Petworth CofE Primary School

Emergency plan

If you are dealing with an emergency right now, go straight to:

- **Section 2 for ON SITE emergencies; or**
- **Section 4 for OFF SITE emergencies on learning activities.**

Plan administration	
Name and address of establishment	Petworth CE Primary School South Grove Petworth GU28 0EE
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Person responsible for review:	John Galvin
Copies of this plan are held:	In the main school office, Head Teacher home, Depty Headteacher home, Finance Governor, Chair of Governors
Copy submitted to Emergency Planning Unit	Emailed to: schools.emergencyplan@westsussex.gov.uk 8.2.2019 by John Galvin

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West Sussex County Council's response

West Sussex County Council provides services to educational establishments including resilience and emergencies and business continuity support. It can provide specialist support to help educational establishments to manage the response to an emergency which includes:

- activation of West Sussex County Council's (WSCC') 'Welfare Plan';
- activation of WSCC's 'Educational Establishments Emergency Response Plan';
- provision of an Area Support Team;
- provision of a Travelling Team for visits abroad;
- help to manage the media;
- provision of practical resources such as transportation;
- help to establish a Family and Friends Reception Centre;
- assist with arrangements for welfare support and counselling; and
- liaison with the emergency services and other agencies as required.

Support will be provided via three groups dependent upon the scale of the emergency. These are:

The Tactical Management Team (TMT)
The Tactical Management Team, led by a WSCC Director or Head of Service Resilience and Emergencies Team, will manage and coordinate the response. It will liaise with other WSCC services and agencies to ensure effective management.

The Area Support Team (AST)
The Area Support Team will attend the educational establishment to provide advice and identify the support needs of the establishment. Where requested, it will:

- establish a Family and Friends Reception Centre;
- help to manage the media;
- lead arrangements for welfare support and counselling; and
- liaise with other agencies as required.

The Travelling Team (TT)
The Travelling Team will travel to the vicinity of the emergency if overseas to provide support to the group leader, staff and group. It will:

- support family and friends attending the vicinity;
- liaise with local emergency services, the British embassy and other organisations; and
- assist with the repatriation of the group and staff, including the injured and deceased where appropriate.

Section 1: Introduction

This plan relates to:

- An event which threatens the safety of children, staff or the educational establishment premises
- An incident which affects the community within which the educational establishment is based
- A crisis which might affect the public reputation of the educational establishment.

This plan provides a generic guide to actions that should be considered by the head of establishment, his / her nominated deputy, and the establishment's Emergency Management Team in case of an emergency in the educational establishment, local community or during an off-site activity.

It also covers procedures for an incident occurring during the working day and out of hours.

Levels of Emergency

Sad Event

An event, such as the unexpected death of a teacher or child, which was not directly witnessed by those affected. Managed by establishment staff under normal day-to-day arrangements with appropriate support as necessary from WSCC.

Critical Incident

More serious events affecting people or premises such as:

- a tragic or shocking event directly witnessed by those affected, for example, a serious road traffic collision or the sudden death of a young person or member of staff; or
- serious fire, flood or damage to premises.

These are managed by establishment staff but may require some assistance from WSCC or other agencies.

Serious Emergency

Emergencies where children, young people, or staff have suffered a traumatic event, life-threatening injuries or are in danger whilst in the care of the establishment, whether on or off-site.

These are managed by establishment staff but may require considerable support from WSCC the emergency services and other agencies.

Section 2: On site emergencies – activation

Information about an incident may come from a staff member, child, parent, member of the public, the emergency services or West Sussex County Council. Whoever receives the alert should ask for, and record, as much information as possible.

If you are dealing with an emergency which has taken place during an off site visit, please turn to Section 4.

Name and contact details of the caller (Try to authenticate caller)
Details of the incident (Including actual words used by caller)
Who else has been informed?
Exact location of the incident
Casualties
Any action taken so far
Name of contact at the scene
Notes

If appropriate, call 999 for the police, fire or ambulance service, giving the information above. If in doubt, call 999.

Immediately inform **Mr John Galvin** or **Mrs Laura Sandon-Webb**. If neither is able to respond (they may be involved in the incident) the senior person present must follow the instructions from the checklist of initial action below.

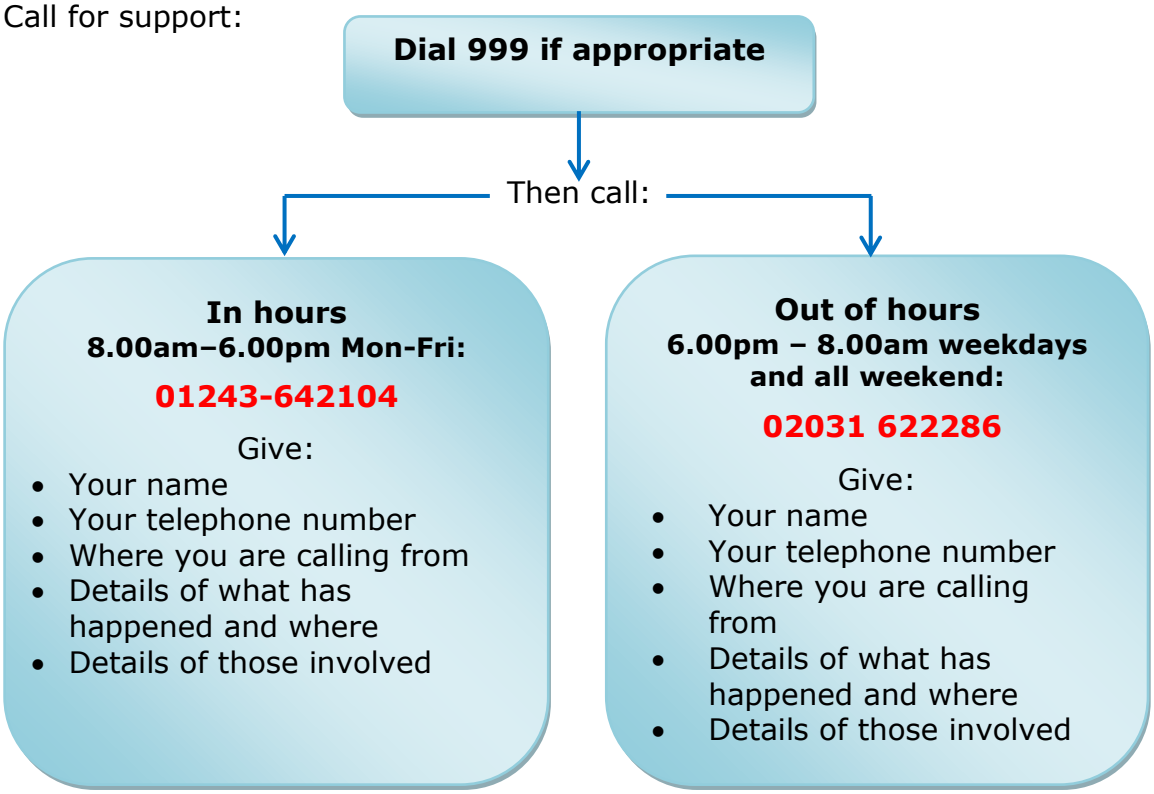
Checklist of initial action by head of establishment or nominee

1. Assess the situation.

2. Take immediate action to safeguard children and staff where necessary.

3. Determine whether or not to implement the school evacuation procedures where necessary.

4. Call for support:



Note: These numbers should only be used in an emergency. Do not give them to the press, parents or members of the public.

5. Log all communications and actions.

6. Depending on the scale of the incident, consider assembling a Resilience and Emergency Management Team from pre-identified staff (see Appendix 3) to assist with the response and relieve them of their normal duties.

