

Business Continuity & Emergency Plan

School details

| | |
|--------------------------------|------------------------------------|
| Name of school | Queen Elizabeth II Jubilee School |
| School address | Kennet Road, London, W9 3LG |
| Age range of pupils | 4 – 19 |
| Office telephone number | 020 761 5825 |
| Office email address | office@qe2cp.westminster.sch.uk |

Document control

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|---|--|
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Location of Emergency Grab Bag

| |
|----------------------------------|
| Reception By back play ground |
|----------------------------------|

CONTENTS

| | |
|--|-----------|
| SECTION 1: USEFUL DETAILS | 4 |
| 1.1 Local Authority emergency contact numbers | 4 |
| 1.2 Key suppliers | 4 |
| 1.3 Internal hazards | 4 |
| 1.4 Signals | 5 |
| 1.5 Assembly Points..... | 5 |
| 1.6 Buddy school / place of safety / rest centre | 5 |
| SECTION 2: WHAT TO DO IN AN INCIDENT | 7 |
| 2.1 Nine initial actions | 7 |
| 2.2 Key details template | 8 |
| 2.3 Incident log template..... | 10 |
| SECTION 3: CHECKLISTS | 11 |
| <i>CHECKLIST 1: EVACUATION</i> | 11 |
| <i>CHECKLIST 2: BOMB THREATS</i> | 13 |
| <i>CHECKLIST 3: SUSPICIOUS PACKAGES</i> | 16 |
| <i>CHECKLIST 4: SCHOOL CLOSURE</i> | 18 |
| <i>CHECKLIST 5: LOCKDOWN</i> | 20 |
| <i>CHECKLIST 6: SHELTER</i> | 22 |
| <i>CHECKLIST 7: LOSS OF CORE IT SYSTEMS</i> | 23 |
| <i>CHECKLIST 8: LOSS OF TELEPHONY SYSTEMS</i> | 24 |
| <i>CHECKLIST 9: TRANSPORT DISRUPTION PREVENTING STAFF OR STUDENTS GETTING TO SCHOOL</i> | 25 |

| | |
|--|-----------|
| CHECKLIST 10: INCIDENT ON AN EDUCATIONAL TRIP OR VISIT | 27 |
| CHECKLIST X: BLANK CHECKLIST [FOR USE BY THE SCHOOL TO CAPTURE ACTIONS FOR HIGH RISKS NOT INCLUDED ABOVE] | 31 |
| SECTION 4: ROLES AND RESPONSIBILITIES | 34 |
| ROLE A - RESPONSE CO-ORDINATOR (HEADTEACHER)..... | 34 |
| ROLE B - BUSINESS CONTINUITY..... | 37 |
| ROLE C - COMMUNICATIONS | 39 |
| ROLE D - LOG-KEEPING..... | 41 |
| ROLE E - MEDIA MANAGEMENT | 42 |
| ROLE F - FACILITIES..... | 44 |
| ROLE G - WELFARE..... | 46 |
| SECTION 5: POST INCIDENT SUPPORT..... | 47 |
| APPENDIX A – CONTACT DETAILS OF SCHOOL’S EMERGENCY MANAGEMENT TEAM (SEMT), KEY STAFF AND GOVERNORS | 51 |
| APPENDIX B – CONTACT DETAILS KEY SUPPORT ORGANISATIONS | 53 |
| APPENDIX C – GRAB BAG CONTENTS..... | 56 |
| APPENDIX D – SCHOOL SITE PLAN..... | 57 |

SECTION 1: USEFUL DETAILS

1.1 Local Authority emergency contact numbers

| Westminster City Council | | | |
|--------------------------|------|---|---|
| No. | Time | Ask for | Number |
| 1 | | Schools Standards Business Support (during office hours) | 0207 745 6444 |
| 2 | | Duty Contingency Planning Officer (at any time) | 0207 641 6000 |
| 3 | | Emergency Planning Manager (Social Care, Housing and Schools) – (at any time) | 0207 641 3637 07977 931 697 07534 222 663 |
| 4 | | Media and Communications team | 0207 641 4783 |

1.2 Key suppliers

| Key suppliers | Location | Notes / instructions |
|---|----------|----------------------|
| Gas Corona 0800 804 8599 | | |
| Water Thames Water 0800 316 9800 | | |
| Electricity EDF Energy 0845 300 4904 | | |
| Heating Westminster Maintenance 01438 311 888 | | |
| Insurance | | |

1.3 Internal hazards

| Internal hazards | Location | Notes / instructions |
|------------------|----------|----------------------|
| | | |

| | | |
|-----------------------------|-------------------------|--|
| Asbestos | | |
| Chemical store(s) | Pool plant room | |
| Portable oxygen | Desert class/with pupil | |
| Emergency/rescue medication | Nurses office | |

1.4 Signals

| Signals | |
|----------------------------|---|
| Signal for fire evacuation | Fire alarm |
| Signal for lockdown | Options under investigation; currently only word of mouth |
| Signal for bomb evacuation | Options under investigation; currently only word of mouth (assume off site evacuation to Emmanuel Church) |
| Signal to take shelter | Options under investigation; currently only word of mouth |

