



BROSELEY C of E PRIMARY SCHOOL EMERGENCY PLAN

Date Policy Adopted: October 2016

	Date of Next Review by
Headteacher/SLT	October 2017
Approval	Health & Safety and Safeguarding Committee

CONTENT PAGE

Purpose of the School Emergency Plan	Page 3
Initial action in the event of an emergency	Page 4
Plan Administration	Page 5
Map showing emergency evacuation route	Page 6
SECTION ONE CONTACT DETAILS <ul style="list-style-type: none"> • Contact details – School staff and governors • Contact details – Local Authority • Contact details - Local radio station • Contact details - Communication and media • Preferred method of communication to parents • Contact numbers of other organisations • Contact details for completion during an emergency 	Page 7 - 10
SECTION TWO CHECKLISTS <ul style="list-style-type: none"> • Evacuation checklist • Shelter action checklist • Lockdown checklist • Initial response lockdown • School closure action checklist 	Page 11 - 14
SECTION THREE BOMB THREAT RESPONSE PLAN <ul style="list-style-type: none"> • Person receiving the bomb threat • Planned Procedure • Contacting West Midlands Police • Deciding to evacuate • Police attendance and searching building • Post incident investigation • Bomb threats action checklist • Suspicious packages action checklist • 	Page 15 - 21
SECTION FOUR NOTIFIATION OF INCIDENTS (FIRE, DEATH ETC) <ul style="list-style-type: none"> • Notification of incidents • Records in school • 	Page 22 -25
SECTION FIVE – PROCEDURES WHEN ASBESTOS IS DISTURBED OR DAMAGED <ul style="list-style-type: none"> • Procedure and map identifying action to be taken • 	Page 26 - 27
SECTION SIX – POST INCIDENTS <ul style="list-style-type: none"> • Post incident checklist • Post incident support • Post incident support – returning after a period of absence • Post incident support – funeral arrangements • Post incident support – remembrance • Welfare action • 	Page 28 -31
SECTION SEVEN – LOG KEEPING <ul style="list-style-type: none"> • Log-keeping guidelines • Log-keeping log sheets • Log keeping action checklist • 	Page 32 - 34
Duties and Responsibilities	Page 35

Purpose of the School Emergency Plan

Broseley C of E Primary School is committed to ensuring that, in the event of an incident which could be classed as an emergency, the School will provide an effective response to minimise the impact of the emergency and ensure the wellbeing and safety of all children and adults in the School.

This plan will be supported by Shropshire Council, existing emergency response arrangements with the Local Education Authority and the Emergency Services.

Definition of an Emergency:

An incident or crisis which is an unexpected event which affects the School community, and which causes disruption on a scale, which is beyond the normal coping capability of the School. The incident may involve significant threat, damage or injury to property and individuals, and may have a long-term impact on pupils, staff, governors and parents.