7. Refer to the list of emergency contact numbers in Appendix 3 for additional support, if required.

8. Where possible, avoid closing the educational establishment and try to maintain normal routines.

9. Having activated this emergency plan, go on to Section 3.

Section 3: On site emergencies – roles and responsibilities

Stage 1 – establishing the response for the Resilience and Emergencies Team

Check list for Lead Coordinator (head of establishment or nominee)	Tick
Ensure you have an overview of the situation and don't become bogged down in responding – try and delegate tasks to appropriate staff.	
Act as a central contact point for information both internally and externally BUT leave most of the communications and disseminating information tasks to the person allocated that role.	
Take time out if you need it – this is YOUR emergency and you won't be able to respond effectively if you burn out.	
Ensure relevant authorities are informed of the emergency (e.g. Fire, Police and Ambulance).	
Ensure that accurate, factual information is available for those arriving at the scene.	
Have a designated person to meet emergency services to give information - exact location of the emergency, who may need rescuing and their location and any individual hazards (e.g. chemicals) that may be present.	
Liaise with the police, fire and ambulance services, West Sussex County Council, and other organisations who may become involved. Act as the main contact to coordinate the response and provide your contact details.	
Allocate tasks amongst the Emergency Management Team as appropriate, immediate focus on safeguarding.	
Inform the Chair of Governors/Senior Manager (if applicable).	
Consult with the emergency services/West Sussex County Council regarding informing parents/carers of injured and non-injured children. Ensure parents/carers of any injured children are immediately informed of what has happened and where their son/daughter is. In event of a major incident, the police will give advice regarding naming badly injured people or fatalities. You may also need to inform the next-of-kin of any staff who have been involved.	
Ensure all staff maintain a log of actions and decisions.	
Arrange administrative / secretarial support for your team, if required.	
Hold regular Emergency Management Team meetings to keep everyone up to date with current information.	

Check list for Welfare Coordinator	Tick
Remain calm, as this will then calm other staff and children.	
Take actions to secure the immediate safety of children and staff – this may include evacuation or keeping children and staff inside the building / classroom (sheltering).	
Establish the whereabouts of all children, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for. Pass this information on to the emergency services.	
Consider any welfare needs for children with special needs and medication.	
Consider any welfare needs and support to staff. If a prolonged response, ensure a rota is established to ensure proper rest.	

Check list for Communications Coordinator	Tick
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. Use designated emergency centre / room.	
Line to be used for incoming calls only: **01798 342369** Main School office	
Line to be used for outgoing calls only: **01798 342549** Main School office	
West Sussex County Council's Communications team may be able to assist dealing with enquiries from the public. During office hours, call them on: **01243 642104** Outside office hours call: **02031 622286**	
Inform people quickly, simply and factually to prevent rumours which can cause great distress in a crisis situation.	

Check list for Media Coordinator	Tick
West Sussex County Council can give advice on briefing the press and help with the preparation of statements and press releases. During office hours, call them on: **01243 642104** Outside office hours call: **02031 622286** (See also Appendix 4).	
Ensure that any media access to the site, staff and children is controlled. In a major emergency, the police may deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through children/staff use of social media.	
If applicable, try to direct media enquiries to WSCC's Communications team.	
It may be appropriate and beneficial for the head of establishment or a nominated representative to make a press statement or be interviewed after liaising with WSCC.	
Do not allow the press onto establishment premises or give them access to children unless there is a specific reason and permission and consents are in place – the police may help with this in a major emergency.	

If there is likely to be a high media presence at the establishment, it may be appropriate to pre-designate an area for media vans and journalists if they arrive at the establishment and from which interviews can be given. This may prevent the media blocking access routes to the establishment or intimidating children and staff.	

Check list for Resources Coordinator	Tick
Activate the designated emergency centre / room.	
Ensure access to the site for emergency services.	
Turn off water, gas and electricity supplies if necessary.	
Open / close parts of the educational establishment as required.	
Ensure the security of the educational establishment premises.	
If there is damage to property or resources then a list will need to be made of what has been damaged or destroyed for insurance purposes. Ensure the Insurance Team at West Sussex County Council have been notified of the incident as early as practicable, as a loss adjuster may need to be instructed.	
It may be necessary to procure resources for use in the emergency – WSCC may be able to help with this.	

Stage 2 – ongoing response

Check list for Lead Coordinator (head of establishment or nominee)	Tick
Provide regular briefings for staff, and continue to liaise with the emergency services and West Sussex County Council (Core Support Group or Area Team).	
Consider implementing Recovery Team – See Section 7.	
Try to maintain normal routines as far as possible.	
Tell the staff involved to prepare a written log of their involvement, noting events and times. Inform West Sussex County Council's health and safety staff (01243-752311) who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	
Allocate tasks amongst the Emergency Management Team as appropriate.	

Check list for Welfare Coordinator	Tick
Establish a staff rota and ensure that staff take regular rest periods.	
Identify children and staff who are badly affected by the incident and may require extra support.	
Make arrangements for reuniting children with their parents/carers.	
Take account of religious and cultural factors, and consider	

contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including children, to attend. Liaise with the police.	

Check list for Communications Coordinator	**Tick**
Inform children, in groups as small as practicable, considering the best way to impart tragic news – educational psychology department may be able to assist.	
Inform parents/carers of children not directly involved in the incident, as decided by the head of establishment or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents/carers quickly and efficiently.	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	

Check list for Media Coordinator	**Tick**
Liaise with West Sussex County Council communications staff to prepare a press statement, to be agreed by the head of establishment and Children's Services. Decide an ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	

Check list for Resources Coordinator	**Tick**
Establish a safe and secure base for the Resilience and Emergencies Team.	
Arrange an appropriate place to receive parents/carers of children involved.	
Obtain approval from West Sussex County Council Insurance Team to source suppliers/contractors. The Resilience and Emergencies Team or the Insurance Team can procure disaster recovery specialists to attend. Insurance Team can provide advice and manage your expectations of the claim, betterment and mitigation works are not covered.	

Section 4: Off-site emergencies – activation

The Group Leader will immediately inform the designated emergency contact person (or head of establishment) of any off site activity emergency that occurs.

Initial action by the designated emergency contact person (or head of establishment)

1. Maintain a written record of your communications and actions using this pro forma and a logbook.

2. Offer reassurance and support. Be aware that all involved in the incident (those at the site, your establishment and you) may be suffering from shock or may panic.

3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident? Try to authenticate the caller. (It could be a child, parent, member of the public or staff, emergency services or West Sussex County council.)

Initial contact	
Name:	
Telephone number:	
Additional telephone numbers:	
Where are they now and where are they going?	
Notes:	

4. Record the details of the off-site activity / visit during which the incident occurred:

Details of off-site activity / visit	
Location and nature of visit:	
Name of person in charge of visit:	
Telephone number(s):	
Number of staff on the visit:	
Number of children on the visit:	

Number of other people present:	

5. Record the details of the incident:

Details of incident	
Date and time of incident:	
Location of incident:	
What has happened?	
People affected (including names, injuries, where they are / will be taken to):	
Emergency services involved and advice they have given:	
Names and locations of hospitals involved:	
Arrangements for children not directly involved in the incident:	
Name of person in charge of your group at the incident (include telephone numbers):	

6. Discuss with the person in charge of the group what action needs to be taken and by whom. Enter this information into your logbook.

