

# Springbank Academy



## Character Education Values

Courtesy-Forgiveness-Determination-Self-discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Academy is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

**Caring-Happy-Healthy-Sporty-Scientific**

## School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

# Emergency Plan

February 2026



**Policy Lead: Adam Lumley**

Springbank Academy is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

**Springbank = success for all**

**There is a key that unlocks every child's learning, our job is to find that key.**

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank Academy Policy.

# SPRINGBANK ACADEMY EMERGENCY PLAN

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**This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.**

Plan administration	
Version number	5
Date of issue	January 2017
Electronic copies of this plan are available from	Tracy Oldham
Hard-copies of this plan are available from	Tracy Oldham
Location of emergency grab bag(s)	Admin office
Date of next review	February 2026
Person responsible for review	Adam Lumley

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## SECTION 1 - CONTACT DETAILS

### 1.1 Contact details - school information

School details	
Name of school	Springbank Academy
Type / category of school	Primary
School address	Peacock Drive, Eastwood, Nottingham, NG16 3HW
School operating hours (including extended services)	7am- 5.30pm
Approximate number of staff	45
Approximate number of pupils	237
Age range of pupils	3-11

Office contact details	
Office telephone number	01773 762277
Office fax number	N/A
Office email address	office@springbank.academy

Useful websites	
School website / extranet	<a href="http://www.springbank.academy">www.springbank.academy</a>
Nottinghamshire County Council	<a href="http://www.nottinghamshire.gov.uk">www.nottinghamshire.gov.uk</a> <a href="http://www.nottinghamshirevisits.org.uk">www.nottinghamshirevisits.org.uk</a> <a href="http://www.county-supplies.org">www.county-supplies.org</a> <a href="http://www.nottinghamshire.gov.uk/schoolsportal">www.nottinghamshire.gov.uk/schoolsportal</a>
National Health Service	<a href="http://www.nhs.uk/111">www.nhs.uk/111</a>
Department for Education	<a href="http://www.gov.uk/dfes">www.gov.uk/dfes</a>
Foreign & Commonwealth Office	<a href="http://www.gov.uk/fco">www.gov.uk/fco</a>
Environment Agency	<a href="http://www.gov.uk/ea">www.gov.uk/ea</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>

## 1.2 Contact details - school staff and governors

Name	Job title	SEMT role(s) (if applicable)	Contact details	Notes (e.g. first-aid trained)
Adam Lumley	Head teacher		07963782977	
Kerry Williams	Assistant Head teacher		07904597063	First Aid
Rachel Garrett	Director of teaching and learning		07958739967	
Caroline James	Assistant Head Teacher		07979363566	
Emma Walters	Teacher		07960003990	Paediatric First Aid
Emma Leonard	Teacher		07950528281	First Aid
Joely Keetch	Teacher		07722501920	Paediatric First Aid
Hannah Clarke	Teacher		07933466550	First Aid
Lauren Beeching	Teacher		07958848753	Paediatric First Aid
Chloe Underwood	Teacher		07977777131	Paediatric First Aid
Jack Waller	Teacher		07739463469	First Aid
Sara Dunn	Teacher		07780695382	First Aid
Tracy Oldham	Finance Manager		07773473906	
Charlotte Potter	Quality Assurance		07800986830	First Aid
Heather Roper	Admin		07850430995	

Sharon Shipman	Early Years Practitioner		07988539290	Paediatric First Aid
Victoria Clayton	TA		07935548669	Paediatric First Aid
Claire Fletcher	Events Manager		07429900405	Paediatric First Aid
Dawn Wigley	Safeguarding Officer		07748649691	First Aid
Kayleigh Hatton	TA		07895797993	Paediatric First Aid
Alison Spellman	TA		07812366326	First Aid
Lee Aubrey	TA		07792806333	Paediatric First Aid
Michelle Laats	TA		07758934392	
Karen Gainey	Environment Coordinator		07731918567	
Amanda Timby	TA		07977479187	Paediatric First Aid
Matthew Bullock	TA		07941373938	Paediatric First Aid
Anthony Colagiovanni	Premises Team/Carer		07772402763	First Aid
Lynn Miller	Premises Team		07960099724	
Michelle Henson	MDSA		07772130378	First Aid
Susan Yates	MDSA		07548257498	
Samantha Bennett	MDSA		07507348412	
Joanna Walton	MDSA		07958129068	Paediatric First Aid
Jamie Stables	MDSA		07857297170	First Aid
Deborah Mee	MDSA		07398189704	First Aid