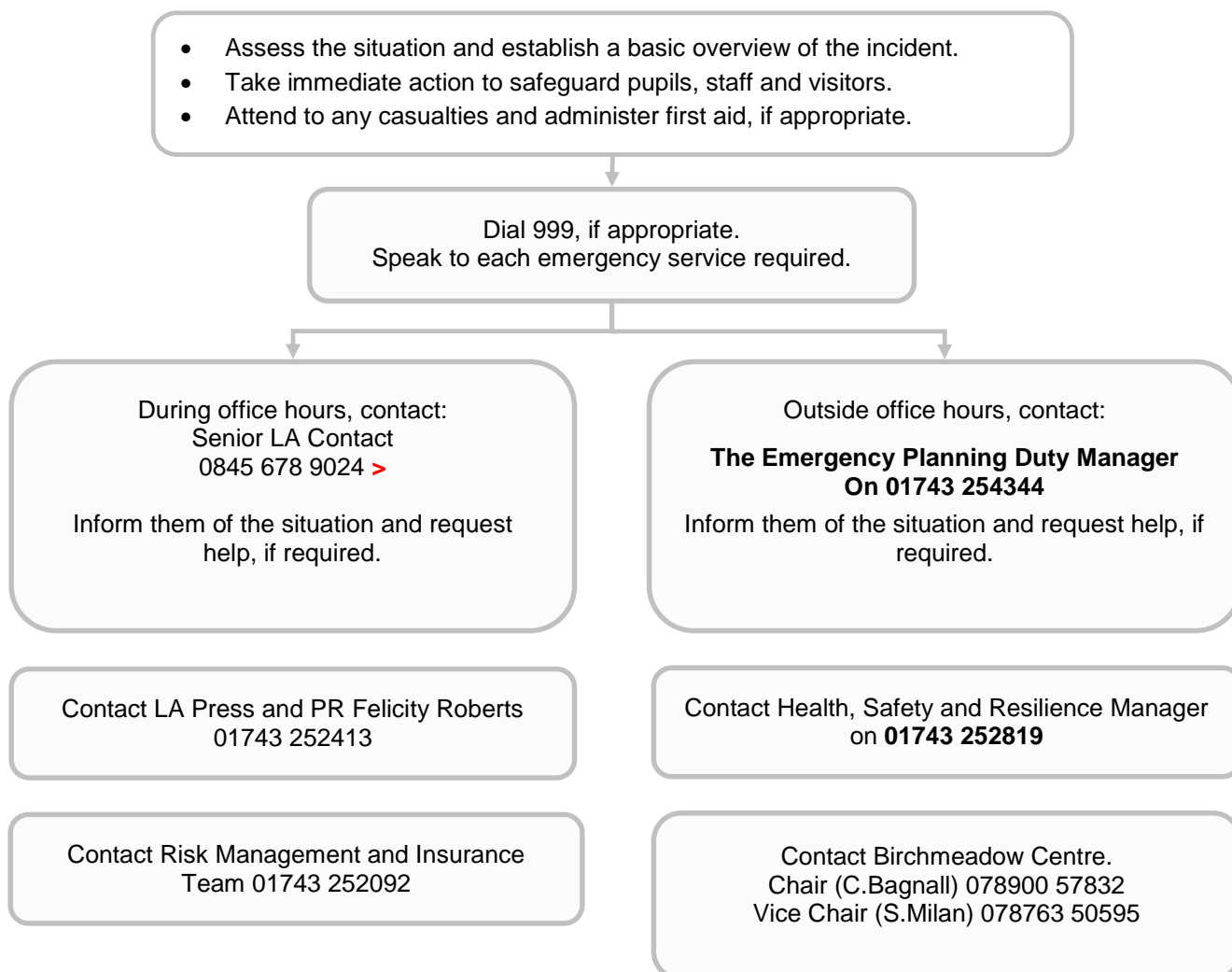
The Following are examples of Incidents that may impact on the School and require activation of this Emergency Plan:

- Fire or flood to buildings and contents
- Death, accident or assault to members of staff or pupils
- Natural major Emergency incident within the local community
- Missing Person(s) /abductions

This Emergency Plan does not list each type of situation but provides a framework for an emergency response that can be used in most emergency situations. It is important that the Emergency Plan is understood by those with the responsibility for implementation and activation.

Initial action in the event of an emergency

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.



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, emergency box / IPAD).

Log all communications and actions.