7. Contact West Sussex County council for support

In hours
8.00am–6.00pm Mon-Fri:

01243 642104

Give:

- Your name
- Your telephone number
- Where you are calling from
- Details of what has happened and where
- Details of those involved

Out of hours
6.00pm – 8.00am weekdays and all weekend:

02031 622286

Give:

- Your name
- Your telephone number
- Where you are calling from
- Details of what has happened and where
- Details of those involved

Note: These numbers should only be used in an emergency. Do not give them to the press, parents or members of the public.

8. Depending on the scale of the incident, consider assembling a Resilience and Emergencies Team to assist with the response.

To provide appropriate support to educational establishments, WSCC has defined the term 'serious emergency' as…

> 'Emergencies where children, young people, or staff have suffered a traumatic event, life-threatening injuries or are in danger whilst in the care of the establishment, whether on or off-site.'

9. Having activated this emergency plan, go on to Section 5.

Section 5: Off-site emergencies – roles and responsibilities

Action list for the emergency contact (or head of establishment)

Communication	Tick
Inform school staff as appropriate, depending on the time and scale of the incident.	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support if required.	
Line to be used for incoming calls only: **01798 342369**	
Line to be used for outgoing calls only: **01798 342549**	
Consult with the emergency services/West Sussex County Council regarding informing parents/carers of injured and non-injured children. Ensure parents/carers of any injured children are immediately informed of what has happened and where their son/daughter is. Record what their plans are, e.g. to travel to their son/daughter, any assistance they need and any means of communications with them. In event of a major incident, the police may give advice regarding naming badly injured people or fatalities. You may also need to inform the next-of-kin of any staff who have been involved.	
Inform parents/carers of any other children on the visit but not directly involved in the incident. Decide which parents/carers should be informed and by whom and contact them as appropriate. Wherever possible, parents/carers should first hear of the incident from the educational establishment (or from the person in charge of the group), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/carers/next-of-kin are informed.	
Inform the chair of governors/senior manager, if applicable.	
During office hours, call the West Sussex County Council emergency contact: **01243 642104** Outside office hours, call West Sussex County Council's emergency helpline: **02031 622286**	
Support from other organisations may be required (please see section 8). Contact details are available in Appendix 3. Examples of support include: • Assistance at the educational establishment by the WSCC Area Support Team or the WSCC Travelling Team at the site of the incident. • Help with arranging transport between the incident, parents and the educational establishment. • Help with media management, including press statements and interview briefing.	

If the visit is abroad, and the incident results in any medical or other expense, the Council's travel insurer's or appropriate tour operator's emergency helplines, should be informed as soon as possible. (Collaboration with any applicable tour operator's emergency response plan will be important.) The emergency helplines can also provide general assistance such as political evacuation, local instability, liaison with embassies, loss of luggage, airport assistance and so on.	
Inform children and staff at school and their parents/carers. Remember that information given must be limited until the facts are clear and all involved parents/carers/next of kin are informed. In the event of a tragic incident, seek support from the WSCC Educational Psychology Service about the best way to inform children and to support them afterwards. Staff, children and parents/carers should be asked to avoid talking to the media.	
Consider implementing Recovery Team – See Section 7.	

Media management	**Tick**
Introduce, if necessary, controls on school entrances and telephones.	
Designate a senior member of staff as primary liaison person.	
Liaise with WSCC's Communications staff as early as possible, and work with them to prepare a press statement, to be agreed by the Duty Director, and the head of establishment before release.	

Resources	**Tick**
Refer to your establishment's plan of buildings and pre-designated rooms / spaces for incident response centre, family and friend's reception area, quiet area, media – if appropriate - and so on Incident response area = School office, Family and friends reception area = KS2 Classroom/previously library, Media centre = Herbert Shiner School Quiet area = Upstairs group room.	
Arrange a quiet space to receive parents of the children involved as they arrive at the school and ensure someone is there to meet and greet them.	

Reporting of accidents	**Tick**
Tell the staff involved to prepare a written log noting events, decisions and times. Inform local authority health and safety staff (During office hours, call 01243 642104, outside office hours, call 01444 411738) who will advise on reporting	

procedures. Any serious injury or fatality must be reported immediately to the Health and Safety Team who will notify the Health and Safety Executive. Staff may wish to submit draft reports to trade union legal officers.	

Section 6: Activity Card for off site Leader in Charge

(To be taken on visit with other information)

Emergency Contact Numbers

Give your name and telephone number, where you are calling from and details of what has happened and where, & details of those involved.

Emergency services (including Mountain rescue)

UK: 999

Europe: 112

For support from WSCC:

In hours (8am-6pm Mon-Fri)

+44 (0) 1243 642104

Out of hours:

+44 02031 622286

Trip Emergency Contact Numbers

Give your name and telephone number, where you are calling from and details of what has happened and where, & details of those involved.

In hours (8.00am – 6.00pm Mon-Fri)

……

Out of hours

……

Alternative contact

……

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of children and staff.	
Establish if anyone is injured and how.	
Call the emergency services if necessary.	
Be aware that you and others may be suffering from emotional distress.	

Next steps	Tick
Give clear details of what has happened and who is involved.	
Discuss with the emergency contact person (or head of establishment) who should inform parents/carers and next-of-kin of children and staff. The police will inform next of kin if there have been fatalities.	
The emergency contact person (or head of establishment) should contact West Sussex County Council if further help is required – if they are unavailable you may have to do this. During office hours, call them on: **01243 642104** Outside office hours call: **02031 622286**	
Avoid speaking to the media – if necessary direct them to West Sussex County Council's communications staff. During office hours, call them on: **01243 642104** Outside office hours call: **02031 622286**	
Staff and children should be told to avoid talking to the media or spreading what has happened unnecessarily (particularly via use of social media – consider confiscation of devices).	
Make notes of what has happened, any phone calls made and your actions.	
Keep in contact with the emergency contact person (or head of establishment).	

Section 7: Post incident welfare, stand-down and recovery

As soon as possible after the emergency	Tick
Visit injured children / staff.	
Consult with and involve parents/carers in the aftermath of an emergency. It is particularly important to communicate with parents/carers of children who have been involved, and ensure that their needs and wishes are taken into account.	
Liaise with parents/carers regarding plans for attendance at funerals.	
Liaise with parents regarding plans for attendance / representation at memorial services.	
Arrange debriefing meetings for staff and children. Staff should not be expected to perform a counselling role unless they are trained to do so. It is also important not to underestimate the impact of an emergency on staff, which in some cases may be greater than the impact on children.	
Arrange debriefing meetings for the head of establishment and Resilience and Emergencies Team.	
Identify and support high-risk children and staff.	
Promote discussion of the emergency. Staff can help children by being aware of the most frequent and normal reactions of children to a traumatic emergency (fear, guilt, anger, confusion) and other normal reactions that may be seen (such as withdrawal, aggression, nervousness, depression). Some of the following responses may be appropriate: • Do not minimise the effect of loss upon the child – recognise the uniqueness of the child's feelings • Listen to the child – do not attempt to stop his / her references to the emergency • Show that you are prepared to listen and offer reassurance • Show that you care by offering genuine support and empathy.	
Consider the need for individual or group support.	
Help affected children and staff to return to the educational establishment.	
Seek advice on legal issues from West Sussex County Council legal staff.	
Continue to liaise with the Insurance Team in respect of any potential insurance costs arising from the incident.	

In the longer term	Tick
Arrange an incident debrief for staff who were involved in the response.	
Initiate a review of the educational establishment emergency response plan, evaluating its effectiveness and incorporating any lessons identified.	
Consult staff and decide whether and how to mark	

anniversaries.	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both children and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the educational establishment.	
Remember to make any new staff aware of which children and staff were involved and how they were affected.	
Complete the relevant paperwork and supply invoices in relation to any insurance claim arising from the incident to the Insurance Team or appropriate tour operator's insurer.	

