loss of Premises')

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Gas	Short	<ul style="list-style-type: none"> • Inability to heat school • In-operability of kitchen facilities • Potential for school closure 	<ul style="list-style-type: none"> • Identify cause of interruption • Establish timescales for recovery of service • Liaise with supplier • Liaise with Property Services
Water	Short	<ul style="list-style-type: none"> • Inability to use hygiene facilities • Unable to provide drinking facilities • In-operability of kitchen facilities • Potential for school closure 	<ul style="list-style-type: none"> • Identify cause of interruption • Establish timescales for recovery of service • Liaise with supplier • Liaise with Property Services
Electricity	Short	<ul style="list-style-type: none"> • Inability to heat school • Inability to provide lighting • In-operability of kitchen facilities • Potential for school closure 	<ul style="list-style-type: none"> • Identify cause of interruption • Establish timescales for recovery of service • Liaise with supplier • Liaise with Property Services • Consider provision of generator

3.3.2 Loss of supplier

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Transport	Short	<ul style="list-style-type: none"> • Disruption to student attendance to school. • Disruption to staff attendance to school. 	<ul style="list-style-type: none"> • Encourage alternative methods to be used (e.g. public transport / walking)? • Car sharing. • Consider rescheduling educational visits which require transport. • Liaise with Transport Team
Catering	Short/ Medium	<ul style="list-style-type: none"> • Insufficient stock to cope with a temporary disruption to supplies. • Special dietary needs may not be met. • 	<ul style="list-style-type: none"> • Potential to use alternative suppliers. • Reciprocal arrangements with nearby school to provide support. • Pupils to bring a packed lunch. • Some stock available for a few days (may have some issues with fresh food). • Offer a reduced service • Offer packed lunch service • Transport food from another kitchen • Liaise with Shire Services (Area Manager, Area Supervisors)

Cleaning	Short/ Medium	<ul style="list-style-type: none"> Insufficient stock to cope with temporary disruption to supplies. Cleaning/ hygiene standards will be compromised. 	<ul style="list-style-type: none"> Some stock available to last for a few weeks. Would use alternative suppliers. Stock could be transferred from other schools. Liaise with Hoople Limited (Area Supervisor/Manager)
Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Heating fuel	Short	<ul style="list-style-type: none"> Insufficient stock to cope with a temporary disruption to supplies. Inability to heat school. Potential for school closure. 	<ul style="list-style-type: none"> Potential to use alternative suppliers. Reciprocal arrangements with nearby school to provide support. Liaise with Property Services
Grit / salt	Short	<ul style="list-style-type: none"> Inability to meet schools gritting policy. Health and safety responsibilities compromised. 	<ul style="list-style-type: none"> Some stock available to last a few days. Potential to use alternative suppliers. Reciprocal arrangements with nearby school to provide support. Liaise with Property Services

Telecommunications	Short/ Medium	<ul style="list-style-type: none"> • Interruption to usual forms of communication. • Inability to communicate effectively with school community. 	<ul style="list-style-type: none"> • Reciprocal arrangements with nearby school to provide support. • Pay as you go mobile devices. • Personal mobile devices. • Use email for non-urgent/ critical need.
Any other specifically procured supply (SLA's with LA e.g. HR, Finance, Payroll, IT)	Short	<ul style="list-style-type: none"> • Interrupted access to LA services (e.g. HR, Finance, Payroll, IT) results in inability to undertake administrative functions. 	<ul style="list-style-type: none"> • Liaise with relevant local authority service area

3.3.3 Loss of premises

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Office	Short	<ul style="list-style-type: none"> • Inability to maintain administrative functionality. 	<ul style="list-style-type: none"> • Utilise any available accommodation on-site (e.g. ICT suites) • Reciprocal arrangements with nearby schools to provide support. • Mobile and Flexible working (Home Working Policy to be implemented to ensure that security and governance are not compromised)

Classrooms	Short	<ul style="list-style-type: none"> Inability to provide education. 	<ul style="list-style-type: none"> Utilise any available accommodation on-site (e.g. halls, ICT suites, gymnasias) Identify any spare accommodation available off-site (e.g. other schools, libraries, halls) Consider staggering lessons across break times to maximise use of space. Consider merging classes whilst maintaining an adequate pupil / staff ratio? Consider extending the school day to maximise use of available space. Prioritise available space for those pupils preparing for exams (or taking lessons deemed most important) If the weather permits, consider lessons taking place outside. Consider the use of remote learning provision. Liaise with Property Services Liaise with Learning & Skills for the provision of temporary classrooms if appropriate.
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Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
SEN Provision	Short	<ul style="list-style-type: none"> Inability to meet statutory requirements. 	<ul style="list-style-type: none"> Utilise any suitable and available accommodation available on-site. Utilise any suitable and available accommodation available off-site (e.g. other schools) Consider the provision of temporary appropriate classrooms Liaise with Property Services. Liaise with Learning & Skills.
Kitchen	Short/ Medium	<ul style="list-style-type: none"> Inability to provide any form of catering facility. 	<ul style="list-style-type: none"> Use another kitchen and transport food Offer reduced service Offer packed lunches Pupils to bring their own packed lunches. Liaise with Shire Services (Area Manager, Area Supervisors)
Library	Short/ Medium	<ul style="list-style-type: none"> Inability to provide library service. Interruption to curriculum delivery. 	<ul style="list-style-type: none"> Reciprocal arrangements with nearby school to provide support.
Laboratories	Short/ Medium	<ul style="list-style-type: none"> Inability to provide scientific service. Interruption to curriculum delivery. 	<ul style="list-style-type: none"> Reciprocal arrangements with nearby school to provide support.

