



Romsey Abbey VA Primary School  
Critical Incident Plan

Effective Date 01 September 2023

Next Review Date 01 September 2026

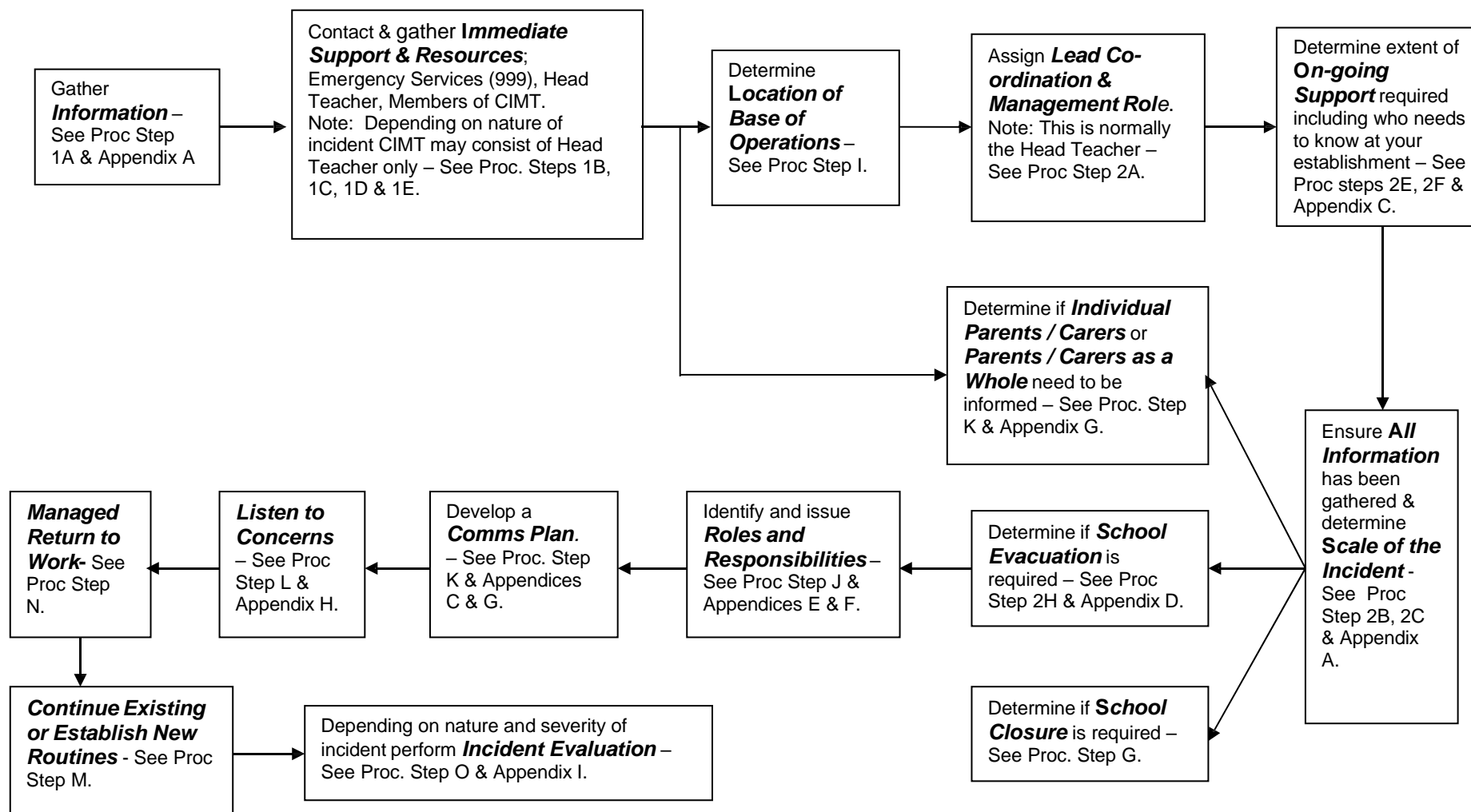
Committee Responsible:

