

Dudley Council

Coping with a school emergency



Dudley
Metropolitan Borough Council

Contents

	Page
Foreword	1
Introduction	2
Information security	3
Key Support Areas	4
- Emergency Planning	4
- Children's Services Emergency Support Team	4
- School Emergency Response Team (SERT)	4
Emergencies in schools	5
- Scope of a school emergency plan	5
- Plan distribution	5
- Activation	5
- The planning process	6
- Mutual aid arrangements	6
- Closing the school	6
- Closing the school due to extreme weather conditions	7
- Pandemic / infectious disease planning	7
- Bomb threats and suspicious packages	8
- Evacuation and shelter	9
- Lockdown	10
Practical considerations when planning	11
- Grab bags	11
- School support for external emergencies	11
- Special and additional needs	12
- The needs of faith communities	12
- Debriefing	12
- Post-incident care and welfare	13
Managing the emergency	15
- Log keeping	15
- Roles and responsibilities	16
▪ Head teacher/Deputy	16
▪ Media and Communications Coordinator	16
▪ Facilities Coordinator	17
▪ Welfare Coordinator	17
Communications	18
- Communicating with parents, guardians, or relatives	18
Working with the media	20
- Media interviews with staff and pupils	20
- Essential information for dealing with the media	21

	Page
Offsite educational activities	23
Business continuity	24
Stand-down and recovery	25
Training and exercising	26
Useful references	30
Appendix A – West Midlands Police guidance notes for schools (Responding to bomb threats & hoax bomb threats)	31
Appendix B – Bomb threat checklist	36
Appendix C – Bomb threats & suspect packages information	40
Appendix D – Evacuation distances	43
Appendix E – Guidance for schools on creating Lockdown Procedures.	44
Appendix F – Sample Emergency Plan template	50

Further advice or guidance can be obtained from:

**Emergency Planning Team
Health & Wellbeing
8 Parsons Street
Dudley
DY1 1JJ**

**Tel 01384 811552 / 811548 / 817080
Email disaster.mgt@dudley.gov.uk**

IN AN EMERGENCY CALL 0800 555 8181

Dated: June 2026

Distribution

Lead Member for Children's Services
Chief Executive
Deputy Chief Executive
Director of Children's Services
Service Director of Early Help, Schools & SEND
Head of Education Outcomes & Inclusion
Emergency Planning Team
Head teachers of all Educational Establishments
School Governance Team (for Chairs of Governors)
Strategic Asset Management, Corporate Landlord Services
Principal Health & Safety Officer

Foreword

Dudley MBC's Emergency Planning Team, together with Children's Services, strongly advise Governing Bodies and Head teachers to create and maintain a School Emergency Plan and train staff undertaking roles within the plan. This helps establishments to identify potential risk areas and develop procedures to manage these effectively.

Whilst emergencies are always an unpleasant issue to have to consider, having clear guidance and procedures in place for responding effectively to an emergency situation is essential, at what is likely to be an emotionally difficult and potentially confusing time.

This guidance will help you shape the contents of your own School Emergency Plan and clarifies what needs to be done and by whom. The emergency plan template at Appendix F includes action cards and information on site plans, evacuation/shelter, dealing with the media, logging incidents accurately etc.

This guide and model plan is based on guidance from the Department for Education (DfE). Further advice and guidance can be found at [Emergency planning - Schools](#)

We are confident that you will find this guidance of value in setting out your own school's Emergency Plan which must then be reviewed annually.

Emergency Planning Team

Introduction

Schools normally remain a safe haven for children; however, schools can become involved in an emergency at any time. It may be a natural hazard or event such as a flood or a fire, an accident or death on site or on a school trip.

Thankfully, emergencies such as these are rare and will probably never happen in most schools, but it is vital to prepare for all eventualities. Plans which deal with the consequences of large-scale emergencies will also help in dealing with the smaller, routine incidents that schools experience on a regular basis. For the purpose of this document, a school emergency is defined as an event that threatens the school environment and / or the safety and welfare of pupils and staff, for which the school may require the assistance of outside agencies.

Planning and preparing for emergencies can save lives. It can also help prevent an incident escalating, protect against litigation and enhance the school's standing as a safe place to learn and work, giving confidence to staff, parents and pupils.

This document has been produced to help you put together an emergency plan for your school. It is not intended to replace any emergency procedures or plans you may have already, however it may be useful to check that your existing plan covers all relevant aspects of responding to an emergency. You may also have existing procedures or protocols for specific incidents – these can be held alongside your school emergency plan and referred to where relevant.

A sample school emergency plan template is included at Appendix F in an editable format. You may choose to use only parts of the template and information or create your own emergency plan in a format you find easier to use. Some contacts are included but you will need to add contacts specific to your school.

Information security

For the purpose of emergency planning, there is a clear and legitimate business necessity to store non-sensitive basic personal data off site. This information should be no more than essential contact telephone numbers for parents/guardians to be reached in the event of a school emergency.

Your School Emergency Plan should be labelled OFFICIAL - SENSITIVE and stored electronically on secure network areas or paper records should be locked in a reasonable place.

Please refer to Dudley MBC's Information Governance Team for further information.

Key support areas

Emergency Planning Team

Dudley MBC's Emergency Planning Team should be your first point of contact as soon as possible after an incident has occurred, even if it is only for information in the first instance, as they have arrangements in place to deal with major emergencies. These arrangements are mostly generic and, therefore, do not relate specifically to any major incident which may affect a school. However, the arrangements may be of assistance to schools, particularly if the emergency is outside of normal hours.

If your school is involved, the local authority tried and tested emergency response procedures will no doubt be welcome, even if it's only to deal with some of the response on your behalf e.g., dealing with the media, providing transport, catering, communications etc.

The Emergency Planning Team are available to help you at any time of the day or night. **Contact details are included at Appendix F, Section 1.5.**

Children's Services Emergency Support Team

The Emergency Planning Team will notify Director of Children's Services, and the Lead for Education Outcomes, as appropriate, who will notify necessary personnel within the local authority that may be required. Similarly, the Chair of Governors and local councilors will need to be informed.

In the event that the Director/Lead for Education Outcomes decides to set up an Incident Control Centre, the primary location is, Saltwells EDC or the Emergency Planning suite at Parsons Street, Dudley may be used.

School Emergency Response Team (SERT)

A structured response by a trained team of staff members is essential for the effective management of an emergency and returning the school to a normal routine in the aftermath. When an emergency occurs, the Head teacher or Deputy needs to mobilise and brief SERT who will discuss the most appropriate way to manage the situation.

SERT would not be expected to handle an emergency alone. Any response to an incident must be a combined and coordinated operation based on the common objectives of saving and protecting life, containing the emergency and restoring the situation to normality as soon as possible. SERT Action Cards list suggested tasks that need to be undertaken by the team in the response to an incident and are included at **Appendix F, Section 3**. Tasks may well be interchangeable depending upon the availability of resources and other commitments in an emergency.

Emergencies in schools

Scope of a school emergency plan

Your plan should be generic enough to cover a range of potential emergencies that could occur at any school. These may include:

- Death or injury of a pupil or member of staff (through accident, suicide or murder)
- Kidnap or disappearance of pupil
- Violence and assault in school
- Destruction or vandalism of the school
- School fire, flood or explosion
- Chemical or toxic substance release
- The effects of a disaster in the wider community
- Incidents on learning activities outside the classroom
- Disease epidemics and pandemics
- Extreme weather

If there are specific hazards or risks associated with your school, any information and special procedures relating to the risks should be included in your emergency plan. This may include hazards within the school e.g. chemical stores, ponds or pools, hazards external to the school e.g. streams or rivers that may flood, industrial facilities; or possible difficulties relating to the school itself e.g. split-site, communications difficulties. When thinking of risks that could realistically affect the school, it may be useful to look at the West Midlands Community Risk Register available through the Emergency Planning Team.

YOUR PLAN SHOULD COVER PROCEDURES FOR AN INCIDENT OCCURRING DURING SCHOOL HOURS AND OUT OF SCHOOL HOURS, WEEKENDS AND SCHOOL HOLIDAYS

It is important to integrate the school's Health and Safety Policy into your emergency response arrangements.

Plan distribution

All staff with specific duties within the plan and governors should have a copy of the plan which can be referred to during school hours and outside school hours (including holidays and when on educational visits). Depending on the content it may also be appropriate to distribute it to other parties, such as extended services. A copy should also be sent to the Emergency Planning Team at disaster.mgt@dudley.gov.uk.

Activation

Potentially any member of staff could be notified of an emergency so it is important that all employees are aware of the plan and a copy is made readily available (e.g. near the telephone in the school office). Throughout the response to an emergency staff should maintain an incident log.

When an incident occurs the priority is to safeguard those on-site (i.e. pupils, staff, parents / carers, visitors) and alert the emergency services if necessary. Other organisations, such as the local authority, should then be informed as appropriate.

Please see section 2 of the Emergency Plan template.

Some emergencies may affect the local community but not the school directly. In such instances it might be suitable to activate certain aspects of the plan (e.g. recovery / support) to help those affected.

The planning process

Identifying staff that are prepared to take on key roles in an emergency in advance can really help when responding to an emergency. One member of staff should be nominated to take responsibility for updating and reviewing the plan once it is in place.

Your emergency plan should include contact details for all members of staff so that if an emergency happens out of school hours, all staff can be contacted. During school holidays it may be useful to be aware of when key staff are away, so that it is possible to gain access to the building if required in an emergency. **Please see section 1 of the Emergency Plan template.**

A school emergency plan should cover the whole school site and all the activities that take place there, including extended services e.g. school holiday clubs, community groups etc. It may be necessary to include extra appendices to cover any separate arrangements for other services using the site. Those organising and delivering extended provision will need to be familiar with emergency planning arrangements including response procedures and alerting arrangements.

Training and exercising the emergency plan is also part of the planning process; further information/guidance is included in the training and exercising section on page 26.

Mutual aid arrangements

In the event of an emergency, mutual aid agreements with similar establishments within the area can supplement resources when your schools' may be insufficient to meet demand. Details of any arrangements and agreed procedures to request aid should be detailed in your emergency plan and this could involve establishments outside of the local authority's control. **Please see section 1.4 of Emergency Plan template.**

Closing the school

Please see appendix 7 of Emergency Plan template.

This section includes actions to take when closing the school. Please note that these guidelines are generic and should not replace any existing local procedures.

Schools are expected to remain open in all but the most extreme circumstances as disruption to the school routine can have an adverse effect on pupils' education. The decision to close a school will usually be taken by the headteacher. Occasionally local and central government may also recommend this course of action (e.g. in the event of a public health incident).

When to take the decision to close 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). Headteachers are best able to judge the severity of the incident but should always consider safety in arriving at a decision.

Pupils and parents / carers should be notified of a school closure at the earliest possible opportunity. The communication arrangements outlined in the school emergency plan may help in this regard.

In some instances it is possible for a school to remain partially operational. In such an event lessons should be prioritised for those pupils who are taking exams or who are at a particularly important stage in their education.

Schools should aim to reopen as soon as possible to ensure that pupils are not away from education any longer than necessary.

Closing the school due to extreme weather conditions

Children's Services has issued local guidance separately which you may wish to include in your plan.

Pandemic / infectious disease planning

Guidance on planning for schools and childcare settings is available on the DfE website (see page 30). Suggested actions are included in **appendix 7a of the Emergency Plan template**.

Guidance on widespread school closures in a pandemic will be issued by central government and passed on to schools; however, the final decision to close will still rest with the Head teacher and governing body.

Norovirus, also known as winter vomiting disease, causes gastroenteritis and is highly infectious. The virus is easily transmitted through contact with infected individuals from one person to another. Outbreaks are common in semi-enclosed environments such as hospitals, nursing homes, schools and cruise ships and can also occur in restaurants and hotels.

You should inform Children's Services if the school is closing and how many pupils are affected. If widespread school closures were not advised, there may still be situations when you may decide to close your school, e.g. if a significant number of staff are absent due to illness, or if you have a large number of particularly vulnerable pupils.

You may wish to seek specific guidance from Children's Services when making your decision. Staff would generally still be expected to work, if able to do so, even if the school was closed to pupils. Up to date information and guidance on pandemic influenza is available from the GOV.UK website (see page 30).

Bomb threats and suspicious packages

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that reception / switchboard staff know what questions to ask and immediate actions to take if they do receive a call from someone claiming to have information about a bomb. Reception / switchboard staff should be familiar with this information and have guidance to hand near the telephone.