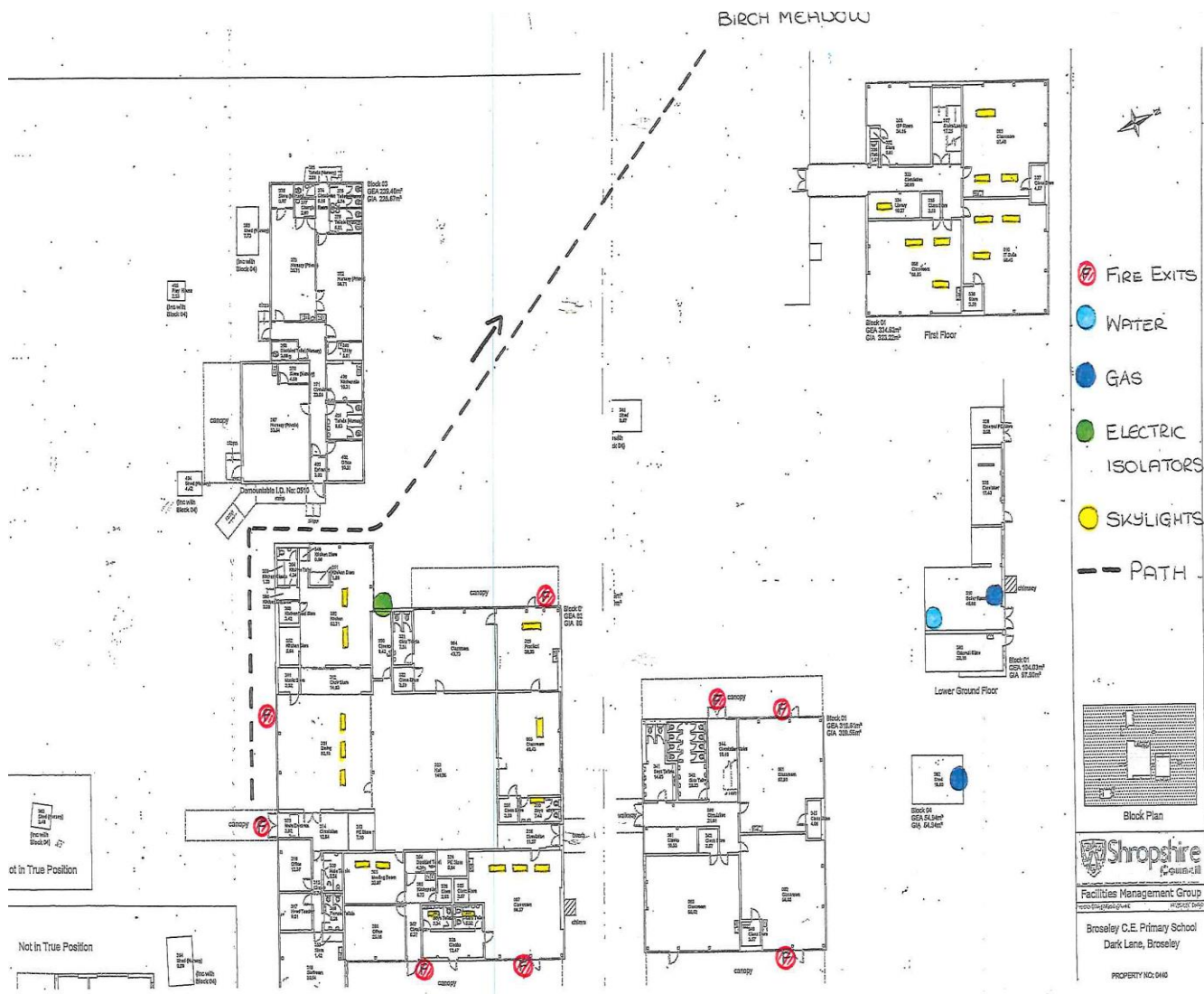
Refer to the list of emergency contact numbers for additional support if required.

Where possible, avoid closing the school and try to maintain normal routines.