Full Governing Body



Hampshire  
County Council

## Quick Overview Flow Chart: Responding to Critical Incidents at Romsey Abbey Primary School – Immediate Action – Note: Steps may not necessarily be carried out in sequential order



# Contents

Universal Terms.....	4
Aim.....	5
Objectives.....	5
Introduction.....	5
Critical Incident Procedure .....	6
School Emergency Response Plan.....	11
SECTION 1 - CONTACT DETAILS .....	13
Section 2 – Activation.....	23
Section 3 – Roles & Responsibilities.....	27
APPENDIX 1 - POST INCIDENT SUPPORT .....	38
APPENDIX 2 - BUSINESS CONTINUITY .....	41
APPENDIX 3 - SITE INFORMATION.....	44
APPENDIX 4 - EVACUATION .....	45
APPENDIX 5 - SHELTER .....	47
APPENDIX 6 - LOCKDOWN .....	48
APPENDIX 7 - SCHOOL CLOSURE .....	49
APPENDIX 8 - COMMUNICATIONS .....	50
APPENDIX 9 - IT .....	52
APPENDIX 10 - BOMB THREATS .....	53
APPENDIX 11 - SUSPICIOUS PACKAGES.....	55
APPENDIX 12 - LOG-KEEPING GUIDELINES .....	56

## Universal Terms

- **Establishment** - The management or organisational base individuals attend or work from.
- **Young People** - A collective term which includes all children and young adults.
- **Parent** – A parent or person with parental responsibility.
- **Qualified person** – All those people with a recognised professional qualification (teachers, lecturers, nationally qualified youth or social workers and others who have achieved a minimum NVQ Level Three).
- **Responsible Adult** – Other employees or volunteers who are known to the establishment (parent, police officer etc), who are considered to be a responsible adult capable of supporting the qualified professionals.
- **Critical Incident Management Team (CIMT)** - A pre identified team of establishment staff who come together on site to manage the incident or emergency.
- **Critical Incident** - Establishment or Group is able to manage the situation without outside support. May be necessary to inform HCC of incident. Central and Area Teams can support as required.
- **Serious Incident** - Establishment or Group requires support. Children's Services Area Serious Incident Team undertakes the management of the response. The Establishment or Group concentrates on its own immediate priorities. Possible Children's' Services Area Home Team dispatched. Central and specialist Team support.
- **Emergency** - Children's' Services Central Emergency Team undertakes overall management of the response. Possible Children's' Services Travelling Team dispatched. All Teams with clear roles and responsibilities.
- **Major Incident** - Multi-department Strategic and Tactical management team(s) coordinate overall management of the HCC integrated response as part of a wider multi-agency response. Children's Services Central Team to be ready to respond as required.

## Aim

The aim of this procedure is to meet requirements of the Hampshire County Council Critical Incident Plan dated January 2009, by giving guidance to enable the establishment staff to manage and coordinate a structured response to a critical incident or emergency.

## Objectives

- To provide a framework for staff to manage a critical incident or emergency;
- To identify plan activation triggers and the action to be taken;
- To detail roles and responsibilities for the coordination and management of the response to a critical incident or emergency;
- To identify appropriate support organisations;
- To ensure effective working with the media.

## Introduction

Incidents are a normal part of life in any establishment with young people. However, some incidents are of a more critical and overwhelming character in which staff may require additional systems and support to enable them to manage the situation. These may include:

- The serious injury or death of a colleague or other adult.
- The serious injury or death of a young person.
- Incidents charged with profound emotion.
- Incidents attracting attention from the media.
- Incidents involving serious threat.
- Young person suicides.
- Incidents causing significant concern amongst the establishment community e.g. parents or staff.
- Any other incidents with extremely unusual circumstances which surpass the normal day to day operational procedures.
- Events which may cause an interruption to the service or make it unsafe to continue the service.