Please see guidance at appendix A, B, C and appendix 9 of Emergency Plan template plus NaCTSO guidance here: <https://www.gov.uk/government/publications/bomb-threats-guidance>

Equally important is dealing with suspicious packages. In most cases the package turns out to be a hoax or genuine mistake, but it is better to take all appropriate precautions if such a letter or package is received. Any member of staff who may deal with incoming mail in the school should be aware of procedures relating to suspicious packages.

Please see guidance at appendix C and D plus appendix 10 of Emergency Plan template.

In all cases immediately alert the Head Teacher, or senior member of staff in charge on site, who will decide on the appropriate course of action.

Evacuation and shelter

Your plan must outline the initial actions that should be taken to safeguard pupils and staff, both from internal and external hazards. **All staff must be aware of these procedures, as warning signals may need to be triggered immediately, before advising others of the threat.**

The purpose of an evacuation is to move people away from a real or potential danger to a safe place. This is likely to be moving away from a danger in the school building, although in some circumstances it may require evacuation of the whole school site.

Your evacuation plan should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for a fire incident. It is important to appoint people, familiar with evacuation points and assembly (rendezvous) points, to act as marshals and assist with this procedure. At least two assembly points should be identified in opposing directions, and where possible the assembly point should not be a car park. Although fire evacuation points are widely advertised it is worth restricting the knowledge of any bomb evacuation points or sites nearby in order that they do not become public knowledge. Evacuation procedures should also put adequate steps in place to ensure no one else enters the area once an evacuation has been initiated. Procedures need to be considered on a site by site basis depending on the site footprint/geography and nearby properties.

(Please see appendix D for evacuation distances).

It is also important to think about how you would move from an assembly point if required, e.g. due to smoke drift, and what your evacuation routes off site are.

In relation to bomb threats/suspicious packages a dynamic risk assessment in the event of an incident will need to take place and consider whether evacuation is an appropriate response or whether keeping pupils inside is actually safer (dependent on the threat received at the time); it maybe that there are other areas of the school that people could be moved to rather than a full evacuation taking place. If evacuation is indeed considered the best option then the following processes should be considered; the use of staff to check external areas within a school footprint to ensure that there are no suspect individuals/vehicles/items in the nearby vicinity prior to allowing pupils to evacuate; consideration should be paid to whether there are any premises nearby that could be utilised to house pupils rather than just evacuating outside (this would need to be prearranged in the planning stage)

If the decision is made to evacuate a school, due to a bomb threat or suspicious package, then the alert should be conducted through word of mouth (i.e. without the use of fire alarms) to avoid mass panic, and staff/pupils should use the bomb evacuation assembly areas which are different from fire evacuation assembly areas. If it can be arranged, pupils could be asked to take with them their bags and personal belongings to assist any search for suspect devices, **unless** the information available to the school at the time of the threat indicated that a pupil maybe carrying the device and if that was the case then pupils could be asked to open bags and reveal contents prior to evacuating or if there is a particular concern then it is advisable for the bags to be left in situ.

If the school has to be evacuated for a period of time, you may need a place of safety nearby where pupils can be taken, either until you can return to the building or whilst waiting for parents to collect their children. It is important that you can get access to the building and know who to contact to get into the building.

The local authority may establish a rest centre if the school is evacuated for a significant period of time and pupils cannot be easily collected by parents/carers.

It is also important to plan for a hazard outside of the school building. If this is an environmental hazard, such as a smoke cloud or suspected chemical leak, then you need to ensure the children are safe inside, all doors and windows are closed and ventilation systems are switched off. If the hazard is an intruder on the school site then you may have to lockdown the school building i.e. entrances to the building and / or site must be secured to prevent the intruder entering the building. It is important to have pre-planned arrangements for signalling to both staff and pupils if they are out of the school building during break time or lunch time that they need to immediately return inside.

Please see appendix 4 and 5 of Emergency Plan template.

Lockdown

All schools should consider the need for robust and tested/exercised school lockdown procedures.

Lockdown procedure should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

Please see appendix E for guidance plus appendix 6 of Emergency Plan template.

Practical considerations when planning

Grab bags

You may wish to put together 'grab bags' containing information and resources that may be of use during an emergency. These should be stored securely; one in the school building and one out of the main building in case the building becomes inaccessible. Grab bags could contain:

- Full copy of your school emergency plan, including emergency contact numbers;
- Action Cards;
- Up to date contact details for staff and parents / guardians;
- Copies of key information, such as insurance policies;
- Hi-visibility clothing for school staff;
- Documents or resources for pupils or staff with specific medical or other requirements;
- Notepads and pens for log keeping;
- First aid kit;
- Blankets (foil blankets if possible);
- Radios / mobile phones and charged batteries/torches;
- Whistle.

This is not an exhaustive list, and your grab bag contents will depend on your school and emergency procedures. Thought needs to be given as to the storage of the grab bag as it contains basic personal information. Other items impractical to keep within a grab bag (e.g. keys) could be stored elsewhere. It may be useful to add a note within the grab bag to ensure staff do not forget these crucial items when in a hurry.

Staff on educational visits should consider taking a grab bag with them, containing similar items (but not necessarily identical) to the list above.

It is recommended that the contents of the grab bag are checked annually and after any equipment has been used.

School support for external emergencies

Head teachers and school staff may become involved in the response to an emergency affecting the local area, even if the school itself is not affected directly e.g.

- Extreme weather;
- Disease epidemics and pandemics;
- Civil disturbance or violence in the local community;
- Terrorist incidents affecting the local community.

In case of an emergency that affects the local community, you may want to activate your emergency plan to provide support for pupils and staff who are affected by the incident.

Your school may be designated as an Emergency Rest Centre for evacuees of a major incident. If this is the case the Emergency Planning team have provided information on what

you should do if the school needs to be used, and you may want to include this in your emergency plan.

Schools that are designated rest centres for the Borough have been involved in the planning process and hold a copy of the Rest Centre information folder.

Special and additional needs

When managing an incident, it is important to remember that those affected may have special needs that require to be taken into consideration. People with special needs and / or disabilities may be more vulnerable to the effects of an emergency, and the school will ensure that suitable and sufficient arrangements are made to identify and meet those special needs or consequences of the disability as it devises and implements its response to the emergency.

In addition to providing for special needs and / or disability during the emergency the school will also consider that people with special needs and / or disability may take longer to recover from the after effects of an emergency.

Schools will already have procedures in place for daily operational purposes and these arrangements should be incorporated into the school's emergency response procedures.

The needs of faith communities

It is likely that a major incident will involve people from differing faith, religious and cultural backgrounds. To understand the needs of the different communities in the event of a major incident, it is important to take into consideration specific features and requirements of the main faith groups in relation to:

- Beliefs;
- Language;
- Diet including fasting;
- Dress;
- Physical contact, medical treatment, hospital stays, rest centres;
- Daily acts of faith and major annual events;
- Dying and death customs;
- Names.

Some schools may have established links with faith communities which can be incorporated into your response. Faith leaders can also be contacted through the Emergency Planning Team, to provide pastoral care and support.

Debriefing

There are two recognised forms of briefing which can be valuable in dealing with the aftermath of an incident. These are:

- Psychological debriefing (also known as critical incident stress debriefing) – a useful way of helping people to come to terms with an incident, carried out by a trained specialist;
- Post-incident debriefing – concentrates on learning lessons which will help the school improve plans and procedures to deal more effectively with an incident in the future.

The Emergency Planning team can help with further information and support on debriefing procedures.

See appendix 14 of Emergency Plan Template.

Post-incident care and welfare

Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of them developing post-traumatic stress disorder. Some emergencies may generate a large amount of media exposure for months, or even years after the incident and the effect of this on pupils may need to be taken into consideration.

It is worth giving some thought to how the topics of loss, bereavement, risk / safety and change are covered in the curriculum. Schools where these topics are discussed openly, and treated as normal life events, may find it easier to cope if a difficult or tragic incident occurs.

Support from the local authority is available for school staff for affected individuals including:

- Educational Psychology
- Counselling Service
- Crisis Support Team
- Human Resources

This support offers people structured opportunities over a specified timescale, to talk about the incident in a supportive atmosphere, receive feedback and validation of their own feelings and help to come to terms with these.

Staff in schools can help pupils by being aware of the most frequent and normal reactions of children to a traumatic incident (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 or young person – recognise the uniqueness of the child's or young person's feelings;
- Listen to the child or young person – do not attempt to stop his / her references to the incident;
- Show that you are prepared to listen and offer reassurance;
- Show that you care by offering genuine support and empathy.

Staff play an important role in supporting both pupils and colleagues as they recover from a traumatic incident. However, it is important to remember that 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 pupils.**

Despite the situation, staff must avoid actions that may be misinterpreted. For example, physical contact and one-to-one meetings may later be represented as inappropriate. The presence of witnesses and contemporaneous action logs where practical will minimise the risk of misinterpretation.

Remember to consult with and involve parents in the aftermath of an incident. It is particularly important to communicate with parents of pupils who have been involved and ensure that their needs and wishes are taken into account.

School assemblies can be a good opportunity to engage with pupils and educational psychologists may be able to offer support. Memorials can also be a positive way for individuals to commemorate the deceased and consideration should be made for the longer term as well as the immediate term.

Please see appendix 1 of Emergency Plan template.

Managing the emergency

If an incident occurs when the school is in use, then the first priority is obviously to safeguard pupils and staff and alert the emergency services if necessary. Obtain accurate information and relay it to senior staff within the school. Clear lines of communication between staff and clear allocations of responsibility are required. **Action Cards are included at Appendix F, section 3.**

It is important to have a designated person to meet the arriving emergency services to give critical information such as:

- Emergency service(s) required;
- Nature of the incident;
- **Exact** location of the incident with alternative access points if possible;
- Anyone who may need rescuing and their location;
- Numbers of casualties if possible, and nature of injuries;
- Any individual hazards e.g., chemicals that may be present;
- Your location and contact telephone number.

The Emergency Planning Team should be informed to give support, advice and organise the local authority response and recovery to an incident.

Log keeping

Each member of staff involved in the response to an incident must immediately record **ALL** communications and actions taken. Notes should be contemporaneous or made as soon as reasonably practicable after the incident (that is, within 24 hours). The log will serve as a true record of events, aid the compilation of post incident reports and be available for reference during both debriefs and any subsequent inquiries. The log is an important component of investigations following an incident and should be clear, intelligible and accurate. An example log sheet is included at **Appendix F.11 with guidelines at appendix 11a.**

Expenditure may be incurred when responding to the demands of an emergency; however, financial restraints should not inhibit or dictate the response. Once normality has been restored it should be possible to follow an audit trail to ensure that costs can be identified and allocated to appropriate budgets. As such, it is vital to keep account of all expenditure. Authorisation for expenditure will be via the Head teacher who will liaise with Children's Services if necessary. An example expenditure sheet is included at **Appendix F.12.** Cost should not be an issue over welfare of pupils, staff or parents.

In an emergency, things happen very quickly and it is unlikely that you will remember all the people you have spoken to and actions you have taken unless you write everything down.

'If it is not written down it did not happen'

Roles and responsibilities

All those with emergency responsibilities should hold an up-to-date copy of the emergency plan off-site.

The Head teacher or Deputy should take overall responsibility for the school's response to an emergency, forming a School Emergency Response Team (SERT) as soon as an incident occurs. This could consist of up to four staff, identified prior to an incident occurring, to take on roles relating to communications, media management, welfare and facilities. Members of SERT may not always be available; consider nominating deputies for each role.

SERT Action Cards are included at Appendix F section 3.

Head teacher or Deputy checklist:

Important things to remember are:

- Ensure you have a strategic overview of the situation and don't become engrossed in responding – try and delegate tasks to appropriate staff;
- Act as a central contact point for information BUT leave most of the communications and disseminating information tasks to the person allocated that role. It may be appropriate to establish a command centre either on-site or off-site from which you can co-ordinate the response;
- Take time out if you need it – this is YOUR emergency and you won't be able to respond effectively if you burn out;
- Via the local authority, ensure relevant agencies are informed of the incident e.g., Health and Safety Executive;
- It is useful to pre-designate a venue for the SERT to meet during an incident, in many instances the school office or staff room may be suitable for this role. How often the SERT meet will depend on the exact nature of the incident however, it is important that frequent briefings are held and that staff maintain regular contact with each other. At the end of each briefing the time and location of the subsequent one should be agreed.

Media and Communications Coordinator checklist:

Effective communications, both internal and external, are vital for the efficient management of an incident. Your school emergency plan should cover communications procedures relating to your school and you may want to add some additional tasks into the communications checklist to ensure these procedures are carried out.