Natalie Hayes	MDSA		07817352229	
Ken Davenport	Aspens Catering		07843 816475	
Julie Rowley	Kitchen Assistant		07896330652	
Jennifer Gration	Kitchen Assistant		07551351116	
Marc Cannon	Sports Coach		07970024788	
William Howard	Governor		01773 689976	
Jo Walton	Governor		07958129068	
Caroline Salloway	Music Teacher		07951126220	First aid

## 1.3 Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Notes (e.g. key-holder)
Western Power	Gas/Electricity		0800 678 3105	
Support to school services	General admission enquires from schools		01623 433499 Admissions.ed@nottsc.gov.uk	
	Fair Access		0115 9772572 Karen.hughman@nottsc.gov.uk	
	Elective Home Education		0115 9772573 ehe@nottsc.gov.uk	
	Admissions		0115 97 74274 Mary.kiely@nottsc.gov.uk	
	School place planning		0115 977 3002 ian.webster@nottsc.gov.uk	
	General school based place planning and admissions		0115977 2803 <a href="mailto:mike.sharpe@nottsc.gov.uk">mike.sharpe@nottsc.gov.uk</a>  0115 9772497 jonathan.smith@nottsc.gov.uk	
	Virtual school for looked after children		01623 434149 sue.denholm@nottsc.gov.uk	
	Achievement and equality		0115 854 6440 sarah.lee@nottsc.goc.uk	
	Governing body services		01623 434733 leonie.meikle@nottsc.gov.uk	

			01623 434525 jane.mansell@nottscc.gov.uk	
	Education Improvement		<a href="mailto:kathy.brittain@nottscc.gov.uk">kathy.brittain@nottscc.gov.uk</a> 01159 772554  <a href="mailto:pat.somerset@nottscc.gov.uk">pat.somerset@nottscc.gov.uk</a> 01159 772554	

## 1.4 Contact details - Nottinghamshire County Council

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An up-to-date list of contact details is available on the Nottinghamshire schools portal at:  
[www.nottinghamshire.gov.uk/schoolsportal/coping-with-a-school-emergency](http://www.nottinghamshire.gov.uk/schoolsportal/coping-with-a-school-emergency)

## 1.5 Contact details - emergency services, government and voluntary organisations

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An up-to-date list of contact details is available on the Nottinghamshire schools portal at:  
[www.nottinghamshire.gov.uk/schoolsportal/coping-with-a-school-emergency](http://www.nottinghamshire.gov.uk/schoolsportal/coping-with-a-school-emergency)

## 1.6 Contact details - local radio stations

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An up-to-date list of contact details is available on the Nottinghamshire schools portal at:  
[www.nottinghamshire.gov.uk/schoolsportal/coping-with-a-school-emergency](http://www.nottinghamshire.gov.uk/schoolsportal/coping-with-a-school-emergency)

## 1.7 Contact details - other organisations

Organisation	Contact details	Notes
Trade union	Unison, NAHT, NEU, NASUWT, GMB, ATL	NEU: Adam Lumley, NAHT: Kerry Williams, NASUWT: Hannah Clarke Unison: Matthew Bullock
Supplier (transport)	N/A	
Supplier (catering)	NCC	
Supplier (cleaning)	NCC	
Supplier (temporary staff)		
Supplier (fuel)	Highpark Industries Ltd 01623795066	
Utility supplier (gas)	Corona 0800 804 8589	
Utility supplier (water)	Water Plus 0345 750 0500	
Utility supplier (electricity)	EDF 0800 056 7777	



## SECTION 2 - ACTIVATION

### 2.1 Activation - notification of incident

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Information about an incident may come from a number of sources (e.g. a member of staff, pupil, parent / carer, member of the public, the emergency services). 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 logbook. You may wish to record any new contact details in section 1.7.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- School staff
- Governors
- Pupils
- Parents / carers
- Extended services

- Police
- Fire & rescue service
- Ambulance service
- Nottinghamshire County Council
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- 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 might already have these details but it could be useful to seek confirmation.**

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

.....

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

.....

.....

.....

