

# Weston Turville CE School

Mission Statement - TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS

## EMERGENCY PLANNING POLICY

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Policy Produced by	Mrs K. Brooks
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## 1. Aims and objectives

- Prevent / minimise the loss of life and injury to pupils and staff.
- Alert relevant parties e.g. emergency services, the County Council, parents and school Governors.
- Take control at the scene until the emergency services arrive.
- Minimise disruption to the normal daily routine of staff and pupils
- Ensure the school is up and running as soon as possible after an incident, even if this is in a different building.
- Support staff, pupils and parents in the aftermath of an incident.
- Ensure effective working with the media.

## 2. The Emergency Plan

### Types of emergency

The word “emergency” may often be used interchangeably with that of “incident” or “disaster”. Examples include:

#### In School:

- A deliberate act of violence, such as the use of a knife or firearm.
- A school fire or laboratory explosion.
- A pupil or teacher being taken hostage.
- The destruction or serious vandalism of part of the school.
- Public health threats (e.g. meningitis).

#### Outside School:

- The death of a pupil or member of staff through natural causes or accidents.
- A transport-related accident involving pupils and / or members of staff.
- A more widespread emergency in the community, for example, the release of hazardous substances, severe weather, etc.
- Death or injuries on school journeys or excursions.
- Civil disturbances and terrorism.

### Immediate Response

Incidents may be brought to the school’s attention by

- Staff / pupils
- Emergency Services
- County Council
- Parents / Guardians
- Media

The staff member witnessing or first discovering an incident will be responsible for initiating the immediate response to the threat. This may entail:

- Summoning help / calling the emergency services (dial 999).
- Take charge at the scene until further support arrives.

- Securing the immediate welfare of pupils and staff e.g. through shelter or evacuation (See **Appendix 1** for specific Shelter and Evacuation procedures).
- Alerting the Headteacher, Deputy or most senior member of staff in their absence.
- Collating relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc and at the earliest opportunity making a written record of these points.

# EMERGENCY RESPONSE

## A. On Site Incidents

### *A.1 When the Incident occurs during 'school opening' hours.*

The staff member witnessing or first discovering an incident will be responsible for initiating the immediate response. This may entail:

- Summoning help / calling the emergency services (dial 999).
- Instigating fire drill/evacuation procedures or sheltering /lockdown procedures.
- Alerting the Headteacher or Deputy in their absence.
- Securing the immediate welfare of pupils and staff.
- Taking charge at the scene until the emergency services arrive and / or the School Incident Manager assumes control.
- Recording relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc (blank incident log sheet at **Appendix 2**).

Whoever assumes the role of School Incident Manager should then contact the County Council by calling the County Emergency Number:

**01183 589332**

which is operated by the Buckinghamshire Fire and Rescue service and is available 24 hours a day throughout the year.

You should ask the Control Room operator to page the Duty Emergency Planning Officer (EPO) and provide the following information:

- Your telephone number, including a mobile phone number if possible.
- Your name.
- The name of your school.
- Very brief details of the nature of the incident.

On receiving this information the EPO will arrange for a senior officer / adviser to call you back. Depending on the severity of the incident the EPO may also call you back to reassure you that your initial call is being acted on.

Once a senior officer has been contacted decisions will be made in liaison with the School Incident Manager on the appropriate response and support. This will include the co-ordination of the actions that need to be taken to ensure the effective management of the situation. In all cases it will involve the Communications Team at County Hall and, as appropriate, other relevant services such as building maintenance, insurance, legal, education psychology and health and safety.

The County has purpose-built facilities for dealing with emergencies at County Hall in Aylesbury and these can be made available 24 hours a day. In cases where the Incident Control Centre is established there, a member of the school may be asked to join the

County Incident Response Team to provide a continuous communication link with the school.

### **A.2 When the incident occurs outside school opening hours:**

The Caretaker or designated person on witnessing or first discovering an incident will be responsible for initiating the immediate response to the emergency situation.

This may entail:

- Summoning help / calling the emergency services (dial 999).
- Evacuating the premises immediately where necessary e.g. if a letting or other activity is taking place.
- Alerting the Headteacher (or other senior member of staff if not contactable).
- Contacting the County Council by calling the County Emergency Number:

**01183 589332**

and follow the guidance in A.1 above.