1.5 Assembly Points

| Assembly points - fire evacuation | |
|-----------------------------------|-----------------|
| Fire evacuation assembly point A | Front Car park |
| Fire evacuation assembly point B | Rear Playground |
| Assembly points - bomb evacuation | |
| Bomb evacuation assembly point A | School Hall |
| Bomb evacuation assembly point B | Training Centre |

1.6 Buddy school / place of safety / rest centre

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

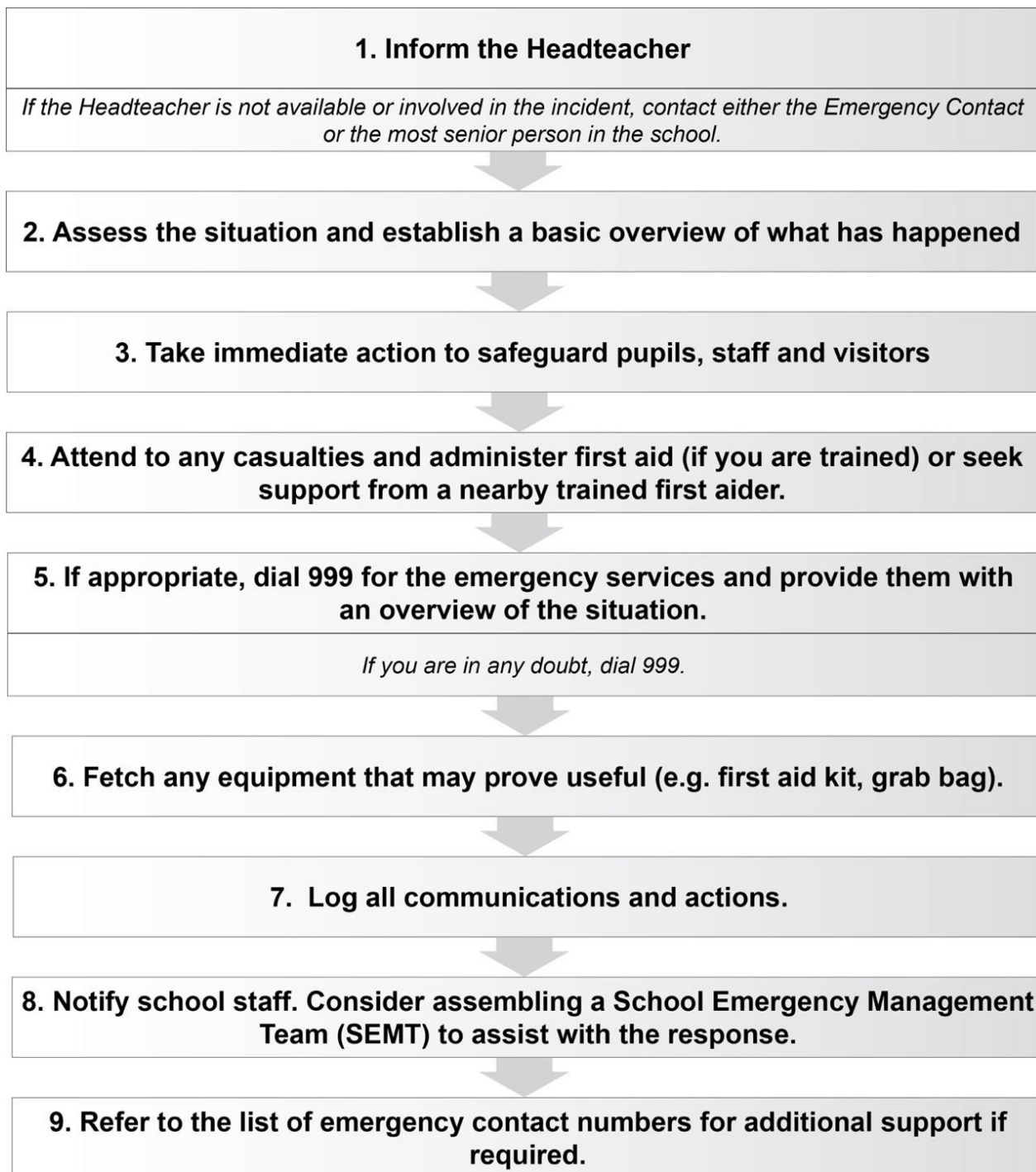
| | |
|--|--|
| Name of premise | EMMANUEL CHURCH |
| Type of premise | CHURCH/CHURCH HALL |
| Contact name and details of key holder(s) | Jackie BARRY, Vicar Keys held in school (in emergency pack) |

| | |
|--|----------------------------------|
| Address | 389E Harrow Road, London, W9 3NA |
| Estimated travel time (walking, with pupils) | 5 minutes for most |
| Estimated travel time (by coach, with pupils) | |

SECTION 2: WHAT TO DO IN AN INCIDENT

2.1 Nine initial actions

In any emergency or business continuity event, these nine initial actions should be followed by the individual or group that are first made aware of the incident.