Section 8: Support and assistance

The following agencies may provide support and assistance:

Petworth CofE Primary School

Resilience and Emergencies Team:

- Coordinate the educational establishment's response to an emergency.
- Fulfil specific roles as outline in Section 3 and Section 5.

Establishment staff:

- Follow procedures for evacuation, shelter or lockdown (outlined in Appendix 5) when necessary to secure the safety of children.
- Provide children with information and reassurance.
- Assist Resilience and Emergencies Team in carrying out tasks relating to emergency response as far as they are able.

School Governors/Management Committee:

- Support the school during the incident and throughout the recovery process.

West Sussex County Council

Education:

- Coordination of assistance throughout West Sussex County Council (Tactical Management Team / Area Support Team / Travelling Team).
- School transport.
- Administrative support.
- Educational Psychologist Service.
- Welfare services/emotional support.
- Additional accommodation.
- Health and safety advice.
- Insurance Advice.

Communications:

- Press statements.
- Advice and assistance with media management.

Fire and Rescue Service:

- Fire fighting.
- Life saving and rescue.
- Chemical spillage clean-up.

Insurance:

- Confirmation of cover available under the policies.
- Manage claim expectations.
- Instruct loss adjuster and advise insurers.
- Instruct disaster recovery specialists.
- Claim management.

Legal:

- Legal advice.

Occupational health:

- Advice and support on health issues.
- Counselling service for staff.

Resilience and Emergencies Team:

- Operational/logistical support.
- Emergency planning support.
- Communications support.
- Debriefing.
- Activation of specific emergency plans if required.

Police

- Overall control of the emergency response (depending on emergency).
- Media relations.
- Contact with bereaved families.
- Criminal investigation.

Ambulance service

- Emergency medical response.
- Transportation of casualties to hospitals.
- Access to other health services.

Trade unions

- Information resource and support services for members.
- Health and safety responsibilities (consultation, investigation and joint inspection).
- Will be informed by health and safety staff of incidents causing / threatening injury.

Appendix 1: Closing your school due to extreme weather

This section describes the policy and associated arrangements related to closing the school due to extreme weather conditions, both before the start of the school day and during the school day.

Schools are expected to remain open in all but the most extreme circumstances. Closing at short notice may cause difficulties for families if they need to make arrangements for children to be cared for during the school day. Any children at the school should remain there until the head teacher is satisfied that appropriate alternative arrangements have been made.

Head teachers are best able to judge the severity of the journeys faced by both children and staff but should always consider safety in arriving at a decision. When to take the decision to close the school is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents/carers with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).

Monitoring information about travelling conditions from the emergency services and weather warnings from the Met Office

Headteacher will take advice from on-site Premises Manager, LA and weather forecasts and make an informed decision with regard to travelling in adverse weather conditions in order for staff to get to and from school safely.

Keeping the school open with fewer staff present than usual

The school will only remain open if the adult pupil ratio is within legal limits thus ensuring children's safety and well-being are adequately catered for.

Resources available to prevent the school closure, mitigate the effects of the weather or reduce risk

Site and Premises Manager will ensure supplies of grit are maintained in order to keep footpaths safe to walk on when children and staff enter school site.

Assistance in arranging school transport

Please contact your transport provider(s) as early as possible with information about closure (their knowledge of local road conditions may be able to help inform the decision making). It is also essential that

transport providers have the school's 'out of hours/emergency' contact number. This will enable them to communicate any difficulties they may have with providing a service during extreme conditions. Transport providers will be reminded of the importance of having an out of hours/emergency contact number for their schools and of informing you of their own 'out of hours/emergency' contact number

Publicising the school closure to relevant parties

In the event of a decision being taken to close a school because of deteriorating weather, the school will contact:

- The media (e.g. local radio)
- Parents / guardians / children / staff
- West Sussex County Council Contact Centre on 0845 075 1007 (Note: WSCC will alert schools of the Emergency School Closure Dedicated Telephone Number, and when to use it, should one be set up at any time)

The school will also:

- Update its website.
- Send a text message to parents
- Arrange for a Site and Premises Manager to 'man' school office telephone from 7.00am-9.00am giving information on the closure for parents/guardians

Headteacher to contact WSCC, using e-mail or telephone service
Headteacher will contact BBC Radio Sussex and Spirit FM local radio stations
Headteacher/Deputy Headteacher and Key Stage One Leader will ring staff as agreed.
Headteacher will send a text message to parents

Special arrangements to ensure examinations can still take place

N/A

Reassuring children and guardians if examinations cannot take place

N/A

Emergency arrangements in case children / staff are stranded at the school

Headteacher/Deputy Headteacher contact parents, details provided by office staff
Staff members to contact their families

HR issues associated with staff absence (e.g. payment of staff unable to get to work)

School has adopted LA Model Emergency Situation Policy and will follow guidelines set out in this

Provision of remote learning
http://www.petworth.w-sussex.sch.uk/website

Appendix 2: Establishment site information and risk assessment

For information only: See plan in blue Fire Drill file in Reception- Fire Drill Emergency Evacuation procedure is displayed throughout the school.

The services are presently accessed by the site manager , and also members of the SEC group who maintain/repair our services. Although they do not have keys to the establishment , the Fire authorities have the right to access. In my absence it is recommended that the right to access be given to the Head Teacher and at least one other member of staff.

Please find instructions in blue "Fire Drill" Log Book in Reception Area.

Access to the establishment can be gained (on Foot) through the pedestrian gate at the EAST end of Herbert Shiner Field. The nature of the gate is so that if emergency authorities needed to access the grounds they could easily remove the post using their vehicle.

School Telephone number : 01798 342369
School Fax number : 01798 343195
B.Rowley Mob. Number : 07827572811

The site is split into several working entities. These include Wakoos Nursery School , Chartwells Kitchen , Petworth CofE Primary School , Petworth Family and Children Centre, West Sussex Music Trust (two rooms) and what remains of the old Herbert Shiner School, parts of which are only occasionally used by the community. Besides all users of the Premises being aware of Premises Manager (B.Rowley's) contact details there is also a two way radio system in place for communication to be possible at any time between Premises users in an emergency.

Specific information relating to on-site hazards

Everyday Cleaning chemicals are stored in Three locations.
1. The cleaners cupboard opposite the Primary School Hall Toilets.
2. The cleaners cupboard off of the Herbert Shiner Hall Foyer.
3. The Herbert Shiner Boiler Room on the West side of the building.

Details of all chemicals used on Site can be found on the "COSHH" Data sheet in both cleaners cupboards.

Only "LOW RISK" levels of asbestos are known to be in various areas of the old Herbert Shiner building. Details of these can be found in the "Asbestos Extract Register " which is kept in the School reception area.

No type of fuel is stored on the establishment site.

Specific information and procedures relating to off-site external hazards

N/A

There are no rivers or streams near the site that would pose any kind of threat.

Appendix 3: Emergency contacts list

Staff identified for incident response
This should be updated in response to changes and reviewed annually.

Key holder?	Name	Role	Home telephone	Mobile phone	Notes
Yes	John Galvin	Head of establishment	01243 553457	07413989805	
Yes	Brendon Rowley	Site/ Premises manager		07827572811	
Yes	Laura Sandon-Webb	Deputy head	01243 527863	07427644044	

Other contacts

Key holder?	Name	Role	Home telephone	Mobile phone	Notes
No	Sara Bennie	Joint Chair of Govs	01798 343354	07557020101	
No	Eileen Lintil	Joint Chair of Govs	01798 342948	07802546636	

External contacts
You may wish to add in other important numbers specific to your establishment that you may need during an emergency, such as contact details to access your place of safety or those of key suppliers.