The only difference would be that if you have no response from anyone to your initial call after 30 minutes please call again. If this form of communication appears to have failed then, as a last resort, please contact Thames Valley Police Headquarters and explain the position on

**01865 846000.**

You will also need to start recording relevant information such as the location and time of the incident, numbers and details of those involved, summary of events, etc (see blank incident log sheet at Annex 1).

### **Dealings with the media**

All dealings with newspaper, radio or television journalists should be handled with the advice and support of the Communications Team at County Hall.

The Communications Team will give accurate and periodic information through press releases and arrange necessary interviews, and try to reduce the media pressure on the school and parents.

## **B. Off-Site Incidents**

Details of the procedures to be followed and supporting guidance is contained in the Educational Visits Policy and Guidance (Section D). Group Leaders should take a copy of the full procedures with them on any off-site activity.

Group Leaders, having ensured that they have accounted for all party members and delegated a responsible adult to take care of uninjured members of the party should assume immediate authority for activating the emergency procedures by calling the County Emergency number:

**01183 589332**

and follow the guidance in A.1 above. The only difference would be that if you have no response from anyone to your initial call after 30 minutes please call again. If this form of communication appears to have failed then, as a last resort, please contact Thames Valley Police Headquarters and explain the position on

**01865 846000** and/or the local police headquarters

When the senior officer calls you back the Group Leader should be prepared to provide the following information:

- Reconfirm your name and name of your school.
- Your location.
- Some indication of the nature of the incident.
- Details of any casualties.
- Contact information, including mobile phone number(s) and an email address at the location, if possible.

The Educational Visits guidance provides for schools to identify in their planning School Contact(s), details of whom may be available to the County Council on the visits database. If School Contact details are not available the headteacher will be contacted. (The suggested role for the School Contact(s) is set out in Section D of the Educational Visits Policy and Guidance).

A log of actions taken and conversations held should be maintained by the Group Leader who may also seek further details of the incident, how and why it happened, so far as can be established. This is important – the information will need to be reported to the County Council at a later stage.

As with an on-site incident, early liaison between the Group Leader and the County Council will enable an assessment to be made of the appropriate actions to be taken to manage the incident response and support the party, the schools and parents.

Depending on the circumstances of the incident, an Incident Control Centre may be established at County Hall to form a continuous link between the party, the school and parents, the media, rescue agencies, tour operators, insurance companies etc. As appropriate it would arrange for the return of the party or arrange transport for parents to the location where pupils are unable to travel home soon after the incident.

Depending on the circumstances, a Home Support Team might be established, involving the headteacher and / or other senior staff, possibly on the school premises or at an Area office, to provide a contact point for information exchange and support for all families.

Support and counselling will be arranged, as appropriate, for pupils and staff.

## C. School Closures

Decisions about school closures will most often be taken in response to:

- Reasons preventing many staff and pupils from getting to school safely, eg severe weather conditions
- Heating failures.

The decision about a school closure is the responsibility of the Headteacher but having, as far as reasonable and practical, consulted fully with the Chairman of Governors and the Area Senior Adviser. Where, for whatever reason, consultation is not possible, the Headteacher can make that decision alone, but should notify the Chairman of Governors and the Area Senior Adviser as soon as possible.

It is important that any decision to close a school is communicated quickly to all relevant parties e.g. parents and Passenger Transport. Schools should confirm a school closure by submitting details immediately using the web form accessible on **SchoolsWeb**, <https://schoolsweb.bucksc.gov.uk/login/> . This will then trigger an e-mail alert to the Passenger Transport team and to relevant radio stations (as agreed with the school). If there is a power cut the headteacher, or the Deputy Headteacher in her absence, should contact a trusted person, such as another headteacher, and ask them to do this. They will need to be given the password for the school.

Parents and Radio stations will be able to access a list of schools that are closed on the Parent Zone area of **SchoolsWeb** accessible from the BCC Learning home page at <http://closures.bucksc.gov.uk/> . The only information displayed on the website, apart from the school name and closure date, will be the text entered into the "Details" box.

Each school will be advised of the radio station(s) that will receive details of their school closures. Parents should be advised of the station(s) that might be expected to broadcast this information about the school their children attend.

## **Personal safety of keyholders**

Persons nominated as keyholders may need to attend school buildings following a fire or burglary outside school opening hours.

It is particularly important not to put yourself, or others, at risk and keyholders need to ensure that they follow simple guidelines as indicated below. It is particularly important for Headteachers to assess any risk keyholders may find themselves in, and to agree workable strategies to minimise any risk of harm or injury, e.g.