2.2 Key details template

This template can be used by the member of staff alerted to the incident to record initial information.

| | | | |
|--|------------------|--|-------------------------------|
| Name of informant | | | |
| Contact details of informant | | | |
| Date and time of notification | | | |
| Date and time of incident | | | |
| Location of incident <i>a. Be as descriptive as possible to ensure the location can be found easily)</i> | | | |
| Description of the incident <i>a. Try to reassure the informant so that they can calmly and accurately describe what has happened</i> <i>b. Try to obtain a clear description of what has happened with as many details as possible such as what happened, when, how and who is involved.</i> | | | |
| 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? | Headteacher | | Fire service |
| | Governors | | Ambulance service |
| | School staff | | Local Authority |
| | Pupils | | Health and Safety Executive |
| | Parents / carers | | Foreign & Commonwealth Office |
| | Police service | | Insurance company |
| Does anyone else need to be informed? | | | |

| | |
|---|--|
| What further action might be required? | |
|---|--|

SECTION 3: CHECKLISTS

CHECKLIST 1: EVACUATION

Initial response

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| E01 | Upon notification to evacuate, the designated person should sound the correct alarm (e.g. fire, lockdown, bomb signals) and contact the relevant emergency services if necessary. | |
| E02 | The assigned marshal(s) will put their Hi-Visibility vest on and start checking and evacuating their designated areas. | |
| E03 | An assigned member of staff should collect the Emergency Grab Bag and take it with them to the designated area. | |
| E04 | All staff to leave the building with all students and congregate at the relevant evacuation point. Staff must ensure the building is clear of students before they exit. | |
| E05 | Senior ranking staff should conduct a register of students and staff to ensure they have evacuated the building. | |
| E06 | If a student is missing, a senior member of staff should inform the closest marshal and attempt to identify their last known location. | |
| E07 | If a member of staff is missing, a senior member of staff should immediately contact the missing staff member (through mobile phone or alternative means) to understand their location. If they are not able to make contact, they should inform the closest marshal. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| E08 | Await further instructions from fire marshals, officials or emergency services | |
| E09 | Make arrangements to inform the Local Authority of the incident. | |
| E10 | Assemble an SEMT (School Emergency Management Team), if necessary, to assess the need for school closure in liaison with the Chair of Governors and Local Authority – if a decision has not already been taken. | |

| | | |
|-----|--|--|
| E11 | Maintain open communication channels with the Local Authority. | |
| E12 | Update the school's website to ensure the community are aware of the situation. Take advice from the Local Authority where necessary. | |
| E13 | Engage with parents, pupils and staff to ensure that they are aware of the situation. Place a holding statement or regular updates on to the school's website. Take advice from the Local Authority where necessary. | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| E14 | Follow relevant instructions from the marshals, officials or emergency services. | |
| E15 | If the school building is no longer available consider assembling a SEMT with the Local Authority to determine next steps. | |

Access to emergency medication

**If possible taken by nurses on evacuation and kept with parents.
NHS system has details of all medication – liaison with community nursing team at Woodfield Road to support.**

CHECKLIST 2: BOMB THREATS

Actions to be taken on receipt of a bomb threat:

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on your phone
3. If you are able to, try to record the call with an audio recorder (such as a mobile device)

| | |
|---|--|
| Time of call | |
| Approximate duration of the 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? | |

Initial response

| Ref | Action | Tick / sign / time |
|------------|--|---------------------------|
| B01 | Contact the Police (999) | |
| B02 | Contact the Head of School or Emergency nominee immediately. | |

| | | |
|-----|--|--|
| B03 | Await instructions from the emergency services of the appropriate action to take | |
|-----|--|--|

Description of the caller

| | |
|--|--|
| Approximately how old was the caller? | |
| Did the caller have an accent? | |
| Did the caller sound familiar? | |

What gender was the caller?

- Male
 Female

What sort of voice did the caller have?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

- Normal
 Quick
 Slow

What manner did the caller have?

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

| | |
|-------------------------------------|--|
| Any other useful information | |
|-------------------------------------|--|

CHECKLIST 3: 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
- 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
- Delivery by hand from an unknown source

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

Initial response - upon receiving a suspicious package

| Ref | Action | Tick / sign / time |
|------|---|--------------------|
| SP01 | Remain calm. | |
| SP02 | Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. | |
| SP03 | Note its exact location. | |
| SP04 | Ensure the designated person has collected the Emergency Grab Bag. | |
| SP05 | Do not use mobile phones, two-way radios or sound the alarm using the break glass call points. | |
| SP06 | 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. | |
| SP07 | Notify the Police (999) and the Head of School/EHT or nominated emergency contact immediately. | |

Initial response - if exposed to a potentially hazardous substance

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

| Ref | Action | Tick / sign / time |
|------|--|--------------------|
| SP08 | 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. | |
| SP09 | 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. | |
| SP10 | Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently. | |