PLAN ADMINISTRATION			
Version number	1		
Date of issue	October 16		
Electronic copies of this plan are available from	Electronic copies can be found on admin/policies/policies 2016		
Hard copies of this plan are available from	The School Business Manager		
Location of emergency wallet or box	School Office		
Date of next review	October 2017		
Person responsible for review	Head Teacher – Sarah Passey		
SCHOOL DETAILS			
Name of school	Broseley C of E Primary School		
Type of school	Primary		
School address	Dark Lane Broseley Shropshire TF12 5LW		
School operating hours	8:00am – 3:00pm (including extended services)		
Approximate number of staff	24		
Approximate number of pupils	227	Age range of pupils	4 -11
OFFICE CONTACT DETAILS			
Office telephone number	01952 882673		
Office fax number	01952 883606		
Office email address	admin@broseleyprimaryschool.co.uk		
School website / extranet	www.broseleyprimary.co.uk		

DIRECTIONS FROM BROSELEY C of E PRIMARY SCHOOL TO BIRCHMEADOW CENTRE AS SHOWN ON EVACUATION PLAN

- EXIT THE MAIN ENTRANCE TURN IMMEDIATELY RIGHT
- WALK THROUGH THE GATES ADJACENT TO LITTLE OWLS AND FOLLOW THE PATH TO THE REAR OF THE SCHOOL.
- WHEN WALKING THROUGH THE GATE TURN IMMEDIATELY LEFT AND THIS WILL LEAD TO THE BIRCH MEADOW CENTRE.



Contact details - School staff and Governors

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Sarah Passey	Head teacher	SEMT	07982 080152	01952 882673	NO
Liz Simpson	Deputy Head teacher	SEMT	079673 24479	01952 882673	NO
Nikki Venables	Business Manager	SEMT	07538 106483	01952 882673	First Aid Trained
Charles Long	Building Manager	SEMT		01952 882673	
Colin Mattinson	Chair of Governors	SEMT	01952 882961		
Howard Davies	Vice Chair		07966071889		

Contact details - local authority

Area	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency Services	Senior LA Contact	0845 678 9024		
Learning and Skills	Jenny Crowder	01743 254533		
Media / communications	Felicity Roberts	01743 252413		
Planning and Premises	Phil Wilson	01743 254344		
Catering	Anne Hirst Shire Catering Manager	01743 250250		
Educational visits	Carole Johnson Education Improvement Advisor	01743 254564		
Health and safety	Shelley Reid	01743 252819		
Crime Prevention	Ian Bartlett	01743 252819		

Risk Management and insurance	Management team	01743 252092		
Legal	Nicola Hindley (Legal Officer)	01743 252755		
Human Resources	Louise Smith	01743 254204		
Occupational Health		01743 252819		

Contact details - local radio stations

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
Radio Shropshire	Newsroom	01743 248321		

Communications & Media

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01952 882673 / 07982 080152	School office mobile with Head Teacher
Outgoing calls		

Methods of communication	Notes / instructions
School website / extranet	<ul style="list-style-type: none"> www.broseleyprimary.co.uk
Text messaging system	<ul style="list-style-type: none"> Text service is run online. www.teachers2parents.co.uk Username:
Local radio stations	<ul style="list-style-type: none"> In the event of a school closure the Head Teacher must contact: BBC Radio Shropshire 01743 248321
Sign at school entrance	
Newsletter	
Email	Admin.broseleyprimary.co.uk / Nikki.venables@broseleyprimary.co.uk
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	Telephone / Text	
Parents / carers	Telephone / Text	
Governors	Telephone - Text	
Extended services		

Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
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		Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Insurance company	Chubb Insurance Policy Number 64788222	Samantha Woolland Insurance Technician 01743 252849 samanthawoolland@shropshire.gov.uk		

Trade union				
Supplier (cleaning)	Shropshire County Council			
Utility supplier (gas)	West Mercia Energy	01743 231101		

Utility supplier (water)	Severn Trent Water	0800 783 4444 (Emergency)		
Utility supplier (electricity)	West Mercia Energy	01743 231101		
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.

