Clyst Hydon Primary School
SCHOOL EMERGENCY MANAGEMENT PLAN

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

This is your plan and you are responsible for its completion, update and maintenance as required.

Please ensure you read Section 1 – Background to Emergencies

Please ensure you update Section 2 – Your plan / What Happens If!

Appendix 2 is RA100 for Clyst Hydon Primary School for COVID-19 Procedures

In the event of an emergency please refer to that document in conjunction with this emergency plan

CONTENTS

SECTION 1: INTRODUCTION

Introduction

Emergencies can and do happen and an organisation's ability to respond appropriately in emergencies depends on the forethought and planning that has already taken place. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to set in place emergency plans for the continuity of their service. The Local Authority (LA) advocates that schools should have appropriate and effective emergency plans.

This document is designed to provide guidance to Executive Heads and Governors in developing and maintaining a suitable plan in order to continue the operation of the school with the emphasis on keeping the school open in the first instance.

Whilst this document focuses on schools, the same principles can be applied to Short Stay Schools, Youth Centres, Adult Education Centres and Children Centres.

Levels of an Emergency

Emergencies in Schools

While it is not possible to plan for every possible eventuality that might arise, incidents can grouped into three levels:
- Level 0 – Localised Incidents
- Level 1 - Localised Emergencies
- Level 2 - Major Community Emergencies

Levels 1 and 2 are distinguished on how wide-spread their possible effect may be and the action that needs to be taken, not necessarily their potential severity.

While the LA response and coordination is likely to take effect on the two higher levels only – *localised emergencies* and *major community emergencies,* it is considered worthwhile to include *Level 0 (localised incidents),* since initial action taken is likely to be similar and recognition needs to be given to the unforeseen.

Level 0: Localised Incidents

Disruptive to routine but not an immediate threat to life or well-being.

Incidents that can be dealt with locally and may, at most, require a limited closure of the school and includes limited disruption without involving risk to the well-being of individuals.

Some support from the LA or other agencies may be necessary, and some incidents may require formal notification to the Local Authority (LA).

Examples:

- Severe weather problems
- Services – power, gas, water cut off / loss of utility supplier
- Failed heating system
- Flooding or other weather damage
- Fallen trees
- Minor earthquake tremor
- Water leak
- Vandalism
- Local industrial action
- Notifiable infectious outbreak
- Flight restrictions preventing normal return of school group
- ICT failure or disruption including:
  - Internet connectivity outage
  - Email system not working
  - Theft of servers or major parts of ICT infrastructure
  - Malicious (Virus, Denial of Service, hacking etc.) attack on ICT systems
  - Website down
  - Telephone Services not working (possibly linked to Internet service)

Level 1: Localised Emergencies

Localised emergencies may include any unexpected event which is that is likely to disrupt the normal functioning of the school.

These are more likely to be critical incidents involving a real threat of, or actual injury or death, where urgent and significant local authority and other agency support are needed.

Examples: In School

- The death of a pupil, member of staff or visitor to the site
- A deliberate act of violence, such as the use of a knife or firearm
- A school fire or laboratory explosion
- A pupil or teacher being taken hostage
- The destruction or serious vandalising of part of the school
- Gas leak

Examples: Outside School

- The death of a pupil or member of staff through natural causes or accidents
- A transport-related accident involving a large number of pupils and/or members of staff or resulting in death or serious injury
- Death or serious injuries on school journeys or excursions
- Civil disturbances and terrorism
- Large clusters of localised human to human viral infection which will trigger concerns of a likely epidemic.

Level 2 - Major Community Emergencies

Major emergencies may affect whole communities and typically involve the Devon Emergency Planning Service.

A serious incident in the local community which could have a significant impact on the school. School closure may be necessary dependant on the nature and proximity of the emergency.

The County Councils Business Services Team and Devon Emergency Planning Service will be involved**.**

Examples:

- Serious road or rail accident or spillage
- Aircraft crash
- Factory explosion
- Terrorist action
- A more widespread disaster in the community
- A Flu epidemic or viral infection leading to national alert

6

School Emergency Planning

Scope of the School Emergency Plan

Schools should plan to manage a range of potential threats, incidents and emergencies to ensure Business Continuity is maintained. These should be documented in the Business Continuity section of this plan – Section 2. Your plan should assess the specific risks affecting the school and identify any hazards which pose a particular risk, such as the proximity to an industrial estate, river or major road, as well as taking account of other potential risks, such as;

- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or explosive device
- Destruction or vandalism of part or whole of the school
- The school building becoming unsafe as a result of fire, flooding or gas leak
- Severe weather
- Death of a pupil, member of staff or governor
- An epidemic
- Serious incidents on educational visits
- The release of hazardous substances near or on the school site.

Other events may also be deemed to be emergencies in schools because of the impact they have on teachers, pupils or other staff, sometimes for protracted periods of time:

- An incident in the community which is seen or experienced by pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school
- Industrial action

Additional procedures for dealing with these types of emergencies should be accounted for in the plan.

The principles of an emergency response

There are typical tasks and actions that a school may need to undertake to manage an incident. The School Emergency Plan should make it clear who will undertake each task for a range of possible scenarios.

The Executive Head, or nominated emergency contact, is responsible overall for the school's response to an emergency, however they should be supported by the School Emergency Management Team (SEMT).

The SEMT should consist of senior staff that are willing to take key roles in an emergency, such as; business continuity, communications, log keeping, media management, resources and welfare, supported by admin and caretaking staff or facilities manager. Identifying these key staff members and delegating roles in advance will save time should an emergency occur.

However, whilst the SEMT will coordinate the necessary actions at local level to minimise further risk as a result of an emergency, the LA and external services can be called upon at any time to provide help, advice and support to enable schools to carry out their day-to-day functions in extraordinary circumstances.

In smaller schools, it may not be possible to nominate a full SEMT and most roles will be taken by the Executive Head or nominated emergency contact, with support from the office staff or caretaker. In these circumstances, it is particularly important to contact the LA and report the incident as soon as possible.

The Devon Emergency Planning Service and Business Services Team have dedicated staff who can offer support and guidance, in conjunction with the LA Business Continuity Plans which set out clear procedures and protocols for dealing with emergencies.

EMERGENCY CONTACT INFORMATION

Emergency Contact Information (Strictly Private and Confidential)

1. School Closures should be reported via the School Closure Website.

Online: **https://www.devon.gov.uk/schools/**

Then complete the on-line form by:

- Click on the "Temporary school closures" -

    https://www.devon.gov.uk/schools/closure/

- Click on the "school closures" icon to right hand side of the screen

    https://www.devon.gov.uk/schools/myaccount/

    Enter the user name and password as required,

    User Name: **your Username or Email Address**

    Password: **your password (if you have forgotten this you can request another via "Lost Password Reset"**

- Click on School closure form

- Enter the school DfE number or select school from drop down box and press **'search'**

- Complete the emergency closure form and press **'submit'**

The school closure information will automatically be updated on the DCC website.

Notes: If you leave the "To" date empty on the closures form then you must remember to come back and update information when your school reopens. Your school will appear as 'closed' until you do so. If circumstances change e.g. school is to be closed for a longer period than first reported please log in again to update/re-complete the form.

Keep User Name and Password details in a nominated and secure location.

Emergency Contact Information

For further advice or should you be unable to access the closures website please call

"The School Emergency Team" who will be able to support you as follows:

Normal Working Hours - 8am to 8pm on Monday to Friday and

…………………………….. 9am to 1pm on Saturday, excluding Bank Holidays.

Telephone: 01392 383369 or Email: peopleandschoolsemergency-mailbox@devon.gov.uk

(emails will be answered within 24 hours Monday to Friday)

PLEASE NOTE: You must remember to return to the closures page to update the record when the circumstances changes.