- Only attend the site if you consider it safe to do so. Incidents that may occur at night may pose particular risks and keyholders should either be accompanied, wherever possible, or attend only whilst the emergency services are in attendance or have declared the buildings safe.
- Keep in touch with someone else where necessary and carry a mobile phone if you can.
- Take a torch and consider carrying a personal attach alarm.
- It is important for the keyholder to have basic information about the property, including knowledge of the location of electrical switch gear, gas stop valves, chemical storage etc.

Advice on issues relating to personal safety and general security matters can be obtained from Steve Nicholls 01296 382895.

## Informing Others

Once the initial alerting has been carried out consideration must be given to informing Governors and parents. All staff have contact lists for Governors, and emergency contact numbers for parents are kept in the main office and in the registers. If a large number of calls need to be made then several members of staff should be allocated lists of parents to contact, **while leaving one telephone line available for incoming calls.** The simplest way to alert parents is through the parentmail text message system but should the emergency lead to limited computer access telephoning parents will be most appropriate.

## Roles & Responsibilities

The School Incident Manager needs to establish an **Incident Response Team** as quickly as possible without compromising the safety of pupils (if during school hours). The size, role and responsibilities of this team will vary according to the nature and circumstances of the incident. An example is provided below.

In most circumstances the County Council will send an Incident Support Team to the school to work alongside those involved in the initial response and if appropriate take over the overall management of the incident.

### Suggested roles and responsibilities for the school's Incident Response Team

Role	Responsibilities	Person responsible for this role
Incident Manager	<ul style="list-style-type: none"><li>• Consider the need to alert other colleagues and external agencies.</li><li>• Establish an Incident Response Team and allocate roles.</li><li>• Collate all relevant information relating to the emergency.</li><li>• Co-ordinate the emergency response strategy, liaising with relevant agencies, e.g. the emergency services, County Council, School Governors as appropriate.</li><li>• Monitor the emergency response.</li><li>• Provide regular staff / team briefings.</li><li>• Authorise any additional expenditure</li></ul>	Headteacher: Karen Brooks  <i>Deputy Headteacher: Liz Hoodless, in Head's absence</i>

Deputy Incident Manager	<ul style="list-style-type: none"> <li>• Assists Incident Manager.</li> <li>• Co-ordinates and manages staff in the Incident Response Team.</li> <li>• Monitors staff welfare and organises staff roster.</li> </ul>	Deputy Headteacher: Liz Hoodless  <i>Senior member of staff: Lynne Mercer in her absence</i>
Parent Liaison Officer(s)	<ul style="list-style-type: none"> <li>• Advises parents and provides information.</li> <li>• Provides point of contact.</li> <li>• Arranges on site co-ordination of visiting parents.</li> <li>• Maintains regular contact with parents where appropriate.</li> </ul>	Senior member of staff: Lynne Mercer  <i>Senior member of staff: Lynda Butcher in her absence</i>
Administrators	<ul style="list-style-type: none"> <li>• Man telephone lines.</li> <li>• Help to collate information.</li> <li>• Relay incoming and outgoing messages by telephone, fax, email, etc in a prompt manner.</li> <li>• Provide admin support to the Incident Manager and Deputy Incident Manager.</li> <li>• Maintain a master log of key events and decisions, including expenses incurred.</li> </ul>	School Office Staff
Communications Officer / Media Spokesperson	<ul style="list-style-type: none"> <li>• Acts as point of contact for media enquiries.</li> <li>• Works with the County Council's Communications team to prepare media statements / interviews.</li> <li>• Assist with internal communications.</li> </ul>	Headteacher: Karen Brooks  <i>Deputy Headteacher: Liz Hoodless in her absence</i>

Teachers	<ul style="list-style-type: none"> <li>• Maintain supervision.</li> <li>• Ensure the safety and security of pupils.</li> <li>• Provide information and offer reassurance.</li> <li>• Monitor pupils physical and psychological welfare.</li> </ul>	Assisted by teaching assistants
Facilities Manager	<ul style="list-style-type: none"> <li>• Ensure site security at all times.</li> <li>• Provide information about site facilities / layout as necessary.</li> <li>• Assist with access / egress to the school.</li> </ul>	Caretaker / Site Manager: Steve Andrews  <i>Member of teaching staff in his absence (Sandra Coggin or Michelle Buchanan)</i>
Liaison Officer	<ul style="list-style-type: none"> <li>• To represent the school at the County Council's Emergency Operations Centre.</li> <li>• Communicate with colleagues at the school on a regular basis and receive updates / progress reports.</li> <li>• Relay information to and from the County Council.</li> </ul>	Senior member of staff : Lynda Butcher  <i>Most senior member of staff after Lynda Butcher, in her absence. Or senior teaching assistant</i>

It is important that the names and roles of those forming the Incident Response Team are circulated to all members of staff to minimize confusion and risk of duplication of tasks.