Sport facilities	Short/ Medium	<ul style="list-style-type: none"> • Inability to provide sports facilities • Interruption to curriculum delivery. 	<ul style="list-style-type: none"> • Utilise any suitable accommodation on-site (e.g. halls, playgrounds) • Identify any spare accommodation available off-site (e.g. other schools, leisure centres, parks) • Reciprocal arrangements with nearby school to provide support.
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Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Staff room	Short/ Medium	<ul style="list-style-type: none"> Inability to provide rest facilities 	<ul style="list-style-type: none"> Utilise any available appropriate accommodation on-site (e.g. library, spare classrooms, ICT suite)
Toilets	Short	<ul style="list-style-type: none"> Inability to provide essential toileting facilities. Health and safety responsibilities compromised. 	<ul style="list-style-type: none"> Consider the installation of portable toilet facilities Liaise with relevant utility suppliers Liaise with Property Services

3.3.4 Loss of personnel

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Head teacher	Short/ Medium/ Long	<ul style="list-style-type: none"> • Interruption to management functionality. 	<ul style="list-style-type: none"> • Ensure deputies are available and adequately trained. • Ensure documented procedures for critical activities are in place. • Buy in to the schools sickness insurance scheme. • Liaise with School's HR Team
Teaching staff	Short/ Medium/ Long	<ul style="list-style-type: none"> • Interruption to curriculum delivery. 	<ul style="list-style-type: none"> • Provision of temporary staff • Consider secondments from other schools. • Consider pre-arranged lesson plans being delivered by trainee teachers. • Consider increased reliance on support staff / HLTAs/ teaching assistants. • Consider merging classes - whilst maintaining an adequate pupil / staff ratio. • Buy in to the schools sickness insurance scheme. • Liaise with School's HR Team

Business Manager & Bursar and Office Staff	Short/ Medium/ Long	<ul style="list-style-type: none"> • Interruption to administrative responsibilities. 	<ul style="list-style-type: none"> • Ensure documented procedures for critical activities are in place. • Consider if temporary staff could be recruited. • Consider secondments from other schools. • Buy in to the schools sickness insurance scheme. • Liaise with School's HR Team
Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Site managers & Caretakers and Cleaning Staff	Short/ Medium/ Long	<ul style="list-style-type: none"> • Interruption to site services/ facilities management. • Possible issues with locking/ unlocking and site security. • Potential compromise of hygiene practices. • Possible breaches of health and safety responsibilities. 	<ul style="list-style-type: none"> • Ensure documented procedures for critical activities are in place. • Consider the recruitment of temporary staff. • Consider secondments from other schools. • Liaise with School's HR Team • Mobile relief team can be sent in • Outbreak cleaning can be arranged • Staff can be seconded from other sites • Emergency situations dealt with at Head Office by the area team. All staff have contact numbers for emergencies. • Liaise with Shire Services (Area Managers, Area Supervisors)
Catering staff	Short/ Medium/ Long	<ul style="list-style-type: none"> • Interruption to catering provision. 	<ul style="list-style-type: none"> • Emergency details dealt with by the area team at Head Office. All staff have contact numbers for emergencies. • Relief catering staff available to attend • Staff from other nearby kitchens can be sent to assist. • Liaise with Shire Services (Area Managers, Area Supervisors)

3.3.5 Loss of Telecommunications:

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Computer network	Short/ Medium	<ul style="list-style-type: none"> Inability to undertake administrative tasks and access student information. Interruption to elements of the curriculum. 	<ul style="list-style-type: none"> The vast majority of schools use an online backup system. Critical data such as SIMS and other school data could be restored offsite. Ensure paper based copies of critical records are available. Liaise with SITSS team.
Website / extranet	Short/ Medium	<ul style="list-style-type: none"> Interruption to elements of the curriculum. 	<ul style="list-style-type: none"> This is a minimal risk as websites are hosted offsite. Office 365 school websites have guaranteed 99.98% uptime. Microsoft has resilient datacentres in Dublin and Amsterdam. Liaise with SITSS team. Non-Office 365 website schools would need to seek support from their supplier.
Attendance management system	Short	<ul style="list-style-type: none"> AM and PM attendance records are statutory requirements. 	<ul style="list-style-type: none"> Paper systems are acceptable - ensure paper based back up system is in place.