1.1 Key Tasks and Actions Flowchart – Generic Incident

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                        ┌─────────────────────┐
                        │      INCIDENT       │
                        └─────────────────────┘
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Make an assessment of risk identifying;
- Degree of damage
- Likely period of disruption
- Consequence for site
- Danger to children, staff and public

Ensure the safety of children and staff

Contact Emergency Services (999), if required

Implement the School Emergency Management Plan

Brief staff, pupils, parents and Governors

Convene the School Emergency Management Team

Open and maintain a log of events and actions

Notify the County Councils Business Services Team on 01392 383369 and report level of disruption

- Level 0 – Localised Incident / School closure for non-threatening events
- Level 1 – Localised Emergency
- Level 2 – Major Community Emergency

Plan management of incident

Provide regular updates to Business Services Team, staff, pupils, parents and Governors

Instigate Recovery Plan

Make immediate arrangements to support children and adults

Plan for longer term support i.e. counselling, memorials and commemorations

1.2 Key Tasks and Actions Flowchart – Severe Weather

SCHOOL EMERGENCY MANAGEMENT PLAN
School closure contingency plans should be prepared well before the bad weather season

SEVERE WEATHER EVENT

UNABLE TO MANAGE RISK SAFELY

MAKE AN ASSESSMENT OF RISK IDENTIFYING:
- Local assessment and impact to community
- Degree of damage or disruption
- Likely period of disruption
- Consequence for site and/or travel
- Danger to children, staff and public

RISK MANAGED BY LOCALISED ACTIONS

EXECUTIVE HEAD IN CONJUNCTION WITH GOVERNING BODY / CHAIR DECIDE TO CLOSE SCHOOL

SITUATION MONITORED CLOSELY SCHOOL REMAINS OPEN

BRIEF STAFF, PUPILS, PARENTS AND GOVERNORS
Schools should have a variety of methods to get information to parents, staff and students regarding closing and re-opening. These could include:
- Posting notices on the school gates
- Messages via the local media
- School websites
- Staff telephone cascade
- Parent telephone cascade
- Text messaging
- DCC website

CONTACT EMERGENCY SERVICES IF REQUIRED

REPORT SCHOOL CLOSURE TO LOCAL AUTHORITY

Online or via
01392 383369 (office hours) or
07699 734637 (24-hours)

(DFE No required)

LIAISE WITH SCHOOL TRANSPORT PROVIDER

INFORM LOCAL RADIO STATION
RADIO DEVON:
Phone: 01752 260323 / 0845 3011034
Email: radio.devon@bbc.co.uk

HEART FM:
Studio Number: 01392 444455 / 01392 354232
Travel Line: 01392 354297

(DFE No required)

CONTINUE TO MONITOR AND RE-ACCESS THE SITUATION – PLAN TO REOPEN AS SOON AS POSSIBLE

IMPLEMENT CONTINUED LEARNING PROGRAMME IF DISRUPTION IS LIKELY TO BE PROLONGED

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SECTION 2: YOUR PLAN

Plan administration	
Version number	Version 3
Date of issue	September 2020
Electronic copies of this plan are available from	The School Business Manager
Hard copies of this plan are available from	The School Office Emergencies Procedures Pack
Location of emergency grab bag(s)	Clyst Hydon Primary School Office
Date of next review	Full Governing Body Meeting November 2020
Person responsible for review	School Business Manager

If you require further help in the interpretation of this guidance you can contact the Business Services Team at peopleandschoolsemergency-mailbox@devon.gov.uk

DISTRIBUTION LOG

Name	Job title	Organisation	Address	Email	Protected version? (hard copy, Y / N)	Protected version? (electronic version, Y / N)	Previous versions destroyed? (Y / N)
Steve Mellor	Executive Headteacher	Devon Moors Federation	Spreyton Primary School, Spreyton, Crediton, Devon, EX17 5AJ	head@filleigh-primary.devon.sch.uk		Y	
Martin O'Mahony	Head of School	Clyst Hydon Primary School	Clyst Hydon Primary School Cullompton EX15 2ND	momahony@clyst-hydon-primary.devon.sch.uk	Y		
Iain Stewart	Chair of Governors	Clyst Hydon Primary School	Town Tenement Farm Clyst Hydon Cullompton EX15 2	chair@clyst-hydon-primary.devon.sch.uk	Y		
Stefanie Hastie	School Business Manager	Devon Moors Federation	Filleigh Primary School Castle Hill Filleigh Barnstaple Devon EX32 0RS	stef@filleigh-primary.devon.sch.uk	Y		
Ange Stevens	Administrator	Clyst Hydon Primary School	Clyst Hydon Primary School Cullompton EX15 2ND	admin@clyst-hydon-primary.devon.sch.uk	Y		

| Juliette Tommons | Lead Teacher | Clyst Hydon Primary School | Clyst Hydon Primary School Cullompton EX15 2ND | jtommons@clyst-hydon-primary.devon.sch.uk | Y | | |

SECTION 2.1: CONTACT DETAILS

2.1 School information

School details	
Name of school	Clyst Hydon Primary School
Type of school	LA Maintained Primary School
School address	Merry Fields, Clyst Hydon, Cullompton, EX15 2ND
School operating hours (including extended services)	8:00am – 4.30pm
Approximate number of staff	5
Approximate number of pupils	19
Age range of pupils	3-11

Office contact details	
Office telephone number	01884 277255
Office fax number	--
Office email address	admin@clyst-hydon-primary.devon.sch.uk
Useful websites	
School website	www.clyst-hydon-primary.devon.sch.uk
Local authority (Staff)	https://inside.devon.gov.uk/
Local Authority (Public Facing)	https://new.devon.gov.uk/
Devon School Closures	https://new.devon.gov.uk/schools/closure/
Devon School Communications	http://new.devon.gov.uk/schcomms/sc/
Support for Schools	https://new.devon.gov.uk/supportforschools/
Department for Education	www.gov.uk/government/organisations/department-for-education
Foreign & Commonwealth Office	www.gov.uk/government/organisations/foreign-commonwealth-office
Environment Agency	www.gov.uk/government/organisations/environment-agency
Met Office	www.metoffice.gov.uk

Health and Safety Executive	www.hse.gov.uk
Educational Support Partnership	https://www.educationsupportpartnership.org.uk/
Integrated Educational Support Service	http://www.babcock-education.co.uk/

SECTION 2.2: WHAT HAPPENS IN AN EMERGENCY (YOUR PLAN)

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.

Loss of Personnel	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Executive Head	▪ Are deputies identified and adequately trained? ▪ Are documented procedures for critical activities in place?	Short-term Head of School can continue with day to day running of the school. Medium term the SBM will assist the Head of School to ensure that all legal requirements and returns are met but the continuity between schools that the EH provides will start to erode. Long term the strategic vision of the school would not be implemented and Heads of School would not have the support and backup of the EH for their decision making. There would be no one in place who is trained in H&S, personnel, premises, etc.	Yes. Head of School & SBM both in post and adequately trained. Yes. Head of School & SBM can ensure school continues to run. Financial policy covers for long term absence of Executive Head with the Heads of School able to sign off payments.
Head of School	▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged? ▪ Could lesson plans be pre-arranged for delivery by trainee teachers? ▪ Could increased reliance be placed on support staff (e.g. teaching assistants)? ▪ Could classes be merged (whilst maintaining an adequate pupil / staff ratio)?	Short-term illnesses are covered by regular supply or agency and class planning used so no major impact. Medium-term would look for continuity in supply teacher to lower the impact on disruption to the class. Could start to affect the overall attainment of the class. Long-term absence of a regular teacher can unsettle the class and cause concern from parents. Loss of day to day leadership could have detrimental effect on staff, parents and pupils.	All teachers have long, medium and short term planning in place. TAs assigned to each class so they also know the plans. There is supply staff that know the school. TA can help with class knowledge EH will timetable his diary to attend the school more often if Head of School is off for more than a week. Management decisions will be made by the EH.