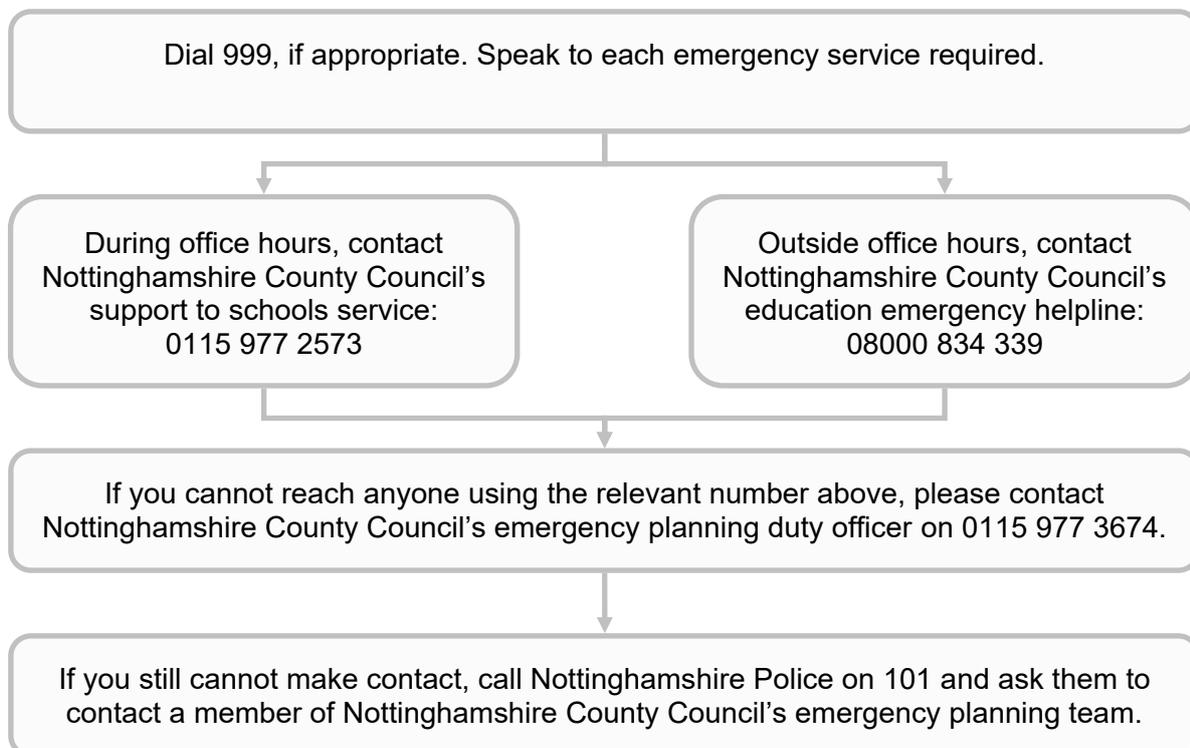
## 2.2 Activation - initial action

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Immediately inform the headteacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

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

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



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

- + **Fetch any equipment that may prove useful (e.g. first-aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify staff and consider assembling a School Emergency Management Team (SEMT).**
- + **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.**

## SECTION 3 - ROLES AND RESPONSIBILITIES

### 3.1 Roles and responsibilities - co-ordination

Ref <sup>r</sup>	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
C4	Remember to: <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. the emergency services, Nottinghamshire County Council) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality or severe injury) liaise with the police about informing next of kin.	

<b>Ref'</b>	<b>Co-ordination - ongoing response</b>	<b>Tick / sign / time</b>
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	Seek immediate advice from health & safety personnel if a serious injury or fatality has occurred. These types of incident may need to be reported to the Health and Safety Executive.	
C14	Seek advice on legal and insurance issues, if appropriate.	
C15	If the incident is a crime scene or subject to a fire investigation seek advice from the police / fire & rescue service as appropriate.	
C16	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if required.	
C17	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C18	Check that everyone who should have been notified of the incident has been informed.	
C19	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	

<b>Ref'</b>	<b>Co-ordination - recovery</b>	<b>Tick / sign / time</b>
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to section 4 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Initiate a review of the school emergency plan.	
C26	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

## 3.2 Roles and responsibilities - business continuity

Please refer to section 5 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. Nottinghamshire County Council, other schools, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

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

### 3.3 Roles and responsibilities - communications

Please refer to section 7 for more information on communication arrangements.