CHECKLIST 4: SCHOOL CLOSURE

Initial response

| Ref | Action | Tick / sign / time |
|------|---|--------------------|
| SC01 | Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance | |
| SC02 | If necessary, assemble an SEMT to respond to the event. | |
| SC03 | Seek support from other organisations, including the Local Authority, as appropriate. | |
| SC04 | Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options. The following persons should be informed: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ The Local Authority ▪ Local radio stations | |
| SC05 | If the closure takes place during the school day, arrange transport for pupils as necessary. | |
| SC06 | 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. | |
| SC07 | Make alternative arrangements for exams if necessary. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------|--|--------------------|
| SC08 | Ensure pupils, parents / carers, governors and the media are regularly informed of developments. | |
| SC09 | 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 upon closure. | |
| SC11 | Put in place arrangements for remote learning if possible. | |

Recovery

| Ref | Action | Tick / sign / time |
|------|--|--------------------|
| SC12 | Ensure members of the public, community or other stakeholders/partners are aware when the school will reopen through multiple communication methods. | |
| SC13 | Consider the impact on learning and take steps to recover in areas that have been affected. | |

CHECKLIST 5: LOCKDOWN

This lockdown procedure should only be used on the authority of the Emergency Services, Local Authority or Head of School.

Schools should ensure they seek sufficient advice before taking a decision to lockdown the school.

| Lockdown | |
|---|--|
| Rooms most suitable for lockdown | |
| Entrance points (e.g. doors, windows) which should be secured and by whom. | |
| Communication arrangements | <ul style="list-style-type: none"> ▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other. |

Upon hearing the lockdown signal, take the action below.

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| L01 | Ensure all pupils are inside the school building. And take cover/shelter within classes as far as possible. | |
| L02 | Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building. | |
| L03 | Dial 999. Dial once stating the emergency services that you require. | |
| L04 | Ensure people take action to increase protection from the event (as appropriate): <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. | |
| L05 | Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access. | |
| L06 | If possible, check for missing / injured pupils, staff and visitors. | |

| | | |
|-----|--|--|
| L07 | Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services. | |
|-----|--|--|

CHECKLIST 6: SHELTER

The shelter procedure is for use where there is an environmental hazard such as smoke, gas or debris which may require school students, staff and visitors to take cover from the hazard.

This procedure should only be used on the authority of the Emergency Services, Local Authority or Head of School/EHT.

Upon hearing the shelter signal, take the action below.

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| S01 | Ensure all pupils are inside the school building. | |
| S02 | If appropriate, move pupils away from the incident (e.g. to the other side of the building). | |
| S03 | Dial 999, if appropriate. If more than one emergency service is required, dial once and inform the emergency services that inter-agency support is needed. | |
| S04 | 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. <i>Identify pupils at specific risk e.g. respiratory compromise. Ensure emergency medication available for safe distribution.</i> | |
| S05 | Check for missing / injured pupils, staff and visitors. | |
| S06 | Reassure pupils and keep them engaged in an activity or game. | |
| S07 | Notify parents / carers of the situation. | |
| S08 | Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services. | |

CHECKLIST 7: LOSS OF CORE IT SYSTEMS

[Complete this section for each core system that is critical to the operation of the school (such as finance system, school's information management system)]

| |
|---|
| <p>Core IT systems</p> <ul style="list-style-type: none"> • |
|---|

Initial response

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

Ongoing response

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

CHECKLIST 8: LOSS OF TELEPHONY SYSTEMS

Initial response

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| T01 | If the school switchboard telephones are inaccessible or no longer working, notify the Head of School/EHT so that they are aware. | |
| T02 | Attempt to divert calls to an alternative functioning number such as an alternative desk phone or mobile phone, if possible. | |
| T03 | Contact the telephony provider to understand what steps can be taken to return the service to full functionality. | |
| T04 | Inform staff that phone lines are down. | |
| T05 | <p>Ensure members of the public, community or other stakeholders/partners are aware that phone lines have been diverted and advise of alternative arrangements.</p> <p>Communications methods could include:</p> <ul style="list-style-type: none"> • Website notice • Adding a message to staff email signatures • Email relevant organisations, stakeholders or partners | |
| T06 | Inform the Local Authority by alternative means (such as email) if the problem persists so that they are aware. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| T07 | Await further instructions from the telephony provider as to when the phones will return to normal service. | |
| T08 | If necessary, assemble an SEMT to respond to the event. | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| T09 | Ensure members of the public, community or other stakeholders/partners are aware when phone lines are fully functional. | |
| T10 | Inform all staff when phone lines have returned to full service. | |