Teaching staff	▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged? ▪ Could lesson plans be pre-arranged for delivery by trainee teachers? ▪ Could increased reliance be placed on support staff (e.g. teaching assistants)? ▪ Could classes be merged (whilst maintaining an adequate pupil / staff ratio)?	Short-term illnesses are covered by regular supply or agency and class planning used so no major impact. Medium-term would look for continuity in supply teacher to lower the impact on disruption to the class. Could start to affect the overall attainment of the class. Long-term absence of a regular teacher can unsettle the class and cause concern from parents. .	All teachers have long, medium and short term planning in place. TAs assigned to each class so they also know the plans. Supply staff know the school. Long-term would look for secondment from other schools in the federation (Management Partnership) or place an advert if length of absence is for an unknown long duration. This will mean that children and parents are more settled as there is a regular teacher in the class.
Business Manager	▪ Are documented procedures for critical activities in place? ▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged?	Short-term the administrators can cope with the day to day running of the school. Medium-term the monthly tasks will need to be completed by external support. Long-term no budget or forward planning would be undertaken. No costings for staffing or review of costs against budget. Governors would not have accurate budget monitoring figures.	Administrators can run the schools on a day to day basis. They can process payments and place orders as EH can sign them off. The SBM is covered by absence insurance so Bursar support can be bought in from DCC to ensure monthly checks are done. Long-term additional support could be seconded in from another federation as single school SBMs would not understand the difference and the way the federation works.

Office staff	▪ Are documented procedures for critical activities in place? ▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged?	No-one in the office to answer the phone or meet visitors to the school. Medium term – events won't get organised, dinner money won't be processed and communication in and around the school will be affected. Long term the office will grind to a halt with no one to process orders, letters, payments, trips, phone calls, dinner money, etc. the school will start to suffer and children, staff and parent relations will be negatively affected.	This can be covered by diverting a TA into the office for the first morning rush if the SBM is not on site that day. Medium term part time staff from other schools will be drafted in to help. Long term the SBM will have to find a temporary replacement and diary in more time at the school. With good relations with local schools it is feasible that other part time experienced staff can be found to offer cover.
Site manager(s) / caretaker(s)	▪ Are documented procedures for critical activities in place? ▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged?	Caretaking supplied by Devon Norse so it is up to them to provide a replacement	No issue for the school as up to Devon Norse to find a replacement or cover the hours with their existing staff.
Catering staff	▪ Are documented procedures for critical activities in place? ▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged?	Catering supplied by Devon Norse so it is up to them to provide a replacement	No issue for the school as up to Devon Norse to find a replacement or cover the hours with their existing staff.
Cleaning staff	▪ Are documented procedures for critical activities in place? ▪ Could temporary staff be recruited? ▪ Could secondments from other schools be arranged?	Cleaning supplied by Devon Norse so it is up to them to provide a replacement	No issue for the school as up to Devon Norse to find a replacement or cover the hours with their existing staff.

Severe Weather (prior to school opening)	▪ Can staff get to school? ▪ Can pupils get to school? ▪ Is the school site safe if staff and pupils can get in? ▪ Will staff and pupils be able to get home if the weather worsens? ▪ Have we told staff and parents the school is closed ▪ Are buses and school transport providers running?	If staff are unable to get to school then there will not be enough supervision on site for pupils. If pupils cannot get in then the school will close. If Country transport/buses are not running then pupils will not be able to get into school. Will need to let parents and staff know if closing so they do not risk a hazardous journey for no reason. If the weather gets worse during the day it will become difficult to get staff and pupils home The site could be icy and slippery and not safe for children to use the outside.	Chair of Governors lives in the village and will be able to walk to the school to check that pupils are not arriving. If only one member of staff can get in then the school will have to shut. If a small number of pupils arrive then the teachers (if they can get it) will keep the school open. If the decision is made to shut the school then the SBM will contact local radio stations and report the closure. HofS will contact all staff and let them know.
Severe Weather during the school day	▪ Can we get hold of parents to collect children? ▪ Liaise with the bus company about collections ▪ Can pupils get to school? ▪ Have we told staff and parents the school is closed	If the weather starts to deteriorate during the day then pupils will need to be sent home. Call DCC Transport and taxi drivers to come early May not be able to get hold of all parents Staff and pupils could get stuck at the school if the weather is really bad and roads will not be gritted.	EH will liaise with on-site staff to make decision to close the school. Parents will be contacted by the Administrator or a TA and asked to collect children. Staff who live a long way from school will be advised to leave. Head of School and Administrator will stay on site to ensure that all children are collected safely. If they cannot get home local accommodation will have to be booked.

Illness Epidemic	- Are there enough staff to open the school? - Is it better to shut the school to prevent further spread of infection? - Are ill staff/children staying away for the recommended amount of time? - Are simple precautions being undertaken to help prevent infection? - Can we get hold of parent to collect if children fall ill during the day?	If staff are ill need to ensure that at least one member of staff on site is an employed teacher. If very contagious it could spread through the remaining staff and children. Ensure hygiene routines are being followed to help reduce risk of infection. Small numbers of children in school will affect overall learning if the infection continues over a period of days.	Regular supply teachers or agency staff can be used to cover classes but only if one of the employed teaching staff is able to come into work. If not the school will have to shut. If an epidemic is in place it may be better to shut the school for a short period of time to break the infection cycle. Pupil contact numbers are kept up to date.
Hazardous Substance release	- Are there any nearby chemical plants? - Are there any risks from nearby farms?	School may have to keep children indoors and keep windows shut. Children could be 'stuck' in school if not safe to go outside at end of the day. Lockdown procedures would be implemented – air horn is sounded around the school and all staff and children return to and remain in their classroom until given the all clear.	Very small risk as no chemical plants or large farms spraying hazardous substances near the school. If an incident does occur then emergency procedures for evacuation (if safe to do so) would be followed. If no evacuation is possible then children would have to remain in school with staff until it was safe for them to be collected as Lockdown would still be in effect.
Following Serious Incidents on Educational Visits	- Have parents of children on the trip been kept up to date of the situation? - Have emergency services been contacted? - Were correct emergency procedures followed by staff on the trip? - Are the HSE going to be involved? - Do staff/children need any kind of counselling to deal with the stress of the incident?	The staff and children attending the trip could be traumatised by the events. Staff could be involved in time consuming HSE investigations.	Once the incident has been dealt with, by following the schools outdoor education emergency procedures, a de-brief will need to take place with the EH as soon as possible. All records should be updated and checked for accuracy. HSE investigative staff will need to be met with. If children and staff need counselling arrange for them to get the support required.

| Local Incidents occurring outside of school – death, accident, fire, flood, other school damaged. | Was anyone from school involved? How does this affect the school? Will children/staff need to take time off? Will children/staff need counselling? What affect will this have on the local community? What can we do to help other schools/community? Can we take in additional pupils if required? | The children and staff may be upset by an incident that occurs away from school but in the local community. It will be a discussion topic in and around the school. Children could suffer long term trauma if they were involved in the incident. Could take up curriculum time if it is a major incident that affects many pupils/ staff. New pupils could be disruptive to classroom behaviour. | Staff can talk to the children on the next day in school and reassure them that all is ok. If a child from the school is involved then other children will want to know how they are. Keep them informed in a sensitive and age appropriate manner. Make referrals to professional bodies if long term trauma is evident. If we take in other pupils on a temporary basis consider using a separate learning space to minimise disruption to our pupils. |

Loss of Premises	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Office	- Is spare accommodation available on-site (e.g. ICT suites)? - Is spare accommodation available off-site (e.g. nearby schools)? - Could the local authority provide support? - Could some office staff work from home?	Loss of office space would result in the administrator working at one of the other schools in the federation. Ease of day to day contact with parents would be affected if no admin staff on site.	All documentation is stored on terminal server which can be accessed from any school. As part of a federation we have the ability to move staff around schools if required. SBM and EH have laptops with access to terminal server so these could be used on alternative sites.
Classrooms	- Is spare accommodation available on-site (e.g. halls, ICT suites, gymnasia)? - Is spare accommodation available off-site (e.g. nearby schools, libraries, church halls)? - Could the local authority provide support? - Could temporary classrooms be provided? - Could lessons be staggered across break times to maximise use of available space? - Could classes be merged (whilst maintaining an adequate pupil / staff ratio)? - Could the school day be extended to maximise use of available space? - Could available space be prioritised for those pupils preparing for exams (or taking lessons deemed most important)? - If the weather permits, could lessons take place outside? - Could remote learning be provided?	Disruption to lessons and pupil learning.	Clyst Hydon does not have much capacity if classrooms are unavailable. Short term the village hall could be used as a temporary teaching base but this is not ideal as it may clash with other bookings. For medium and long term classroom unavailability a temporary structure would have to be hired in. No other schools are near enough for us to use their space. The village hall is a 10 minute walk away.