This procedure is not written to be prescriptive or attempt to cover all possible events nor should it necessarily be implemented in sequential order. It is intended to set a framework and checklist to enable staff to set up and manage effective operational procedures to copy with the situations they are faced with.

## Procedure Management & Staff Training

This procedure will be reviewed 3 yearly and updated as necessary. Copies will be kept in the Head Teacher's (HT's) Office, Reception Area, Site Manager's (SM's) Office and in the Class Rooms furthest from the Reception area.

All staff will be required to read the main body of this procedure and be aware of the contents of the associated appendices.

## Critical Incident Procedure

**Note: *The steps identified below are not necessarily intended to be performed in sequential order.***

1. In the event of a critical incident, **the person(s) identifying the incident**, ideally a member of staff shall;

A. ***Start to gather information*** about what has happened.

- a. What has happened? Where and when?
- b. Name and contact number of an adult at the incident site
- c. Extent of injuries; numbers and names.
- d. Location of injured, name and contact number of adult present.
- e. Location of uninjured, name and contact number of adult present.

B. Determine the extent of ***immediate*** support required – see Appendix A.

- a. Use the 999 telephone service to contact the appropriate Emergency Service(s) – follow their advice and instructions

Note: Do not use local contacts / services to request emergency assistance.

C. Contact the Head Teacher and, depending on nature of incident, members of the CIMT. The Head Teacher and Governing Body have identified the following personnel to act as the CIMT;

### **Role**

Head Teacher  
Deputy Head Teacher  
Bursar/Administration  
DSL  
Site Manager  
Chair of Governors

Consideration should also be given to the inclusion of other key members of the community, as appropriate to the nature of the incident to the CIMT.

Note: Depending on nature of incident CIMT may consist of Head Teacher only. In the absence of the Head Teacher the next senior member of staff shall assume the leadership role.

D. Decide on the location for CIMT to meet.

E. Collect any emergency action resources e.g. pens, flipcharts, message pads, logs etc.,

2. It is the responsibility of the CIMT to;
  - A. Decide which member of staff will assume the lead coordination and management role – this is normally the Head Teacher. In the absence of the Head Teacher the next senior member of staff shall assume the leadership role.
  - B. **Ensure all the information** about the incident has been gathered as follows;
    - a. Extent of injuries; numbers and names.
    - b. Name and contact number of an adult at the incident site
    - c. Location of injured, name and contact number of adult present.
    - d. Location of uninjured, name and contact number of adult present.
    - e. Who has been informed? What has been said?
  - C. Establish the scale of the incident.
    - a. **Critical Incident** - Establishment or Group is able to manage the situation without outside support. May be necessary to inform HCC of incident. Central and Area Teams can support as required. E.G. school closure due to localised flooding, weather conditions, power outage, boiler failure.
    - b. **Serious Incident** - Establishment or Group requires support. Children's Services Area Serious Incident Team undertakes the management of the response. The Establishment or Group concentrates on its own immediate priorities. Possible Children's Services Area Home Team dispatched. Central and specialist Team support.
    - c. **Emergency** - Children's Services Central Emergency Team undertakes overall management of the response. Possible Children's Services Travelling Team dispatched. All Teams with clear roles and responsibilities.
    - d. **Major Incident** - Multi-department Strategic and Tactical management team(s) coordinate overall management of the HCC integrated response as part of a wider multi-agency response. Children's Services Central Team to be ready to respond as required. E.G. Nuclear incident.
  - D. If the incident occurred as part of an Offsite Activity or Educational Visit then follow procedures plus steps O to R below. For all other incidents follow steps E to R below.
  - E. Agree extent of **on-going** support required – Initial support should be through the emergency services if required.
    - a. If necessary and not already happened, use the 999 telephone service to contact the appropriate Emergency Service(s) – follow their advice and instructions.  
**Note:** Do not use local contacts / services to request emergency assistance.
    - b. Commensurate with the scale of the incident, designate staff to make contact with and liaise with the required organisations. Support can sought from Children's Services and other departments in HCC - Contact the Emergency Planning Unit Duty Officer;

- F. Decide who needs to know at this stage in your establishment –
- G. Determine whether the school needs to be closed.
- a. Alert parents/carers to prevent students arriving or to ensure they are effectively removed from the premises.
  - b. Ensure any pupils arriving at the establishment are safely accommodated until their parents/carers have been informed and arrangements have been made for the child's safe return to home or a location nominated by their parent/carer.
  - c. Alert HCC Children's Services Department. This will enable the updating of the HCC website.