CHECKLIST 9: TRANSPORT DISRUPTION PREVENTING STAFF OR STUDENTS GETTING TO SCHOOL

Initial response

| Ref | Action | Tick / sign / time |
|------|--|--------------------|
| TD01 | Head of School/EHT or another senior member of staff to check which bus, tube or train lines are affected and ask staff to plan ahead and find alternative routes where possible. | |
| TD02 | Advise staff they are expected to leave earlier than normal to avoid disruption where this is realistic. | |
| TD03 | Ensure staff are kept up to date with any changes in the disruption. | |
| TD04 | Head of School/EHT should assess the impact on the timetable and lessons and take action where possible to reorganise or find cover to deliver provision. | |
| TD05 | If necessary, assemble an SEMT to respond to the event and determine whether there are sufficient staff able to get to school to remain open. | |
| TD06 | Engage with parents, pupils and staff to ensure that they are aware of the situation. Place a holding statement or regular updates on to the school's website. Take advice from the Local Authority where necessary. | |
| TD07 | If this occurs during an exam period, consider how exams can be re-timetabled to minimise disruption. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------|---|--------------------|
| TD09 | Make arrangements to inform the Local Authority of the incident and discuss likely next steps and support needed. | |
| TD10 | Maintain open communication channels with the Local Authority. | |
| TD11 | Update the school's website to ensure the community are aware of the situation. Take advice from the Local Authority where necessary. | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
|-----|--------|--------------------|

| | | |
|------|---|--|
| TD12 | Advise staff once the disruption has cleared and what actions they are expected to take | |
| TD13 | Consider the impact on learning and take steps to recover in areas that have been affected. | |

Text2 Parents service – for staff and pupils

CHECKLIST 10: INCIDENT ON AN EDUCATIONAL TRIP OR VISIT

Educational visit leader – *Teacher in charge*

Initial response

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| E01 | Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for. | |
| E02 | Contact the Head of School/EHT (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad. | |
| E03 | Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene. | |
| E04 | Establish arrangements to meet the immediate welfare needs of pupils and staff. | |
| E05 | 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. | |
| E06 | 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. | |
| E07 | Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made. | |
| E08 | Keep a log of important information, actions taken and decisions made. | |
| E09 | Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ 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. | |
|-----|---|--|

Ongoing response

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| E11 | Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary. | |
| E12 | Act as the main contact for co-ordination of the response and work closely with the Head of School/EHT nominated emergency contact. Continue to liaise with the emergency services and other organisations. | |
| E13 | Continue to brief staff and allocate tasks on a regular basis. | |
| E14 | Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff. | |
| E15 | Consult the Head of School/EHT (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children. Agree protocols for next steps. | |
| E16 | Liaise with the tour operator / provider, if appropriate. | |
| E17 | Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them. | |
| E18 | If abroad, contact the Foreign & Commonwealth Office for support. | |
| E19 | If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment). | |
| E20 | Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. | |
| E21 | In liaison with the School Contact, 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. | |

| | | |
|-----|--|--|
| E22 | Ask the Head of School/EHT (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. | |
| E23 | Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of social media). | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| E24 | Make contact with the Local Authority if Special Educational Needs support will be required such as through education psychology. | |
| E25 | Complete any necessary forms / paperwork. | |

School contact (Head of School)

Initial response

| Ref | Action | Tick / sign / time |
|------|---|--------------------|
| EV01 | Obtain a copy of the Educational Trip and Visit form. | |
| EV02 | Establish the details of the trip or visit to identify key details about the trip including: location, names of pupils, staff, contingency arrangements and any resources available to staff. | |
| EV03 | Establish open communications with the Educational Visit leader, Metropolitan Police, London Fire Brigade and London Ambulance Service (whichever relevant). Where relevant, make contact with the Foreign Office if the trip is overseas. | |
| EV04 | Inform the Local Authority of the incident and send a copy of the Educational Trip and Visit form. Maintain open communications with the Local Authority. | |
| EV05 | If necessary, assemble an SEMT to respond to the event. | |
| EV06 | Seek support from the Local Authority Media and Communications teams for media enquiries via the Schools Standards team. | |

| | | |
|------|---|--|
| EV07 | Establish a communications channel and contact list of the families of the pupils and staff involve in the incident. | |
| EV08 | Engage with parents, pupils and staff to ensure that they are aware of the situation. Place a holding statement or regular updates on to the school's website. Take advice from the Local Authority where necessary. Parents may come to the school so prepare to receive and support them. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------|---|--------------------|
| EV09 | Await further instructions and details from emergency services (or Foreign Office if abroad). | |
| EV10 | Update the school's website to ensure the community are aware of the situation. Take advice from the Local Authority where necessary. | |
| EV11 | Continue to liaise with parents, pupils and staff to ensure that they are aware of the situation. As details become known, place further statements on to the school's website in collaboration with the Local Authority. | |

Recovery

| Ref | Action | Tick / sign / time |
|------|---|--------------------|
| EV12 | Maintain liaison with the Education Psychology and Safeguarding services if support will be required via the Local Authority. | |
| EV13 | Follow relevant instructions from the emergency services or Foreign Office. | |

CHECKLIST 11; formulated by school

CRITICAL ACCIDENT, LIFE THREATENING ILLNESS OR DEATH OF PUPIL IN SCHOOL (BLUE PLAN)

(for use by the school to capture actions for high risks not included above)

BLUE PLAN OUTLINE AS SHARED WITH STAFF – FULL DETAILS TO BE FORMULATED FOR SEMT IN THIS FORMAT

The 10 point Blue Plan – for all staff

1. A member of SMT will decide if Blue Plan needs to be actioned.
2. Blue Plan means there is a life threatening scenario.
3. 999 will be called by SMT/nurses.
4. A member of SMT will delegate roles and responsibilities, including how staff will be notified.
5. Once Blue Plan has been actioned the responsibility for the child concerned is handed over to SMT and the emergency services.
6. Other members of the class team affected focus on the care of the other pupils in the class.
7. Remain with your classes and carry on as normally as possible and await instructions, for example before coming to the buses at the end of the day.
8. Some rooms will be in use during the Blue Plan. Notices will be on the door and around school informing you which rooms are not to be entered.
9. Under no circumstances are staff to communicate with parents or discuss an evolving situation with each other or in front of children.
10. There will be a full debrief for staff at the first possible opportunity.