Kitchen	- Is spare accommodation available off-site (e.g. nearby schools)? - Could the local authority provide support? - Could food be ordered from catering suppliers instead of being prepared on-site? - Could pupils be encouraged to bring a packed lunch?	If no kitchen available on site Norse would source the meals from a nearby school.	As we buy into provision from Devon Norse they would find an alternative kitchen to produce the meals and we would then have to serve on site. Three members of staff have Food Hygiene Level 2.
Library	- Is spare accommodation available on-site (e.g. ICT suites)? - Is spare accommodation available off-site (e.g. nearby schools, libraries)? - Could the local authority provide support?	Loss of reading materials and resources to support teaching and learning	Other schools in the federation could share resources. School Library Services could 'loan' books whilst stocks are replaced.
Laboratories	- Is spare accommodation available off-site (e.g. nearby schools)? - Could the local authority provide support?	n/a	n/a
Sport facilities	- Is spare accommodation available on-site (e.g. halls, playgrounds)? - Is spare accommodation available off-site (e.g. nearby schools, leisure centres, parks)? - Could the local authority provide support?	If the sports field is unavailable short term other indoor activities would replace those planned for outside. Medium and long term unavailability would mean that alternative space would have to be found so that PE provision is not compromised.	Clyst Hydon has access to the cricket field which is leased for our outdoor PE use; this includes a storage facility with space for a temporary teaching base. Long term they would have to use buses to share grounds with the Cullompton Community College.
Staff room	Is spare accommodation available on-site (e.g. ICT suites)?	No space for staff to have a break	Short term could use the library but this has no running water so would not work long term. No other alternative space for long term use. Would have to hire in temporary buildings

| Toilets | - Could the local authority provide support?
- Could portable toilets be procured? | One cloakroom each for boys and girls so if either of these become unusable they could share short term.
If no toilets are available at all then the school would have to close until portaloos can be supplied. | If either boys or girls toilets are out of use then they could share with supervised breaks to ensure same sex use at any one time. The only other option is the staff toilets.
Long term portaloos would have to be brought in. |

Loss of Utilities	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Gas	- Could the supplier / contractor provide support? - Could the local authority provide support?	If unsafe to be in the building then the school would shut.	Call the emergency number and wait for advice. If the school is unable to open for more than a couple of days then alternative accommodation would have to be sought at any of the other schools in the federation or the local senior school.
Water	- Could the supplier / contractor provide support? - Could the local authority provide support? - Could bottled water be procured? - Could portable toilets be procured? - Could bowsers for washing / hygiene facilities be procured?	If there is no water in the building then the school would have to shut.	South West Water would be called as a matter of urgency to investigate the problem. On their advice we would either bring in alternative water supplies or seek alternative accommodation for the school. Being part of a federation gives flexibility with accommodation for temporary use.

Electricity	- Could the supplier / contractor provide support? - Could the local authority provide support? - Is a back-up generator installed? - Is enough fuel for the back-up generator available?	If there is no electricity for more than a couple of hours the school would be unsafe to use and would have to close.	South West Electricity Board (SWEB) would be called as a matter of urgency to investigate the problem. On their advice we would either bring in alternative energy supplies, i.e. a generator, or seek alternative accommodation for the school. Being part of a federation gives flexibility with accommodation for temporary use.
Heating	- Could the supplier / contractor provide support? - Could the local authority provide support? - Could temporary heaters be procured?	Depends on the time of year. If in the summer then there is no issue. If in the winter and it is cold then over the short and medium term it would be ok to use the school but if it gets really cold the school would have to close.	Call Integral to investigate the problem as a matter of urgency. If not fixable for the short/medium term then fan heaters can be purchased if required. If long term problem and in the depth of winter we would hire in larger heaters to keep classrooms warm.

Loss of Supplier	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Computer network	▪ Could the supplier / contractor provide support? ▪ Could the local authority provide support? ▪ Are paper-based copies of important records available? ▪ Is data backed-up remotely?	Teachers will lose the ability to use existing documents and planning and will have to reorganise the lessons to accommodate this. If the office network goes down for more than a couple of days then processes and procedures cannot be implemented. The SBM will have access to TS off site and other staff could move to another school in the federation.	All networks are backed up remotely so there shouldn't be a loss of data. The IT Technician would be called in to assess the issue and fix it as soon as possible. We have a regularly maintained network and have taken precautions to ensure that networks are looked after. The office network is covered by ScoMIS and they will send an engineer if the problem cannot be fixed remotely. Office staff could move to another site in the federation as TS gives remote access to all data.
Website / extranet	▪ Could the supplier / contractor provide support? ▪ Could the local authority provide support?	If school website down then parents cannot access information nor will we meet legal requirements to have data available. Short term a holding message can be displayed.	Work with supplier to get up and running as soon as possible. To cover legal requirements ask supplier to set a link to one of the other schools websites in the federation. Any legal requirements would then be met. We have a maintenance contract with the supplier and they would work to resolve the issue.
Attendance management system	▪ Is a paper-based back-up system available?	If Sims is not available then registers can be produced manually.	We use paper based registers and can photocopy these for as long as is required. All paper copies are kept – it would mean a backlog of data to be entered when the system is working again.

Telephone	▪ Could alternative methods of communication be used?	If no phone then parents cannot contact the school and we cannot make calls out.	A nominated member of staff could use their personal mobile phone which could be used instead as an interim measure; although the coverage for all mobiles in the area is sketchy at best! The supplier would be contacted to get the phone diverted to another number.
Mobile phone	▪ Are mobile phones on different networks available? ▪ Could alternative methods of communication be used?	The phone is only used for trips so if it doesn't work then staff will have other phones with them for contact.	If the school phone does not work then staff will have personal mobiles on them when off site. Whilst not ideal it is a temporary solution until the phone can be repaired or replaced.
Email	▪ Could alternative methods of communication be used?	Communication with the office would be worst affected.	Messages between staff would have to discussed rather than emailed. The office would have a large back log of messages to deal with when the system is back up. Microsoft Office would be contacted to investigate the problem immediately. If long term loss of service then communication both with staff and external providers would be affected.

Loss of Supplier	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Transport	- Could alternative methods of transport be used (e.g. public transport / walking)? - Could staff be encouraged to car share? - Could educational visits which require transport be rescheduled?	Planned trips/activities are booked to enhance a topic and children would be disappointed. Staff all come from different locations so difficult to arrange car-shares.	Try and find an alternative provider on the day and if none available reschedule the trip as soon as possible.
Catering	- Is enough stock kept to cope with a temporary disruption to the supply chain? - Could alternative suppliers be used? - Could nearby schools provide support? - Could the local authority provide support? - Could the number of school meal options be reduced (whilst taking into account special dietary needs)? - Could pupils be encouraged to bring a packed lunch?	Catering is provided by Devon Norse.	Devon Norse use recommended suppliers and if these are not available then alternatives can be used. The menu can be changed if the pre-ordered foods are not available.
Cleaning	- Is enough stock kept to cope with a temporary disruption to the supply chain? - Could alternative suppliers be used? - Could nearby schools provide support? - Could the local authority provide support?	Cleaning is provided by Devon Norse	Devon Norse use recommended suppliers and if these are not available then alternatives can be used.