- H. If the incident is within working hours, determine whether Evacuation of children and staff is required – the type of evacuation will depend on the severity and nature of the incident. If an immediate evacuation is deemed necessary the first evacuation point should be to the;

- a. **Fire Assembly Points on the School Playground**, providing it is safe to do so.

If this location is deemed unsuitable, and there are no other suitable locations on the school premises, then due to their close proximity to the school the following locations shall be used in order of preference;

- a. **Romsey Abbey, Romsey, SO51 8EP**
- b. **The Romsey School, Greatbridge Road, Romsey, SO51 8ZB**

**Note:** In the event of any evacuation it is imperative that children are supervised in small groups by a Responsible Adult. If possible, a register should be taken before evacuation and immediately on arrival. Extreme care should be taken when travelling between locations. Refer to RAPS Evacuation Policy and Fire Safety Manual as appropriate to incident in hand.

- I. Determine the Location for the Base of Operation
- a. Inform all team members and staff of base location and if appropriate, evacuation details.
  - b. Establish best use of space and accommodation.
  - c. Consider where visitors and the community can gather and meet.
  - d. Ensure equipment such as whiteboards, flip charts etc. are available and accessible.

- J. Identify and issue Roles and Responsibilities.
- a. Designate staff to maintain a log of events, decisions and actions.
  - b. Designate staff to ensure information is passed on and actions followed up.
  - c. Decide if you want to set-up large public boards e.g. flip charts or whiteboards to display information about the incident team, location, information releases, contacts etc.,
  - d. Assign a single spokesperson where possible – this would normally be the Head Teacher.





- i. Designate staff to log and deal with all incoming calls and agree a basic script as per communications plan above i.e. facts plus actions.
    - i. Use dedicated incoming line – not the line others will be calling in on.
    - ii. Consider having message pads available.
    - iii. Consider a message box – agree routes and places.
  - j. Agree a dedicated line for outgoing calls.
  - k. Agree a meeting schedule to update staff.
  - l. Ensure there is a suitable location resourced appropriately e.g. whiteboard, flip chart, pens etc
- L. Listen to Concerns - depending on the severity of the incident it may be appropriate to spend a great deal of time on the following aspects;
- a. Offer time and space if needed for staff and children to reflect before going home
  - b. Consider supporting close friends of those involved in incident
  - c. Provide opportunities to express personal reactions
  - d. Consider formal recognitions and rituals
- M. Quickly continue existing and/or establish new routines
- a. Make every effort to provide as much continuity as possible for children.
  - b. Maintain the normal day so that young people are unsettled as little as possible.
  - c. Use Governors and parents or guardians as appropriate to enable the school day to run smoothly.
  - d. Discourage undue disruption. The establishment can become a focus for parents and other members of the community to gather. Establishments need to manage such responses by designating space, refreshments, toilets etc. Establishments are entitled to sensitively discourage any undue disruptive gatherings.
- N. Co-ordinate a Managed Return
- a. Some may not be attending after an incident and will need assistance on re-entry.
  - b. Some may have been injured or distressed and will need significant support to reintegrate back into the normal routine.
- O. Depending on the nature and severity of the incident, consider pulling together a team of key players including parents, and possibly children, and performing an Incident Evaluation exercise at a suitable time after the event.