Rumours spread quickly within a school community and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually. Good communications with parents/guardians/relatives are essential as outlined in the communications section on page 18.

All staff and governors should be informed as soon as possible and given the same accurate information. You may wish to inform pupils in small groups, again using accurate, factual information. If possible, this should be done the same day as the incident. In the case of a tragic incident, the Educational Psychology Service should be informed.

Important things to remember:

- Try to direct media enquiries to the Communications and Public Affairs Team (CAPA) on 01384 815219 or email PressOffice@Dudley.gov.uk
- It may be appropriate and beneficial for the Head teacher or Deputy to make a press statement or be interviewed after liaising with the Communications and Public Affairs Team (CAPA); (this needs to be carefully worded - CAPA would produce all printed media statements in consultation with schools. They would also provide all briefings and guidance for any agreed interviews and negotiate directly with the media on interview opportunities on behalf of the school). This also applies to social media where agreed media statements can enforce correct messaging against what the public may post on social media sites.
- Do not allow the press onto school 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 school site it may be appropriate to pre-designate an area for media vans and journalists, in consultation with CAPA who would manage and run them, from which interviews can be given. This may prevent the media blocking access routes to the school or intimidating pupils and staff.

Facilities Coordinator checklist:

Initially the first priority is to secure the site and make it safe as far as possible. You will need a good knowledge of the site, access and exit points and how to shut off electricity, gas and water supplies.

Welfare Coordinator checklist:

Essentially the role is to take care of the needs of pupils and staff and ensure their safety, e.g., by identifying an appropriate place of safety if the building needs to be evacuated. It is important to remain calm as this will calm other staff and pupils.

The Emergency Planning Team can arrange provision of light refreshments and meals where necessary through Catering and Client Services Emergency Feeding Plan.

If the emergency is out of school hours there may not be any immediate welfare actions, however there is likely to be a longer term need for a Welfare Coordinator to help coordinate post-incident care and support.

It is important that **ALL** staff are familiar with what their role entails and that any training requirements associated with this are covered.

Important note

Wherever possible, all staff and governors should carry identification with them when responding to an incident. The emergency services may ask staff for proof of identity before allowing them access to the premises.

Communications

Communication systems are put under enormous pressure in the immediate aftermath of an emergency but are vital to ensuring a well-managed response. The main school telephone number may quickly become jammed with incoming calls. Identify any other lines not generally known to the public which could be used for outgoing calls in an emergency, or for incoming calls from responding partner agencies. The Emergency Planning Team can arrange for additional telecommunications support 24/7.

In a major emergency the public will be asking for information not only from the emergency services but also from the school involved. It is important to prepare a joint policy between the Head teacher and the Governors for the release of information to parents, general enquirers and the media. Special steps may be necessary to inform affected parents effectively and sensitively and this should be done in consultation with the police and the Communications and Public Affairs Team (CAPA).

With regard to social media, it is vital to have agreed messages from the school and local authority under the guidance of CAPA. This is to ensure the right messages get through to the right people. CAPA recommend schools to follow @DudleyMBC and @WMPolice twitter feeds and Dudley Borough on Facebook for guidance on social media during any incident.

If it is likely that the incident will create a high volume of calls or interest from the wider public, the Emergency Planning Team can set up a public helpline to help relieve the pressure on the school.

Communicating with parents, guardians or relatives

Good communication with parents and guardians is vital. Schools should have up-to-date contact details for parents and guardians in case they need to be contacted in an emergency, and should include home, work and mobile numbers. It is important to keep a hard copy of the contact details in case you are unable to access PC's.

An **early** decision should be made about how to inform parents, bearing in mind the speed with which rumours circulate. In the case of a fatality, the police will normally inform the parents or next of kin of the children or staff involved.

If an emergency happens at a school, on a school visit, or if the school may be closed for any reason e.g., extreme weather, it is likely that concerned parents will try to telephone the school to get further information. This may hamper the school staff in dealing with the emergency itself. One possible way of dealing with this is to set up the main school line with an answer phone recorded message. Updating the message regularly with information on the emergency can help inform and reassure parents.

Other methods of informing parents could include:

- Notice on school website
- Emails or text messaging
- Letters
- Notices on school gate / fence

- Person at the entrance to the school to explain issues
- Each parent is contacted by telephone
- Local radio / TV

Advice on what to include and what not to include in communications with parents, guardians or relatives should be obtained through CAPA and Children's Services.

Routinely informing parents of the school's procedures for dealing with emergencies can reassure them that the school is prepared and able to look after their child. The school's website could include how parents might hear about an incident affecting the school e.g., radio, school answer phone, and what they should do if an emergency affects the community whilst their child is at school.

Please see sections 3.4, 3.5 and appendix 8 of Emergency Plan template.

Working with the media

The Media and Communications Coordinator should liaise closely with the local authority Communications and Public Affairs Team (CAPA) who will assist the school to deal with the media in the event of an incident, including drafting press releases and statements, organising press conferences and dealing with wider public requests for information.

During an incident, the media will be at the scene very quickly and in large numbers. It is important to cooperate with them for two reasons; firstly, the media can provide a useful conduit for the dissemination of public information, secondly, it is important that the information they report is factually correct. If information is not forthcoming from the school, the media may take steps to find information from other sources which may not necessarily be accurate.

The school must be prepared to make a timely contribution reflecting its involvement, interest and concern and cooperate effectively with the media to achieve some of its own objectives while assisting the journalists to achieve theirs. The school's key objectives are:

- To show that it is controlling the incident and doing all that it can to minimise the consequences;
- To set minds at rest as far as possible and counter dangerous rumours;
- To establish itself as caring, responsible and competent.

The school should prepare general prospectus-type information about the school in advance of any emergency. Having this information ready to give to the media could take the pressure off the school when they are in an emergency situation.

Media interviews with staff and pupils

The media will want to speak to those affected and some of those affected will want to speak to the media. The wishes of those involved should be respected and arrangements made for media interviews. There are advantages to the co-operative approach; firstly, in some cases it will help those giving the interviews to "get it off their chests", secondly, it will help with good relations if you are seen to be co-operating and, thirdly, it will help to protect the remainder of the victims from unwanted media attention. In most cases the media will respect the wishes of those who do not wish to be interviewed.

Although media interviews with pupils should not be discouraged, the permission of the parents / guardians should be sought.

Those staff or pupils giving the interviews should be assisted and supported as much as possible by senior staff who were not directly involved in the incident. CAPA would arrange with the interviewer advance notice of questions to be asked so that the interviewee has the opportunity to get clear in his / her mind what he / she will say.

Anyone speaking to the media should demonstrate concern and NOT panic. It may be worth members of school staff and governing bodies undertaking media training to help in the event of having to deal with the media. CAPA provides regular, bespoke media training sessions for schools to help in a crisis. Call 01384 815219 for more information or email PressOffice@Dudley.gov.uk.

Essential information for dealing with the media

The expertise of the CAPA Team lies in dealing with the media. Talk to the team and listen to their advice. They will take on the job of keeping the media informed while you get on with the business of managing your school, alerting parents and briefing governors and staff.

The team need to be informed about what is happening so the Director of Children's Services, Lead for Education Outcomes and relevant Councillors can be alerted before they read the headlines.

Be prepared

Make sure that whoever answers the phone is aware of what to do if a media call comes in.

- Take down the journalist's name and from where they are calling;
- Find out exactly what they want to know and what their deadline is;
- Make sure that the Head teacher, Chair of Governors and CAPA are alerted straight away.

What the media can and can't do

- They **can** speak to parents as they enter or leave the school – another reason to keep them informed about what is happening;
- They can speak to neighbours / friends of pupils;
- They are trespassing if they enter the school grounds without permission but **can** film from outside;
- Reporters **cannot** interview children under the age of 16 without permission from their parents or carer;
- If the enquiry is about a child in care or in court there is a vast amount of legislation to protect their identity. Children who appear in youth court, for example, **cannot** be identified and that includes not naming the child's school. If the case is very sensitive, be especially careful about the information that you supply to the media, parents and your staff. Talk to the CAPA Team for guidance.

Please note:

- **Don't** (ever) say "no comment" or any variation on that theme. It immediately implies that you have something to hide;
- **Don't** get over confident and start saying things that you might regret later;
- **Don't** speculate; stick to facts and knowledge known;
- **Don't** speak off the record; anything said may be used.

Stress the positives

Whatever happens there is **ALWAYS** something positive to say, so say it.

- Outline action plans to prevent similar incidents happening again;
- Show you care by telling reporters how you've contacted parents to explain the situation and reassured them;
- Be open and honest; say you are "operating the School's Emergency Plan".

The snowball effect

Don't be fooled into thinking that your story will go away once you have seen it splashed across the front page of the local newspaper – the nationals may be up on it the next day.

If it is a major and dramatic event don't underestimate the level of media interest. You could have the media descending on your school to grab parents for their views as they pick up their children.

Follow through

When it is all over, assess the damage. It may be appropriate to write a letter or email the editor of the local paper if they have got things wrong or failed to allow you a proper chance to give your side. Speak to CAPA for guidance.

Please see section 3.4, 3.5 and appendix 8 of Emergency Plan template.

Offsite educational activities

Learning outside the classroom encompasses activities that take place on the school grounds, in the local area, day visits requiring transport and residential visits both in the UK and overseas.

The possibility of an incident whilst pupils are away from school must be considered in detail as recent incidents have highlighted the need for arrangements to be in place in the event of such an incident involving your school.

Procedures and offsite risk assessments should be undertaken for **all** offsite educational activities in accordance with guidance located at www.dudleyoffsitevisits.org.uk. Schools can also access Evolve through Dudley Virtual Resource Centre using the Evolve icon.

EVOLVE is a closed system accessible only by registered schools and organisations for planning and recording off site visits. It is maintained by the Travel Support Team, which is part of Education Outcomes and Integrated Commissioning, Procurement & Partnerships within the People Directorate. Contact numbers are 01384 81-1584, 4301, 6972 or mobile 07900161450

Prior to an educational visit at least one member of staff should be identified who can be contacted in the event of an emergency on the trip. This person must be adequately prepared to support the educational visit leader and have access to documentation related to the trip (e.g. a list of all attendees, contact details for the group and parents / carers).

It is important to ensure these arrangements will work outside school hours and during holidays if activities are taking place at these times. A back-up contact should also be identified.

Staff may wish to take a copy of the emergency plan and a grab bag when on an educational visit to include as a minimum; first aid kit, emergency contact details, action card, whistle, notepad & pens and bottled water.

When taking pupils on an educational visit abroad it is recommended that details of the trip are provided to the Foreign & Commonwealth Office prior to travelling. Information and advice can be found at: www.fco.gov.uk

High quality, safe and secure off-site visits are an essential part of any child's development. Dudley Council is committed to ensuring that children, parents, staff and governors are aware of the law and best practice, and that the local authority has in place the necessary policies, procedures, guidance and advice to support staff in schools and other settings.

For emergencies on learning activities outside the classroom, the head teacher or deputy should be immediately informed of any incident by the group leader.

Please see section 3.8 of Emergency Plan template.

Business continuity

Business continuity planning is the process involved in ensuring that the school can continue to deliver its critical services during and after an emergency. In the case of schools, one of these services is to continue pupils' education. You may want to think about what is required in order to continue this function and what vital records or data you may need to duplicate or back up.

A school is most likely to experience an emergency that affects the school building e.g., boiler breakdown, fire or flood. Having an inventory of the contents and equipment of the school can be useful in calculating losses for insurance claims.

As we become more reliant on IT infrastructure it is important to consider backups for IT and data systems as well as paper-based ones.

Most schools will have at least some essential paper-based records not stored electronically which could be easily damaged or destroyed in fire or flood. You may wish to include a list of these along with the locations of backup copies which may be stored off site – including your emergency plan.

It is also worth encouraging staff to think about where they keep important resources e.g., lesson plans, pupils' coursework etc. as loss of these could have a large psychological impact on staff. It is worth considering whether copies of essential paper documents or resources should be kept off site.

Please see section 3.2 of Emergency Plan template.

A separate business continuity template for schools is available from the Emergency Planning Team.

Stand-down and recovery

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process. In the case of a long-running emergency e.g., the disappearance of a pupil, the recovery may need to be considered alongside the response to the emergency.

If a traumatic incident e.g., involving the death of a pupil, a plan will need to be created to ensure the emotional needs of the school community are acknowledged. Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way that will reduce the possibility of the development of post-traumatic stress disorder.

The recovery process and timescale following an emergency will vary depending on the circumstances. In a serious recovery situation, the school will inevitably rely on expertise and guidance from the local authority and external organisations.