Heating fuel	▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby schools provide support? ▪ Could the local authority provide support?	n/a.	n/a. Many local suppliers are able to provide fuel. Staff check levels on cylinders regularly and order refills as required.
Grit / salt	▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby schools provide support? ▪ Could the local authority provide support?	If not available and the school site is not safe then the school would have to close until it could be made safe.	The caretaker keeps supplies of grit and salt all year round. If the site is too icy and not safe then it would have to close until alternative supplies could be found to make the site safe again.

Severe Weather	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Staff	How will staff get into school? How many could walk / make use of public transport to get into school?	If severe weather affects driving conditions and there are not enough staff on site to look after the children then it is not safe to open the school. If catering staff cannot get in then no meal provision will be available.	Executive Head speaks to Heads of School and SBM. Staff local to the site are contacted to see if they can get to school. If there are not enough staff able to get to the school then it has to close until the weather improves.
Students	How will students get into school? How many could walk / make use of public transport to get into school? How will the incident affect school transport? Can drop / pick up off points be arranged with school transport?	Reduced numbers of children in the school will mean that less staff are needed to cover them. DCC Transport will advise if they feel it is safe for buses to travel.	DCC Transport are contacted to see if they are sending buses in. Numbers of staff able to get to the site will determine if the site is able to open. If it cannot open then announcements will be put on local radio, website, etc.

Fuel Disruption	Questions to ask yourself	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Staff	How will staff get into school? How many could walk / make use of public transport to get into school?	Most staff travel a long distance to get to their school. If a prolonged loss of fuel then staff would not be able to get in.	No staff live within walking distance so the school would have to shut if there was no fuel for a prolonged period of time. Some staff live close enough to cycle to school to keep communications open with parents. SIMS is accessible by the SBM from home so she can login and contact parents. Emergency contact list held securely on the admin laptop so parents can be contacted if required from admin home.
Students	How will students get into school? How many could walk / make use of public transport to get into school? How will the incident affect school transport? Can drop / pick up off points be arranged with school transport?	Young children so will be driven by parents or on school transport if they can't walk in. Most children can walk in as live locally.	Advise to lift share if possible to reduce fuel costs. Take DCC advice on school transport. If no staff can get in then the school will have to shut. SBM to liaise with local radio stations.

Paper-based Records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Asset registers / equipment inventories	School office	Details of equipment in schools will be lost	All data stored on TS which is backed up by DCC in Exeter.
Insurance documentation	School Office	All details held by DCC as we buy into their insurance	DCC will have details of all insurance as the school buy into their scheme.

Electronic Records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Shared server	Staff would not be able to access most recent lesson plans/worksheets. Back up dates may mean some new work has been lost.	Back up of server is taken weekly by IT Technician. There is more than one copy of the back up so the latest one could be reloaded.
Contact details	Staff room and office	Unable to contact parents in case of emergency at the school	All details backed up at DCC and paper copies are kept both off and on site. TS is available in all other schools so can be accessed by any of the federation administrators.
Financial information	School Office and Archives	SBM and office staff would have a back log of work to reload and input all data.	All data is backed up at DCC via TS. Whilst the notes and information to the orders, budgets, etc. would be lost the actual information would still be available. SBM has copies of current finance information with her as well as it being stored in the office.
Medical information	School Office and on Sims	Information on conditions would not be available for staff to check allergies, etc. and the wrong treatment could be given.	Paper copies are kept in the office and in the SEN files. Major illnesses have Individual Care Plans and these are kept in paper copy and are distributed to staff to ensure all know about a particular condition. School Nurses office would be contacted to send copies of ICPs as soon as possible.

Remote Learning	Notes / instructions
Website / extranet	Due to COVID-19 Lockdown remote learning was set up using secure software and online learning platforms, i.e. Class Dojo and work was sent home via these systems.

Email	Due to COVID-19 lockdown Head of school Set up class emails for older students so he could keep in contact with them and their parents.
Post	If no internet access is available if the school closes for any length of time then items are posted to parents to ensure learning is not missed.

2.3 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	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Steve Mellor	Executive Head	Business Continuity	07557 807746 01395 274524		Deputy DSL
Martin O'Mahony	Head of School	Communications Resources and Welfare	07760 376485		Key Holder First Aid Trained DSL
Stefanie Hastie	SBM	Media Management Log Keeping Communications	07557 809277 07770 923883 01769 579061		H&S Co-ordinator
Iain Stewart	Chair of Governors	Liaison with other Governors	Via SBM if required		
Steve Harris	Caretaker	Site facilities	Devon Norse		Key Holder
Ange Stevens	Administrator	Assisting senior staff as required.	07789 746946 or via SBM if out of hours		First Aid Trained Key Holder
Juliette Tommons	Lead Teacher	Assisting as required	01884 277255 or via SBM if out of hours		First Aid Trained Key Holder DSL

2.4 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
n/a					

2.5 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
School Closures - Emergency number	School Emergency Team / Business Services Team - Emergency Reporting, Support and School Closures	01392 383369 (see page 9) peopleandschoolsemergency-mailbox@devon.gov.uk		
Children's services	Social Care support	0345 600 0388		
Media / communications	David Hutchings	01392 382594 david.hutchings@devon.gov.uk		
Property	NPS	01392 351000 (office hours) 07826 858727 (emergency)		
Transport	DCC Transport Team	01392 382102		
Catering	Devon Norse	01392 351160		
Educational visits	Evolve	01392 382027 healthandsafety@devon.gov.uk		
Devon Emergency Planning Service	County emergency planning. Strategic support.	01392 382680 (Office hours) 07623 382116 (24hr)		
Health and Safety	Help Desk (DCC)	01392 382027 or 07773 577981 healthandsafety@devon.gov.uk		

Risk / Insurance	Emily Wilkins Corporate Insurance Manager	Tel: 01392 383136 Email: Emily.wilkins@devon.gov.uk	Jane Mason Corporate Insurance Officer Tel: 01392 382292 Email: jane.mason@devon.gov.uk	
Legal	Legal Advice (DCC)	01392 382285		
Human resources	Personnel Advice (DCC)	01392 383000		
Educational psychology	Dartmoor Psychology Joanna Currie	01837 840270 admin@dartmoorpsychology.co.uk		
Babcock	Tim Cockerill (deputy Principal Educational Psychologist)	DrTim.cockerill@babcockinternational.com 01392 287233	07850 215435	Updated October 2019.
	Bronwen Cox (Principal Educational Psychologist)	bronwen.cox@babcockinternational.com 01392 287233/ 01489 778775 (for skype)	07562 210105	Updated October 2019.

2.6 Contact details - local radio stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
ExmouthAiR Radio	Andy Green	01395 542547 (ext. 2) radio@exmouthair.fm		106.4 FM Exmouth & Surrounding area.
Heart Radio		01179 843260 news.devon@heart.co.uk devon.news@heart.co.uk		
The Breeze	Andrew Kay	01803 321050 swnews@celador.co.uk		Covers - Teignbridge, South Hams and Torbay Council areas.
BBC Radio Devon		0808 100 1034 radio.devon@bbc.co.uk		
Radio Exe		01392 829170 news@radioexe.co.uk		
Radio Plymouth		01752 389539 news@radioplymouth.com		
The Voice FM – North Devon and Torridge		01271 323010 studio@thevoicefm.co.uk info@thevoicefm.co.uk		On Line – On Digital DAB – on 106.1 & 107.8 FM

2.7 Contact details - other organisations

* 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
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		
Insurance company	DCC Zurich Municipal	jane.mason@devon.gov.uk 01392 383000		
Trade union				
Supplier (transport)	DCC Transport Team	01392 382102		
Supplier (catering)	Devon Norse	01392 351160		
Supplier (cleaning)	Devon Norse	01392 351160		

Supplier (temporary staff)	Hays Agency Educated Recruitment	01392 348870 07815 515711		
Utility supplier (gas)	British Gas	0800 111 999		
Utility supplier (water)	South West Water	0800 230 0561		
Utility supplier (electricity)	British Gas	0800 365 900		
Utility supplier (heating)	Integral	01392 825980		
Education Support Partnership		08000 562 561 (24 hour) support@edsupport.org.uk		The Educational Support Partnership can provide practical and emotional support to staff in the education sector and their families.