Staff should be issued with action cards that can be used as an aide memoir / checklist in the event that they are asked to undertake their nominated emergency response role. Action cards for those roles highlighted above are provided in **Appendix 3**.

If the incident response looks likely to continue for a number of days it may be necessary to consider the support of supply staff to help continue daily routines whilst some members of staff are engaged in the incident response.

By their nature major emergencies demand a combined and coordinated approach; examples of external partners who may be involved in the response are highlighted below.

<b>Agency</b>	<b>Role &amp; Responsibilities</b>
Emergency Services	<ul style="list-style-type: none"> <li>• Protect life and property.</li> <li>• Contain the incident and prevent further spread/ escalation.</li> <li>• Minimise damage to the environment.</li> </ul>
County Council	<ul style="list-style-type: none"> <li>• Alerting the school where possible about any local emergency that may affect it e.g. flooding, toxic hazards (release of chemicals, gas leak, etc), serious transportation accident / disruption, major crime or civil disorder.</li> <li>• Providing a central point of contact (normally the Emergency Operations Centre (EOC) at County Hall, Aylesbury). It may be decided that someone from the school should attend the EOC.</li> <li>• Sending officers to assist as necessary, e.g. go to the incident, the school, the hospital, etc.</li> <li>• Co-ordinating an overall media management strategy.</li> <li>• Providing a telephone help line facility at County Hall – e.g. for parents to call for information – to relieve pressure on the school.</li> <li>• Liaising with partner agencies, including other relevant local authority services.</li> <li>• Providing welfare and emotional support to staff, pupils and parents, e.g. through the Educational Psychology Service and the Social Care Post Disaster Support Team.</li> </ul>
Health Agencies eg Health Protection Agency, Primary Care Trusts	<ul style="list-style-type: none"> <li>• Monitor and investigate outbreaks of communicable diseases within the community.</li> <li>• Contain the incident and prevents / minimizes further spread / escalation.</li> <li>• Provide specific health guidance and information.</li> </ul>
Voluntary Groups eg Faith Groups	<ul style="list-style-type: none"> <li>• Provide community and social support</li> </ul>
Miscellaneous e.g. Health & Safety Executive, Foreign Embassies	<ul style="list-style-type: none"> <li>• Relevant authorities may have a duty to investigate or advise on protocols</li> </ul>

### 3. Communications

#### General

One of the greatest demands during an emergency is for information and regular updates. People want to know what has happened and what is going to happen next. During the initial phase of the emergency response most information will be exchanged by phone to avoid delay.

Separate phone lines should be allocated for:

- Incoming / outgoing calls to responding agencies, partners and staff.
- Contacting parents.
- Receiving enquiries from parents.
- Receiving general enquiries e.g. media.

The school has two landlines and one mobile phone. Staff also have their own mobile phones. Landlines should be used to take incoming calls whilst mobiles are retained for outgoing calls only. **It is essential that mobile phone chargers are readily available.**

The County Council may be able to assist by providing extra resources, for example, by setting up a telephone enquiry line for parents at County Hall, and by providing communications staff to support the school and parents in dealing with the media. Communications staff can also lend support for other aspects, such as letters to parents, etc.

Staff manning phone lines should be given written briefings so that consistent information is given out.

All calls, both incoming and outgoing, should be logged to include:

- Date and time.
- Name of caller and role e.g. parent or organisation.
- Nature of the enquiry / message.
- Response given.
- Return number, if applicable.
- Further action taken as a result of the call.

#### Parents / Guardians

Communications with parents is vital throughout to allay fears and to minimise disruption or panic. Points for consideration include:

- What parents should do in the event that the school needs to close during school hours.
- Location of “buddy school” (Aston Clinton Combined School - see Shelter and Evacuation procedures – **Appendix 1**).
- Location of St Mary’s Church, Weston Turville (see Appendix 1).
- Safe pick up point for parents collecting children.