Text messaging system	Short/ Medium	<ul style="list-style-type: none"> Inability to communicate with school community. 	<ul style="list-style-type: none"> Consider alternative methods of communication.
Telephone	Short	<ul style="list-style-type: none"> Compromised effectiveness to communicate 	<ul style="list-style-type: none"> Consider alternative methods of communication. Pay as you go phones Personal mobile phones Reciprocal arrangements with nearby school to provide support.
Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Mobile phone	Short/ Medium	<ul style="list-style-type: none"> Inability to communicate with school community 	<ul style="list-style-type: none"> Identify if there are any mobiles on different networks available. Consider alternative methods of communication.
Fax	Short/ Medium/ Long	<ul style="list-style-type: none"> Compromised speed to respond to correspondence. 	<ul style="list-style-type: none"> Consider alternative methods of communication. Reciprocal arrangements with nearby school to provide support.

Email	Short	<ul style="list-style-type: none"> Compromised speed to respond to correspondence. 	<ul style="list-style-type: none"> This is negligible risk. The majority of schools use a form of webmail which can be accessed outside of the school network. Schools using Office 365 email have guaranteed 99.98% uptime. Microsoft has resilient datacentres in Dublin and Amsterdam. Liaise with SITSS team For those schools with their email exchange onsite, they will have to consider alternative methods of communications.
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3.3.6 Outbreak of communicable diseases

Loss	Effect of loss (short, medium & long-term)	Impact	Back-up measures
Adequate staffing levels due to exclusion / illness	Short/ Medium/Longterm	<ul style="list-style-type: none"> Inability to provide safe face-to-face education Inability to provide a safe environment due to inadequate cleaning Interruption to exams 	<ul style="list-style-type: none"> Utilise temporary staff Move to on-line learning Combine face-to-face and on-line learning & prioritise face-to-face learning for children of key workers Place control measures in place as soon as possible to prevent transmission in the setting (Contact Local Authority Health Protection team for advice).

Pupils attending the setting due to exclusion / illness	Short/ Medium/ longterm	<ul style="list-style-type: none"> • Interruption to education • Vulnerable children at increased risk • Keyworkers (parents) unable to attend work due to childcare issues • Loss of earnings for parents • Mental health issues for pupils if isolated from friends for long periods 	<ul style="list-style-type: none"> • Keep exclusions to the setting to minimum period required • Prioritise face-to-face learning for children who are vulnerable and children who have parents who are key workers. • Place control measures in place as soon as possible to prevent transmission in the setting (Contact Local Authority Health Protection team for advice).
Confidence in safety of working in / attending the setting	Short / Medium / long	<ul style="list-style-type: none"> • Parents keeping children off school unnecessarily • Staff refusing to attend the setting • Increased media attention • 	<ul style="list-style-type: none"> • Ensure clear messaging to staff and parents from when the index case is reported and continue until the outbreak has completed. • Prepare holding statements with Shropshire Local Authority communications team to prepare for media interest • Use proactive communication about any control measures • Utilise Local Authority Community Engagement teams to help with communicating key messages to local community

3.4 Additional information

Category	Information	Comments
Utilities - WATER	The isolation valve for stopping the water supply to the XXXXXX is located at XXXXXX.	See contact list for supplier company details. <i>No attempt should be made to interfere with the water supply by any unauthorised person.</i>
Utilities - GAS	The isolation valve for stopping the gas supply to the XXXXXX is located at XXXXXX.	See contact list for supplier company details. <i>No attempt should be made to interfere with the gas supply by any unauthorised person.</i>
Utilities - ELECTRICITY (including solar panels)	Main consumer unit is located at XXXXXX.	See contact list for supplier company details. <i>No attempt should be made to interfere with the electricity supply by any unauthorised person.</i>
Utilities - DRAINS / SEWERAGE	Drains layout diagram is held at XXXXXX.	See contact list for relevant company details
Telephony Provider		See contact list for relevant company details
Pressurised Containers	Potentially hazardous pressurised containers are held at XXXXXX within the school property.	This information should be provided to the emergency services.
Hazardous Chemicals	Hazardous Chemicals are held at XXXXXX within the school property.	This information should be provided to the emergency services.
Asbestos Hazards	Asbestos has been identified as being present as detailed in the Schools Asbestos Register.	This information should be provided to the emergency services.
Site Layout	Floor Plan diagrams are held at XXXXXX.	This information should be provided to the emergency services.
SEMT Briefing Area		
Media Briefing Area		

Appendices

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 practical issues and demands that the incident may have 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. Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P11	Do not make public any sensitive / confidential information about individuals.	
P12	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
P13	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, and bereavement counselling and trauma management if appropriate.	
P14	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> Teacher Support Network Samaritans Cruse Bereavement Care.	
P15	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P16	Cancel or rearrange any events which are inappropriate.	
P17	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P18	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.	
P19	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P20	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
P21	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P22	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.	