2.8 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.

Name	Contact details	Notes

2.9 Site Information

Utility supplies	Location	Notes / instructions
Gas	n/a	n/a
Water	Stop cock in road by main entrance, internal stopcocks in kitchen/servery and toilets	
Electricity	Meter is in the Puffins cloakroom	Ladders required to reach it as up on a high wall
Heating	Gas Cylinders x 4, in a locked cage at rear of library	Key in main office key cupboard

Internal hazards	Location	Notes / instructions
Asbestos	Tiles under Puffins cloakroom floor covering. Small area on top of office roof adjoining toilet area	See Asbestos register stored in main office. Refer to Asbestos management plan.
Chemical store(s)		

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	School office if on site Village Hall if off site	
Media briefing area	School office if on site Village Hall if off site	

2.10 Evacuation

Signals	
Signal for fire evacuation	Fire Alarm is set off
Signal for bomb evacuation	Fire Alarm is set off
Signal for all-clear	Verbal – from Head of School/Senior Teacher/Executive Head

Assembly points - fire evacuation	
Fire evacuation assembly point A	Playground
Fire evacuation assembly point B	Playground

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	St Andrew's Church, Clyst Hydon (far side)
Bomb evacuation assembly point B	St Andrew's Church, Clyst Hydon (far side)

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 - possibly St Andrew's church).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	St Andrew's Church
Type of premise	St Andrew's Church
Contact name and details of key holder(s)	Keys in emergency procedures pack.
Address	Clyst Hydon EX15 2ND
Directions / map	Next door to school.
Estimated travel time (walking, with pupils)	2 minutes
Estimated travel time (by coach, with pupils)	n/a
Capacity	200
Capacity (sleeping)	100
Facilities / resources	heat, Wi-Fi
Notes	Alternatively, use village hall, 10 minutes walk, with kitchen, toilets, hall area, heat and limited WiFi coverage.

2.11 Shelter

Signals	
Signal for shelter	Air Horn sounded
Signal for all-clear	Verbal by Head of School/Lead Teacher/Executive Head

2.12 Lockdown

Signals	
Signal for lockdown	Air Horn sounded
Signal for all-clear	Verbal by Head of School/Lead Teacher/Executive Head

Lockdown	
Rooms most suitable for lockdown	Classes 1 and 2
Entrance points (e.g. doors, windows) which should be secured	Doors on outside are lockable. No internal locking doors for any classrooms.
Communication arrangements	▪ Mobile phones ▪ Internal telephone system in all teaching spaces
Notes	Direct access out of building to either front or rear if required. Can also leave site over fence into neighbouring property and safely to the road if required.

2.13 - Communications

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01884 277255	Office
Outgoing calls	01884 277255	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.

Methods of communication	Notes / instructions
Answer phone	▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode kept next to phone ▪ Can be updated remotely
School website / extranet	▪ Log-in details with admin staff ▪ Who is authorised / trained to edit the website – Website Co-ordinator ▪ Can be updated remotely
Text messaging system	▪ n/a
Local radio stations	▪ Instructions for reporting school closures.
Telephone tree	Not required. Small school.
Sign at school entrance	Can print off a sign at other schools if necessary to update parents
Newsletter	Printed and sent out regularly
Email	admin@clyst-hydon-primary.devon.sch.uk
Letter	Update to parents via letter if required
School notice board	Message on notice board

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

Group	Preferred method of contact	Contact details are available from
Pupils	Via parents as primary school age	
Parents / carers	Telephone calls	Office or SBM if site not accessible
Governors	Phone call to Chair	SBM or School Office
Extended services		

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SECTION 3: USEFUL FORMS, TEMPLATES AND GUIDANCE

3.1 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 log book. You may wish to record any new contact details in section 2.**

+ **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**

+ **Find out what has happened. Obtain as clear a picture as you can.**

+ **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

Contact details of informant:

Date and time of incident:

Exact location of incident:

Details of incident:

Where is the informant now and where are they going?

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

....

....

....

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

....

....

....

What advice have the emergency services given?

....

....

....

Who has been informed?

❑	Executive Head
❑	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, does the Foreign & Commonwealth Office need to be notified?

....

....

....

51

3.2 Bomb Threats

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

Time of call:

....

Telephone number you were contacted on:

....

Exact wording of the threat:

....

....

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

Where is the bomb right now?

....

What will cause it to explode?

....

When will it explode?

....

Did you place the bomb? If so, why?

....

What does it look like?

....

What is your name?

....

What kind of bomb is it?

....

What is your telephone number?

....

What is your address?

....

....

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

Did dialling 1471 work?

....

Time the call ended:

....

+ **Contact the Police (999) and Executive Head / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?
❑   Male
❑   Female

Approximately how old was the caller?	Did the caller have an accent?
....	....

Did the caller use a codeword?	Did the caller sound familiar?
....	....

What sort of voice did the caller have?

❑ Normal	❑ Well spoken	❑ Impediment
❑ Loud	❑ Poorly spoken	❑ Stutter
❑ Quiet	❑ Deep	❑ Lisp
❑ Whispered	❑ High pitched	❑ Slurred
❑ Clear	❑ Hoarse	❑ Other
❑ Disguised	❑ Nasal	

At what pace did the caller speak?

❑ Normal	❑ Quick	❑ Slow

What manner did the caller have?

❑ Normal	❑ Upset	❑ Irritated
❑ Calm	❑ Angry	❑ Muddled
❑ Excited	❑ Rational	❑ Other
❑ Laughing	❑ Irrational	

Were there any distinguishable background noises?

....

....

Notes:

....

....

3.3 Initial action

Immediately inform the Executive Head 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.**

+ **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**

+ **Log all communications and actions.**

+ **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**

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

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

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.

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

3.4 Shelter

Upon hearing the shelter signal, take the action below.

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

3.5 Lockdown

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

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	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.	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

3.6 School Closure

Ref'	Generic actions - initial response	Tick / sign / time
SC1	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).	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The Local Authority and/or School Closures Website.	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

3.7 Suspicious Packages

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: - Do not touch the package further - Do not move it to another location - Do not put the package into anything (including water) - Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Executive Head / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

3.8 Roles and Responsibilities
Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident and commence personal log of all factual information received, actions taken and the time of those events, using a 24hr clock.	
C2	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.	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare.	
C4	Remember to: ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support.	
C4.1	Remember to inform staff to: ▪ Not undertake media interviews until contact with County Council's Communications Team has been established ▪ Not to identify the names of those involved (or not known if involved) in the incident to anyone, before those identities are formally agreed and parents are informed.	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services.	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to Section 3.14 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Executive Head s of nearby schools to inform them of any important issues relating to the incident.	

3.9 Roles and responsibilities - business continuity

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of personnel ▪ Loss of premises ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of telecommunications ▪ Severe weather ▪ Fuel Disruption	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

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

3.10 Roles and responsibilities - communications

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

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services ▪ DCC	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries.	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

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

3.11 Roles and responsibilities - log-keeping

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

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

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

3.12 Roles and responsibilities - media management

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

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

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

3.13 Roles and responsibilities - resources

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

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room.	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

3.14 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).	

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

Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to Section 3.14 for information on welfare arrangements and post incident support after the emergency response.	

3.15 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Executive Head (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad).	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Executive Head / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Executive Head (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number.	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Executive Head (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to Section 3.14 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

3.16 Post Incident Support

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	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.	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Executive Head of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care.	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day.	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Exams.	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	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.	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	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).	
P30	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.	
P31	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.	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 1 - LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011	
19.40	*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.*	**Notes should be recorded in chronological order.**
19.50	*Rang Philip Healy. Number engaged.*	
1955	*Rang Philip Healy. 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.*	
20.05		
	Received text message from Jane Sutcliffe- someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew Taylor: 07802 388 07802 338	**If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.**
20.20	*202.*	
	Arrived at school, Philip Healy and Andrew Taylor 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	
20.40	*tomorrow. Also need to arrange a site visit in the morning (provisional time 08.00).*	
	Informed Anna Hughes (deputy Executive Head) about the incident. Asked her to notify parents / carers that the school will be closed	**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.**

Covid-19 Guidance for Full Opening September 2020	RA100 V2

IMPORTANT – please read this information before completing this risk assessment.