Initial response

| Ref | Action | Tick / sign / time |
|------------|---------------|---------------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

Ongoing response

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

CHECKLIST X: Blank checklist [for use by the school to capture actions for high risks not included above]

Initial response

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

Ongoing response

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|--------|--------------------|
| XX1 | | |
| XX2 | | |
| XX3 | | |

SECTION 4: ROLES AND RESPONSIBILITIES

ROLE A - RESPONSE CO-ORDINATOR (HEADTEACHER)

The following actions should be undertaken by the person leading the response to the incident. This will either be the Headteacher, nominated Emergency Contact, or the most senior member of staff in the school.

The Headteacher or nominated Emergency Contact should assign members of staff to relevant School Emergency Management Team (SEMT) roles as part of the preparation and planning (not during an incident). If roles are combined, the Headteacher should give consideration to the workload and responsibilities they will hold in the event of an incident:

- Role B - Business continuity
- Role C - Communications
- Role D - Log-keeping
- Role E - Media management
- Role F - Facilities
- Role G - Welfare

Initial response

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| C01 | Establish a basic overview of the incident. | |
| C02 | If the incident has occurred on an educational visit: <ul style="list-style-type: none"> ▪ 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. | |
| C03 | Assign members of staff to relevant School Emergency Management Team (SEMT) roles and Chair SEMT meetings: <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare ▪ Security | |
| C04 | Remember to: <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT | |

| | | |
|-----|--|--|
| | <ul style="list-style-type: none"> ▪ 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. | |
| C05 | Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis. | |
| C06 | Take action to protect property. | |
| C07 | Work closely with other organisations (e.g. emergency services, Local Authority) as required. Provide accurate and factual information to those arriving on-scene. | |
| C08 | 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. | |
| C09 | 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. | |

Ongoing response

| Ref | Action | 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: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. | |
| C15 | Work closely with the 'media management' role to provide regular briefings to the media in collaboration with the Local Authority. 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. | |

Recovery

| Ref | Action | 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 5 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 headteachers of nearby schools to inform them of any important issues relating to the incident. | |

ROLE B - BUSINESS CONTINUITY

Initial response

| Ref | Action | Tick / sign / time |
|------------|--|---------------------------|
| BC01 | Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications ▪ Loss of IT | |
| BC02 | Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last. | |
| BC03 | Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary. | |
| BC04 | Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary). | |
| BC05 | If appropriate, contact organisations which can assist in document restoration. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| BC06 | 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. | |
| BC07 | Seek support from other organisations (e.g. buddy schools, the Local Authority, suppliers / contractors) as required. | |
| BC08 | Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine. | |
| BC09 | In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime. | |

Recovery

| Ref | Action | 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. | |

ROLE C - COMMUNICATIONS

Initial response

| Ref | Actions | 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). | |
| CO5 | Inform the Local Authority of the situation | |

Ongoing response

| Ref | Communications - ongoing response | Tick / sign / time |
|------------|--|---------------------------|
| CO6 | Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. | |
| CO7 | Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained. | |
| CO8 | Liaise with the 'media management' role about contacting local radio stations. | |
| CO9 | Update the school answer phone on a regular basis. | |
| CO10 | Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ 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. | |
| CO11 | In the event of a major emergency, seek support from the Local | |

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| | Authority; they may be able to establish a helpline for enquiries from the public. | |
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Recovery

| Ref | Action | Tick / sign / time |
|------|--|--------------------|
| CO12 | Provide regular briefings to pupils and parents / carers. | |
| CO13 | Assist the 'business continuity' role in providing remote / virtual learning. | |
| CO14 | Check that any information in the public domain (e.g. website content) is accurate and up-to-date. | |

ROLE D - LOG-KEEPING

Initial response

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| LK01 | Attend SEMT briefings. Keep a log of important information, actions taken and decisions made. | |
| LK02 | Ensure that each member of staff keeps an incident log. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------------|--|---------------------------|
| LK03 | Provide administrative / secretarial support to the SEMT. | |
| LK04 | Keep accurate records of anyone admitted to hospital or treated by the emergency services. | |
| LK05 | Record details of any expenditure incurred by the school. | |

Recovery

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| LK06 | Collate all incident logs, making copies if necessary. | |
| LK07 | 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). | |