Contact details - for completion during an emergency

Name	Contact details	Notes

Evacuation Action Checklist (i.e. in the event of a fire, gas leak)

Signals	
Signal for fire evacuation	Break glass activation
Signal for bomb evacuation	Word of mouth, instructed from designated person Sarah Passey (Head teacher) in her absence Liz Simpson (Deputy head).
Signal for all-clear	Head Teacher

Assembly points - fire evacuation	
Fire evacuation assembly point A	On KS2 Playground
Fire evacuation assembly point B	Birchmeadow Centre

Assembly points - bomb evacuation	
Bomb evacuation assembly point B	Birchmeadow Centre

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	Birchmeadow Centre
Type of premise	Community Centre
Contact name and details of key holder(s)	C.Bagnall 07890 057832 S.Milan 07876 350595
Address	Birch Meadow Road Broseley Shropshire TF12 5LP
Directions / map	Directions highlighted on site map pg 34
Estimated travel time (walking, with pupils)	5 minutes
Estimated travel time (by coach, with pupils)	2 minutes
Capacity	Community Centre
Capacity (sleeping)	None
Facilities / resources	

Notes	Gate key leading to the Birchmeadow site allocated to fire Marshalls and in main school key box located in SBM office. Keys and code to the Birchmeadow building to be held in the key box in the SBM box.
-------	---

Shelter Action Checklist (i.e. in the event of a dangerous animal on site, gas leak)

Signals	
Signal for shelter	Radio / word of mouth
Signal for all-clear	Radio / word of mouth

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.	
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.	

Lockdown Action Checklist

Signals	
Signal for lockdown	Radio / word of mouth/ short sharp whistle blows at lunchtime
Signal for all-clear	Radio / word of mouth

Lockdown	
Rooms most suitable for lockdown	Classrooms on upper level
Entrance points (e.g. doors, windows) which should be secured	Side doors, hall, main entrance.

Communication arrangements	<ul style="list-style-type: none"> ▪ Word of mouth ▪ 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
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.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

School Closure Action Checklist (i.e. severe weather, no heating, staff shortages)

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <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 SLT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	

SC4	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: <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 ⁹	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).	

BOMB THREAT RESPONSE PLAN

Person receiving the bomb threat

A bomb alert can be signalled by a package or a call to the school. The person receiving the call should allow the caller to finish the message without interruption, if possible follow the bomb threat action checklist, alternatively complete as fully and as soon as possible after the call.

Immediately afterwards attempt to trace the number by dialling 1471, if possible. If the call is received via the switchboard, or a phone that shows the telephone number on an LCD screen, try to make a note of the number before the caller rings off.

Notify the Head teacher first, deputy head in her absence or a member of the SLT then call 999 and provide the information from the bomb threat checklist. The following information should be provided:

- A mobile contact number so the head teacher or designated senior decision maker can be contacted should they evacuate from the school.
- The number of pupils and staff at the school
- Whether a decision has already been made to evacuate / close the school, if yes, the location of the assembly area.

ALL THE INFORMATION CAN BE FOUND IN THE CONTACT SECTION OF THE EMERGENCY PLAN

Planned Procedure

The designated lead will make the decision to evacuate and this will be done by word of mouth.

Evacuation process will be:

Year 6	Liz Simpson
Year 5	Katy Wootton
Year 4	Rachel Howell
Year 3	James Heath
Year 2	Jo Aston
Year 1	Tanya Mitchell
Reception	Emma Davis
Reception 1	Rosie Nutt

Each class will evacuate via the rear of the building taking the footpath up to the Birchmeadow area. Liz Simpson will have the key to the premises available to her. All keys are located in the School Business Managers Office – code 123.

The Head teacher (Sarah Passey) will remain in school along with the three Fire Marshalls Bev Evans, Kay Hartland and Nikki Venables to ensure that all children have evacuated.

The school Coordinator and Administrator will evacuate via the main entrance and follow the footpath up to the Birchmeadow taking with them the Fire box and IPAD.

Contacting West Midlands Police

West Midlands Police will use the information from the bomb threat checklist to make an initial threat assessment. West Midlands Police will liaise with colleagues in counter terrorism and check all available intelligence and information databases.

A West Midlands Police duty officer (normally the local Duty inspector or duty sergeant) will then contact the Head teacher or designated senior decision maker.