Ref <sup>1</sup>	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref <sup>1</sup>	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to section 7). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
CO10	In the event of a major emergency, seek support from other organisations (e.g. Nottinghamshire County Council). They may be able to establish a helpline for enquiries from the public.	

Ref <sup>1</sup>	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

### 3.4 Roles and responsibilities - log-keeping

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Please refer to section 14 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend School Emergency Management Team (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).	

### 3.5 Roles and responsibilities - media management

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

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the School Emergency Management Team (SEMT), emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

### 3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. Provide authorised visitors with identification badges and ensure they sign-in and sign-out. Ensure that media access to the site is controlled.	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> <li>▪ School Emergency Management Team (SEMT) briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations (e.g. the emergency services, Nottinghamshire County Council, contractors, utility suppliers) to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. the emergency services, Nottinghamshire County Council, contractors, utility suppliers) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

### 3.7 Roles and responsibilities - welfare

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"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

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 section 4 for information on welfare arrangements and post incident support after the emergency response.	

### 3.8 Roles and responsibilities - educational visit leader

Ref <sup>n</sup>	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher / nominated emergency contact to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Put arrangements in place to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher / nominated emergency contact about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the activity provider / tour operator, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number</li> <li>▪ Records of expenditure.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher / nominated emergency contact to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to section 4 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

## SECTION 4 - POST INCIDENT SUPPORT

Ref <sup>n</sup>	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"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
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"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
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"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
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"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

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"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

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"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
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"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## SECTION 5 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	N/A		
Examination papers	In the school's safe within the admin office.		
Asset registers / equipment inventories	Finance Manager's Office		
Insurance documentation	Finance Manager's Office		

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	N/A		
Contact details	Bromcom and Teachers2Parents		
Financial information	Finance Manager's Office		
Medical information	Admin Office		

Remote learning	Notes / instructions
Website / extranet	<a href="http://www.springbank.academy">www.springbank.academy</a>
Email	<a href="mailto:office@springbank.academy">office@springbank.academy</a>

Post	Peacock Drive, Eastwood, Nottingham, NG16 3HW
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## SECTION 6 - SITE INFORMATION

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Utility supplies	Location	Notes / instructions
Fuel	Boiler Room	Petrol stored in locked outside storage (Playground)
Gas	Boiler Room	
Water	Boiler Room	
Electricity	Boiler Room	

Internal hazards	Location	Notes / instructions
Asbestos	N/A	
Chemical store(s)	Cleaners' room	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Staffroom	
Media briefing area	Staffroom	

## SECTION 7 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01773 762277	Admin Office
Outgoing calls	01773 762277	Admin Office

All relevant parties should be updated regularly about the incident, even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details <a href="http://www.springbank.academy">www.springbank.academy</a></li> <li>▪ Who is authorised / trained to edit the website? Dawn Wigley, Tracy Oldham, Hannah Topley.</li> <li>▪ Can it be updated remotely or only from the school site? Remotely</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details: chalkspringbank56 Password: bank56</li> <li>▪ Who is authorised / trained to use the text messaging system? DW, HR, CP</li> <li>▪ Can it be used remotely or only from the school site? Remotely</li> </ul>
Local radio stations	Radio Nottingham
Telephone tree	Heather Roper to contact all staff and families
Sign at school entrance	To be laminated and attached to the main pedestrian and vehicle entrances.
Newsletter	<a href="http://www.springbankprimary.co.uk">www.springbankprimary.co.uk</a>
Email	<a href="mailto:office@springbank.academy">office@springbank.academy</a> <a href="mailto:tracy.oldham@springbank.academy">tracy.oldham@springbank.academy</a>
Letter	I Drive
School notice board	Front Foyer

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	Website	Heather Roper/Dawn Wigley
Parents / carers	Text	Admin office/Heather Roper Bromcom
Staff	Text	Admin office/Heather Roper Bromcom

Governors	Text	Admin office/Heather Roper Bromcom
Extended services	Telephone	Admin office/Heather Roper/Dawn Wigley

## SECTION 8 - SCHOOL CLOSURES

Specific procedures for responding to a school closure can be found on the Nottinghamshire schools portal at: [www.nottinghamshire.gov.uk/schoolsportal/local-authority/school-closures](http://www.nottinghamshire.gov.uk/schoolsportal/local-authority/school-closures)

Ref'	School closures - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking another school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	Follow the school closure procedures on the Nottinghamshire schools portal.	
SC3	Seek support from other organisations (e.g. Nottinghamshire County Council) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in section 7. It may be appropriate to inform:</p> <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Extended services</li> <li>▪ Local radio stations</li> <li>▪ Nottinghamshire County Council.</li> </ul>	
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. This is to ensure that any pupils who do arrive are informed of the closure and 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'	School closures - 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 section 5).	