Head teachers should work with Children's Services and the Emergency Planning Team to develop a recovery plan for the school.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils and parents.

The possibility of an inquiry reinforces the necessity of accurate record keeping throughout the response to the incident.

Training and exercising

The effectiveness of your school's response to an emergency will largely depend on the validity of the information contained in your plan and the preparedness of your staff to undertake their roles and responsibilities.

School employees have many demands on their time, but it is important that staff and governors are aware of the emergency plan and their roles when responding to an incident. Training events provide an excellent opportunity for staff to become acquainted with emergency procedures and discuss any queries or concerns they may have. Emergency plan procedures should be included in the induction training of all new staff including temporary and supply staff.

Training and exercising your emergency plan can help ensure it is fit for purpose and that the procedures outlined for dealing with an emergency can be carried out effectively if an emergency does occur. The amount of training staff and governors require will vary. Members of the School Emergency Response Team (SERT) and their deputies will need to undergo more extensive training due to their specific responsibilities.

Staff can be trained in a variety of ways, for example:

- Provide staff with demonstration of the equipment within the school grab bags;
- Deliver tour of school premises;
- Provide general overview of the procedures in the emergency plan;
- Organise specific training for members of SERT including scenario-based exercising.

Records should be kept of staff who have attended training events, both for audit purposes and to ensure their training is kept up to date.

It is important to remember that your school's emergency response plan is a 'living' document. **Training, exercise and maintenance procedures must be developed to ensure that the plan and responders are kept up to date.**

Delivery

Staff who developed the emergency plan are usually well placed to organise and deliver training. Other employees, particularly the site manager / caretaker and members of the SERT, may also be able to assist.

Other organisations, such as the local authority, may be able to provide support in organising or facilitating training events. The emergency services regularly visit schools to discuss personal safety; these sessions could be used to inform pupils about your school emergency procedures too.

Although special events can be organised which focus solely on emergency planning issues it may be more feasible to incorporate training or add emergency planning as a standing agenda item for discussion within existing meetings. Examples include:

- Staff meetings
- Governor meetings
- INSET days.

It is recommended that training is provided on a regular basis as this will keep staff reminded of their responsibilities, offer opportunities to examine updated versions of the plan and ensure new staff are appropriately trained.

Involving pupils

It is important that pupils know what action to take if an emergency happens at school or on an educational visit. Becoming familiar with evacuation, shelter and lockdown will improve the likelihood of these procedures being implemented swiftly and effectively (which could prevent injury and even save lives).

There are many different ways to inform pupils about this subject e.g. A class session focusing on preparing for emergencies and/or a practice drill. The emphasis should be on ascertaining that the pupils know and understand the basic emergency procedures.

Some of the issues outlined during training sessions (such as lockdown drills) are sensitive and may potentially upset pupils, especially in primary schools. Staff are well placed to assess what level of information should be provided to pupils on the reasoning behind implementing a lockdown. Parents / carers should also be informed when teaching is taking place on this subject so they can prepare for any possible impact this may have on their children.

Raising awareness with parents / carers

Routinely informing parents / carers of your emergency procedures can reassure them that your school is prepared and able to look after their child.

A concise public version of the school emergency plan (which excludes sensitive information such as contact details) could also be uploaded onto the school website.

Exercising

The purpose of an exercise is to validate procedures documented within an emergency plan. Although they cannot fully replicate the pressure of a real incident, exercises can help to reinforce training, give confidence to staff that they have the necessary knowledge and skills to respond to an emergency and increase the likelihood of procedures working in practice.

They are also particularly adept at highlighting areas of the response which may initially have been overlooked when developing the plan.

It is recommended that staff and pupils undergo training on relevant parts of the emergency plan before participating in an exercise. Staff should be aware of their roles and responsibilities and be reasonably confident in carrying them out.

There are different types of exercise that can be used to validate a plan but the method you choose is likely to depend on the purpose of the exercise and the amount of time available.

Discussion-based exercises

Discussion-based exercises involve assembling staff together and asking them to consider how the school would respond to a particular scenario. Participants are provided the opportunity to talk about their roles and discuss what actions the school would take if an incident were to occur. Staff are required only to discuss, not implement, these actions.

Discussion-based exercises are often used to develop a greater awareness of the plan and are ideal for use during training events. They are simple to prepare and a variety of scenarios can be used to provide an indication of the different emergencies staff may experience.

Tabletop exercises

A tabletop exercise is based on simulating the response to an incident (although it does not literally have to take place around a tabletop). A tabletop exercise can be run in a single room (e.g., SERT briefing area) or a series of rooms to simulate real divisions (e.g., different school sites).

Unlike a discussion-based exercise, each participant is expected to undertake a specific role and outline the actions they would take whilst a simulated, realistic scenario unfolds. It is not necessary for staff to physically implement the response but they are required to co-ordinate their actions with other staff.

Tabletop exercises are a particularly useful way to run an exercise for members of the School Emergency Response Team (SERT). They are relatively easy to run but do require careful preparation. Due to the nature of this type of exercise there are limits to the number of people who can be involved.

Live exercises

A live exercise involves physically acting out the response to a scenario. Although this may sound complicated all schools implement fire drills, which are a type of live exercise, on a regular basis.

These exercises are particularly useful for testing logistics and communication arrangements. They can also make excellent training events from the perspective of experiential learning, helping participants develop confidence in their skills and providing insight into the reality of responding to an incident.

Live exercises are generally the best means of validating your emergency plan as they can involve the entire school, including pupils, to ensure both staff and pupils can respond effectively in an emergency. However, they do require more planning and resources than any other type of exercise.

Exercises do not have to be complicated or ambitious in order to be effective. Relatively simple live exercises (such as attempting to contact employees outside school hours to check if they would be available to respond to a hypothetical incident) can often prove very beneficial.

As live exercises can cause temporary disruption to the school routine it is often practical to run these after any exams have taken place and holidays are approaching.

Your school's procedures may differ during break time or whilst lessons are taking place; when organising an exercise it is important to consider how the timing of the scenario may affect the response of pupils and staff.

Exercises do not have to conform to real time; it is possible to vary the passage of time or even 'jump' hours, days or weeks. This approach is commonly used in exercises to move from the response phase to the recovery phase and can prove very useful. Facilitators must ensure all participants are aware of any changes to the timeline during the exercise.

Useful references

DfE website – information on emergency planning and guidance for schools.

<http://www.teachernet.gov.uk/humanflupandemic>

[Emergency planning - Schools](#)

[Departmental health and safety advice](#)

Information and Guidance on Learning Outside the Classroom and education visits –

www.lotc.org.uk

Environment Agency website – information on flooding and guidance on developing a flood plan for your school. www.environment-agency.gov.uk and click on 'Flood'

Department of Health GOV.UK website – latest information and guidance on pandemic influenza. [Pandemic flu - Detailed guidance - GOV.UK](#)

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_130903

UK Resilience: <https://www.gov.uk/government/publications/introductory-material-on-pandemic-flu-for-businesses-and-other-organisations>

Gov.uk Covid-19 advice <https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19>

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

Heatwave – Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals.

<https://www.gov.uk/government/publications/heatwave-plan-for-england>

Norovirus: guidance, data and analysis

<https://www.gov.uk/government/collections/norovirus-guidance-data-and-analysis>

Wise before the event: Coping with crisis in schools – by William Yule and Anne Gold, Calouste Gulbenkian Foundation, 1993, ISBN 0 903319 66 7. This book emphasizes the need for prior planning and has many practical suggestions.

Dunblane A Place of Learning – available to order, priced £7.50 from:

Stirling Council, Children's Services, Viewforth, Stirling, Scotland, FK8 2ET

UK resilience information on training

<https://www.gov.uk/emergency-planning-and-preparedness-exercises-and-training>

National Counter Terrorism Security Office (NaCTSO: police unit that supports the 'protect and prepare' strands of the government's counter terrorism strategy)

<https://www.gov.uk/government/organisations/national-counter-terrorism-security-office>

<https://www.gov.uk/government/collections/guidance-for-educational-professionals> (crowded places guidance, Stay Safe film etc)

ACT for Youth: RUN HIDE TELL



West Midlands Police Guidance Note for Schools Responding to Bomb Threats & Hoax Bomb Threats (First issued 29 January 2016 however the guidance is still relevant)

Purpose of this Guidance Note

This guidance note sets out a summary of the actions schools in the West Midlands should take if they receive a bomb threat/hoax.

It does not replace the detailed emergency and business continuity plans all schools should already have in place but is designed to be a timely reminder in light of recent events.

Further information and guidance is available from Local Authority emergency planning officers and Local Policing Units. National advice has been provided to all leaders of schools and other educational establishments in the UK by the National Counter Terrorism Security Office (NaCTSO).¹

Background

In recent weeks there have been a number of hoax bomb calls to secondary schools in the West Midlands and across the UK.

On the morning of Tuesday 19 January 2016 four schools in the West Midlands and seven schools in West Mercia, Bristol and Cornwall received hoax bomb threats.

On the morning of Tuesday 26 January 2016 six schools in the West Midlands and nine schools in Cornwall and London received hoax bomb threats.

On the morning of Thursday 28 January 2016 13 schools in the West Midlands received hoax bomb threats.

Many of the schools evacuated their staff and pupils and a number chose to close for the day.

The hoax bomb threats are all suspected to be linked because they occurred at similar times and involved pre-recorded messages. However, at the present time, the motive for the hoax calls is not known and there is no information to indicate why the specific schools were selected. A police investigation into the hoax bomb threats is on-going.

Since the linked offences took place at least six schools in the West Midlands have received suspected copycat bomb hoaxes.

¹ NaCTSO Guidance Note 1/2016

Joint Statement of Purpose

In light of recent events West Midlands Police, Local Authorities and Schools have restated their commitment to work together to:

- Protect school staff and pupils from harm
- Share information so that the threat from a bomb call can be accurately assessed
- Provide a proportionate response to a bomb call which minimises disruption to schools and daily school life, reassure school staff, pupils, their families and the wider community
- Identify and prosecute those responsible for making hoax bomb calls

There are six stages to responding to a bomb threat:

Stage 1: Planning & preparation prior to a threat

- Ensure the school has an up-to-date Bomb Threat Response Plan which all staff know and understand. All Local Authorities provide guidance on emergency and business continuity plans and/or checklists.
- Ensure school staff, particularly reception office staff, have ready access to a Bomb Threat Checklist sheet.
- Ensure all school staff know who the designated senior decision maker will be in the event of a bomb threat (e.g. Head Teacher, Deputy Head Teacher etc.)
- Ensure teachers, caretakers and cleaners routinely check buildings and classrooms and report anything unusual or suspicious.

Stage 2: Person receiving a bomb threat

- The person receiving the call should allow the caller to finish the message without interruption.
- Immediately afterwards attempt to trace the number by dialling 1471, if possible. If the call is received via the switchboard, or a phone that shows the telephone number on an LCD screen, try to make a note of the number before the caller rings off.
- Notify the Head Teacher or designated senior decision maker.
- Complete the Bomb Threat Checklist as fully and as soon as possible after the call.

Stage 3: Contacting West Midlands Police

- The Head Teacher / designated senior decision maker *along with* the person receiving the bomb threat should call '999' and provide the information from the Bomb Threat Checklist.
- The following additional information should also be provided:
 - A mobile contact number so the Head Teacher or designated senior decision maker can be contacted should they evacuate from the school.

- The number of pupils and staff at the school.
 - Whether a decision has already been made to evacuate / close the school. If yes, the location of the assembly area.
 - Whether or not there is a 'buddy' school.
- West Midlands Police will use the information from the Bomb Threat Checklist to make an initial threat assessment. West Midlands Police will liaise with colleagues in counter-terrorism and check all available intelligence and information databases.
 - A West Midlands Police duty officer (normally the local Duty Inspector or Duty Sergeant) will then contact the Head Teacher or designated senior decision maker.
 - The West Midlands Police duty officer will advise that either (a) they believe the threat has come from a terrorist group or individual with the capability to carry out the threat (i.e. it is a *credible* threat)² or (b) they do not believe the threat has come from a terrorist group and there is no other intelligence or information to suggest any further risk (i.e. it is *not* a credible threat)³
 - The initial West Midlands Police assessment will be completed as quickly as possible and will be updated as more information becomes available. It is recognised that some Head Teachers may decide to take action before the initial police assessment has been completed.