The West Midlands Police duty officer will advise that either (a) they believe the threat has come from a terrorist group or individual with the capability to carry out the threat (i.e. it is a credible threat) or (b) they do not believe the threat has come from a terrorist group and there is no other intelligence or information to suggest any further risk (i.e. it is not a credible threat).

The initial West Midlands Police assessment will be completed as quickly as possible and will be updated as more information becomes available. It is recognised that some Head teachers may decide to take action before the initial police assessment has been completed.

Deciding to evacuate

The decision to evacuate a school is the responsibility of Head teacher or designated senior decision maker.

We Midlands Police will share information with the Head Teacher and provide advice to help them assess the risk and determine whether an evacuation (partial or full) is necessary and proportionate. In making their assessment Head teachers will need to consider the nature of the threat (vague, indirect, inconsistent or implausible, very specific, feasible, evidence of planning etc.), whether any suspect device has been located, whether there has been recent suspicious or unusual activity and the impact upon pupils (e.g. inclement weather)

A consideration should be given to evacuating if there is a credible threat. Consideration should be given to not evacuating if there is no credible threat.

If the decision is made to evacuate a school then it should be conducted through word of mouth (i.e. without the use of fire alarms) and staff/pupils should use assembly areas which are different from fire evacuation assembly areas.

If the decision is made to close a school then consideration should be given to how parents/carers will be informed to prevent emergency services switchboards becoming overwhelmed.

Police attendance and searching buildings

In the event of a credible bomb threat police will attend the school to maintain cordons and co-ordinate the emergency response. A police-led search of the school premises is likely to be undertaken.

In the event of a non-credible bomb threat police may attend to provide visible reassurance and enable face-to-face contact with the Head teacher. A search of the school premises by police will only be undertaken on the rare occasions it is considered necessary and proportionate.

Post Incident investigation

Making a hoax bomb threat is a criminal offence under Section 51 of the Criminal Law Act 1977 and Section 1 of the Malicious Communications Act. West Midlands Police treats such matters very seriously and will always work to bring malicious callers before the courts.

Witness statements are likely to be required from (a) the member of staff who received the original call and completed the bomb threat checklist and (b) the Head teacher/ person in charge of the school to describe the impact of the disruption caused by the hoax threat.

Bomb Threats Action Checklist

- + **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**
- + Switch on tape recorder/voicemail (if connected)
- + Tell the caller which town/district you are answering from
- + Record the exact wording of the threat:

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.**

1. Where is the bomb right now?

5. What will cause it to explode?

.....

.....

2. When will it explode?

6. Did you place the bomb? If so, why?

.....

.....

3. What does it look like?

7. What is your name?

.....

.....

4. What kind of bomb is it?

8. What is your telephone number?

.....

.....

9. What is your address?

.....

.....

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

Did dialling 1471 work?

.....
Time the call ended:

.....

- + Inform the School Business Manager and Premises Manager of name and telephone number of the person informed:
- + **Contact the Police (999) and headteacher / nominee immediately.**
- + **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- | | | |
|--|------------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Excited | <input type="checkbox"/> Accent if so what type? _____ |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Stutter | <input type="checkbox"/> Rapid |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Disguised | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Slow | <input type="checkbox"/> Hoarse |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Lisp | <input type="checkbox"/> Laughter |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Familiar | |

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

- | | | |
|--|------------------------------------|--|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> Clear | <input type="checkbox"/> Music |
| <input type="checkbox"/> House noises | <input type="checkbox"/> Voice | <input type="checkbox"/> Factory Machinery |
| <input type="checkbox"/> Animal noises | <input type="checkbox"/> Static | <input type="checkbox"/> Office Machinery |
| <input type="checkbox"/> Crockery | <input type="checkbox"/> PA system | <input type="checkbox"/> Other |
| <input type="checkbox"/> Motor | <input type="checkbox"/> Booth | |

.....
.....

Notes:

.....
.....