P23	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P24	<p>Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:</p> <ul style="list-style-type: none"> • Missed work • Rescheduling projects • Exams. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P25	Contact bereaved families to express sympathy on behalf of the school.	
P26	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.	
P27	<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
P28	<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 • Award (e.g. a sporting / academic trophy for older children). 	

P29	<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. 	
P30	<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. 	
P31	<p>Be aware of renewed media interest near anniversaries of the event.</p>	

Appendix 2: Business recovery

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Parent/ Carer Details			
Pupil Details			
Coursework			
Examination papers			
Asset registers / equipment inventories			
Insurance documentation			

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Parent/ Carer Details			
Pupil Details			
Coursework			
Contact details			
Financial information			
Medical information			

Remote learning	Notes / instructions
Website / extranet	
Email	

Post	
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Appendix 3: Evacuation

Signals

Signal for fire evacuation	
Signal for bomb evacuation	
Signal for all-clear	

Assembly points: Fire

Fire evacuation assembly point A	
Fire evacuation assembly point B	
Fire evacuation assembly point C	

Assembly points: Bomb

Bomb evacuation assembly point A	
Bomb evacuation assembly point B	
Bomb evacuation assembly point C	

Pre-identified buddy school / place of safety / rest centre

Name of premise	
Type of premise	
Contact name and details of key holder(s)	

Address	
Directions / map	
Estimated travel time (walking, with pupils)	
Estimated travel time (by coach, with pupils)	

Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

Appendix 4: Environmental incident

Signals

Signal for environmental incident	
Signal for all-clear	

Upon hearing the environmental incident signal, take the action below.

Ref'	Initial response - Environmental Incident	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, 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 5: Lockdown

Signals

Signal for lockdown	Signal for lockdown
Signal for all-clear	Signal for all-clear

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999 for each emergency service that you require.	
L4	<p>Ensure people take action to increase protection from attack:</p> <ul style="list-style-type: none"> • Block access points (e.g. move furniture to obstruct doorways) • Sit on the floor, under tables or against a wall • Keep out of sight • Draw curtains / blinds • Turn off lights • Stay away from windows and doors. 	

L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	

Signals

Rooms most suitable for lockdown	
Entrance points (e.g. doors, windows) which should be secured	
Communication arrangements	<ul style="list-style-type: none"> • Two-way radios • Classroom telephones • Mobile phones • Instant messaging / email • Other.
Notes	

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

Ref'	Initial response - lockdown	Tick / sign / time
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

Appendix 6: Suspicious incidents

Ref'	Generic actions - initial response	Tick / sign / time
SI1	Contact the police dialling 101 and ask for the Duty Inspector stating it is a safeguarding issue. If it is an emergency dial 999. Supply the Duty Inspector with as much factual information as possible.	
SI2	Ask Duty Inspector for next steps and advice. Duty Inspector could advise: <ul style="list-style-type: none"> • take no action, or • inform parents/ carers. 	
SI3	Inform the LA on advice given by Duty Inspector	
SI4	Inform parents/ carers	
SI5	LA will inform other Shropshire Schools as necessary	
SI6	Police will work with the LA on any joint response and will handle the Press publicity	

Ref'	Generic actions - ongoing response	Tick / sign / time
SI7	If you are pressurised for information either by parents/ carers or the Press, you can provide a holding Press release/ statement:- <i>"The Police have been informed and are actively dealing with the incident. Any further request for information should be directed to the press officer of West Mercia Police by dialling 101. When we have any further information Herefordshire Council will publish it".</i>	

Appendix 7: School closure

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

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

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

Appendix 8: Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> • Example of pre-recorded message • Instructions on setting to 'message only' mode • Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> • Log-in details • Who is authorised / trained to edit the website? • Can it be updated remotely or only from the school site?
Text messaging system	<ul style="list-style-type: none"> • Log-in details • Who is authorised / trained to use the text messaging system? • Can it be used remotely or only from the school site?
Local radio stations	<ul style="list-style-type: none"> • Instructions for reporting school closures.
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	



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

Group	Preferred method of contact	Contact details are available from
Pupils		
Parents / carers		
Governors		
Extended services		



Appendix 9: Bomb threats

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

Time of call:	
Telephone number you were contacted on:	

Exact wording of the threat:

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

Where is the bomb right now?	
When will it explode?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb? If so why?	
What is your name?	
What is your telephone number?	
What is your address?	