Stage 4: Deciding to evacuate

- The decision to evacuate a school is the responsibility of Head Teacher or designated senior decision maker.⁴
- West Midlands Police will share information with the Head Teacher and provide advice to help them assess the risk and determine whether an evacuation (partial or full) is necessary and proportionate. In making their assessment Head Teachers will need to consider the nature of the threat (vague, indirect, inconsistent or implausible v specific, feasible, evidence of planning etc.), whether any suspect device has been located, whether there has been recent suspicious or unusual activity and the impact upon pupils (e.g. inclement weather).
- As a rule of thumb consideration should be given to evacuating if there is a credible threat. Consideration should be given to not evacuating if there is no credible threat.
- If the decision is made to evacuate a school then it should be conducted through word of mouth (i.e. without the use fire alarms) and staff/pupils should use assembly areas which are different from fire evacuation assembly areas.
- If the decision is made to close a school then consideration should be given to how parents/carers will be informed to prevent emergency services switchboards becoming overwhelmed.

Stage 5: Police attendance and searching buildings

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

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

Stage 6: Post-Incident investigation

- Making a hoax bomb threat is a criminal offence under Section 51 of the Criminal Law Act 1977 and Section 1 of the Malicious Communications Act. West Midlands Police treats such matters very seriously and will always work to bring malicious callers before the courts.
- Witness statements are likely to be required from (a) the member of staff who received the original call and completed the Bomb Threat Checklist and (b) the Head Teacher / person in charge of the school to describe the impact of the disruption caused by the hoax threat.

² This is part of a national classification and may be described by police as a 'RED' or an 'AMBER' risk

³ This may be described by police as a STANDARD risk.

⁴ In exceptional circumstances police can order the evacuation of private premises using the Terrorism Act 2000

Would you know what action to take if your business or organisation received a bomb threat/hoax?

Although quite rare, these incidents do happen and can cause considerable disruption. West Midlands Police treats such matters very seriously and will always work to bring malicious callers before the courts.

Your prompt actions could help the police to track offenders down.

This is what you should do:

- If the threat is received by **post or email**, please inform whoever is responsible for your organisation's security, and then call us on 999.
- Keep the original copy of the correspondence, handling it as little as possible. Print off anything that has been received electronically but do not delete the files.
- If the threat is received by **telephone**, use the checklist below. This will help you get as much information as you can to assist the police.
- Inform your security officer then call 999.
- Once you have contacted us, we will use established protocols to advise you of what action to take in order to ensure everyone's safety.

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

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

When Where What How Who Why Time

ASK THESE QUESTIONS & RECORD ANSWERS AS ACCURATELY AS POSSIBLE:

1. Where exactly is the bomb right now?

2. When is it going to explode?

3. What does it look like?

4. What does the bomb contain?

5. How will it be detonated?

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

7. What is your name?

8. What is your address?

9. What is your telephone number?

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

11. Why have you placed the bomb?

Record time call completed:

INFORM BUILDING SECURITY/ COORDINATING MANAGER

Name and telephone number of person informed:

DIAL 999 AND INFORM POLICE

Time informed:

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

Date and time of call:

Duration of call:

The telephone number that received the call:

ABOUT THE CALLER:

Male

☐

Female

☐

Nationality?

Age?

THREAT LANGUAGE:

Well-spoken

☐

Irrational

☐

Taped

☐

Foul

☐

Incoherent

☐**CALLER'S VOICE:**

Calm

☐

Crying

☐

Clearing throat

☐

Angry

☐

Nasal

☐

Slurred

☐

Excited

☐

Stutter

☐

Disguised

☐

Slow

☐

Lisp

☐

*Accent

☐

Rapid

☐

Deep

☐

Familiar

☐

Laughter

☐

Hoarse

☐

Other (please specify)

*What accent?

If the voice sounded familiar, who did it sound like?

BACKGROUND SOUNDS:

Street noises

☐

House noises

☐

Animal noises

☐

Crockery

☐

Motor

☐

Clear

☐

Voice

☐

Static

☐

PA system

☐

Booth

☐

Music

☐

Factory machinery

☐

Office machinery

☐

Other (please specify)

REMARKS:**ADDITIONAL NOTES:**

Signature: Print Name: Date:

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

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

Signature: Print Name: Date:

A PDF printable version of this form can be downloaded from:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552301/Bomb Threats Form 5474.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552301/Bomb_Threats_Form_5474.pdf)

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

Retention Period: 7 years
MP 925/10

BOMB THREATS AND SUSPECT PACKAGES



Introduction

While emergency situations may be extremely rare, it is important we feel confident about how to respond to them.

It is highly unlikely that people will ever have to react to bomb threats, postal bombs or suspect packages – they are very rare events.

However, knowing how to react in the right way could be a life saver.

Bombs and suspect packages

Bombs are designed to have a number of devastating effects.

These are to either:

- cause an explosion (a bomb blast) that will create a loss of life or cause serious injury and damage to property.
- cause a fire (the blast/incendiary) that does the same as the above but also intends to create a major fire and structural damage.
- cause contamination (dirty bomb). This is an explosive device intended to spread contamination to people who are exposed.
- cause disruption (hoax or threat). This is designed to cause as much disruption as possible. The hoax or threat may be delivered by telephone, email, fax or by post.

What to look out for in bombs and suspect packages

- letter and parcel bombs may have excessive stamps. A bomber rarely posts a parcel over the counter as they would need to deal face to face with a postal worker.
- the return address may be fictitious or non-existent.
- the postmark may show a different location than the return address.

Other characteristics

Suspect packages could feel rigid, or appear uneven or lopsided, or have an irregular shape, soft spots or bulges. It may also seem heavy for its size. The weight distribution may be uneven or the contents may be rigid in a flexible envelope.

Meanwhile letter bombs could be marked “Personal” or “Private” or “FAO”. This is particularly important if the addressee does not usually receive personal mail at the office. It may have poor handwriting, spelling or typing and may also have protruding wires, aluminium foil, oil stains and may emit an odour of ammonia, marzipan or almonds, and have discolouration, crystals or powder-like residue on the envelope.

Parcel bombs may be unprofessionally wrapped with more than one combination of tape used to secure the package. They may be endorsed with “fragile” or “handle with care”. Parcel bombs, as with letter bombs, may have protruding wires, aluminium foil, oil stains and have an unusual odour, discolouration, crystals or powder-like residue on the wrapping.

The addressee may receive a package from a foreign country when it is not expected.

If there are signs of white powder (suspected anthrax) isolate the package. Do not put the article in water or a confined space such as a desk, drawer or cabinet and evacuate the immediate area and call 999 / 112.

What to do if you become suspicious of a package

- **Do not** attempt to open the parcel.
- **Isolate** the suspect package and evacuate the immediate area.
- **Do not** put the article in water or in a confined space, such as a desk, drawer or cabinet.
- If possible, shut windows in the immediate area.

The person that calls 999 / 112 should ask for the police and be prepared to give the following information:

- has the package been opened?
- why is it suspicious?
- who is it addressed to?
- is the person or organisation significant?
- what was the method of delivery?
- was the package expected?
- is it one of a series?
- what police enquiries have been made (if any) to date?
- what does the package look like?
- does the package smell?
- is there a significant postal date or country of origin?

While it is important to be alert for suspicious letters and parcels you must also bear in mind that a mail bomb is an extremely rare occurrence.

Put in perspective, the Royal Mail process vast numbers of mail every day and has to investigate only a very small percentage of these.

What to do if you receive a telephone bomb threat

If you receive a telephone bomb threat you can help the police and potentially save lives by completing the checklist at **appendix B (also included in appendix 9 of Emergency Plan template)**.

Remember, whether real or hoax, making a telephone bomb threat is a criminal offence which will be recorded and investigated by the police.

Evacuation Distances

<u>Distance</u>	<u>Device</u>
100 metres (minimum)	Letter/Briefcase
200 metres (minimum)	Suitcase/Car
500 metres (minimum)	Van/HGV vehicle

These distances refer to bomb damage - flying glass can exceed these distances.

Do not use radios or mobile telephones within 50 metres

Guidance for schools on creating Lockdown Procedures

It is advisable that all schools should have effective lockdown procedures and that they are regularly practised. This guide is intended to be used both by schools which already have lockdown plans, to inform their development as necessary and by those schools where no such plans currently exist.

Lockdown procedures can also be known as 'Sheltering in place' and this may be a more suitable term to use with pupils.

Procedures should aim to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff. Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc.);
- A major fire in the vicinity of the school;
- The close proximity of a dangerous dog roaming loose;
- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school);
- An intruder on the school site (with the potential to pose a risk to staff and pupils).

It is not possible to give prescriptive advice of a school lockdown plan as there are a number of variables that will dictate exactly how an individual school responds to those situations identified, for example:

- School site plan including layout of buildings and their proximity to one another;
- Options available for internal communications and raising the alarm in an emergency; e.g. public address system, messenger, two-way radios, mobile phone, internal e-mail, texts etc.
- Age of students;
- Geographical location – urban/rural, presence of secure perimeter fence.

Nonetheless, many schools have found it helpful to incorporate the following basic principles in their plans:

- A member of staff is nominated as lockdown manager (plus deputies in their absence) to initiate, manage and conclude the lockdown. They will also communicate with emergency services. Their roles and responsibilities should be documented;
- Staff are alerted to the activation of the plan by a recognised signal, audible throughout the school, the use of the fire alarm should be avoided to reduce the incorrect response to an incident;
- Pupils/staff who are outside of the school buildings are brought inside as quickly as possible;
- Those inside the school should remain in their classrooms or proceed directly to nearest classroom;
- All external doors and, as necessary, windows are locked (depending on the circumstances, internal classroom doors may also need to be locked);

- Blinds/curtains drawn and windows on internal doors covered;
- Once in lockdown mode, staff should notify the office immediately of any pupils not accounted for (and instigate an immediate search for any missing);
- Staff should encourage the pupils to keep calm;
- As appropriate, the school should establish communication with the Emergency Services as soon as possible;
- If necessary, parents should be notified as soon as it is practicable to do so via the school's established communications system;
- Pupils will not be released to parents during a lockdown;
- If it is necessary to evacuate the building, the fire alarm will be sounded;
- Ensure procedures are in place for members of staff who do not have a regular office or classroom;
- Ensure visitors/volunteers/peripatetic staff are included in your school lockdown plan;
- Specific arrangements should be made for pupils/staff with different needs (i.e. hearing/visual impairment or mobility needs);
- Establish agreed methods of communication from staff to the lockdown manager should a dangerous intruder be located on the school premises;
- Be aware of the 'Stay Safe' principles (Run, if you can't run Hide, Tell) see link below;
- Establish an official lockdown termination announcement/signal so that all staff know that it is authentic;
- Staff should await further instructions.

In the planning stage:

- You should identify all access and egress points in both public and private areas of the site and identify how to quickly secure those points;
- Identify rooms most suitable for lockdown and ensure there is an exit route in the event that evacuation is necessary.
- Areas in the school that cannot be effectively locked down should be identified and the lockdown procedures should include instructions on removing staff and pupils from these areas to a place of safety (i.e. toilets/outbuildings).
- Staff must be trained to act effectively and made aware of their responsibilities;
- Processes need to be flexible enough to cope with and compliment invacuation and evacuation.

It is of vital importance that the school's lockdown procedures are familiar to members of the senior management team, school administrators, teaching staff and non-teaching staff. To achieve this, a lockdown drill should be undertaken at least once a year. Depending on their age, pupils should also be aware of the plan. (Regular practices will increase their familiarity). Parents too should know that the school has a lockdown plan, and a copy should be placed on the school's website.

It would also be good practice to:

- Conduct a number of tabletop exercises with the senior management team to test the procedures against various scenarios;
- Rehearse lockdown arrangements with all staff and pupils;
- Display lockdown drill information in every classroom alongside information relating to fire drills.

Further information/guidance is available at [Developing Dynamic Lockdown Procedures/Stay Safe](#)

Communication between parents and the school

School lockdown procedures, especially arrangements for communicating with parents, should be routinely shared with parents either by newsletter or via the school website. In the event of an actual lockdown, it is strongly advised that any incident or development is communicated to parents as soon as is practicable. It is obvious that parents will be concerned but regular communication of accurate information will help to alleviate undue anxiety.

Parents should be given enough information about what will happen so that they:

- Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety;
- Do not need to contact the school. Calling the school could tie up telephone lines that are needed for contacting emergency providers;
- Do not come to the school. They could interfere with emergency provider's access to the school and may even put themselves and others in danger;
- Wait for the school to contact them about when it is safe for them to collect their children, and where this will be from;
- Are aware of what will happen if the lockdown continues beyond school hours.

*The communication with parents' part of the plan needs to reassure parents that the school understands their concern for their children's welfare and that everything that can possibly be done to ensure children's safety will be done. However, **it may also be prudent to reinforce the message '...the school is in a full lockdown situation.***

During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out...