ROLE E - MEDIA MANAGEMENT

Initial response

| Ref | Action | Tick / sign / time |
|------------|--|---------------------------|
| M01 | Seek support from other organisations (e.g. emergency services, Local Authority) in responding to media requests. | |
| M02 | 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. | |
| M03 | 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. | |
| M04 | Develop a brief media statement (designed to provide reassurance) on behalf of the school with the support of the Media and Communications team in the Local Authority. Information given must be limited until the facts are clear and all parents / carers have been notified. | |
| M05 | 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. | |
| M06 | Be prepared to be interviewed by the media. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| M07 | 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. | |
| M08 | Gather information from the SEMT, emergency services and other organisations as appropriate. | |
| M09 | Provide regular statements to the media where necessary and appropriate. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services and / or Local Authority to ensure consistency. In some cases press releases could be send jointly with the Local Authority. | |

| | | |
|-----|---|--|
| 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 social media). | |

Recovery

| Ref | Action | 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. | |

ROLE F - FACILITIES

Initial response

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| F01 | Take action to protect property. Consider turning off utility supplies. | |
| F02 | 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. | |
| F03 | Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map. | |
| F04 | Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ 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. | |

Ongoing response

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| F05 | Liaise with utility suppliers as required. | |
| F06 | Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. | |
| F07 | 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. | |
| F08 | Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded). | |
| F09 | Work with the 'business continuity' role to arrange temporary accommodation, if required. | |

Recovery

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| F10 | 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. | |
| F11 | Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, Local Authority) involved in the recovery phase. | |
| F12 | Procure temporary classrooms if appropriate. | |

ROLE G - WELFARE

Initial response

| Ref | Action | Tick / sign / time |
|------------|--|---------------------------|
| W01 | Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders. | |
| W02 | Identify pupils who may require additional support: <ul style="list-style-type: none"> ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). | |

Ongoing response

| Ref | Action | Tick / sign / time |
|------------|--|---------------------------|
| W03 | Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident. | |
| W04 | Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them. | |
| W05 | 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. | |
| W06 | Where possible, every child should to be spoken to, and asked if they are alright, before they leave school. | |
| W07 | Take account of religious and cultural factors. Consider contacting religious leaders within the community for support. | |
| W08 | Ensure that staff take regular rest periods. | |

Recovery

| Ref | Action | Tick / sign / time |
|------------|---|---------------------------|
| W09 | Make contact with the Local Authority if Special Educational Needs support will be required such as through education psychology. | |

SECTION 5: POST INCIDENT SUPPORT

Assistance for pupils and parents / carers

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| P01 | Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy. | |
| P02 | 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. | |
| P03 | Consider which pupils need to be briefed, how, and by whom. | |
| P04 | 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. | |
| P05 | Consider providing relevant books in the school library. | |
| P06 | Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this. | |
| P07 | Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected. | |
| P08 | Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams). | |
| P09 | Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. | |
| P10 | Maintain regular contact with parents / carers. | |
| P11 | Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers. | |
| P12 | Consider organising an event for parents / carers to discuss any issues or concerns they might have. | |

| | | |
|-----|--|--|
| P13 | If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school. | |
|-----|--|--|

General actions

| Ref | Action | Tick / sign / time |
|-----|--|--------------------|
| P14 | Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate. | |
| P15 | Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. | |
| P16 | Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention. | |
| P17 | Cancel or rearrange any events which are inappropriate. | |
| P18 | Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident. | |
| P19 | Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them. | |
| P20 | Ensure that new staff are aware of the incident, which pupils were involved and how they were affected. | |
| P21 | Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising). | |

Returning after a period of absence

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| P22 | Negotiate with parents / carers a suitable date for returning to school after a period of absence. | |
| P23 | Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. | |

| | | |
|-----|--|--|
| P24 | Brief pupils who may be able to help in the process of resettling (e.g. close friends). | |
| P25 | Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. | |

Funeral arrangements

| Ref | Action | 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: <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. | |

Remembrance

| Ref | Action | Tick / sign / time |
|-----|---|--------------------|
| P29 | Taking into account the wishes of the family, consider providing a suitable memorial at the school: <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph | |

| | | |
|-----|---|--|
| | <ul style="list-style-type: none"> ▪ Sporting / academic trophy for older children. | |
| P30 | <p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's Day ▪ Father's Day ▪ Anniversary of the event. | |
| P31 | <p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. | |
| P32 | Be aware of renewed media interest near anniversaries of the event. | |

APPENDIX A – Contact details of School’s Emergency Management Team (SEMT), key staff and governors

| Name | Job title | School Emergency Management Team role(s) | Primary emergency contact number | Secondary emergency contact number | Additional notes |
|-------------------|-----------------------------|---|--|------------------------------------|------------------|
| Pamela Murphy | Head of School | Coordinator | 07880 386 156 | 07946 530068 020 7641 5825 | |
| Manisha Avhad | Bursar | Business Continuity | 020 7641 5825 | 07885 610981 | |
| | Reception Staff/T&O Manager | Business Continuity (deputy) | 020 7641 5825 | | |
| Laura Mattmann | Assistant Head secondary | Communications including next of kin/parent liaison | 07517 650289 | 020 7641 5825 | |
| Eva Diaz | Assistant Head Primary | Communications including next of kin/parent liaison | 07903 330406 | 020 7641 5825 | |
| Scott Clee | Finance and Data Manager | Log keeping | 07471 035928 | 07791 739759 | |
| Eneyo Ilenbaremen | HR Manager | Log keeping (deputy) | 020 7641 5825 (QEII) 0207 221 3454 (CP) | | |