**Official**



**OFFICIAL DOCUMENT – Not for Distribution**

**ROMSEY ABBEY PRIMARY SCHOOL**

**School Emergency Response Plan**

Psalm 57:1 “ Be gracious to me, O God, be gracious to me, For my soul takes refuge in You; And in the shadow of Your wings I will take refuge until destruction passes by”

# Official

## Acknowledgement

Document based on a template produced by Nottingham County Council 2011 as part of the “Developing Community Resilience” project

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Plan administration	
Version number	1
Date of issue	September 2023
Electronic copies of this plan are available from	School Office
Hard copies of this plan are available from	School Office
Location of emergency grab bag(s)	Front Desk of School Office
Date of next review	September 2026
Person responsible for review	Chair of Governors

## SECTION 1 - CONTACT DETAILS

### 1.1 School information

School details	
Name of school	Romsey Abbey Church of England Primary School
Type of school	Voluntary Aided
School address	Church Lane, Romsey, Hampshire, SO51 8EP
School operating hours (including extended services)	7.45am – 5.30pm
Approximate number of staff	30
Approximate number of pupils	200
Age range of pupils	4yrs – 11 years

Office contact details	
Office telephone number	01794 512047
Office fax number	n/a
Office email address	adminoffice@romseyabbey.hants.sch.uk

Useful websites	
School website / extranet	<a href="http://www.romseyabbeyschool.co.uk">www.romseyabbeyschool.co.uk</a>
Local authority	<a href="http://www.hants.gov.uk">www.hants.gov.uk</a>
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>



### 1.3 Contact details - extended services

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Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details	Notes (e.g. key holder)
Forest Footsteps Pre-School	Pre-School	8am – 5pm	Erin <a href="tel:07557346782">07557 346782</a>		Key Holder
PBED	Sports Coaches	Office Hours	01794510205		
Mountbatten School	IT Support	8am – 4pm	01794 510258	01794 502502	

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## 1.4 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services		0300 555 1384 Out of Hours - 0300 555 1373		
HCC Corporate Communications		Direct Dial 01962 847 368	Out of Hours Duty Press Officer 07957 932 574	
Property				
Transport				
Catering		HC3S <a href="tel:02380629388">023 8062 9388</a>		
Educational visits				
Hampshire County Council Emergency Planning & Resilience		For Advice & Guidance 01962 846 846	Out of Hours Duty Officer 07623 960 259 For incidents requiring significant response of the County Council resources– not administrative issues	
Health and safety		Infoline: 0845 345 0055		
Risk / insurance		Charlotte – Aston Lark		
Legal		schoollegalsupport@hants.gov.uk		
Human resources		Eps.consultants@hants.gov.uk		



Educational psychology				
Occupational health		023 8062 6600		

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## 1.5 Contact details - local radio stations

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Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details	Notes (e.g. coverage, frequency)
Solent Radio		Telephone: 02380 632811		

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## 1.6 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Police Non Emergency		101		
NHS – Non Urgent Advice		111		Always dial 999 for Emergencies
Hampshire County Council Contact Centre - <i>Hantsdirect</i>	Children's Services	0300 555 1384 Out of Hours - 0300 555 1373		
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: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 01392 885 680 (24 hour)		

Health and Safety Executive		Infoline: 0845 345 0055  Incident contact centre: 0845 300 9923  Duty officer: 0151 922 9235 (24 hour)  Duty press officer: 0151 922 1221 (24 hour)		
Insurance company	Diocesan	01420 82501		
Trade union				
Supplier (transport)				
Supplier (catering)	HC3S	023 8062 9388		
Supplier (cleaning)	GSF	0844 8541588		
Supplier (temporary staff)	Humly ITN Mark Time Plan	08452266569 02380111061 02380337080		
Utility supplier (gas)		0800111999		
Utility supplier (water)	Energy Supplies Officer	01964 826911		
Utility supplier (electricity)	Capita Help Desk Scottish Hydro Electric	08456010719 08450701423		Customer Number: 4485815212
Utility supplier (heating)	Energy Supplies Officer	01964 826911		

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.
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## Section 2 – Activation

### 2.1 Notification of incident

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Information about an incident may come from a many sources

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 1.
- Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.
- Find out what has happened. Obtain as clear a picture as you can.
- Discuss with the informant what action needs to be taken and by whom.