Should parents present at the school during a lockdown under no circumstances should members of staff leave the building to communicate directly with them.

Emergency Services

It is important to keep lines of communication open with Emergency Services as they are best placed to offer advice as a situation unfolds. The school site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services will support the decision of the Head teacher regarding the timing of communication to parents.

In the event of a prolonged lockdown or more severe scenario, the local authority has the capacity to provide humanitarian assistance by establishing a Reception Centre for friends and family outside of the cordoned area.

Example Lockdown Procedures

Lockdown arrangements should be determined by schools on an individual basis, as they will be dependent to a large extent on local circumstances such as premises design and layout, class arrangements, resources available, etc. Schools should consider having two types of lockdowns; 'partial' and 'full'.

An example of a lockdown procedure could be:

1. Partial Lockdown

Alert to staff: 'Partial lockdown'

In a partial lockdown staff and pupils should remain in the school building and all doors leading outside should be locked. No one should be allowed to enter or leave the building; however teaching and work can continue as usual.

This may be as a result of a warning being received regarding the risk of air pollution etc. It may also be as a result of a reported incident / civil disturbance in the local community with the potential to pose a risk to staff and pupils in the school.

Immediate action:

- All outside activity to cease immediately, pupils and staff return to building; (There needs to be a means of communicating the alert to duty staff at break times);
- All staff and pupils remain in the building and external doors and windows locked;
- Free movement may be permitted within the building dependent upon circumstances;
- Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants.

All situations are different, once all staff and pupils are safely inside, senior staff will conduct an ongoing and dynamic risk assessment based on advice from the Emergency Services. This can then be communicated to staff and pupils. 'Partial lockdown' is a precautionary measure but puts the school in a state of readiness (whilst retaining a degree of normality) should the situation escalate.

In the event of an air pollution issue or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off. Staff should await further instructions and the Emergency Services will advise as to the best course of action in respect of the prevailing threat.

2. Full Lockdown

Alert to staff: 'Full lockdown'

This signifies an immediate threat to the school and may be an escalation of a partial lockdown. The aim of a full lockdown is for the school and its rooms to appear empty.

Immediate action:

- All pupils return to base (classroom, tutor room or other agreed location e.g. sports/assembly/dining hall);
- Office staff should remain in their office;
- External doors locked. Classroom doors locked (where a member of staff with a key is present). Windows locked, blinds drawn, pupils sit quietly out of sight (e.g. under desk or around a corner) internal door windows covered;
- Register taken - the office will contact each class in turn for an attendance report;
- Pupils/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls);
- Lights, smartboards and computer monitors turned off;
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).

Staff and pupils remain in lockdown until it has been lifted by a senior member of staff / emergency services. At any point during the lockdown, the fire alarm may sound which is a cue to evacuate the building.

During the lockdown, staff will keep agreed lines of communication open but not make unnecessary calls to the central office as this could delay more important communication.

Example of discreet communication channels might be:

- Where staff have access to an internal e-mail system then they could access their account and await further instruction. In practical terms, staff would need to be familiar with accessing their account through a variety of means e.g. laptop, smart phone or tablet.

Please also see appendix 6 of Emergency Plan template.

Left intentionally blank

Appendix F

Emergency Plan

Caslon Primary Community School, Beecher Bear, Beech Tree and Tree Acre

**IMMEDIATE ACTIONS IN A MAJOR
INCIDENT:**

**FIND YOUR RELEVANT ACTION CARD
AND FOLLOW INSTRUCTIONS**

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	15
Date of issue	01.06.26
Date of review	As and when needed if before 01.06.28
Location of plans(hardcopies/ electronic copies)	Electronic Copies on shared area and in TEAMS files
Location of emergency grab bags	Main Office
Person responsible for review/updating plan	HT/SBM/COG

OFFICIAL - SENSITIVE

Distribution list

Name of plan recipients, organisation and number of copies distributed to each.

Name	Organisation	No. of copies
L Holden-Gough	Caslon	1
Amanda Heritage	Caslon	1
Dani Garrett	Caslon	1
Ollie Monk	Caslon	1
Mark Horan	Caslon	1
Shelley Howell/Megan Hebborn	Beecher Bear Daycare and Nursery	1
Tara Jones/Anabelle Knight	Beech Tree	1
James Gray	COG	1
Jody Cove/Danielle Crump	Tree Acre	1

OFFICIAL - SENSITIVE

Record of Amendments

This plan will be reviewed by *Headteacher* annually and amended when appropriate to ensure the validity of the information contained within.

[illegible]

Contents

Page

Section 1	CONTACT DETAILS	
	1.1 School site information	
	1.2 School staff and governors	
	1.3 Extended services	
	1.4 Mutual aid	
	1.5 Local authority	
	1.6 Local radio stations	
	1.7 Other organisations	
	1.8 Contact details for completion during an emergency	
Section 2	ACTIVATION	
	2.1 Notification of incident	
	2.2 Initial response – Action Card	
Section 3	ROLES AND RESPONSIBILITIES ACTION CARDS	
	3.1 SERT Co-ordinator	
	3.2 Business continuity	
	3.3 Log keeping	
	3.4 Communications	
	3.5 Media management	
	3.6 Resources	
	3.7 Welfare	
	3.8 Educational visit leader	
Appendix 1	Post incident support	
Appendix 2	Business Continuity	
Appendix 3	Site information	
Appendix 4	Evacuation	
Appendix 5	Shelter	
Appendix 6	Lockdown	
Appendix 7	School Closure	
Appendix 7a	Managing a disease outbreak	
Appendix 8	Communications	
Appendix 9	Bomb Threats	
Appendix 10	Suspicious Packages	
Appendix 11	Incident log	
Appendix 11a	Log keeping guidelines	
Appendix 12	Expenses log	
Appendix 13	Emergency arrangements for other services using the school site	
Appendix 14	Incident / Exercise Debrief report	
Appendix 15	Training and Exercising record	

Section 1 – CONTACT DETAILS

1.1 School Site Information

Name: Caslon Primary Community School, Beecher Bear Daycare and Nursery and
Beech Tree SEMH Base and Tree Acre 9Early Years Inclusion Hub)

Address: Beeches View Avenue, Halesowen, B63 2ES

Telephone number: 01384 818875

Office telephone / 01384 818875

Fax number: N/A

Office email address: info@caslon.dudley.sch.uk

School website: www.caslon.dudley.sch.uk

Head teacher: Lynnette Holden-Gough

Type of school: Community

Pupils: Mixed

No. of pupils: 261

Age range of pupils: 2 – 11 years old

No. of Staff 46

Operating hours: Core school hours e.g.

Playground Supervision starts	Start of morning session	Morning Break	Lunch Time	Start of afternoon session	End of school
0830hrs	0830hrs	10:35-10:50	12:00 noon - KS1/EYFS	12:45hrs	1500hrs

Extended school activities: Details of any extended school activities operated by the school for pupils, including type of activity, days and times e.g.

OFFICIAL - SENSITIVE

Breakfast clubs – Mondays – Fridays from 7:30am

All after-school clubs end at 1730hrs, Monday - Thursday

External clubs:

Details of any external clubs that hire the school facilities, including type of activity, days and times e.g.

External clubs on Tuesday evening, these clubs end at 2000hrs

Special notes:

School has a SEMH base attached to main site – 14 pupil based.

Beecher Bear Daycare (24 place Daycare facility) and Nursery (64 place Nursery)

Tree Acre is a Early Years Inclusion Hub based just on edge of field – 10 pupil based

Emergency rest centre:

The school **IS NOT** a designated emergency rest centre in the corporate Emergency Plan.

1.2 Contact details - school staff and governors

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Name	Job title	SERT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Lynnette Holden-Gough	Head teacher	SERT Co-ordinator	School 01384 818875		First Aid at work trained
Dani Garrett	Deputy Headteacher	Welfare Co-ordinator	School 01384 818875		First Aid at work trained
Ollie Monk	Assistant Headteacher	Pupil Co-ordinator	School 01384 818875		
Mark Horan	Site Manager	Facilities Co-ordinator	School 01384 818875		First Aid at work trained
James Gray	Chair of Governors		School 01384 818875		
Amanda Heritage	Business Manager	Media and Communications Co-ordinator	School 01384 818875		First Aid at work trained
Kate Burns	Office	Communication Co-ordinator	School 01384 818875		Emergency First Aid trained

1.3 Contact details - extended services

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Contact numbers for all activities that take place on the school site e.g. school holiday clubs, community groups etc.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
HKA	Kickboxing	6-8pm	Martin Faulkner	07973 663290	Liaise with Site Manager

1.4 Contact details - Mutual Aid:

Name	Establishment	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
			Home: Mobile:		

1.5 Contact details - local authority

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency planning	Duty Emergency Planning Officer	0300 555 8181		Use this number for emergencies only
Children's services	Duty Services	0300 555 0050		
Media / communications	LA – Communications and public affairs team	01384 815727		
Property	Corporate Landlord – Anna Cox	01384 814754		Building Surveyor Team Manager
Transport	Travel Support Manager	01384 816972		
Catering	CMC – In House	01384 818875		
Educational visits	LA	01384 811584		
Health and safety	Elite – Naomi Chadwick	01543 574824		
Risk / insurance	RPA	0330 0585566		Option 2
Legal	Diane Nation	01384 815751		
Human resources	S4S – Jenny Jackson	07990003275		
Educational psychology	Laura Whitehead – Beech Tree Monica Ludwig – Main I	01384 815958		

1.6 Contact details - local radio stations/other media channels

* Leave this field blank for use during an emergency; you may need to record alternative contact details.

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

1.7 Contact details - other organisations

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0345 988 1188 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0300 790 6787 (office hours 08.30am to 5.00pm) Tel: 0151 922 9235 (24 hour, duty officer)	https://www.hse.gov.uk/contact/contact.htm#report-an-incident
Education Support Partnership	England: 08000 562 561 (24 hour)	Provides practical and emotional support to staff in the education sector and their families.
Insurance company	RPA: 0330 0585566	Option 2
Trade union	GMB, Unison, NAHT, NEU	

Supplier (transport)	LA – Transport – 01382 813962	
Supplier (catering)	CMC – In house – Catering Manager Tina Batten 07969324515	
Supplier (cleaning)	In House	
Supplier (temporary staff)	Mark Stone Supply Agency – First for Education 01384444222	
Utility supplier (gas)	Total energies – 0333 037874	
Utility supplier (water)	Water Plus – 0345 0726072	
Utility supplier (electricity)	Total energies – 0333 037874	
Utility supplier (heating)	Corporate Landlords 01384 814070	
CRUSE Bereavement Care	01902 420055 / 0808 808 1677	
The Compassionate Friends	0345 1232304	
Winston's Wish	08088 020 021	
Child Bereavement UK	0800 02 888 40	
The Samaritans	116 123 or Brierley Hill office 0330 094 5717 / 01384 78111	
Childline	0800 1111	

1.8 Contact details - for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

[illegible]

Section 2 - ACTIVATION

2.1 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). 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.**
- + **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 and nature 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 assistance is required?

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

What advice have the emergency services given?

Who has been informed?

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

- ☐ Police
- ☐ Fire & Rescue Service
- ☐ Ambulance Service
- ☐ Local authority
- ☐ 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?

.....

.....