## SECTION 9 - EVACUATION

### Signals

Signal for fire evacuation	Continuous Alarm Bell
Signal for bomb evacuation	Tanoy/Alarm Bell
Signal for all-clear	Silence of the alarm bell/Tanoy

### Assembly points - fire evacuation

Fire evacuation assembly point A	Playground at the rear of the school
Fire evacuation assembly point B	St. Mary's Church, Church Street

### Assembly points - bomb evacuation

Bomb evacuation assembly point A	St. Mary's Church, Church Street
Bomb evacuation assembly point B	Florence Nightingale Academy

If the premises 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. a nearby school or leisure centre).

### Pre-identified place of safety / rest centre

Name of premises	St. Mary's Church
Type of premises	Church
Contact name and details of key-holder(s)	Howard Jones 07891164542
Address	Church Street
Directions / map	
Estimated travel time (walking, with pupils)	5 minutes
Estimated travel time (by coach, with pupils)	N/A
Capacity	300
Capacity (sleeping)	
Facilities / resources	Toilets and water
Notes	

## SECTION 10 - SHELTER

### Signals

Signal for shelter	Whistle
Signal for all-clear	Silence of whistle and tany message

Upon hearing the shelter signal, take the action below.

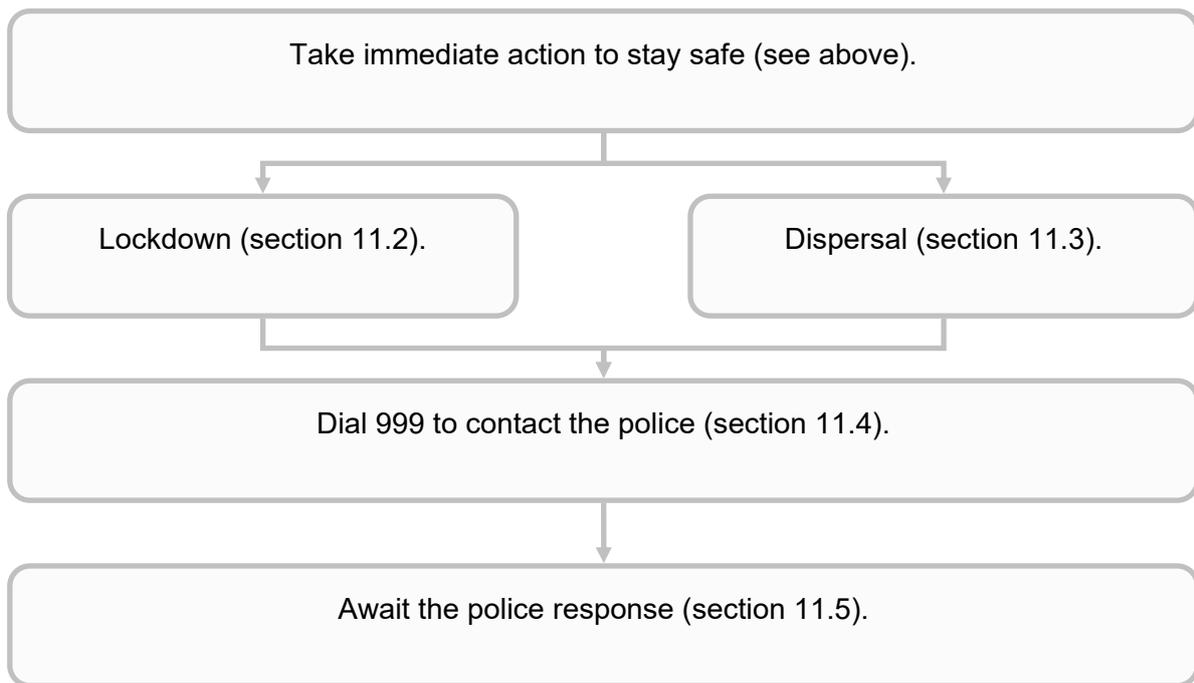
Ref'	Shelter - initial response	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Consider asking a representative from the emergency services to visit the school and provide information to pupils.	
S8	Notify parents / carers of the situation.	
S9	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

# SECTION 11 - INTRUDERS

## 11.1 Intruders - initial action

Following the advice below may improve the safety of pupils and staff in the event of an intruder entering the school premises with the intention to cause harm. Remember that the event may be unpredictable and evolve quickly.