This is a model risk assessment and **MUST be adapted to reflect the significant hazards and control measures present in your site** to allow the safe return of pupils and staff to your school. This is a live document and it must be continuously reviewed alongside the latest Covid-19 government guidance. It must also be read alongside existing risk assessments and health and safety arrangements for your school.

The control measures listed **are prompts** and will not necessarily reflect those in all establishments and you **MUST** adapt it by adding (or removing) **and outlining in detail the control measures as appropriate to your establishment.**

If you need help to complete this risk assessment, please refer to HS47 (Risk Assessment Arrangements) or telephone the Devon Health & Safety Service on 01392 382027.

Suspected or confirmed cases of COVID-19 must be reported to the local **Public Health England (PHE) Health Protection team** on **0300 303 8162 (press Option 1, Option 1).** This will enable you to discuss the outbreak control measures that are needed and the

information to be communicated to others. You should also email the school priority alert mailbox (educate.schoolspriorityalerts-mailbox@devon.gov.uk to ensure the DCC Education team also know promptly.

Devon County Council

	Establishment/Department: Clyst Hydon Primary School	Establishment Risk Assessment	RA100 V2.1
	Address: Clyst Hydon, Merryfields, Clyst Hydon EX15 2ND		

Person(s)/Group at Risk **Staff, Pupils, Visitors and Contractors**	Date assessment completed: This document is to remain under constant review due to the fast-changing nature of DfE / Government guidance in response to the challenges posed by Covid-19. This document will be introduced to the governing Board on Monday 20th July. Reviewed 2nd September 2020 prior to the children returning on 7th September To be further reviewed as and when required.
Return to school risk assessment – based on the principles and guidance contained within DfE Guidance: Covid-19 Implementing protective measures in education and childcare settings (15 May 2020) and updated following the publication of Guidance for Full Opening (2 July 2020) and Managing School Premises during the Covid-19 outbreak (7 July) As part of planning for full return in the autumn term, it is a **legal requirement** that schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term. **This risk assessment is generic, and each school is responsible for reviewing and amending to ensure it is applicable to their setting. This risk assessment should be read alongside DCC guidance document C-19, checklist C-19 and the latest government guidance: Guidance for Full Opening**	Assessor(s): Martin O'Mahony

Version 4 (October 2019)

General guidance on completing risk assessments is available at arrangements note HS47. **Updates:** **When conducting the risk assessment. it is important that the school adopts a considered collaborative approach in line with DfE Guidance.**	

Significant Hazard Section	Control measures in place *Additional measures or actions not included in this column below should be put in the assessor's recommendations at the end of this document*	Optional: School's comments re. mitigations put in place
Social distancing and reducing risk of transmission		
Entrance and egress to school site causing large groups of people inside school grounds compromising social distancing.	Due to the number of children expected in September, the school will be operating one bubble, but children will be taught in two class bases. One EYFS/KS1 and one KS2. Children will share break and lunch time spaces and the children will resume a normal school day.	
Parents gathering at school gate not social distancing	Parents will drop off and collect children from the main school gate and will not enter the playground unless a pre-arranged appointment has been made. *This will be reviewed in early October, prior to half term.*	
Overcrowding in classrooms and corridors.	There will be one bubble but this will extend to 2 teaching areas. (EYFS/KS1 and KS2) The one-way system will be in operation and all children understand /adhere to the guidance received from staff.	
Risk of transmission within EYFS settings	Clyst Hydon Primary School does not have a pre-school unit or pre-school children within class1. Our Foundation children are contained within a mixed EYFS/KS1 class. Therefore our EYFS children would follow the same processes should a case of COVID19 occur in Class1.	
Groups mixing during breaks and lunchtime compromising social distancing.	Because the school is expecting only to have 15 on roll all children are contained within one bubble and will share the same break and lunchtimes.	
Groups mixing during extra-curricular provision	As above.	

Spread of virus due to increased numbers of people within the building.	At the start of the autumn term parents will still be only allowed on site with an appointment. There will not be increased numbers on site in September.	
Staff	Staff will maintain Public health guidance of 2m wherever possible. It will be reduced to 1m as long as mitigations are in place. The priority is always to try to maintain 2m social distancing, but where this cannot be achieved, regular hand washing/cleaning and good respiratory hygiene will be maintained for both staff and pupils.	
Premises related matters		
Changes to building use being safe for pupils & staff – e.g. storage, one-way systems, floor tape.	A one-way system will be in operation to ensure that children do not pass on corridors and risk assessments indicate measures in place to support hand washing and sanitisation. Classroom layout has been considered to ensure desks are organised so children will not be facing each other.	
First Aid procedures – Reduced numbers of first aiders and Paediatric first aider.	All staff are appropriately first aid trained. Two staff on rota have PFA.	
Fire Procedures	Fire Risk Assessment has been reviewed to take into consideration the one-way system of exiting the building. However, the fire assembly point has not changed.	
Water hygiene – management of legionella	This will remain as outlined on the current water hygiene plan. Weekly flushing will continue throughout the summer holiday	
Using and monitoring new practices to reduce risk of Covid-19 transmission	Regular staff meetings occur, including an end-of-day debrief. All equipment is sanitised and sharing of equipment is discouraged.	
Management of premises related risks e.g. asbestos, delayed statutory testing *(LOLER)*	All visitors to site all need to make as appointment with the school administrator prior to attending the school to ensure control measures are explained.	
Staff rooms and offices to comply with social distancing and safe working practice	Staff have access to staffroom and staff workroom. However they will be encouraged to bring their own tea, coffee, food and utensils.	
Ventilation to reduce spread	Windows and doors will be propped open where it is safe to do so.	
Management of waste	Classroom bins will be emptied at the end of each school day, tissues will be disposed of in the outside bin. Any PPE used is disposed of separately in swing bins provided in each area.	

Management of incoming goods	All deliveries are organised through the school telephone system. The number is displayed on the school gate.	
School owned outdoor play equipment	The school currently has a pirate ship in the FS/KS1 play area. Numbers will be restricted to 2 children playing on the apparatus. At the end of lunchtime the equipment will be cleaned down.	
Cleaning and reducing contamination		
Contaminated surfaces spreading virus.	The school will be deep cleaned at the end of each day. With only one bubble in operation there is no need for enhanced cleaning as equipment will not be shared by multiple bubbles. All soft play items have been removed where practicable to do so.	
Shared resources and equipment increasing spread	All pupils will continue to use their own stationery and equipment and sharing need to occur, equipment will be cleaned prior to another child handling it.	
Cleaning staff and hygiene contractor's capacity - providing additional requirements	Cleaning arrangements have been discussed with DevonNorse and new school caretaker has been appointed to increase their capacity and ensure the school receives additional cleaning.	
Sufficient handwashing facilities for staff and pupils	Hand sanitiser is available in each classroom and is additionally positioned at each room sink.	
Additional time for staff and pupils to carry out handwashing	Frequent hand cleaning as part of daily routine.	
Handwashing practice with children	Upon their return to school, children will be reminded of the necessity of handwashing and a new hand washing song will be introduced for younger children.	
Good respiratory hygiene	Each classroom has a 'Catch It, Kill it, Bin It' bin so that all tissues and wipes are disposed of separately from classroom waste. This bin is emptied daily and has a swing top.	
Sufficient supplies of soap and cleaning products	School has outlined its cleaning arrangements to DevonNorse and a suitable routine has been agreed. This includes sufficient supplies of detergents and bleach.	
Toilets being overcrowded	Only two children of each gender will be allowed in the toilet at any one time. Children acknowledge a system whereby the user has priority over the space.	
Staff related issues		