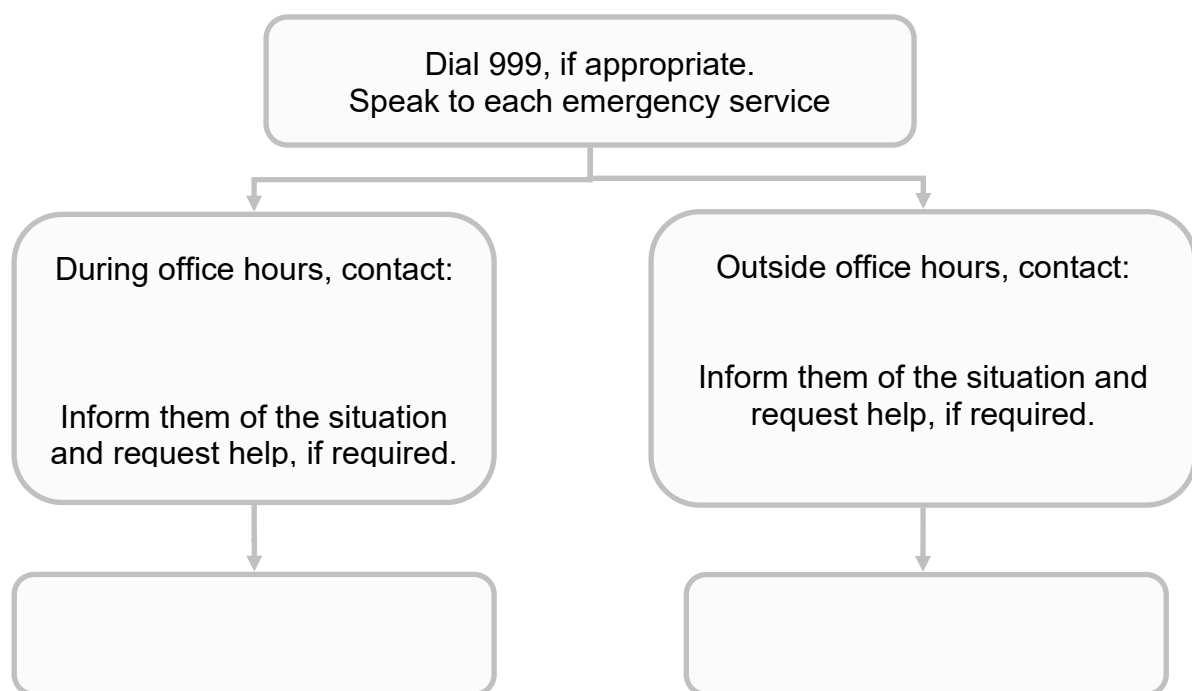
.....

2.2 Initial response – ACTION CARD

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**
- + **Attend to any casualties and administer first aid, if appropriate**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999**

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



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag)**
- + **Log all communications and actions**
- + **Notify school staff. Consider assembling a School Emergency Response Team (SERT) to assist with the response**
- + **Contact Dudley MBC Emergency Planning Team on 0300 555 8181**
- + **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

Action cards list suggested tasks that need to be undertaken in the response to an incident. Tasks may well be interchangeable depending upon the availability of resources and other commitments in an emergency.

It is suggested the following Action Cards are copied and kept in grab bags

3.1 ACTION CARD – SERT CO-ORDINATOR - (Headteacher or pre-agreed nominee)

Co-ordination - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Establish a basic overview of the incident; carry out a dynamic risk assessment.	
If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited	
Wherever possible, assign members of staff to relevant School Emergency Response Team (SERT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare	
Remember to: ▪ Allocate tasks amongst the SERT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SERT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support	
Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
Take action to protect property.	
Work closely with other organisations (e.g. emergency services, local authority) as required. It is wise to make initial contact with the Emergency Planning Team, even if only for information in the first instance in case the incident has wider implications. Provide accurate and factual information to those arriving on-scene.	
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.	
Inform governors as appropriate.	

Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	
Co-ordination - ongoing response	Tick / sign / time
Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
Continue to allocate tasks amongst the SERT. Work closely with the SERT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
Authorise any additional expenditure and keep a log.	
If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
Work closely with the 'media management' role to provide regular briefings to the media. Seek support and guidance from Communications and Public Affairs team (CAPA) and other organisations if necessary.	
Check that everyone who should have been notified of the incident has been informed.	
In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
Seek advice on legal and insurance issues, if appropriate.	
If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	
Co-ordination – recovery	Tick / sign / time
Act as the main contact for the recovery process. Continue to allocate tasks amongst the SERT and other staff.	
Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
Complete any necessary forms / paperwork.	
Arrange a debrief for school staff involved in the response.	

Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
Initiate a review of the school emergency plan.	
Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 ACTION CARD - Business Continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Business Continuity - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications	
Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
If appropriate, contact organisations which can assist in document restoration.	
Business continuity - ongoing response	Tick / sign / time
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.	
Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	
Business continuity - recovery	Tick / sign / time
Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
Put in place arrangements for remote learning, if necessary.	
Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 ACTION CARD - Log-keeping

Please refer to appendix 11 for more information on log-keeping.

Log-keeping - initial response	Tick / sign / time
Attend SERT briefings. Keep a log of important information, actions taken and decisions made.	
Ensure that each member of staff keeps an incident log.	

Log-keeping - ongoing response	Tick / sign / time
Provide administrative / secretarial support to the SERT.	
Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
Record details of any expenditure incurred by the school.	

Log-keeping – recovery	Tick / sign / time
Collate all incident logs, making copies if necessary.	
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 inquiry).	

3.4 ACTION CARD - Communications

Please refer to appendix 8 for more information on communication arrangements.

Communications - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
Support staff with any communication needs they may have.	
Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
Communications - ongoing response	Tick / sign / time
Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 8). Ensure that records of calls made to parents / carers are maintained.	
Liaise with the 'media management' role about contacting local radio stations.	
Update the school answer phone on a regular basis.	
Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries	
In the event of a major emergency, seek support from the local authority Emergency Planning Team; they may be able to establish a helpline for enquiries from the public.	
Communications - recovery	Tick / sign / time
Provide regular briefings to pupils and parents / carers.	
Assist the 'business continuity' role in providing remote / virtual learning.	
Check that any information in the public domain (e.g. website content) is accurate and up to date.	

3.5 ACTION CARD - Media management

Media management - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Seek support and guidance from Communications and Public Affairs team (CAPA), and the lead emergency services agency in responding to media requests.	
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.	
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.	
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.	
Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
Be prepared to be interviewed by the media.	
Media management - ongoing response	Tick / sign / time
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.	
Gather information from the SERT, emergency services and other organisations as appropriate.	
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 / CAPA (and other organisations as appropriate).	
Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
Try to prevent the spread of misinformation (especially through the use of mobile phones/social media).	
Media management - recovery	Tick / sign / time
Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
Be aware of media interest in memorials or anniversaries of the event.	

3.6 ACTION CARD – Resources

Resources - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Take action to protect property. Consider turning off utility supplies.	
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.	
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
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.	
Resources - ongoing response	Tick / sign / time
Assist with on-site health and safety issues.	
Liaise with utility suppliers as required.	
Establish safe and secure areas to assist the response, on-site/ off-site and with back-up locations; E.g.: ▪ SERT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room	
Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
Work with the 'business continuity' role to arrange temporary accommodation, if required.	
Resources - recovery	Tick / sign / time
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.	
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
Procure temporary classrooms if appropriate.	

3.7 ACTION CARD - Welfare

Welfare - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident)	
Arrange provision of refreshments/meals if required.	
Welfare - ongoing response	Tick / sign / time
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
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.	
Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
Ensure that staff take regular rest periods.	
Welfare - recovery	Tick / sign / time
Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 ACTION CARD - Educational visit leader

Educational visit leader - initial response START A PERSONAL LOG OF EVENTS, DECISIONS TAKEN AND TIMES	Tick / sign / time
Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
Establish arrangements to meet the immediate welfare needs of pupils and staff.	
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.	
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.	
Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
Keep a log of important information, actions taken and decisions made.	
Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad)	
Avoid making comments to the media until parents / carers have been informed.	
Do not discuss legal liability with others.	

Educational visit leader - ongoing response	Tick / sign / time
Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
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.	
Continue to brief staff and allocate tasks on a regular basis.	
Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
Liaise with the tour operator / provider, if appropriate.	
Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
If abroad, contact the Foreign & Commonwealth Office for support.	
If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
Retain any receipts / documentation for insurance purposes. E.g.: ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number	
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.	
Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations/Dudley MBC Communications and Public Affairs (CAPA) team as appropriate. Devise an ongoing strategy for dealing with media requests.	
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).	
Educational visit leader - recovery	Tick / sign / time
Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
Complete any necessary forms / paperwork.	

APPENDIX 1 – POST INCIDENT SUPPORT

Post incident support - assistance for pupils and parents / carers
Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.
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.
Consider which pupils need to be briefed, how, and by whom.
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.
Consider providing relevant books in the school library.
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).
Send a letter to parents / carers with information on: ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support
Maintain regular contact with parents / carers.
Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.
Consider organising an event for parents / carers to discuss any issues or concerns they might have.
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.
Post incident support - general actions
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate. Initial trauma support is available through the Emergency Planning team.
Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care

Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.
Cancel or rearrange any events which are inappropriate.
Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.
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.
Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).
Post incident support - returning after a period of absence
Negotiate with parents / carers a suitable date for returning to school after a period of absence.
Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day
Brief pupils who may be able to help in the process of resettling (e.g. close friends).
Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Exams
Post incident support - funeral arrangements
Contact bereaved families to express sympathy on behalf of the school.
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.
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: ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations

Post incident support - remembrance

Taking into account the wishes of the family, consider providing a suitable memorial at the school:

- Garden
- Seating area / bench
- Tree
- Book of condolence
- Fountain
- Sculpture
- Painting
- Photograph
- Prize (e.g. a sporting / academic trophy for older children)

Be aware of important dates which may need to be prepared for. E.g.:

- Birthdays
- Christmas
- Mother's Day
- Father's Day
- Anniversary of the event

Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:

- Commemorative service
- Special assembly
- Concert
- Display
- Sports event

Be aware of renewed media interest near anniversaries of the event.

APPENDIX 2 - 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	PE Cupboard and electronic since 2019	Results online, but no papers	Results online, but no papers
Examination papers	PE Cupboard and electronic since 2019	Results online, but no papers	Results online, but no papers
Asset registers / equipment inventories	Electronic	Unable to organise insurance claim	System is online and web based.
Insurance documentation	Electronic	Unable to organise insurance claim	System is online and web based.
Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	On primary gateway assessment	Results and assessment system not accessible	System is online and web based.
Contact details	Online Arbor Pack MIS system	Unable to make contact with the children parents when needed	System is online and web based.
Financial information	Online through Business World	Unable to use financial systems and pay bills	System is online and web based.
Medical information	Online Arbor MIS system	Unable to gain correct help	System is online and web based.
Remote learning	Notes / instructions		
Website / extranet	Use through Google Classroom/Seesaw/Century Tech/Education City/Lexia.		

Email	Through Network IT
Post	Arrange delivery to alternative address

BUSINESS CONTINUITY – Critical Areas and Resources

Alternative arrangements listed in the table below should be considered when key school activities are not met and school cannot perform business as usual.

Critical Area and Activities	Premises/ Equipment	3 rd Party Dependencies	Possible impacts	Alternative arrangements
Examples below (please complete as relevant for your school)				
Transport	Taxi	LA	No children in school	School minibus to collect children
Catering	On site kitchen	N/A	No lunches for children to eat	Brought in lunches from home, or a cold option, or another kitchen provide for us
Delivery of Lessons/Exams	School classrooms	N/A	No learning to occur	Remote teaching
Personnel/Staff	No Staff	N/A	Lack of staff to teach/support children	Remote learning/Supply agency
IT	Server	RM	Loss of work/planning/etc	Paper
Heating	Boilers	LA	No hot water, heat to keep classrooms warm	Remote teaching/ Portable heaters
Communications	Phone lines/Internet	N/A	Parents unable to make contact	Mobile phones will be used, school has 4 of these. Parents have numbers to 2 of them.
Premises	School Building	LA	No place for children to be educated	Remote learning/alternative arrangements made
Insurance	All through RPA	RPA	Lack of insurance cover	RPA
Cleaning	All in house cleaning	N/A	School not cleaned	Separate company would be brought in

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	House at top of the drive	Key in office
Water	Outside main gates	
Electricity	House at top of the drive	Key in office
Heating	In peace garden	Also boiler down cellar

Internal hazards	Location	Notes / instructions
Asbestos	Various across school	See Asbestos map and handbook in school office
Chemical store(s)	Green container	Back car park if any on site
Oil tanks or fuel storage	N/A	N/A
Any specific difficulties and procedures e.g. split site.	Sick	Sick kit

Pre-designated areas	Location	Notes / instructions
SERT briefing area	Head Teachers Office	Also use of TEAMS chats
Media briefing area	Main Entrance or outside the building	All to ensure they have a lanyard