- + **Take immediate action to stay safe. Remain as calm as possible.**
- + **Assess the location and nature of the threat. Beware the possibility of multiple intruders.**
- + **Dial 999 for the emergency services and provide them with an overview of the situation.**
- + **Use all the channels of communication available to inform staff, pupils, visitors and neighbouring premises of the danger. Depending on the risk, sound the signal for lockdown or dispersal.**
- + **Do not set-off the fire alarm. Avoid congregating at usual rendezvous points (e.g. fire assembly areas).**



Remember, being out-of-sight does not necessarily mean being out of danger.

Cover from gunfire	Cover from view
Substantial brickwork or concrete	Internal partition walls
Engine blocks of motor vehicles	Curtains
Base of large live trees	Fences
Earth banks / hills / mounds	Vehicle doors

## 11.2 Intruders - lockdown

Signals	
Signal for lockdown	Verbal SLT communication tree and Bing-bong alarm
Signal for all-clear	Reverse verbal SLT communication tree

Lockdown	
Rooms most suitable for lockdown	All rooms
Entrance points which should be secured (e.g. doors, windows)	All external doors and windows Roles for locking doors
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
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'	Lockdown - initial response	Tick / sign / time
L1	Try to assess the location and nature of the threat. Beware the possibility of multiple intruders. If appropriate, ask pupils to disperse if this will improve their safety (see section 11.3).	
L2	Ensure all pupils are inside the school building. Keep people out of public areas, such as corridors and foyers.	
L3	Secure the immediate environment and other vulnerable areas: <ul style="list-style-type: none"> <li>▪ Lock any entrance points (e.g. doors, windows)</li> <li>▪ Barricade entrances (e.g. move furniture to obstruct doorways)</li> <li>▪ Lock yourself and others in a suitable room.</li> </ul>	
L4	Ensure there is an escape route (e.g. window or door) which could be used if necessary.	
L5	Ensure people take action to increase their protection from attack: <ul style="list-style-type: none"> <li>▪ Keep out-of-sight and remain quiet</li> <li>▪ Silence any sources of noise (e.g. mobile phones)</li> <li>▪ Turn off lights</li> <li>▪ Draw curtains / blinds</li> <li>▪ Avoid doorways and windows</li> <li>▪ Sit on the floor, under tables or against a wall.</li> </ul>	

## 11.3 Intruders - dispersal

### Signals

Signal for dispersal	SLT verbal communication tree
Signal for all-clear	Reverse SLT verbal communication tree

### Dispersal

Possible safe access / egress routes	External classroom exits
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
Notes	

Upon hearing the dispersal signal, take the action below.

Ref'	Dispersal - initial response	Tick / sign / time
D1	Try to assess the location and nature of the threat. Beware the possibility of multiple intruders. If appropriate, ask pupils to lockdown if this will improve their safety (see section 11.2).	
D2	Instruct pupils to: <ul style="list-style-type: none"> <li>▪ Leave the school site via the safest route(s)</li> <li>▪ Move calmly and quietly, leaving bags / personal belongings behind</li> <li>▪ Assist others in dispersing if safe to do so</li> <li>▪ Contact the police as soon as they are safely away from danger</li> <li>▪ Avoid congregating at an evacuation assembly point</li> <li>▪ Avoid congregating in large numbers.</li> </ul>	
D3	If forced to escape from an upper-floor window, people should lower themselves from the window sill before dropping to the ground, thereby reducing the height of the fall by their body length.	
D4	Ensure all corridors, breakout spaces and external areas are cleared.	

## 11.4 Intruders - contacting the police

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- + Dial 999. Do not assume others have contacted the police.
- + Inform the police of as much information as possible. Be accurate, clear and brief.
- + Consider using CCTV and other remote methods where able but do not risk your own or other's safety to obtain this information.
- + The safety of staff, pupils and other members of the public remains the priority for the police.
- + It may be useful to provide the police with a basic overview of your school (e.g. address, number and age of pupils, layout of the premises).
- + Leave the telephone line open if possible.