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

Did 1471 work?	
Time the call ended:	

Immediately contact the Police (999) and headteacher / nominee.

Carry out further actions based on Police advice (including any required evacuation).

What gender was the caller?	Male / Female / Other
-----------------------------	-----------------------

What sort of voice did the caller have?	Normal	<input type="checkbox"/>	Deep	<input type="checkbox"/>
	Loud	<input type="checkbox"/>	High pitched	<input type="checkbox"/>
	Quiet	<input type="checkbox"/>	Hoarse	<input type="checkbox"/>
	Whispered	<input type="checkbox"/>	Nasal	<input type="checkbox"/>
	Clear	<input type="checkbox"/>	Impediment	<input type="checkbox"/>
	Disguised	<input type="checkbox"/>	Stutter	<input type="checkbox"/>
	Well spoken	<input type="checkbox"/>	Lisp	<input type="checkbox"/>
	Poorly spoken	<input type="checkbox"/>	Slurred	<input type="checkbox"/>
At what pace did the caller speak?	Normal	<input type="checkbox"/>	Quick	<input type="checkbox"/>
	Slow	<input type="checkbox"/>		
What manner did the caller have?	Normal	<input type="checkbox"/>	Rational	<input type="checkbox"/>
	Calm	<input type="checkbox"/>	Irrational	<input type="checkbox"/>
	Excited	<input type="checkbox"/>	Irritated	<input type="checkbox"/>
	Laughing	<input type="checkbox"/>	Muddled	<input type="checkbox"/>
	Upset	<input type="checkbox"/>	Other	<input type="checkbox"/>
	Angry	<input type="checkbox"/>		
Were there any other distinguishable sounds?	Street noises	<input type="checkbox"/>	PA systems	<input type="checkbox"/>
	House noises	<input type="checkbox"/>	Booth / echo	<input type="checkbox"/>
	Animal noises	<input type="checkbox"/>	Music	<input type="checkbox"/>
	Crockery	<input type="checkbox"/>	Factory machinery	<input type="checkbox"/>
	Motors	<input type="checkbox"/>	Office equipment	<input type="checkbox"/>
	Clear	<input type="checkbox"/>	Misc. (water, rain, wind)	<input type="checkbox"/>
	Voices	<input type="checkbox"/>	Other (specify below)	<input type="checkbox"/>

Include any distinguishable background noises such as specific phrases or words

Appendix 10: Suspicious packages

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

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

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

Ref'	Generic actions - ongoing response	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> • Do not touch the package further • Do not move it to another location • Do not put the package into anything (including water) • Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

Appendix 11: Log-keeping guidelines

Example Log

Thursday, 19/05/2011

7.40pm - 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.

7.50pm - Rang Philip. Number engaged.

7.55pm - 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.

8.05pm - Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388~~ 07802 338 202.

8.20pm - 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).

8.40pm - 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.

- 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.
- 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 12: Standard Terrorism Assessment

Introduction

If a terrorist attack happens, acting fast will save lives. The Terrorism (Protection of Premises) Bill requires that persons responsible for standard duty premises have an appropriate plan in place to respond to terrorist attack. The following evaluation template can be used to produce such a plan.

The following page of this document gives an overview of the Standard Terrorism Evaluation. The plan will be completed by using this template, with reference to the [accompanying guidance notes](#) which will lead you through the process. Please open both documents and refer to the guidance for each task as you complete. It is important to understand the meaning of ‘relevant worker’ and how this relates to your premises.

THINK Understand the threat from terrorism

The UK faces a persistent threat from terrorism. Although attacks are rare, the impact of such attacks is very high. It is therefore important to take sensible and proportionate steps to prepare for such an incident. Terrorists in the UK have used a range of attack types, including;

- The use of knives, fire, guns, or other weapons
- Deliberately driving a vehicle at an individual or into a crowd
- Using explosive devices which can be carried by a vehicle, person or in the post to a location

You will need to consider how your premises could become targeted as part of a terrorist incident and the types of terrorist attack which may be relevant.

PLAN Complete the 6 task plan

An evaluation must be completed to ensure that your premises is prepared for an attack. Providing the details set out for each of the six tasks will result in your 6-task plan. The tasks do not reflect the order in which they should be triggered in the event of an attack, and it may not be appropriate to complete all tasks. Each attack will generate a different response and completing a plan will enable a more effective response to be launched.

Task 1 - Plan to warn people on the premises that an attack is taking place

Task 2 - Plan to lockdown your premises **Task 3** -
Plan to evacuate your premises

Task 4 - Plan to call the emergency services and relay the necessary information **Task 5** -
Use available first aid and fire safety equipment

Task 6 - Consider how you can make your neighbours or local network aware of your plan and alert them of an attack

Record all the relevant actions on the template.