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|----------------|----------------------------|------------------------------|---------------|---|--|
| Andy Balmer | Executive Head | Media management | 0739 287 2833 | 020 7641 5825 (QEII) 0207 221 3454 (CP) | |
| Ricardo Clarke | Assistant head Pastoral | Media management (deputy) | 07880191313 | 020 7641 5825 (QEII) 0207 221 3454 (CP) | |
| Fernando Piers | Site Manager | Facilities | 020 7641 5825 | 07904 938050 | |
| Mark Middleton | Business Manager | Facilities (deputy) | 020 7641 5825 | | |
| | School nursing team | Welfare | 020 7641 5825 | | |
| Andy Tillotson | EHCP coordinator | Welfare (deputy) | 020 7641 5825 | | |
| | | | | | |
| Jordan Clover | Palliative care nurse | | | | |
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| ROLE | POST HOLDER | DEPUTY |
|---|---|--|
| RESPONSE CO-ORDINATOR | HEAD OF SCHOOL 07880 386156 | AHT SECONDARY OR PRIMARY |
| BUSINESS CONTINUITY | BURSAR Liaison with external bookings – on advice on incident manager | RECEPTION STAFF and T&O ADMINSTRATOR |
| COMMUNICATIONS INCLUDING NEXT-OF- KIN/PARENT LIAISON | AHT SECONDARY | AHT PRIMARY |
| LOG KEEPING | FINANCE AND DATA MANAGER | HR MANAGER |
| MEDIA MANAGEMENT | EXECUTIVE HEAD | AHT PASTORAL OR LEAD PRACTITIONER CREATIVE ARTS |
| FACILITIES | SITE MANAGER | BUSINESS MANAGER |
| WELFARE | SCHOOL NURSING TEAM (NURSE AND HEALTHCARE ASSISTANT) | EHCP COORDINATOR |
| | | |

APPENDIX B – Contact details key support organisations

| Service area | Primary emergency contact details | Secondary emergency contact detail | Additional notes |
|-------------------------------|--|--|------------------|
| Police | Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number) | | |
| Fire & rescue service | Tel: 999 (24 hour) | | |
| Ambulance service | Tel: 999 (24 hour) | | |
| Local Authority | See section 1.1 (page 4) of this document | | |
| National Health Service | Tel: 111 (24 hour) | | |
| Department for Education | Tel: 0370 000 2288 (office hours, general enquiries) | | |
| Foreign & Commonwealth Office | Tel: 0207 008 1500 (24 hour, consular assistance) | If abroad, please dial: +44207 008 1500 | |
| Environment Agency | Tel: 0845 988 1188 (24 hour, floodline) | | |

| Service area | Primary emergency contact details | Secondary emergency contact detail | Additional notes |
|-------------------------------|--|------------------------------------|--|
| Met Office | Tel: 0370 900 0100 (24 hour, weather desk) | | |
| Health and Safety Executive | Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer) | | |
| Health Protection Team | 020 3326 1658 | Out of Hours: 01895 238 282 | |
| Teacher Support Network | England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour) | | The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families. |
| Employee Assistance Programme | | | |

| | | |
|----------------------------------|-------------------------|---------------------------|
| School Alarm Company Intruder | Out of hours monitoring | CLEAR VIEW – 01245 214100 |
|----------------------------------|-------------------------|---------------------------|

APPENDIX C – GRAB BAG CONTENTS

The following is a non-exhaustive list of the essential contents of a grab bag. Schools have responsibility to ensure the grab bag is:

- fully resourced and replenished;
- the grab bag contains a checklist of items that should be present;
- all of the contents are working and usable;
- the grab bag is always stored in the agreed location; and
- there are nominated members of staff who are responsible for collecting the grab bag during an emergency or business continuity event.

The grab bag should be audited at least once per term by the person nominated by the SEMT to be responsible. Equipment should also be tested if it is used during an exercise or incident.

Essential contents of a grab bag

- A hard copy of the emergency plan
- A hard copy contacts list of students, staff, contractors and partner agencies
- A laminated copy of the school site plan (for the emergency services if they need it)
- First aid kit including any **important medication for individual students – kept by nurses not in grab bag** that may be necessary
- High-visibility tabards
- Torch
- Two-way radios (at reception)
- Batteries
- Whistle (This should not be used if the Fire Brigade are present as they use whistles to signal to Fire Officers).
- **Disposable camera**
- Blankets; foil blankets
- Gloves
- Log book
- Stationery
- *Any additional items you feel are appropriate for your school and the pupils you serve*

APPENDIX D – SCHOOL SITE PLAN

[Insert your school site plan here]

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