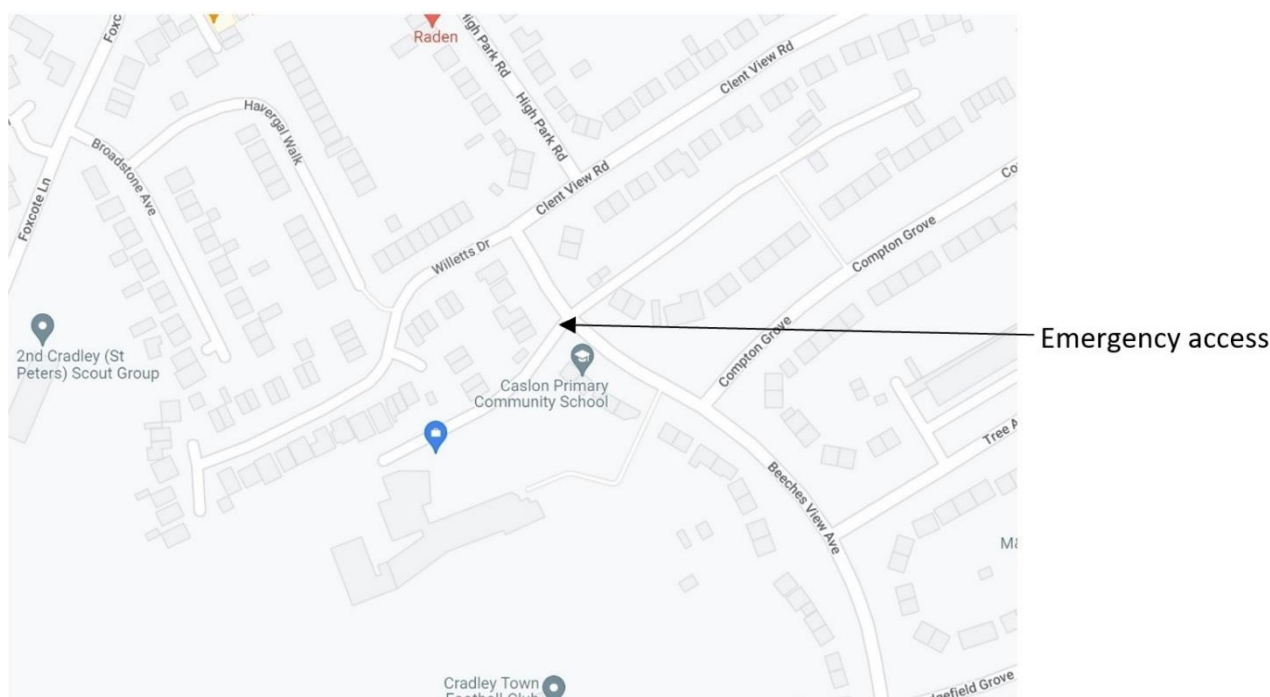
External hazards	Location	Notes / instructions
Ponds or pools	N/A	N/A
Nearby industrial facilities	N/A	N/A
Rivers or streams which pose a flooding risk	N/A	N/A

Pre-designated warning signals	Location/system	Notes / instructions
Different warning signals should be used for the different circumstances. What signals are used should be decided upon by individual schools as alarm system capabilities differ between schools. Possible examples; pulsating signal from fire alarm, air horn, manual bell, public address system, two-way radios, mobile phone, texts, alert messenger, internal email.		
Evacuation (Fire etc.)	Normal fire alarm	

Evacuation (Bomb threat)	In Main reception	Word of mouth/printed cards – see guidance page 9
Shelter	Broken Bell	Example could be normal fire alarm with separate pulsating signal for shelter in place
Lockdown	Broken Bell	Key word on TEAMS to know safe.
All clear	Tree	Can be the same signal for all circumstances

Location map example:

- An up-to-date, detailed plan of the school showing evacuation routes and assembly points (this should include at least one alternative in case the emergency affects the main route or assembly point).
- Information on any different evacuation routes and assembly points to be used in case of a bomb alert (e.g. assembly points may need to be further away from the building – see appendix D of the guidance).
- Information on exit and evacuation routes from the assembly points to a different safe location.
- Information on any personal emergency evacuation plans for individual pupils or staff.
- Highlight location of school and surrounding area, detailing emergency services access routes.



Emergency Services Access Route:

Front of school, through main gates, via Beech View Avenue, Halesowen, B63 2ES

Alternative Emergency Services Access Route (if available):

OFFICIAL - SENSITIVE

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Word of mouth
Signal for all-clear	Word 'Tree via teams'

Assembly points - fire evacuation	
Fire evacuation assembly point A	Main school field
Fire evacuation assembly point B	Sensory Garden on Car Park
Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Main School field
Bomb evacuation assembly point B	Sensory Garden on Car Park

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Ensure that a procedure is in place for sending pupils home if the situation becomes prolonged, taking account of the need to track who has left / been collected.

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Cradley Primary C of E
Type of premise	School
Contact name and details of key holder(s)	HT/Site Manager 01384818230
Address	Church Road, Halesowen B63 2UL
Directions / map	All staff have relevant address and know which route to walk with children if need be. Beech Tree and Tree Acre to go in the minibus
Estimated travel time (walking, with pupils)	15 minutes
Estimated travel time (by coach, with pupils)	5 minutes
Capacity	240 in School Hall
Capacity (sleeping)	Would not need to sleep as children could go back home.
Facilities / resources	Toilets, facilitate learning, catering
Notes	Hall use of another primary school

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	Lockdown Bell
Signal for all-clear	Word 'Tree via TEAMS'

Upon hearing the shelter signal, take the action below.

Initial response - shelter
Ensure all pupils are inside the school building.
If appropriate, move pupils away from the incident (e.g. to the other side of the building).
Dial 999, if appropriate. Dial once for each emergency service that you require.
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.
Check for missing / injured pupils, staff and visitors.
Ensure procedure in place for detaining pupils at school should an external incident put them in danger if pupils are allowed home.
Reassure pupils and keep them engaged in an activity or game.
Notify parents / carers of the situation.
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

OFFICIAL - SENSITIVE

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Bell
Signal for all-clear	Word 'Tree' Via TEAMS

Lockdown	
Rooms most suitable for lockdown	All classrooms
Entrance points (e.g. doors, windows) which should be secured	Doors, windows, blinds all shut. Children under tables and staff sit with backs against doors .
Communication arrangements	▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other
Notes	

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

Initial response - lockdown
Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.
Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.
Dial 999. Dial once for each emergency service that you require.
Ensure people take action to increase protection from attack: ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors
Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.
If possible, check for missing / injured pupils, staff and visitors.
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.
Ensure procedure in place for detaining pupils at school should an external incident put them in danger if pupils are allowed home.

OFFICIAL - SENSITIVE

APPENDIX 7 - SCHOOL CLOSURE

Generic actions - initial response
Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident)
If necessary, assemble an SERT.
Seek support from other organisations (e.g. the local authority) as appropriate.
Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 8. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority
If the closure takes place during the school day, arrange transport for pupils as necessary.
If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.
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.

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

APPENDIX 7a – MANAGING A DISEASE OUTBREAK (pandemic flu, norovirus, etc.)

Generic actions – initial response
Assess the need for closure
Inform Children’s Services and Dudley MBC Public Health
Consider procedures for dealing with a child who shows symptoms of pandemic influenza/norovirus at school (isolate them from other pupils and arrange for them to be taken home):
Have systems in place to minimise the spread of infection if the school stays open during a pandemic (e.g. handwashing, disposal of tissues):

Generic actions - ongoing response
Outline procedures / plans to continue the education of pupils remotely:
Monitor the critical level of staff absenteeism – this may result in required school closure:

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01384 818875	Main Office
Outgoing calls	01384 812078	Heads Office

All relevant parties should be updated at regular intervals on the incident; even if no significant developments have occurred since the last time of contact. Consider communications for in-hours and out-of-hours

Methods of communication	Notes / instructions
Answer phone	▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site?
Text messaging system	▪ Log-in details ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the school site?
Local radio stations	▪ Instructions for reporting school closures.
Telephone tree	Message via All staff chat on TEAMS for staff
School notice board	Via Class Dojo for all parents across school. All parents are connected to this platform.

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	Class Dojo through parents	Parents are connected through emails
Parents / carers	Class Dojo	Parents are connected through emails
Governors	Governor Hub	Governor Hub
Extended services	Telephone	Kate in the office.

APPENDIX 9 - BOMB THREATS

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

It may be useful to include the “ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT” form in this appendix of your plan.

A PDF printable version of this form can be downloaded from:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552301/Bomb Threats Form 5474.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/552301/Bomb_Threats_Form_5474.pdf)

SAVE AND PRINT FORM – HAND COPY TO POLICE AND SECURITY/ COORDINATING MANAGER

Retention Period: 7 years

OFFICIAL - SENSITIVE

APPENDIX 10 - SUSPICIOUS PACKAGES

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.

Initial response - upon receiving a suspicious package
Remain calm.
Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it
Note its exact location. If possible shut windows in the immediate area.
Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.
Notify the Police (999) and the headteacher / nominated emergency contact immediately.
Do not use mobile phones, two-way radios, Wi-Fi enabled equipment within 15 metres of package or sound the alarm using the break glass call points.

Initial response - upon discovering a suspicious item
DO NOT touch or interact with the item/package/vehicle
Try to identify an owner in the immediate area
Confirm whether or not the item/package/vehicle exhibits recognisably suspicious characteristics Is it: H idden/deliberately concealed? O bviously suspicious (wires, circuit boards, tape, liquids etc.)? T ypical? Would you normally expect to find it in this location?
Note its exact location and notify the Police (999) and the headteacher / nominated emergency contact immediately.
Move to designated safe area or evacuate building depending on item found and location
Do not use mobile phones, radios, Wi-Fi enabled equipment within 15 metres of item or sound the alarm using the break glass call points.

OFFICIAL - SENSITIVE

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

Initial response - if exposed to a potentially hazardous substance
Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.
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.
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.

OFFICIAL - SENSITIVE

APPENDIX 11 – INCIDENT LOG

Copies of this template should be made so that log sheets are ready for use if required

Incident

Location of Incident

Date:

Time:

Sheet 1 of

Maintain a log below of your actions taken as the incident progresses. Please attach any emails sent and received.

Date and Time	Information Received / Decision(s) Made / Action Taken	Reason(s)

Name:

Signature:

Date:

APPENDIX 11A – LOG KEEPING GUIDELINES

	Thursday, 19/05/2014
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 338 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

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

OFFICIAL - SENSITIVE

APPENDIX 12 – EXPENSES LOG

Copies of this template should be made so that log sheets are ready for use if required

Incident

Location of Incident

Date:

Sheet 1 of

Maintain a log below of expenses incurred as a result of the above incident. Please attach receipts for any purchases to this sheet.

Date and Time	Brief Description and Reason(s)	Cost(s)

Name:

Signature:

Date:

APPENDIX 13

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. Community groups, 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 to ensure these procedures are integrated into the school's emergency response.

Encourage other services to devise their own plan for emergency incidents.

APPENDIX 14 – EXAMPLE DEBRIEF TEMPLATE



INCIDENT / EXERCISE DEBRIEF REPORT

This form should be used to report those aspects of an incident or exercise that went well or where performance can be improved. In particular those circumstances where problems have been identified and overcome, operational procedures have worked well or may require amendment, and in circumstances where innovative methods have been adopted and resulted in improved performance.

INCIDENT / EXERCISE:
DATE:
INCIDENT / EXERCISE OVERVIEW:
DATE OF DEBRIEF MEETING:

Areas of good practice identified:
Areas for improvement:
People <i>(issues pertaining to the health and welfare of the personnel involved)</i>
Business Continuity <i>(issues pertaining to improving the management of business continuity arising from the incident / exercise).</i>
Recommendations:

APPENDIX 15 – TRAINING AND EXERCISING RECORD

It is important that all staff involved in the school's response to an emergency are fully aware of the procedures detailed in the School's Emergency Plan. Staff should receive comprehensive training on emergency plan procedures to ensure that they:

- Know their role
- Are competent to carry out tasks assigned to them
- Have access to available resources and facilities
- Are confident that their colleagues in response are similarly prepared

Details of all training undertaken by members of the School Emergency Response Team should be recorded in order that a comprehensive list of skills and training can be maintained.

Example: Staff Training Record

Training title	Attendees	Role	Date
Introduction to Emergency Management	J Bloggs	SERT Coordinator	1 st August 20--
Media Training	A Other	Media and Communications Coordinator	3 rd December 20--

Not all aspects of an emergency plan can be tested, but some crucial elements can such as:

- Contact lists
- Activation of SERT
- Communications equipment

A variety of formats can be used to test the validity of the procedures in the School Emergency Plan i.e. tabletop scenarios, telephone call-out test etc.

Any exercises undertaken should be recorded and any findings, such as lessons learnt and recommendations should be incorporated into the plan when it is revised.

Example: Exercise Record

Date	Brief Details of Exercise	Actions Identified	Outcome of Actions
10 th January 20--	Full test of Emergency Plan	School site plan needs to be updated to show the newly built science block	Site plan updated 1 st March 20--
2 nd December 20--	Telephone call-out test	Contact names and numbers have changed	Contact lists updated 15 th December 20--

Dudley MBC would like to acknowledge Nottinghamshire County Council's contribution in the production of the school's emergency plan template document.