Organisation	Contact number
West Sussex County Council – to obtain **emergency support** from any of the following: Resilience and Emergencies Team Communications (Press Office) Outdoor Education Adviser Educational Psychology Service Human resources	**In hours** 8.00am–6.00pm Mon-Fri: **01243 642104** **Out of hours** 6.00pm – 8.00am weekdays and all weekend:

Occupational health School travel assistance Insurance and Risk Health and safety	**02031 622286**
School's usual bus company	N/A
Off-site insurance emergency number (Lifeline plus AIG)	+44 (0) 1273 552922
Local radio station Spirit FM BBC Sussex	 01243 773600 01273 320404
The Samaritans www.samaritans.org	08457 909090
Teacher Support Network (trained support and counsellors available 24hrs)	08000 562 561
Health Assured (Independent counselling service subscribed to by WSCC)	0800 030 5182
Health Protection Agency	0844 967 0069
West Sussex County Council – to obtain **day-to-day advice** from any of the following: Resilience and Emergencies Team Communications (Press Office) Outdoor Education Adviser Educational psychology / welfare service Human resources Occupational health School travel assistance Insurance and Risk Health and safety	 03302-222400 03302-228090 03302 227009 01403-229591 01243-642666 01243-642666 03302-228344 03302-222721 01243-752025

Appendix 4: Communications

Seek support from – they may be able to assist dealing with enquiries from the public. Contact West Sussex County Council's Communications team:

During office hours, call them on: **01243 642104**.
Outside office hours call: **02031 622286**

Telephone lines

Petworth CofE Primary Telephone number : 01798 342369
Main Switchboard located in Main reception of School
The main incoming line is fed from close to the entrance gate (West) and enters the building at second level above the North facing Community entrance.

In the event of power failure this may provide a useable line when a powered switchboard system may not work.
An emergency telephone can be found above the Alarm Panel just inside the community entrance foyer.

Communicating with parents

Parents of children involved will, in the first instance, be contacted by telephone. A meeting point will be arranged for parents and school staff to meet. Parents of children not involved will initially receive a text message reassuring them, this will be followed by further information in the form of a letter.

Parents, of children involved, will be informed by telephone, using the contact details held by the school. A text message will be sent to all parents clarifying the situation and reassuring them.

Any companies or people expected to visit the site will be notified by phone of details of closure or emergency.

Internal telephone system and two-way radio system are used to communicate across the school site

Office staff will use the text messaging service to inform all parents initially, head and deputy will contact parent of children specifically involved in the incident.

Appendix 5: Evacuation and shelter plan

If required to exit the building, fire alarm will sound and flash; children will then be evacuated from the building. Children will go to their practised assembly points.

- Key stage one classes to key stage one playground
- Willow Class and Maple Investigators exit via Herbert Shiner and assemble in car park
- Elm and Maple Explorers assemble point key stage one playground
- Teachers will communicate via walkie talkie (one for each assemble point)
- Wakoos meet in key stage one playground

Children will be walked by their class teachers to the KS2 playground if the usual assembly point on the lower playground is unsafe.

Staff will use closest exits available to them and their children. They will follow pathways inside the school grounds to either playground.

Premises Manager / Headteacher will carry out his locking up route

Children will be taken into the Herbert Shiner main hall, if this is not affected. They will be cared for here; parents will be able to collect form the community entrance.

If children need shelter away from school: St. Marys Church, North Street, Petworth GU28 0DD will be used.

Office staff take 'grab bag', registers and visitor signing in books to playground; class teachers call registers. Teacher log register completed. All visitors are checked against signing in book. On site nursery calls own register on playground. Headteacher and Nursery Manager inform Site and Premises Manager.

All parents (and Governors) informed by Schools Buddy system; they are asked to collect their child/ren from their classroom (or where they have been housed). Class teachers to hand over child/ren, and record names of adult picking them up. No children to be allowed to leave unaccompanied.

Other circumstances:

If advised to stay inside windows and doors will be closed, as directed. Staff will wait for further information before taking the children to the assembly point. This may be delivered in person or via telephone system.

Appendix 6: Business continuity

Business continuity planning

Our priorities

This table lists the key activities / services we provide and the maximum time within which they need to be restored.

Activity number	Key activity / service	Description	Is this a statutory duty?	When do you aim to have this reinstated by?	When must it be reinstated by?
1	Facilitate examinations	Year 6 students sitting NCT's	Yes	< 1 day	< 1 day
2	Provide catering	Lunches are provided to 80 students (average) each day.	a) Yes for 76 eligible students b) No for others	< 1 day	a) < 1 day for eligible students b) < 3 days for others

Impact of failing to deliver key activities / services

This table describes what will happen if the key activities / services are not provided and the likelihood and impact of the failure to occur. Provision could be interrupted by a loss of people, premises, technology, information, supplies or stakeholders.

Activity	Description of failure to deliver activity / service	Likelihood	Impact	Evaluation

number		Low/Medium /High	Low/Medium /High	
1	Maximum 30 students will be unable take their NCT examinations in May each year. Affects educational development of student as exams will have to be rearranged for a later date.	Low	High	High
2	Lunches will not be provided for students and staff. Failure to meet statutory requirement regarding eligible students.	a) Low b) Low	a) High b) Low	a) High b) Low

Actions to be taken in the event of disruption affecting key activities / services

Disruption to People		
Timeframe	**Business continuity strategy**	**Actions list**
< 4 hours	E.g. Ascertain how many teachers are unavailable and from which areas	E.g. Arrange for supply teachers to attend E.g. Amalgamate classes to ensure student safety E.g. Send students home E.g. Inform / seek support from Schools Support Service if appropriate
< 24 hours	E.g. To ensure normal staff levels are restored	E.g. Ensure alternative staff have been sourced
< 1 week		
< 1 month		

Disruption to premises		
Timeframe	**Business continuity strategy**	**Actions list**
< 4 hours	E.g. Decide whether or not to open or / keep open all or part of establishment or to close all or part of	E.g. Ascertain which parts of the establishment have been affected

	it.	E.g. Inform staff, students and parents / guardians and media if school is closed E.g. Inform / seek support from Schools Support Service if appropriate
< 24 hours	E.g. If closed, decide when each area will be reopened	E.g. Inform staff, students and parents / guardians and media if school when the school is expected to be fully opened again and if it will be done in stages E.g. Assess damage and instruct repairs to be carried out E.g. Inform / seek support from Schools Support Service if appropriate
< 1 week	E.g. If repairs unable to be carried out, ensure alternative premises are found	E.g. Hire alternative premises / portacabins E.g. Inform / seek support from Schools Support Service if appropriate
< 1 month		

Disruption to technology		
Timeframe	**Business continuity strategy**	**Actions list**
< 4 hours	E.g. Fall back to paper record keeping and work with IT services to establish recovery time	E.g. Ensure people are aware of expected recovery time
< 24 hours	E.g. Determine scale of problem and potential impact	E.g. Record potential / real impacts E.g. Purchase / source equipment as required E.g. Place order with suppliers
< 1 week	E.g. Ensure recovery on is track	E.g. Chase suppliers
< 1 month	E.g. Ensure recovery is complete	E.g. Request notification when delivered and installed / repaired

Disruption to information		
Timeframe	**Business continuity strategy**	**Actions list**