ACTIVATE Put the plan into action

Once the evaluation is complete, you must make sure that it is kept up-to-date and reviewed, and that a copy is made available to each individual working at your premises. It is recommended that you incorporate its content into inductions for new workers and as part of the terrorism protection training that you must ensure is provided to relevant workers under the Bill.

It is also recommended that you rehearse the 6-task plan appropriately - including checks of relevant equipment - and record this rehearsal as well as any training and briefings given.

Think - Understand the threat from Terrorism

1. Describe the premises and their operating environment

Provide details of the type of premises concerned, including the types of activities that take place on them and relevant uses to which they are put.⁴

Your summary should include an overview of the number of people utilising the premises (including their public capacity), their location and area, and their physical features (including the number of entry and exit points).

⁴ See Schedule 1 of the Bill.

2. Which types of terrorist attack are most likely to occur at the premises?

In light of your summary above, detail the types of attack which seem most relevant to the premises - i.e. most likely to occur at or in the immediate vicinity of the premises, if an act of terrorism were to occur - and explain why you consider them to be the most relevant.

3. Have you identified relevant workers who must receive terrorism protection training and ensured it is provided to them?

There is a requirement to ensure that terrorism protection training is provided to each relevant worker in connection with the premises.⁵ As part of terrorism protection training, relevant workers should receive training on the terrorist attacks that they might face at the premises and how to spot suspicious behaviour (and what to do if they do spot it). If workers on the premises are aware of what suspicious behaviours look like and are empowered to report them, it may enable an intervention to take place. This could keep people safe, prevent an attack, or reduce the harm caused by an attack. Record relevant actions, including the type and content of training delivered, who to, when and whether it was to all relevant workers.

⁵ See clauses 13 and 14 of the Bill.

4. Who will put the plan into action in the event of an incident? How is the plan and relevant information being communicated to workers at the premises?

In the event of a suspected terrorist attack, some elements of the plan may require a decision to be made and communicated to others working at the premises, so they know which procedure to follow. Identifying who takes the lead in such decisions is important to avoid confusion or conflicting approaches. For example, following a lockdown procedure and not evacuating. Accordingly different workers may need to be aware of different levels of information. For example, supervisors should be able to decide which protocols within your plans to follow should an attack take place. General staff are more likely to need to be aware of the protocols to follow and who should be making the decision. You should record these considerations and decisions below.

Plan - Complete the 6-task plan

Task 1 - Plan to warn people on the premises that an attack is taking place

Warning people of an attack can save lives by alerting them to the danger and directing them towards safety

1. In the event of an attack, what actions will be taken to rapidly communicate with people on your premises? Include information about any communications systems that are available, how they will be used and who will use them. Consider what messages will be used.

Your actions:

Task 2 - Plan to lockdown your premises

Lockdown means locking doors, or other barriers, to prevent access to part or all of a site or building. The aims of lockdown are to reduce the immediate threat of harm by delaying attackers and preventing people inadvertently putting themselves into the path of danger. As part of lockdown, you may wish to consider bringing customers, visitors, workers, and nearby members of the public into the building, prior to securing doors, when you assess it is safe and appropriate to do so. Lockdown will not always be appropriate, careful consideration must be given as to the circumstance in which lockdown should be used. Lockdown actions should not be taken if people will be put at risk.

2.1 Explain how you will lockdown your premises in an emergency and in what circumstance this is likely to be possible. Check that existing doors and shutters can be locked quickly and safely from the inside.

Your actions:

2.2 What action will you take to ensure relevant workers know how to lockdown the premises? Your actions should include details of the role that relevant workers play in locking down the premises, and how and when they have practised locking down the premises.

Your actions:

2.3 How will people on your premises be informed that it has been locked down and that they should not attempt to leave because of the threat outside?

Your actions:

Task 3 - Plan to evacuate the premises

Getting people safely and quickly away from danger could save lives. Identify potential evacuation routes to take people away from the threat. Careful consideration must be given to the circumstances in which evacuation takes place.

3.1 Describe your evacuation plan, including details of the roles that relevant workers will play in evacuating the premises.

Your actions:

3.2 What action will you take to ensure your relevant workers know how to evacuate the premises? Your actions should include how and when relevant workers have practised evacuating the premises.

Your actions:

3.3 How will you communicate with people at the premises in the event of an evacuation? It is important to clearly communicate where the threat is, so they evacuate away from it.

Your actions:

3.4 Have you taken action to ensure your evacuation plan supports, and does not conflict with, those for neighbouring premises?