- Whether they may authorise for their child to be sent home or somewhere else safe e.g. a grandparent's house.
- Phone numbers that parents can ring during an emergency.
- Informing parents that the Communications Officer can assist them in dealing with the media.

To ensure that contact details are accurate parents / guardians are asked to update these regularly, including lists of authorized personnel who can collect their children during an emergency.

#### **4. Media Management**

After the school has alerted the County Council to the incident a Communications Officer will contact the school so that they can offer support and advice to the nominated Media Spokesperson / Communications Officer at the school. The Communications Officer is also available to assist the parents and family affected in dealing with the media in the event of a traumatic incident which will lead to the media landing on their doorsteps.

Only the nominated spokesperson should handle media enquiries as other people may not be in possession of the same information or latest facts. Any information that is released should be approved by relevant parties where necessary.

In the early stage all media statements agreed with the County Council will be confined to the basic facts such as:

- Time and location of the incident.
- What the factual consequences have been (“two children (not named) from this school have been taken to hospital following an incident in the playground involving a bicycle”).
- Avoid speculation as to the cause, who may be to blame or how it might have been avoided in the first place.
- Summary of the action being taken by the school (perhaps together with other agencies) to control the situation and / or mitigate the consequences.
- Counter any rumour / speculation that you are absolutely certain is untrue otherwise do not get drawn into a debate.
- Set a time for the next update.
- Media coverage should be monitored for accuracy and any inaccuracy should be swiftly rebutted (the County Council's Communications Officer will assist with this).
- Such response must be rapid, accurate and meet media deadlines to ensure balanced media coverage.

Where it is accepted that the media will be present on site it is important to provide a segregated media reception area away from pupils, parents or staff that may have been caught up in the incident.

#### **5. Incident Logging**

Everyone involved in responding to the emergency should start and maintain a written log of their actions as soon as possible. A suggested form for this purpose is included in the Emergency Response Procedures (**Appendix 2**). This should include any information and

messages received, the source and the time and date. This will enable the school to provide detailed information should it be required at a later stage or if an inquiry or investigation takes place.

A whiteboard or flip chart may be used to keep a log of key events that staff can refer to between briefings. However, ensure that a copy of any whiteboard information is made elsewhere before wiping!

## **6. Resources**

### **Emergency Kit**

A small emergency bag is stored in the office and can be grabbed by a designated member of staff / member of the Incident Response Team. Inside the bag are the following:

- Mobile phone and power leads.
- High visibility vests / ID badges for members of the emergency response team.
- Whistle.
- Pen and paper / blank log sheets / clipboards.
- Contact list of essential numbers.
- Emergency Plan.
- Action cards
- Torch

Nearby are the class registers, the first aid box and any specialist medicines for pupils e.g. asthma inhalers.

### **School Premises**

Provided that pupils and staff do not need to be evacuated, a number of facilities may need to be set up:-

- Control and co-ordination point.
- Parents' meeting / greeting point.
- Media gathering / briefing point.
- Staff welfare facilities.

If the response is co-ordinated on site, staff should be clearly identifiable, and consideration should also be given to issuing labels / badges to visitors.

### **Finances**

Any additional expenditure required for the emergency should be authorized by the Headteacher and the Chair of Governors (or the Deputy Headteacher / Vice Chair of Governors in their absence).

A written record of all expenditure must be maintained.

## **7. After the Event**

The effective management of an incident involves providing support after the event as well as during the initial response phase. This recovery timeline will vary and will focus on individual need for continuing support.

When the initial response is completed a structured debrief will provide an opportunity for everyone involved to review their actions, thus identifying what went well along with areas for improvement. Pupils, parents and staff should also be given additional opportunity to talk through their experiences either as a group or on an individual basis.

It will also be important to establish informal means of monitoring pupils and staff. Specific advice and support can be provided through the County Council, for example, Educational Psychologists and Social Care's Post Disaster Support Team. They will be able to help the school understand more about potential reactions amongst pupils, parents and staff, and will advise on ways to support them. This may include reference to appropriate voluntary organisations.

### **Training and exercising**

The school provides annual training for staff to ensure that they are familiar with their emergency response roles. LEA guidelines are provided for this.

## Appendix 1

### The Immediate Response: Specific Guidance on Sheltering and Evacuation

#### Shelter

Examples of when it may be appropriate to shelter in school buildings include a toxic release or the threat from either an intruder on the school grounds or within the vicinity of the school. The term used to describe this type of shelter where pupils are kept indoors is an American phrase – lockdown procedures.