**Name of informant:**

**Date and time of call:**

**Contact number of informant**

**Date and time of incident:**

**Exact location of incident:**

**Details of incident:**

**Where is the informant now ? Are they going to change location – hospital etc ?**

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

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.....

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

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**What advice have the emergency services given?**

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Who has been informed?

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

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

**Does anyone else need to be informed?**

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**Are any other actions required?**

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**+ 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:**

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**Number of pupils on educational visit:**

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**Nature of educational visit:**

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**Number of staff on educational visit:**

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**Location of educational visit:**

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

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## 2.2 Initial action

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

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

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

These contact details should remain confidential, only to be used in an emergency by school staff

- Gather 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.
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## Section 3 – Roles & Responsibilities

### 3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
<b>C1</b>	Establish a basic overview of the incident.	
<b>C2</b>	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
<b>C3</b>	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> <li>▪ Business continuity – Headteacher / Business Manager</li> <li>▪ Communications – Headteacher / Business Manager</li> <li>▪ Log-keeping – Deputy Head / SENDco</li> <li>▪ Media management – HCC Legal Team / Chair of Governors</li> <li>▪ Resources – Site Manager</li> <li>▪ Welfare - SENDco</li> </ul>	
<b>C4</b>	<p>Remember to:</p> <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
<b>C5</b>	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
<b>C6</b>	Take action to protect property.	
<b>C7</b>	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
<b>C8</b>	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.	
<b>C9</b>	Inform governors as appropriate.	
<b>C10</b>	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.	
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<b>Ref'</b>	<b>Co-ordination - ongoing response</b>	<b>Tick / sign / time</b>
<b>C11</b>	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
<b>C12</b>	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.	
<b>C13</b>	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
<b>C14</b>	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
<b>C15</b>	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
<b>C16</b>	Check that everyone who should have been notified of the incident has been informed.	
<b>C17</b>	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
<b>C18</b>	Seek advice on legal and insurance issues, if appropriate.	
<b>C19</b>	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police or Fire & Rescue Service.	

<b>Ref'</b>	<b>Co-ordination - recovery</b>	<b>Tick / sign / time</b>
<b>C20</b>	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
<b>C21</b>	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
<b>C22</b>	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
<b>C23</b>	Complete any necessary forms / paperwork.	

<b>C24</b>	Arrange a debrief for school staff involved in the response.	
<b>C25</b>	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
<b>C26</b>	Initiate a review of the school emergency plan.	
<b>C27</b>	Consider contacting the Head Teacher of nearby schools to inform them of any important issues relating to the incident.	

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## 3.2 Roles and responsibilities - business continuity

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

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

Ref'	Business continuity - ongoing response	Tick / sign / time
<b>BC6</b>	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.	
<b>BC7</b>	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
<b>BC8</b>	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
<b>BC9</b>	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
<b>BC10</b>	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
<b>BC11</b>	Put in place arrangements for remote learning, if necessary.	
<b>BC12</b>	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

### 3.3 Roles and responsibilities - communications

Please refer to Appendix 6 for more information on communication arrangements.

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: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
CO10	In the event of a major emergency, seek support from 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.	

## 3.4 Roles and responsibilities - log-keeping

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Please refer to Appendix 9 for more information on 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).	

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### 3.5 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.	

### 3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations 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.	

## 3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should 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 Appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

### 3.8 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 Head Teacher (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.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (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.: <ul style="list-style-type: none"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Head Teacher (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 Appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

## APPENDIX 1 - 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: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

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

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	



## APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
<b>Coursework</b>	KS1 Assessment/KS2	These are stored in a fire proof cabinet in Business Managers Office	Teachers have access electronically to Target Tracker
<b>Examination papers</b>	Fire Proof Cabinet – Business Managers Office	Pupils unable to sit SATS test, dialogue with Examination Board and DFE, risk of no results	Examination Board/DFE support to provide further tests
<b>Asset registers / equipment inventories</b>	Asset System is Google Sheets created by IT Support Mountbatten ad shared with School Business Manager	Difficulty in assessing initial loss, effect Insurance claim, loss of assets.	Mountbatten IT support have access to electronic version
<b>Insurance documentation</b>	Fire Proof Cabinet – Business Mangers Office, copies with Diocese	No anticipated loss as copy documents would be available	Copy documents obtained