Number of intruders:

Is the intruder known to the caller?

.....

.....

Current location of intruder:

Is the intruder travelling in a particular direction?

.....

.....

What has happened?

.....

.....

Are there any casualties / injuries?

.....

.....

Description of intruder (e.g. gender, age, height, clothes)

.....

.....

Is the intruder carrying a firearm? If so, how many firearms and of what type?

.....

.....

Is the intruder carrying a non-ballistic weapon? If so, how many weapons and of what type?

---

---

What is the intruder doing now?

---

---

What other equipment is the intruder carrying?

---

---

Is the intruder communicating with others?

---

---

What actions have you taken (e.g. lockdown, dispersal)?

---

---

How many people are there in the vicinity? Where are they located?

---

---

Where are you now?

---

---

Where will you be moving to?

---

---

## 11.5 Intruders - awaiting the police

Ref'	Awaiting the police - initial response	Tick / sign / time
A1	Remain in close contact with the emergency services.	
A2	Check for missing / injured pupils, staff and visitors if safe to do so. Administer first-aid where possible.	
A3	Be aware that someone identifying themselves as a member of the emergency services may be the intruder. Remain cautious of simulated cries for help.	
A4	Avoid quick movements towards the emergency services or screaming / shouting. Keep your hands in clear view.	
A5	Be aware of the police response. In the event of an attack involving firearms or weapons, their priority is to protect and save lives. Remember that the police might: <ul style="list-style-type: none"> <li>▪ Not initially be able to distinguish you from the intruder</li> <li>▪ Be armed and point firearms</li> <li>▪ Shout, treat people firmly or push them to the ground</li> <li>▪ Not stop to help the injured in order to pursue their target.</li> </ul>	
A6	Follow the instructions of the emergency services.	

## SECTION 12 - BOMB THREATS

---

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

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

Time the original call ended:

Did dialling 1471 work?

.....

.....

+ **Contact the police (999) and headteacher / nominated emergency contact 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"/> Normal    | <input type="checkbox"/> Well-spoken   | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly-spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High-pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

## SECTION 13 - SUSPICIOUS PACKAGES

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

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor handwriting, 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'	Suspicious packages - initial response	Tick / sign / time
SP1	Remain calm. Put the letter / package down gently on a flat surface and note its exact location.	
SP2	Walk away from the package: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move the package to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of the package</li> <li>▪ Do not switch any electric switches on or off</li> <li>▪ Do not use mobile phones within 15 metres of the package</li> <li>▪ Do not use two-way radios within 15 metres of the package</li> <li>▪ Do not sound the fire alarm using 'break glass' call-points</li> <li>▪ Do not lock doors.</li> </ul>	
SP3	Evacuate the building, keeping people away from the package as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP4	Notify the police (999) and the headteacher / nominated emergency contact immediately.	

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

Ref'	Potentially hazardous substances - initial response	Tick / sign / time
SP5	Keep all persons exposed to the material separate from others (in the next available unoccupied room to the incident) but available for medical examination by the emergency services. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP6	Any person with powder on their clothes should remove their outer layer and leave these belongings in the original room. If possible, they should wash their hands and face as this is likely to remove approximately 90% of the contaminant.	
SP7	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire-doors) and windows have been closed.	
SP8	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should await the response of the emergency services. People should not self-present at medical establishments as this could spread contamination.	

# SECTION 14 - LOG-KEEPING GUIDELINES

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

	<i>Thursday, 22/10/2015</i>
<i>7.40pm</i>	<i>Received call from the support to schools service (Mike Sharpe) at the County Council. Report of a fire at school (although it's unknown which parts of the building are affected). Police and fire service are on-scene. Mike offered to send someone to the school to assist with the response - I gave him my mobile number and he'll let me know who will attend. I'll contact Philip Healey (site manager) 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 Mike - another area officer from the support to schools service (Mary Kiely) will meet us at the entrance in about 15 / 20 minutes.</i>
	<i>Mobile number for Mary: <del>07802 388</del> 07802 338 202.</i>
<i>8.25pm</i>	<i>Arrived at school, Philip and Mary 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.