A whistle will be blown three times to instigate lockdown procedures. These are practised from time to time so that staff and pupils are familiar with them. During lockdown the following guidelines should be followed:

- Call for assistance – 999.
- Staff should ensure pupils are moved into classrooms or safe areas.
- Lock doors, close windows and blinds (in the case of doors black out where necessary with sugar paper or similar)
- Keep pupils seated away from windows and doors. There may be circumstances when it is best to sit on the floor or under desks.
- No one should be allowed out of the classroom or safe area during a lockdown procedure.
- Pupils should, where possible be engaged in a quiet activity or game and should be kept calm.
- Non-teaching staff should, where possible, assemble in a predesignated room to form an Incident Response Team.
- If children are outside when the signal for lockdown is given, teachers and supervisors should consider taking them into the nearest hall or building that can be secured. If this is not possible, pupils may be asked to hide, disperse or take cover if this will ensure their safety.
- The need to communicate with teachers in classroom – if it is safe to do so, ‘runners’ could be used for this task.

#### Go In, Stay In, Tune In

Local industrial accidents e.g. a factory fire with hazardous fumes may also necessitate sheltering inside the school building(s). All doors and windows should be kept shut and appliances such as extractor fans switched off. The emergency services and / or local authority will give the all clear. Information may also be broadcast on local radio or television.

#### Evacuation

Some examples of circumstances when it may be appropriate to evacuate a building or designated area include, fire, bomb threats, gas or chemical leaks, explosions or substantial damage to the building. In these instances:

- The usual fire alarm regulations should be followed.
- Pupils with disabilities should be escorted.
- A designated member of staff should take the emergency kit with them.
- If pupils need to be evacuated to another building St Mary's Church, Weston Turville, Aston Clinton Combined School or Aylesbury Rugby Club may be used for this purpose
- Where possible the Incident Response Team should be formed and roles clarified.
- A designated member of staff should await the arrival of the emergency services in a safe place.
- Pupils should be reassured and kept under supervision.
- No one should re-enter the building unless the emergency services have given the all clear. A member of the Incident Response Team should be responsible for receiving and relaying this authorisation to staff and pupils.
- If cleared for re-entry account for all pupils once inside the building again.
- Check that no unauthorised persons gain entry.
- Rooms should be rechecked to make sure there is nothing amiss.
- Debrief and reassure pupils.
- If re-entry is not authorized alert the County Council, if you have not already done so.
- Follow school closure procedures.
- If parents are collecting children from a buddy school or St Mary's Church, Weston Turville, clear location details should be given to parents and the County Council.
- Alternatively, if parents can still collect children from the school site, any restrictions in access to the premises or parking facilities should be communicated to them.

## **Buddy Schools**

Our buddy school is Aston Clinton Combined School.

**Appendix 2**

**Incident Log sheet**

**Incident Log:**

**Date:**

**Name:**

**Sheet no.**

Time	From	To	Information given / received and Actions Taken

## Appendix 3

### Action Cards

#### Emergency Response Action Card Incident Manager

<b>When Alerted</b>	
<p><b>Attempt to clarify what has happened</b></p> <ul style="list-style-type: none"> <li>• Name of caller and telephone number they can be contacted on</li> <li>• Nature of the incident, what has happened?</li> <li>• To whom?</li> <li>• Where?</li> <li>• When?</li> <li>• Numbers of those injured or affected</li> <li>• Location of those affected</li> <li>• Whether there is still a continuing danger or not</li> <li>• What has happened since?</li> <li>• Which emergency services are involved?</li> </ul>	
Start a written log of all information received, relayed and actions taken.	
Alert the County Council and determine who else needs to be informed of the incident, for example, Chairman of Governors.	
<p>Establish an Incident Response Team.</p> <ul style="list-style-type: none"> <li>• Deputy Incident Manager</li> <li>• Liaison officer – Parents</li> <li>• Administrators</li> <li>• Communications &amp; Media Spokesperson</li> <li>• Teachers</li> <li>• Facilities / Site Management</li> </ul>	
During non-school hours, arrange for the school premises to be opened up if necessary.	
Arrange initial staff / team briefing.	
<b>Continuing the response....</b>	
Continue to collate incident updates and all relevant information.	
Ensure that all decisions are communicated to relevant internal and external parties.	
Arrange further regular staff briefings as appropriate.	