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
<b>Documents</b>	Server and back up at Mountbatten School	No anticipated loss as back-ups available	Server backup is encrypted and 2 copies kept. One is kept onsite plugged into server and swapped regularly with copy kept at Mountbatten School by the IT Department.
<b>Coursework</b>	Server and back up at Mountbatten School	No anticipated loss as back-ups available	

<b>Contact details</b>	Mountbatten School 01794 510258 EDIT 01962 847007		
<b>Financial information</b>	Cloud Based – HCC / IBC	No anticipated loss	
<b>Medical information</b>	ESS / SCOMIS	Temporary access to SCOMIS through another local school	Temporary access to SCOMIS through another local school

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Remote learning	Notes / instructions
<b>Website / extranet</b>	www.romseyabbeyschool.co.uk
<b>Email</b>	adminoffice@romseyabbey.hants.sch.uk
<b>Post</b>	Divert post to Romsey Abbey Parish Office, The Abbey, Church Lane, SO51 8EP

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## APPENDIX 3 - SITE INFORMATION

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Utility supplies	Location	Notes / instructions
<b>Gas</b>	Cupboard outside school kitchen	
<b>Water</b>	Church Lane / Teaching Kitchen	
<b>Electricity</b>	Boiler House	Main Distribution Board
<b>Heating</b>	Boiler House	

Internal hazards	Location	Notes / instructions
<b>Asbestos</b>	See Register – Main Reception and copy in grab bag	Copy Register kept at Romsey Abbey Parish Office
<b>Chemical store(s)</b>	Cleaning Cupboard	

Pre-designated areas	Location	Notes / instructions
<b>SEMT briefing area</b>	School Hall	If school hall is not available use Abbey as gathering area
<b>Media briefing area</b>	Attempt to use Parish Office and or Church Rooms if available.	Depending on emergency a quiet area in school may be available.

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## APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm
Signal for all-clear	Verbal Message to all staff by Chief Fire Co-Ordinator

Assembly points - fire evacuation	
Fire evacuation assembly point A	School Playground
Fire evacuation assembly point B	The Romsey Community School

Assembly points - bomb evacuation – seek Police advice	
Bomb evacuation assembly point A	School Playground until advice received
Bomb evacuation assembly point B	The Romsey Community School

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).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	The Romsey Community School
Type of premise	Senior School
Contact name and details of key holder(s)	Mrs Annie Eagle - Headteacher
Address	Greatbridge Road, Romsey, Hampshire, SO51 8ZB
Directions / map	Walking – Mill Lane, turn left at Abbeyfield House and continue along walkway to Romsey School
Estimated travel time (walking, with pupils)	10 / 15 minutes for whole school
Estimated travel time (by coach, with pupils)	n/a
Capacity	Able to accommodate whole school
Capacity (sleeping)	n/a
Facilities / resources	Normal school facilities available eg. Toilets/catering
Notes	

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## APPENDIX 5 - SHELTER

Signals	
<b>Signal for shelter</b>	Lock Down – Please remain in classrooms with windows and doors locked
<b>Signal for all-clear</b>	Personally informed by member of senior leadership team

Upon hearing the shelter signal, take the action below.

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

## APPENDIX 6 - LOCKDOWN

Signals	
<b>Signal for lockdown</b>	Lock Down – Please remain in classrooms with windows and doors locked
<b>Signal for all-clear</b>	Personally informed by member of senior leadership team

Lockdown	
<b>Rooms most suitable for lockdown</b>	Classrooms
<b>Entrance points (e.g. doors, windows) which should be secured</b>	All windows and doors should be secured, if blinds available they should be pulled down.
<b>Communication arrangements</b>	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
<b>Notes</b>	

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: <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
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.	



## APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
<b>SC1</b>	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
<b>SC2</b>	If necessary, assemble an SEMT.	
<b>SC3</b>	Seek support from other organisations (e.g. the local authority) as appropriate.	
<b>SC4</b>	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
<b>SC5</b>	If the closure takes place during the school day, arrange transport for pupils as necessary.	
<b>SC6</b>	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.	
<b>SC7</b>	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
<b>SC8</b>	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
<b>SC9</b>	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.	
<b>SC10</b>	Ensure the security of the school premises.	
<b>SC11</b>	Put in place arrangements for remote learning (please see appendix 2).	

## APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01794 512047	Main Office/any office
Outgoing calls	Dial 9	Any office telephone

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	<ul style="list-style-type: none"> <li>▪ Due to ..... we apologise that the main school building is closed until further notice. Please see the school website for updates</li> <li>▪ Answerphone to be set to Night Mode</li> <li>▪ Telephone System can only be accessed via school building at this point in time</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Wix.com – <a href="mailto:adminoffice@romseyabbey.hants.sch.uk">adminoffice@romseyabbey.hants.sch.uk</a> / Romsey Abbey</li> <li>▪ Deputy Head Teacher, Business Manager and all teaching staff have access</li> <li>▪ Website can be updated from school building or from home</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Parent Mail</li> <li>▪ All Administrative Staff have individual log on and passwords</li> <li>▪ This system can be accessed from home using a computer or mobile device</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	n/a use Parentmail
Sign at school entrance	Site Manager to display suitable signage
Newsletter	Administrative Staff
Email	Administrative Staff
Letter	Administrative Staff
School notice board	Site Manager

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	Verbal	
Parents / carers	Parentmail	
Governors	E.mail/Parentmail	

<b>Extended services</b>	Parentmail	
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## APPENDIX 9 - IT

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Ref'	Generic actions - ongoing response	Tick / sign / time
<b>IT1</b>	In the event of an emergency which may be potentially ransomware or data theft, the network cable of PC is to be unplugged first and left on, if the cable cannot be found then to power off immediately and notify IT Services.	
<b>IT2</b>	Inform head of IT and contact IT Support at Mountbatten School using direct dial number 01794 510258	
<b>IT3</b>	Report any suspected data breach to Information Commissioners Office	

## APPENDIX 10 - BOMB THREATS

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- + **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 headteacher / 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?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....  
.....

Notes:

.....  
.....

## APPENDIX 11 - 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: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
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 Head Teacher / 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.	

## APPENDIX 12 - 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.
19.50	RANG PHILIP. NUMBER ENGAGED.
19.55	RANG PHILIP. TOLD HIM ABOUT THE SITUATION AND ASKED HIM TO MEET ME AT THE SCHOOL ENTRANCE AS SOON AS POSSIBLE. HE'LL BE THERE FOR 8.15PM.
20.05	RECEIVED TEXT MESSAGE FROM JANE - SOMEONE FROM HER TEAM (ANDREW TAYLOR) WILL MEET US AT THE ENTRANCE IN ABOUT 10 / 15 MINUTES. MOBILE NUMBER FOR ANDREW: <del>07802 388-07802 338 202</del>
20.20	ARRIVED AT SCHOOL, PHILIP AND ANDREW ALREADY THERE. SPOKE TO FIRE OFFICER - ONE CLASSROOM ABLAZE, ADJACENT ONES LIKELY TO BE SEVERELY AFFECTED BY SMOKE DAMAGE. UNSURE OF THE CAUSE BUT ARSON CAN'T BE RULED OUT AT THE
20.40	MOMENT. WE'LL HAVE TO CLOSE THE SCHOOL TOMORROW. ALSO NEED TO ARRANGE A SITE VISIT IN THE MORNING (PROVISIONAL TIME 8AM).

Notes should be recorded in chronological order. In Capital Letters

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

Only include times, dates or initials within the margins. Ideally in 24 hour format

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