< 4 hours	E.g. Determine scale of problem and potential impact	E.g. Contact students if their personal information is lost. Advise them to contact their banks / change passwords etc as appropriate
< 24 hours	E.g. Source temporary supply of brochures and student information (course materials, confirmations)	E.g. Order replacement materials
< 1 week		E.g. Ensure delivery of brochures and student information (course materials, confirmations)
< 1 month		

Disruption to supplies		
Timeframe	**Business continuity strategy**	**Actions list**
< 4 hours	E.g. Instigate rationing wherever possible	E.g. Inform staff that supplies are low and should be conserved.
< 24 hours	E.g. Utilise supplies from elsewhere	E.g. Contact like establishments for short term assistance
< 1 week	E.g. Instruct alternative supplier	E.g. Purchases ordered.
< 1 month		

Disruption to stakeholders		
Timeframe	**Business continuity strategy**	**Actions list**
< 4 hours	E.g. Determine who else will be affected by the incident.	E.g. Check who else is using the establishment, adult education classes, independent nursery school.
< 24 hours	E.g. Contact stakeholders and work with them to find alternative premises.	E.g. Inform all stakeholders of disruption and likely reinstatement date.
< 1 week		
< 1 month		

Inventory

Equipment inventory

Description	Make	Model number	Serial number	Purchase price	Purchase date	Location
Safe	Phoenix x 2	1170 SAeries			01/09/2006	Business Managers Office
IT Equipment Register						Business Managers Office

Data / IT systems

Data / IT system	Users requiring access	Backed up?	Where is the back up held?
Head of establishment's electronic files	1	Yes	Backed up daily onto Separate Storage Centre – Business Managers Office
SIMS Finance	2	Yes	Backed up daily onto Separate Storage Centre – Business Managers Office
SIMS.net	9	Yes	Backed up daily onto Separate Storage Centre – Business Managers Office

Paper-based records

Document	Location	Duplicated?	Where are duplicates held?
E.g. School emergency plan	School office	Yes	Off-site with head of establishment, deputy head of establishment, caretaker and finance gov

Appendix 7: Pandemic influenza plan

Pandemic influenza action check list

(This appendix has been written specifically with schools in mind, but many of the actions will be applicable to other educational establishments and should therefore be adapted for use by them.)

School Closures
Depending on the circumstances at the time, schools may be advised to close to children for some, or all, of a pandemic. The school will receive this information from central Government via WSCC. Department of Education (DfE) advice, however, is that staff should still be asked to continue to work if they are not ill, caring for dependants or authorised to work at home. This is consistent with Government advice to employers across all employment sectors.

In West Sussex a safe staff-working ratio has been determined as at least one teacher/teaching assistant per class, with one other person spare for health and safety purposes. Class ratios should be based on one adult per 30 children.

For short periods of emergency lasting no longer than 1-2 hours, larger staff/pupil ratios may be acceptable, but must be based on any ratio of staff to children the school's leadership team considers appropriate and fit for purpose, e.g. while it might be appropriate for the head of establishment to take a large number of children all together, at the same time, it would not be appropriate for that number to be taken by a non-qualified teacher.

The following people are empowered to make a decision on the closure of the school:

1) John Galvin / Chair of Governors or in their absence
2) Laura Sandon-Webb in her absence
3)

John Galvin or Laura Sandon-Webb will inform WSCC of the closure.

Infection control guidance
The DoE guidance on infection control has been provided to all staff and added to the curriculum. This will be repeated each term.

Karen Carter has been tasked with the provision of infection control materials / equipment as recommended in the DoE guidance and the following arrangements have been put in place:

Petworth CofE Primary refers to and follows the advice/guidelines detailed on the Health Protection Agency (HPA) poster 'Guidance on infection control in schools and other child care settings' with all matters relating to infection control. The poster provides:

- recommended periods for children to stay away from school if they have an infectious disease
- procedures for good hygiene practice, treating sharps injuries and bites, and avoiding infection from animals
- Procedures for vulnerable children and pregnant staff; and information on immunisations.

Premises Manager (Brendon Rowley) has been tasked with meeting with the contracted cleaning services (or other stated service provider) to ensure that during a pandemic the provision of service will meet the requirements detailed in the DoE guidance.

Children should not be in school if they are unwell.

In the event that a child is taken unwell at school the child's parent/carer's will be contacted as a matter of urgently whilst the child is quarantined in the medical room. Personal protective equipment will be used as a matter of precaution.

If a member of staff or child arrives at school with flu-like symptoms, or develops them during the day, you should remove them from lessons immediately. The member of staff should be sent straight home and told to seek medical advice. The child should be isolated in *Medical Room* until arrangements can be made to get them home.

Make sure good personal hygiene is maintained by everyone at the school

Personal protective equipment (PPE)
A stock of PPE was delivered to schools and other establishments in September 2009. Personal protective equipment at Petworth CofE Primary School is kept in the medical room in the 'First Aid' cupboard. The PPE supplies provided by West Sussex County Council do not have an expiry date. Karen Carter is responsible for issuing PPE and ensuring that stocks are replenished, as they get low.

Training in the use of PPE
Health and Safety Officers delivered training on the correct use and disposal of PPE to **Karen Carter** who will, in turn, train other staff when it is issued.

Safe disposal of PPE
Existing procedures for disposal of PPE are:

All contaminated equipment should be carefully removed as instructed during the training provided by the Local Authority and placed in the yellow 'Clinical Waste' bin in the Medical room.

Communication and provision of information
During a pandemic the school will communicate with staff, students, parents / carers via the following systems / arrangements;

If the school remains open, communication will be via Text Messaging Service, telephone calls and letters (using the most appropriate method at the time). If the school is closed the text messaging service will be used with further details of the closure on the West Sussex County Council Website. Additional details may be given to local radio stations depending on the severity and circumstances.

Information sheets relevant to a pandemic prepared by the Local Authority or the Government will be distributed to parents once received.

Draft letters and information sheets have been prepared in advance and included at the end of this section.

Remote learning arrangements have already been described in Appendix 1.

A paper copy of staff contact details, including email addresses, is held in the school office in case computer systems are unavailable and are updated by **Karen Carter** each term or as required. Copies of this information are also held by John Galvin and Laura Sandon-Webb (Head Teacher and Deputy Headteacher). Staff contact telephone numbers are also held on the Head's PDA

A paper copy of students, parents / carers contact details, is held in the red folder in the school office in case computer systems are unavailable and are updated by Deb Trewin and Karen Carter.

Business continuity arrangements

Cover for absent teaching staff will be arranged by:

1) John Galvin or in his absence
2) Laura Sandon-Webb or in her absence
3) Karen Carter

Laura Sandon-Webb has been asked to list non-teaching jobs in priority order and consider job shadowing so that the highest priority jobs can be maintained in the event of staff absences.

Clerical staff;
Answering telephone
Speaking to parents
Taking messages
If clerical staff unable to work/to get into school use Premises Manager to answer telephone until replacement can be put in place. Replace with TA if correct adult-pupil ratio is still maintained. If this would not be the case telephone chair of governors and request support.
MMS;
Setting hall up for lunch
Supervising children while they eat
Supervising play during lunch break

Clearing away after children have finished eating
If MMS supervisors unable to get into school use office staff or teaching staff, ensure correct adult pupil ratio is maintained
Teaching assistants;
Supporting children (maintaining correct adult/pupil ratios)
If there is not enough adult supervision parents will be asked to keep their children at home.

Cover for absent non-teaching staff will arranged by:

1) John Galvin or in his absence
2) Laura Sandon-Webb

Pastoral arrangements
John Galvin has been asked to consider what pastoral arrangements need to be put in place for students and staff during or following a pandemic and whether any additional facilities or training could be put in place in advance.