<b>Longer term</b>	
Give people the opportunity to talk about their experiences.	
Conduct a debrief meeting.	
Monitor staff and pupils informally.	
Ensure that there are procedures in place for referring people to relevant agencies for further support.	
Continue to keep a record of continuing issues and actions.	
Advise any new staff of what has happened and potential effects so that they can be aware.	

## Emergency Response Action Card Deputy Incident Manager

<b>When Alerted</b>	
Start a written log of all information received, relayed and actions taken.	
Assist the Incident Manager in alerting colleagues and establishing the Incident Response Team.	
Help to alert all other staff of the incident.	
<b>Continuing the response</b>	
Ensure that all staff are aware of each other's incident response role & responsibilities.	
Assist the Incident Manager as required.	
Help to keep all staff regularly updated.	
Organise a staff roster and ensure that staff breaks are scheduled.	
Monitor staff responses and arrange support where necessary.	

## Emergency Response Action Card Administrators

<b>When Alerted</b>	
Start incident log of information received, relayed and actions taken.	
<b>At the School....</b>	
Allocate telephone numbers for incoming calls <ul style="list-style-type: none"> <li>• Parents Enquiries</li> <li>• Media Enquiries</li> <li>• External responding agencies</li> <li>• County Council / School Governors</li> </ul> And designate phones for outgoing lines.	
Ensure that staff are aware of designated telephone numbers used above.	
Ensure that there is a stock of blank log sheets.	
Collate relevant information e.g. parent / next of kin contact details.	
Log all incoming and outgoing calls and ensure that messages and notes are passed to the Incident Manager and relevant staff promptly. Note <ul style="list-style-type: none"> <li>• Date and time of call</li> <li>• Name of caller / person called</li> <li>• Organisation</li> <li>• Message</li> <li>• Response</li> <li>• Action Taken</li> </ul>	
Maintain a record of any costs incurred, for example, extra staff hours, refreshments, transport.	
Assist in recording details of visitors to the site and in providing means of identification.	
Assist the Incident Response Team as directed.	

## Emergency Response Action Card Parents Liaison Officer(s)

<b>When Alerted</b>	
Start an incident log of information received, relayed and actions taken.	
<b>At the School</b>	
Obtain briefing by Incident Manager and agree information / briefing, possibly a prepared text, so that a consistent message is given out to all callers.	
Confirm contact details and be ready to act as first point of contact for incoming enquiries.	
Where appropriate, obtain and offer further contact numbers for support and additional information.	
Ensure that all incoming and outgoing calls are logged. Details to include: <ul style="list-style-type: none"> <li>• Name of caller / person called</li> <li>• Time and date</li> <li>• Message received / given</li> <li>• Response</li> <li>• Further action taken.</li> </ul>	
Arrange a Meeting / Greeting Point on site for any parents & relatives visiting the school.	
Ensure that the names of all visitors are recorded.	
Make arrangements to ensure that parents / relatives are not left alone on site.	
Consider the need for additional support for visiting parents & relatives, for example, tea & coffee, School Clergy.	
Where appropriate and if families give their consent, offer the contact numbers of other families involved in the crisis. <i>(Wherever possible, parents of all other children in the school should be warned that the school has experienced a crisis and that their child may be upset.)</i>	
Attend staff briefings and ensure that all information and briefings are updated regularly.	

## Emergency Response Card Facilities Manager

<b>Actions</b>	
Start incident log of all information received, relayed and actions taken.	
Check access and egress for visiting parents and consider any special instructions which may need to be communicated.	
Liaise with the Incident Manager and Communications Officer to ensure that media are not being intrusive.	
Arrange a specific area for media briefings / visitors. Ensure there is sufficient segregation.	
If necessary, collate plans of school premises and relevant information regarding utilities.	
Ensure that all staff and visitors are wearing correct identification throughout their visit.	

## Emergency Response Action Card Communications Officer

<b>Actions</b>	
Start log of all information received, relayed and actions taken.	
Liaise with the County Council's Communications Unit and Incident Manager to agree media strategy. Offer media support of the Communications Unit to parents.	
Ensure that all relevant parties are aware of your contact details and provide first point of contact for all media enquiries.	
Make arrangements for regular internal communication to members of staff.	
Prepare briefing notes and media statements in conjunction with the County Council's Communication Unit and Incident Manager.	