Signature _____

Date _____

Print name _____

Suspicious Packages Action Checklist

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

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

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

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

1.2 Notification of incident

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

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

Name of informant: _____ Date and time of call: _____

Contact details of informant: _____ Date and time of incident: _____

Exact location of incident:

Details of incident:

Where the informant now and where is are they going?

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

.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

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

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 should already have these details but it could be useful to seek confirmation.**

Name of educational visit leader:

.....

Number of pupils on educational visit:

.....

Nature of educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

.....

.....

.....

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

.....

.....

.....

RECORDS IN SCHOOL

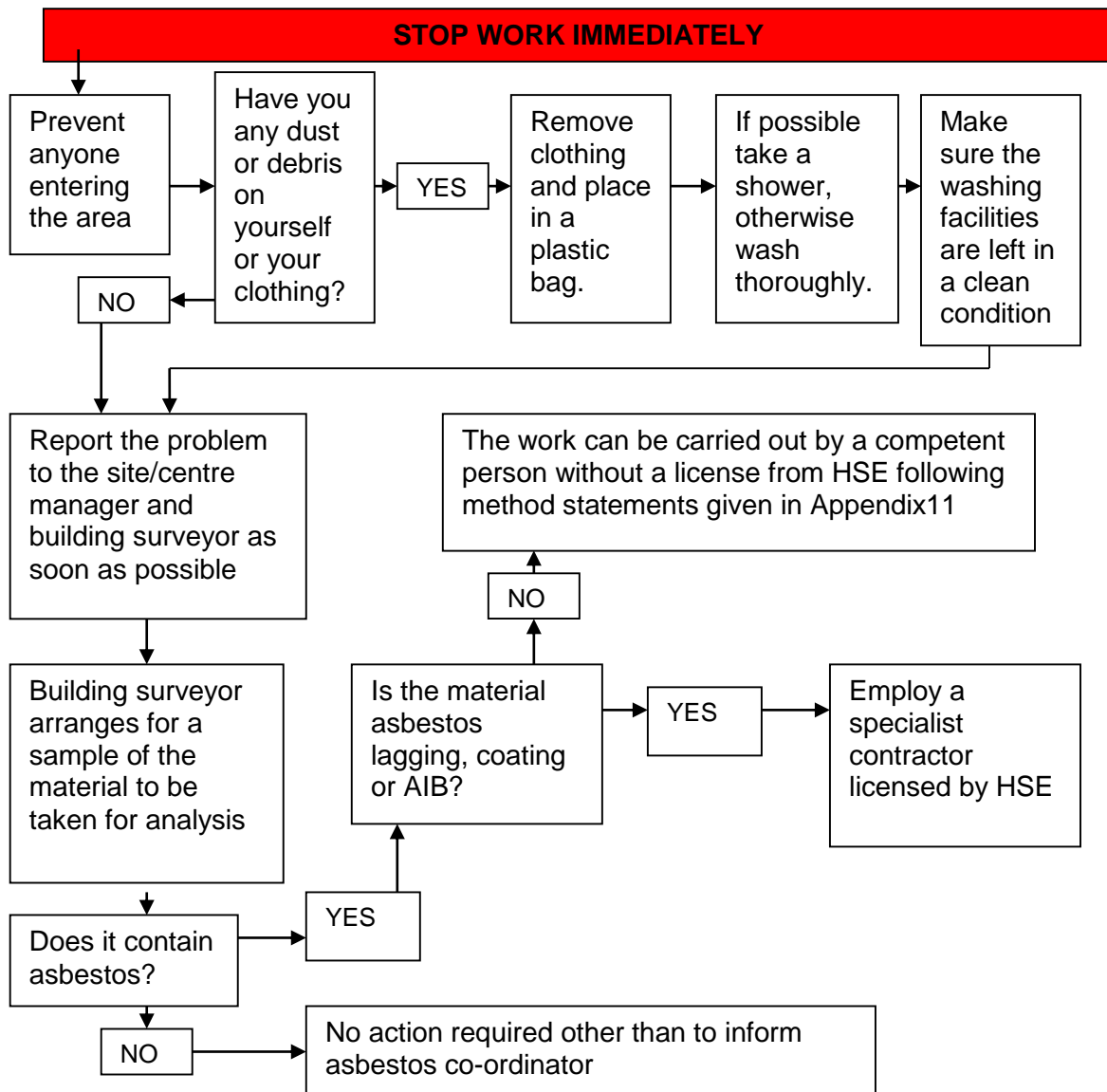
Paper-based records	Where are they stored?	Effect of loss - (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Asset registers / equipment inventories	Held by: School Business Managers/ in main office back up through LA		Can records be obtained from LA