Your actions:

Task 4 - Plan to call the emergency services and relay the necessary information

Getting the emergency services to the scene of an attack quickly with the right resources is key to saving lives and preventing further harm. Passing key information to the police will enable an effective and appropriate response. The police will pass information to the other emergency services.

4.1 How will you ensure all relevant workers understand how to contact the police? Include how and when you will brief relevant workers on what to say to the police. The safety of the caller is a priority.

Your actions:

4.2 Could you display posters or other appropriate material that summarises the information the police need to know in the event of a terrorist incident? If so, where will you do so?

Your actions:

Task 5 - Use available first aid and fire safety equipment

Research into serious injuries shows that the quicker people are treated, the greater their likelihood of survival. Using simple techniques with readily available equipment can save lives. Health and Safety and Fire Safety risk assessments already in place for your premises will be relevant. Consider if additional first aid and fire safety equipment may be needed in the response to a terrorist incident.

5.1 Have you completed a First Aid Needs Assessment? If so, what were its findings and when was it completed?

Your actions:

5.2 Is your First Aid or Fire Safety equipment 'in date', fit for purpose (this may include consideration of whether to obtain Public Access Trauma (PACT) First Aid Kits) and readily available?

Maintain records of checks made.

5.3 Have relevant workers been trained to use that equipment as part of their terrorism protection training or otherwise? Have you recorded this and planned refresher training?

Your actions:

Task 6 - Consider how you can make your neighbours or local network aware of your plan and alert them of an attack

Getting early warning of an attack nearby can vastly improve responses and maximise the effect of life saving actions.

6.1 Have you communicated with the persons responsible for neighbouring premises during your planning? If not, what action will you take to identify and contact such persons?

Your actions:

6.2 How will you communicate with them in the event of a terrorist incident?

Your actions:

Activate - Put the plan into action

Once the evaluation is completed, you must ensure:

- It is available for inspection if required by the Regulator;
- It is made available to people working at your premises; and
- Relevant workers are given terrorism protection training (which should include briefing on relevant parts of this evaluation and, in particular, the plan).

It is recommended that:

- The plan is appropriately rehearsed and tested so that it can be readily implemented in the event of an attack;
- You keep the plan 'alive' by incorporating it into existing refresher training and briefing cycles;
- You ensure all relevant equipment is regularly tested, maintained in working order, and kept in the correct place; and
- You record these actions, particularly training, briefings and checks made on equipment.

The plan must be reviewed annually or whenever there is a material change to your premises.

When is your next scheduled review of the plan?

Review Date:

Evaluation completed by

Approved by:

Name.....Signature.....Date.....

Signature

Date

Appendix 13: Premises Security Checklist

Below is a checklist to help identify areas of potential security risks. You can add to the list to make it more specific to your site.

Aim to answer all questions within this section. There are three options: Yes, No and N/A with a space to add your comments.

YES responses should be periodically reviewed to make sure security measures remain appropriate and relevant **NO** and **N/A** responses should be investigated further either to be addressed or to satisfy yourself that this is the appropriate and required response.

1 Controlling access to site and security of site

Ref		Yes	No	N/A	Comments
1.1	Do you have good visibility of your key site entrances/exits from the School Office?				
1.2	Is landscaping well managed so that there are no overgrown shrubs/bushes providing hiding places or reducing natural surveillance?				
1.3	Are signs of graffiti and vandalism quickly dealt with?				
1.4	Do you have security fencing around the perimeter of the site?				
1.5	If so, are gates the same height as the security fencing?				
1.6	Are all gates locked at the end of the day?				
1.7	Are entrances controlled during the day i.e. secondary gates only open at the start and end of the school day?				
1.8	Is your site monitored by CCTV?				
1.9	Do you have CCTV coverage of key areas?				
1.10	Does the CCTV have recording facilities?				
1.11	Do you have the facilities to secure, preserve and store CCTV evidence?				
1.12	Can any of the cameras pan, tilt or zoom?				
1.13	If 'yes' is the system registered under the Data Protection Act 1998?				

Ref		Yes	No	N/A	Comments
1.14	Do you have fully functioning security lighting?				
1.15	Is the site well lit during periods of darkness and when unoccupied?				
1.16	Is external lighting provided covering main entrances?				
1.17	Are on-site car parks and pedestrian routes to such covered by CCTV and/or good lighting?				
1.18	Do you have good signage directing visitors to Reception etc.?				
1.19	Is maximum benefit made of any natural surveillance provided by nearby roads and housing?				

Security of building

2.1	Do you have established procedures for opening and closing premises?				
2.2	Are access points into buildings kept to a minimum?				
2.3	Are there good quality locks on all ground floor doors and windows?				
2.4	Are there good quality locks on accessible doors and windows above ground level?				
2.5	Are all security locks, catches, bolts etc. periodically inspected?				
2.6	Do you have accessible skylights?				
2.7	Are skylights adequately secured or protected via internal grills?				
2.8	Where access can be gained to skylights, have steps been taken to restrict this?				
2.9	Are external doors connected to an intruder alarm system?				