Volunteers
A list of willing volunteer helpers who have been CRB checked is maintained by Diana Lovelock. It is kept in Business Manager's office.

Pandemic influenza recovery plan

The following people are empowered to make a decision on the re-opening of the school:

1) John Galvin or in his absence
2) Laura Sandon-Webb or in her absence

The school will re-open on Insert date.

>>> Insert name <<< will inform WSCC of the reopening.

The following teaching staff will be available to return to work:

>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<

The following non-teaching staff will be available to return to work:

>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<
>>> Insert name <<< will return on >> Insert date <<

Year groups will return on the following dates:

Year group >>> Insert year group <<< will return on >> Insert date <<
Year group >>> Insert year group <<< will return on >> Insert date <<
Year group >>> Insert year group <<< will return on >> Insert date <<
Year group >>> Insert year group <<< will return on >> Insert date <<
Year group >>> Insert year group <<< will return on >> Insert date <<
Year group >>> Insert year group <<< will return on >> Insert date <<
Year group >>> Insert year group <<< will return on >> Insert date <<

The curriculum will be adjusted in line with the above.

The following facilities will not be available until:

>>> Insert facility <<< will be unavailable until >> Insert date <<
>>> Insert facility <<< will be unavailable until >> Insert date <<
>>> Insert facility <<< will be unavailable until >> Insert date <<
>>> Insert facility <<< will be unavailable until >> Insert date <<

John Galvin will discuss the provision of transport with contracted provider if applicable.

John Galvin will discuss the provision of meals with provider if applicable.

Staff, students and parents / carers will be informed that the school is reopening by the following methods (delete as applicable): letter, email, local media, telephone, text

Karen Carter will record details of the reopening on school answer-phone.

Premises Manager will ensure that all areas are disinfected prior to reopening to staff or students.

John Galvin and Laura Sandon-Webb (SENDCo) will consider whether there may be a need for bereavement counselling for both staff and students.

John Galvin will consider if there is a need for a memorial service.

Draft letters and information sheets

West Sussex County Council will provide template letters to send to parents/carers and staff once the strain of flu has been identified by the World Health Organisation and specific advice is made available. These will seek to raise awareness and provide current and updated information.

Appendix 8: Training and exercising

Training record

Training title	Areas covered	Date	Attendees

Exercise record

Date	Brief details of exercise	Aspects of plan tested	Actions identified	Outcome of actions

Appendix 9: Bomb threats and suspicious packages

Bomb threat prompt card for reception staff
If you receive a telephone call from someone who claims to have information about a bomb, perform the following actions:

Actions	Tick
1. Stay calm.	
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any code word they might give.	
3. Make a note of: • The exact time of the call; • The caller's number; • The caller's gender and approximate age; • Any accent the person has, or any distinguishing feature about their voice (e.g. speech impediment, state of intoxication); • Any distinguishable background noise; If you have the ability to record the call do so.	
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? • What is your name? • What is your address? • What is your telephone number? Try to keep the caller on the line for as long as possible.	
5. Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
6. Contact Sussex Police via 999 for advice and to report the call and obtain a crime number. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the head of establishment.	
7. Complete the 'Online Reporting' from on Sussex Police website **https://report.police.uk/** ☐	
8. Inform WSCC on **01243 642104**	

Email or Social Media bomb threat prompt card for staff
If you receive a bomb threat via e-mail or social media platform complete the following actions.

Actions	Tick
1. Stay calm.	
2. Do not reply to, forward or delete the message.	
3. Do not open any attachments.	
4. If using social media note the application used and username/ID	
5. Contact Sussex Police via 999 for advice and to report the call and obtain a crime number. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the head of establishment.	
6. Complete the 'Online Reporting' from on Sussex Police website https://report.police.uk/	
7. Inform WSCC on **01243 642104**	

Site Search Plan
An effective search plan can prevent unnecessary disruption and assist decision makers. Written search plans should be planned in advance, staff should be familiar and trained in them. Divide the site into manageable sectors. Search teams should search in a systematic and logical manner to ensure thorough search.

Staff should search their normal work area (e.g. classroom, office), communal areas should be allocated to nominated staff. Staff should search for any suspicious packages applying the HOT principle:

- Hidden – has the item been deliberately concealed?
- Obvious – Does it have wires, batteries, tape, liquids or putty like substances visible?
- Typical – Is the item in a place where it would normally be found?

DO NOT use mobile phones or other electrical devices within 15m of any suspicious device.

- Confirm – Don't touch
- Clear – move people away to a safe distance – min 100m, including above
- Communicate – Call 999
- Control – keep people away

Guidance on suspicious packages
The likelihood of a school receiving a postal bomb or suspected biological / chemical package is very low. However, you should be aware of the

immediate steps to be taken if you receive a suspicious package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping;
- An unusual odour including (but not restricted to) almonds, ammonia or marzipan;
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat);
- Visible wiring or tin foil;
- The envelope or package may feel very heavy for its size;
- The weight distribution may be uneven;
- Delivery by hand from an unknown source or posted from an unusual place;
- If a package, it may have excessive wrapping;
- There may be poor hand writing, spelling or typing;
- It may be wrongly addressed, or come from an unexpected source;
- No return address or postmark that does not match return address;
- There may be too many stamps for the weight of the package.

If you suspect that a letter or a package may contain a bomb:

Instructions	Tick
Stay calm.	
Put the letter or package down gently and walk away from it.	
Do not put the letter or package into anything (including water) and do not put anything on top of it.	
Ask everyone to leave the area (including classes if necessary).	
Notify the police and the head of establishment / nominated deputy immediately.	
Do not use mobile phones or sound the alarm using the break glass call points.	

If you suspect that a letter or a package may contain a biological or chemical threat:

Instructions	Tick
Stay calm.	
Do not touch the package further or move it to another location.	
Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination.	
Notify the head of establishment / nominated deputy immediately.	

The head of establishment / nominated deputy should then:

Instructions	Tick
Notify the police immediately on 999.	
Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed.	
Evacuate the building, keeping people away from the contaminated room as far as possible.	
Keep all persons exposed to the material separate from others and available for medical attention.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention immediately.	

If anyone believes they have been exposed to biological / chemical material, they should be encouraged to:

- Remain calm
- Avoid touching their eyes, nose or any other part of their body
- Wash their hands in ordinary soap where facilities are provided.

Appendix 10: Emergency arrangements for other services using the school site

You may use this section to record any separate emergency procedures for other services using the site (e.g. Sure Start, play schemes, after-school clubs) or any additional arrangements relating to extended services at the school. You may need to create additional appendices if there are several other services using the school site.

Consider whether it is necessary to add extra points to the action checklists in the main body of the plan to ensure these procedures are integrated into the school's emergency response.

Site user	Emergency point	Procedure
Wakoos	Fire evacuation	Follow schools practice of evacuation, as set out in lease.
	Site security	Follow schools procedure related to security on site. Ensure all are aware of policy and site is kept secure. Walkie talkies to be used in an emergency.

Appendix 11: Log keeping

Basic principles
Notes should be contemporaneous or made as soon as reasonably practicable after the incident (that is, within 24 hours). They must be clear, intelligible and accurate.

What to use to record your log
- Hardback notebook;
- Numbered pages;
- Bound so that pages cannot easily be removed (i.e. not ring-bound or spiral-bound);
- Use permanent black ink.