Staff measures to reduce contact and transmission	All children will operate within one bubble although for a significant proportion of their time they will be taught within their separate key stages. *Staff and visitors may wish to wear face masks/shields in communal areas such as staff room and/or corridors but this will be down to the staff's discretion.*	
Managing supply teachers, visitors, contractors and other temporary visiting staff.	Initially any staff absence will be covered by class restructuring or through the use of the teaching assistant who has been supporting teaching and learning throughout lock down. Should an external supply be required, they will be encouraged to maintain the 2m SD and their teaching where possible will take place in an outside environment. Peripatetic music teaching where possible will take place after or before school. If this is not possible tuition will take place in the upstairs offices, distancing the lesson from other children.	
Insufficient staff capacity to deal with increased numbers of pupils - Shortage of teachers to maintain staff to pupil ratios	The school will be operating one bubble with no staff shielding so teaching staff will be at capacity.	
Anxiety levels of staff and community causing breakdown in staffing ratios, compromising group sizes.	A daily debrief will occur to support staff's wellbeing.	
Staff understanding of new changes – safe practice at work & in classroom. Teaching in a safe environment	A daily debrief will occur to support staffs understanding of safety measures and timetable changes.	
Accessing testing arrangements are clear for all staff	Access to testing is already available to all essential workers https://www.gov.uk/apply-coronavirus-test	
Conditions for use of fluid resistant face mask and other equipment when dealing with a symptomatic child are clear and understood by staff.	Staff are aware that should a child become unwell, the school administrator or Teaching Assistant will deliver any direct personal care required. They will wear the appropriate PPE depending upon the symptoms of the child.	
Assessment of all staff, including high risk staff with vulnerable / shielding family member, underlying health conditions or other risk factors	A risk assessment has taken place of the one member of staff who is classified as extremely vulnerable. Under new guidance, this member of teaching staff will be able to return to work on 1st August.	
Staff use of PPE	There are no children who currently have an intimate care plan. However, should the need arise staff will be provided with the appropriate PPE.	
Use of PPE Lack of understanding	A PPE disposal bin will be located in the staffroom as this is the area where any treatment will be delivered. All disposal procedures will follow government guidance.	

Dealing with suspected and confirmed case/ cases and outbreak.	If we have any infection control concerns or questions, we will call the South West Health Protection Team on 0300 303 8162. If the matter is not urgent we will email swhpt@phe.gov.uk. Devon County Council's Local Outbreak Management Plan **IF A SUSPECTED OR CONFIRMED CASE OCCURS IN SCHOOL we will ALWAYS** Contact your local Health Protection Team on 0300 303 8162 or swhpt@phe.gov.uk and inform the local authority by emailing educate.schoolsprioryalerts-mailbox@devon.gov.uk. Should this occur we will update the **Schools Emergency Plan.**	
Pupil related issues		
Vulnerable groups who are clinically, extremely vulnerable.	We are expecting all children in September to return to school unless we receive certification from a doctor. Currently we have no children on roll who are deemed to be extremely vulnerable.	
Children with EHCP and pupils who attend dual settings	A safeguarding risk assessment has been undertaken for the one child with an ECHP, this has been shared with all staff and parents.	
Pupils unable to follow guidance	All staff and children will operate within one bubble, but teaching will be delivered in two separate classrooms. If the KS2 teacher requires a break AS (Admin) will be available for KS2 children; KS1 will have a teacher and TA available in the class.	
Pupils equipment	All children will use their own equipment daily, and should equipment need to be shared, children will sanitize their hands pre and post usage. All equipment will then receive a thorough cleaning. .	
Member of a class becoming unwell with COVID-19	Any unwell child will be isolated, awaiting collection. They will be moved to the staffroom where they can be isolated behind a closed door, with appropriate adult supervision if required. A window will be opened for ventilation.	
School Uniform	All children will continue to wear a school uniform and there will no longer be the expectation that children have a fresh set of clothes each day.	
Transport		
Travel to school and provision of safe school transport:	N/A	
Dedicated school transport, including statutory provision	N/A	

Wider public transport	N/A		
School Transport arrangements support changes to school times	N/A		
Curriculum considerations			
Planned return to normal curriculum in all subjects by Summer Term 2021	Teaching staff are very aware that during lockdown prior to the 1st June a number of children had limited home schooling; since the majority of pupils have returned for the final 3 weeks of term the school has begun addressing gaps in children's learning particularly in English and maths. Amendments to time tabling has allowed for the children's mental health to be high on the agenda and this will continue in September.		
Suspension of some subjects for some pupils in exceptional circumstances.	N/A		
Music activities	Whole school assemblies will take place due to the small size of the school and the operation of one bubble. Children will not be positioned facing each other and the playing of musical instruments will be risk assessed should the opportunity arise.		
Physical activity in schools	At Clyst Hydon we aim to fulfil and support active lifestyles, daily workouts in KS2 will continue and all equipment will be cleaned at the end of each session. Due to the operation of one bubble after school clubs will continue and outside agencies where approached will continue to deliver their service providing that high levels of hygiene and SD can be maintained.		
Educational visits	Devon Moors Federation have made a decision that no trips that require public transport will take place during the autumn term. This will be reviewed moving forward.		
Groups of children mixing resulting in risk of more widespread transmission	Due to the fact that the school is operating one bubble, should a case of COVID19 occur. All staff and children would need to be tested and go into isolation. Once a case is confirmed the school would need to close and advice would be sought from PHE		
Provision of food			
Food prepared on premises is compliant with Covid - 19 health and hygiene guidance	School kitchens must comply with the Guidance for food businesses on coronavirus (COVID-19)		

Catering staff are operating in a safe environment	Catering staff to follow the relevant aspects of government guidance for food premises: https://www.gov.uk/guidance/working-safely-during-coronavirus-covid-19/restaurants-offering-takeaway-or-delivery	
Communications with parents and others		
Parents, contractors and other staff entering or working in the building – school complying with external requirements for staff safety	Parents and contractors will not be allowed to enter the school site unless a pre-arranged appointment is in place. A telephone number will be displayed on the school noticeboard outside the main entrance for people to ring to gain access where required.	
Suppliers understanding and complying with new arrangements	As above	
Communications to parents and staff	Regular communications will occur between school and home at drop off and collection time and through newsletters. Staff will attend a daily briefing.	
Pupils and families anxious about return	Staff have a high presence at the beginning and end of the day and will provide feedback to parents as and when is appropriate for some children throughout the summer holiday, staff will maintain zoom contact with families to provide continuity and assist in the preparation for September.	
Parent aggression due to anxiety and stress.	Ongoing dialogue and reassurance with parents is fundamental to the ethos of Clyst Hydon.with clear lines of communication and transparency, newsletters and online forums. Teachers and staff will be vigilant to parents that display anxiety and will support or signpost to appropriate networks.	
Oversight of the governing body		
Lack of governor oversight during the COVID-19 crisis leads to the school failing to meet statutory requirements	The governing body continues to meet regularly via online platforms. The governing body agendas are structured to ensure all statutory requirements are discussed and school leaders are held to account for their implementation. The Headteacher's report to governors includes content and updates on how the school is continuing to meet its statutory obligations in addition to covering the school's response to COVID-19. Regular dialogue with the Chair of Governors and those governors with designated responsibilities is in place. Minutes of governing body meetings are reviewed to ensure that they accurately record governors' oversight and holding leaders to account for areas of statutory responsibility.	

Section	List Actions / Additional Control Measures	Date action to be carried out	Person Responsible
Social distancing and reducing rates of transmission	Additional measure: Parents will drop off and collect children from the main school gate and will not enter the playground unless a pre-arranged appointment has been made. *This will be reviewed in early October, prior to half term.*		M O'Mahony
Staff related issues	Staff measures to reduce contact and transmission Additional information: Staff and visitors may wish to wear face masks/shields in communal areas such as staff room and/or corridors but this will be down to the staff's discretion.		All staff

Signed: Headteacher/Head of Department: .... **Date**

The outcome of this assessment should be shared with the relevant staff.
A copy of the completed assessment to be kept on file and copied to the Health & Safety Co-ordinator.