2.10	Are staff encouraged to ensure doors and windows are closed and locked at the end of the day?				
2.11	Where buildings are used outside of normal school hours, are security arrangements reviewed?				
2.12	Is there a formal system for controlling the issue of keys, security cards etc. to staff?				
2.13	Are keys to rooms & buildings etc. kept secure?				

Mobile units

3.1	Are there any mobile units or remotely located blocks on the site?				
3.2	Are units alarmed or linked to the main intruder alarm system?				
3.3	Are units linked to the main fire alarm system?				
3.4	Do you remove valuable items from units into the main building in the evenings / weekends / holidays?				
3.5	Are units skirted to prevent the accumulation of rubbish?				

Lettings

4.1	If premises are let are proper security controls in place?				
4.2	Do you use zoning of your intruder alarm system to prevent unauthorised movement around the building?				

Visitor control

5.1	Do you have good signage to direct visitors to Main Reception?				
5.2	Do you have a form of controlled entrance into the school e.g. buzzer/intercom system?				
5.3	Are all visitors required to sign in?				

5.4	Do visitors wear visible identification badges issued by the school?				
5.5	Are visitors accompanied at all times when on your premises?				
5.6	Do you ensure all visitors sign out when they leave?				
5.7	Do you have a procedure for monitoring activities of contractors whilst on site?				

Alarm systems

6.1	Do you have a remotely monitored intruder alarm system?				
6.2	Is the intruder alarm system protected by BT Redcare / AddSecure or similar?				
6.3	Are all main areas included in the alarm coverage i.e. ground floor rooms, corridors, staircases and key areas on other levels?				
6.4	Is the intruder alarm system fully operational and annually serviced?				
6.5	Can the intruder alarm system be zoned?				
6.6	Do you have a Police response in place?				
6.7	If Police response has been withdrawn are you planning to re-instate this?				
6.8	Do you have a fire alarm system?				
6.9	Is the fire alarm system fully operational and annually serviced?				
6.10	Is the fire alarm system remotely monitored?				
6.11	Is the fire alarm system protected by BT Redcare / AddSecure or similar?				
6.12	Do you have smoke / heat detectors?				

Fire Hazards

7.1	Do you have fire extinguishers?				
7.2	Are these routinely inspected and maintained?				
7.3	Do you have staff trained in how to use fire extinguishers?				
7.4	Are electrical rooms clear of clutter and combustible materials?				
7.5	Are boiler rooms clear of clutter and combustible materials?				
7.6	Are cleaning fluids and other flammable chemicals stored separately and safely?				
7.7	Are external bins located and secured away from main buildings?				
7.8	Is there good housekeeping and a system for waste control/removal?				
7.9	If you have no smoking restrictions are these imposed?				
7.10	Have you carried out a fire risk assessment in the past 12 months?				
7.11	Are all electrical appliances regularly PAT tested?				
7.12	Do you carry out regular fire drills?				

Property security 8.1 Cash

8.1.1	Do you keep cash on premises?				
8.1.2	Do you have procedures for the safe and secure storage of cash?				
8.1.3	Are there safe and secure procedures for transporting cash off the premises or for arranging collection?				

8.1.4	Are keys to safes kept secure?				
8.1.5	Do you keep records of the amount of cash safe?				

Equipment

8.2.1	Do you maintain an asset register for identification of IT, high value or high theft items?				
8.2.2	Are all such items visibly security marked, secured (e.g. cable locks, decibel alarms, security cabinets) or kept within the range of PIR sensors?				
8.2.3	Are measures taken to remove valuable items to secure areas during weekends or long vacations?				

Security during work hours

9.1	Are members of the public (parents / visitors / deliveries etc.) prevented from accessing unauthorised areas?				
9.2	Have risk assessments been carried out for the safety of staff in contact with the public?				
9.3	Do staff have means to alert other staff or have access to a panic alarm to call for assistance if required?				
9.4	Have arrangements been made for the personal safety of staff working in isolated areas?				

Security outside of work hours

10.1	Are any special arrangements made for security / surveillance during vulnerable times such as holidays and weekends?				
10.2	Are there appropriate arrangements for out of hour's response, i.e. is an up to date list of key-holders lodged with an alarm company, Police etc.?				

Risk assessments

11.1	Are security risk assessments performed jointly with other users and occupiers of the premises?				
11.2	Are risk assessments reviewed after any breaches in security or any activity which might impact upon security?				

General

12.1	Are there clear procedures for reporting and recording incidents/security risks and are these investigated?				
12.2	Is security guidance readily available to staff?				
12.3	Are new staff advised about security procedures as part of their induction?				