How to write the log
- Note all relevant facts in chronological order;
- Stick to the facts – (if you are using assumptions to show your reasoning for making a decision, make it clear);
- If you make a mistake, cross it out with a single line (so that what is underneath is still visible) and initial it;
- Do not overwrite – if you make a mistake, cross it out, initial it and start again;
- Do not leave large blank spaces between words or between entries;
- Do not use correction fluid;
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed;
- Record important statements, questions, comments and answers in direct speech;
- Sign, date and time each series of entries at their close;
- Make a note of the time the log began and ended;
- Record where the log was made;
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed;
- Use plain language and correct grammatical English;
- Avoid approximations and abbreviations;
- Do not miss out key words;
- Do not use arrows or dashes.

Ensure initial details of the incident are properly recorded in Section 2 for ON-SITE emergencies; or Section 4 for OFF-SITE emergencies before using the continuation form below.

CONTINUATION SUMMARY OF INFORMATION		DATE:		PAGE NO:	
Time (24hrs)	**Information received Include contact name and details**	**Decision made and action taken Include reasons why and option considered**		**Reference** (If avail.)	**Intls**

CONTINUATION SUMMARY OF INFORMATION		DATE:		PAGE NO:	
Time (24hrs)	**Information received Include contact name and details**	**Decision made and action taken Include reasons why and option condidered**		**Reference** (If avail.)	**Intls**

Appendix 12: Heatwave Plan

12.1 Met Office Heat-Health Watch

The Met Office, in association with the Department of Health operates a Heat-Health Watch system in England and Wales from 1st June to 15th September each year.

There are four alert levels:

- Level 1 - Summer preparedness and long-term planning
  - This is the minimum state of vigilance during the summer.
- Level 2 - Alert and readiness
  - Triggered as soon as threshold temperatures are forecast for at least two to three days ahead or forecast that there is a 60 per cent chance of temperatures being high enough (31°C daytime and 16°C at night for the south east) on at least two consecutive days to have significant effects on health. This is an important stage at which to act and reduce harm from a potential heatwave.
- Level 3 - Heatwave action
  - Triggered when the Met Office confirms threshold temperatures have been reached for one day and the following night. The forecast will include the likely duration and temperatures of the heatwave.
- Level 4 - Emergency
  - Reached when a heatwave is so severe and/or prolonged that its effects extend outside the health and social care system. At this level, illness and death may occur among the fit and healthy, and not just in high-risk groups.

12.2 Notification

WSCC will notify schools by email when the Met Office issues a Level 2 Alert.

12.3 Impact

High temperatures affect people of all age groups and climate change is likely to lead to an increase in heat waves throughout the UK. Temperatures both outdoors and indoors may rise to such an extent that precautions to prevent children suffering from heat stress or heat exhaustion may need to be taken.

Higher temperatures can also affect children's ability to learn. In hotter temperatures, we will see:

- Adverse effects on reading and maths skills;
- Reduced reading speeds;
- Reduced performance on complex tests.

Which children are likely to be most affected by high temperatures?

Children's susceptibility to high temperatures varies; those who are overweight or who are taking medication may be at increased risk of adverse effects. Children under four years of age are also at increased risk.

Some children with disabilities or complex health needs may be more susceptible to temperature extremes. Contact the school nurse, community health practitioner, family health visitor or the child's specialist health professional for advice on the particular needs of the individual child. Schools need to provide for children's individual needs. Support staff should be made aware of the risks and how to manage them.

Actions to take if heat stress or heat exhaustion is suspected
All staff should look out for signs of heat stress, heat exhaustion and heat stroke.

Heat stress
Children suffering from heat stress will show general signs of discomfort (including those listed below for heat exhaustion). These signs will worsen with physical activity or if left untreated and can lead to heat exhaustion or heat stroke.

Heat exhaustion
Signs of heat exhaustion include the following.

- Irritability
- Fatigue
- Dizziness
- Headache
- Nausea.

Heat stroke
Sweating is an essential means of cooling and once this stops a child is at serious risk of developing heat stroke. Heatstroke can develop if heat exhaustion or heat stress is left untreated, but it can also occur suddenly and without warning.

The following steps to reduce body temperature should be taken at once.

- Move the child to as cool a room as possible.
- Sponge the child with cool, (not cold) water and, if available, place cold packs around the neck and in the armpits.
- Place the child near a fan.

If a child shows signs of confusion, follow the steps above. If a child loses consciousness, place the child in the recovery position and follow the steps above. **In both cases, call 999 or 112 for emergency medical assistance**.

12.4 Response actions

If sensible precautions are taken children are unlikely to be adversely affected by hot conditions.

Communication and provision of information
During a heatwave the school will communicate with staff, students, parents/carers via the following systems / arrangements;

Via text messaging service
Telephone call
Email

The school sun policy
The school will take every precaution possible e.g. hats, sun cream, shade, wear light clothing, keep in doors with rooms which has air conditioning.

Outdoors

- On very hot days (i.e. where temperatures are in excess of 30°C) children should not take part in vigorous physical activity.

- Children playing outdoors should be encouraged to stay in the shade as much as possible.
- Loose, light-coloured clothing should be worn to help children keep cool and hats of a closed construction with wide brims should be worn to avoid sunburn.
- Thin clothing and sun cream should be used to protect skin if children are playing or taking lessons outdoors for more than 20 minutes.
- Children must be provided with plenty of cool water (the temperature of water supplied from the cold tap is adequate) and encouraged to drink more than usual when conditions are hot.

Indoors

Measures to avoid classrooms and other teaching spaces becoming unnecessarily hot are as follows.

- Windows and other ventilation openings should be opened during the cool of early morning or preferably overnight to allow stored heat to escape from the building. It is important to check insurance conditions and the need for security if windows are to be left open overnight.
- Windows and other ventilation openings should not be closed, but their openings reduced when the outdoor air becomes warmer than the air indoors. This should help keep rooms cool whilst allowing adequate ventilation.
- Use outdoor sun awnings if available, or indoor blinds, but do not let solar shading devices block ventilation openings or windows.
- Keep the use of electric lighting to a minimum during heatwaves.
- All electrical equipment, including computers, monitors and printers should be switched off when not in use and should not be left in 'standby mode'. Electrical equipment, when left on, or in 'standby' mode generates heat.

Maintaining children's health during hot weather conditions

- Encourage children to eat normally.
- Encourage children to drink plenty of cool water on hot days.

Other actions that can be taken include the following:

- If possible, rearrange school start and finish times to avoid teaching during very hot conditions.
- Use classrooms or other spaces which are less likely to overheat in preference to others, and adjust the layout of teaching spaces to avoid direct sunlight on children.
- Oscillating mechanical fans can be used to increase air movement if necessary.

Appendix 13: Considerations for impacts of changing climate

Our climate is changing. We anticipate hotter, drier summers and warmer, wetter winters. Studies have shown that the impacts of extreme weather on children are often underestimated. Below is a table that shows potential impacts and how these might affect our school. It has been completed to show what we can start to do about it now to make sure we're prepared for the future.

Coastal Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Coastal flooding (inundation as a result of higher sea levels)		
Coastal infrastructure & building damage		
Sea level rise		

Temperature Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Increased infrastructure temperatures: melting roads, buckling rail lines,		
Higher internal building temperatures		
Higher outdoor temperatures and solar exposure		
Demographic changes / migration		
Increased heat-related health impacts		
Increased numbers and new species of vermin/pests		
Weather related business impacts: e.g. civil disturbance		

Water availability

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Water shortages /drought		
Long term infrastructure & building damage, e.g. subsidence from clay substrate drying out		

Rainfall Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Flooding		
Health and safety considerations e.g. slippery surfaces,		
Transport disruption e.g. roads closed due to flooding		

Storm Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Infrastructure damage		
Buildings damage		
Health and Safety impacts e.g. trees falling		
Transport disruption e.g. power lines down due to storms		