Electronic records	Where are they stored?	Effect of loss - (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Contact details	Staff PC	Printed copies	Can be retrieved from LA
Financial information	Staff PC		Can be retrieved from TWC
Medical information	Staff PC	Located on IHP's	Can be retrieved from TWC

Remote learning	Notes / instructions
Website / extranet	www.broseleyprimary.co.uk
Email	admin.broseley@shropshire.sch.uk
Post	Broseley C of E Primary School Dark Lane Broseley Shropshire TF12 5LW

Procedure when Asbestos is disturbed or damaged

1. Any damage to, or disturbance of, asbestos containing materials or suspected asbestos containing materials, however minor, must be reported to the site/centre manager immediately. In turn the site/centre manager will report the incident to his/her building surveyor or contract administrator.
2. In all circumstances the work or other activities must be immediately suspended and all persons removed from the vicinity of the damage and the area sealed off until assistance is provided.
3. Follow the flow chart below if you realise that you may be working on asbestos containing materials (ACM'S) that you have not been warned about or if you believe asbestos containing materials have been inadvertently or deliberately disturbed.



4. The building surveyor or contract administrator will then decide upon appropriate remedial action and keep the asbestos co-ordinator informed. Following completion of any remedial works he/she will provide the asbestos co-ordinator with certification of the said works to allow him to update the register.
5. Where persons have or may have been exposed to airborne asbestos fibre at or above the "control limit", they shall be informed of the event in writing and a record made of the incident upon their occupational health record.

6. Where the disturbance of the asbestos has actually resulted in exposure of people this must be reported to HSE as a dangerous occurrence. The easiest way to do this is to go on line at <http://www.hse.gov.uk/riddor/index.htm>
7. If a report is received from a GP giving a diagnosis of mesothelioma, lung cancer or asbestosis in an employee whose work has involved working with asbestos or exposure to substantial exposure to dust from asbestos work then this becomes a notifiable disease and must also be notified to the HSE. The easiest way to do this is to phone the Incident Contact Centre on 0845 345 0055.

Full copy of Asbestos Survey can be found in the school office.

Post Incident Support Action Checklist

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

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	

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

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

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	

P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	
-----	---	--

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

Welfare Action Checklist

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	
Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	
Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

Log Keeping Guidelines

	<i>Thursday, 19/05/2011</i>
<i>7.40pm</i>	<i>Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.</i>
<i>7.50pm</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55pm</i>	<i>Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.</i>
<i>8.05pm</i>	<i>Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 338 07802 338 202.</i>
<i>8.20pm</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).</i>
<i>8.40pm</i>	<i>Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.</i>

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

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

Log Keeping Action Checklist

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

DUTIES AND RESPONSIBILITIES

Head Teacher. Deputy Head	To ensure all pupils, staff and visitors are accounted for at the assembly point. Deputy to take over in the Head teachers absence.
Teachers	To ensure all pupils are accounted for and to liaise with the Head Teacher when present.
Business Manager.	To evacuate the building and to liaise Fire Brigade to inform them of the whereabouts of the fire.
Administrator.	To take the fire box, IPAD and offsite register situated in the main office to the assembly point and hand over to Sarah Passey or Liz Simpson in her absence who will perform a roll call. Nikki Venables to take fire box in their absence.
Fire Marshalls	There are three fire marshalls in school@ Nikki Venables Kay Hartland Bev Evans