

# PLYM BRIDGE NURSERY SCHOOL AND DAY CARE

## EMERGENCY PLAN

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



| Plan administration                               |  |
|---|--|
| Version number                                    | 3  |
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| Electronic copies of this plan are available from | Office Shared Drive / Emergency Plan<br>O\Emergency Plan (accessible remotely) |
| Hard copies of this plan are available from       | Emergency boxes  |
| Location of emergency grab bag(s)                 | Headteacher's Office<br>Senior Administrator's Office                          |
| Date of next review                               | By 31/09/25  |
| Person responsible for review                     | Head of School   |

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## SECTION 1 - CONTACT DETAILS

### 1.1 School information

| School details  |   |
|---|---|
| Name of school  | Plym Bridge Nursery School and Day Care         |
| Type of school  | Maintained Nursery School                       |
| School address  | Miller Way,<br>Estover,<br>Plymouth,<br>PL6 8UN |
| School operating hours<br>(Including extended services) | 7.45am -6.15pm<br>Monday to Friday              |
| Approximate number of staff                             | 30  |
| Approximate number of pupils                            | 84  |
| Age range of pupils                                     | 0-5   |

| Office contact details  |                               |
|-------------------------|-------------------------------|
| Office telephone number | 01752 786444                  |
| Office mobile number    | 07732694727 (Day Care Mobile) |
| Office email address    | reception@plymbridge.net      |

| Useful websites                            |   |
|--|---|
| School website / extranet                  | <a href="http://www.plymbridge.plymouth.sch.uk">www.plymbridge.plymouth.sch.uk</a>  |
| Local authority                            | Plymouth  |
| National Health Service                    | <a href="http://www.nhs.uk/111">www.nhs.uk/111</a>  |
| Department for Education                   | <a href="http://www.gov.uk/dfes">www.gov.uk/dfes</a>  |
| Foreign, Commonwealth & Development Office | <a href="http://www.gov.uk/foreign-commonwealth-development-office">Foreign, Commonwealth &amp; Development Office - GOV.UK (www.gov.uk)</a>          |
| Environment Agency                         | <a href="http://www.gov.uk/ea">www.gov.uk/ea</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>  |
| Education Support Helpline                 | <a href="https://www.educationsupport.org.uk/get-help/help-for-you/helpline/">https://www.educationsupport.org.uk/get-help/help-for-you/helpline/</a> |



## 1.3 Contact details - extended services

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

| Name   | Type / description of extended service | Operating hours | Contact details | Alternative contact details *           | Notes (e.g. key holder)  |
|--|--|-----------------|-----------------|---|--|
| South West Stronger Practice Hub             | Advisory Service                       | 8.30-5.00       | 01752 343411    | 01752 769856<br>01752 786444            |  |
| Early Years Speech and Language Support Team | Outreach Service                       | 8.30-5.00       | 01752 769856    | 07541687072 / 3<br>(staff work mobiles) |  |
| Cleanforce Plymouth                          | Supplier (cleaning)                    | 5 - 8pm (STC)   | 07813 388205    |   | Key holder.<br>Cleanforce have a lone worker policy and all staff have a mobile phone to contact emergency services if needed. |
|  |  |                 |                 |   |  |
|  |  |                 |                 |   |  |

## 1.4 Contact details - local authority

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

| Organisation           | Name / role of contact (if applicable) | Contact details | Alternative contact details * | Notes |
|------------------------|--|-----------------|-------------------------------|-------|
| Children's services    | Plymouth Social Care                   | 01752 308600    |                               |       |
| Media / communications | PCC Communications & Engagement        | 01752 307816    |                               |       |
| Property               | PCC                                    | 01752 668000    |                               |       |
| Transport              | PCC School Transport                   | 01752 308770    |                               |       |
| Catering               | PCC School Meals                       | 01752 307410    |                               |       |
| Educational visits     | PCC                                    | 01752 668000    |                               |       |
| Emergency planning     | PCC                                    | 01752 668000    |                               |       |
| Health and safety      | PCC                                    | 01752 668000    |                               |       |
| Insurance              | PCC Insurance Services                 | 01752 304921    |                               |       |
| Legal                  | PCC Legal Services                     | 01752 304376    |                               |       |
| Human resources        | Wolferstans                            | 01752 663295    |                               |       |
| Educational psychology | Plymouth LA Team                       | 01752 224962    |                               |       |
| Occupational health    | NHS Plymouth                           | 01752 432220    |                               |       |

## 1.5 Contact details - local radio stations/media

---

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

| Radio station        | Name / role of contact (if applicable) | Contact details  | Alternative contact details * | Notes (e.g. coverage, frequency) |
|----------------------|--|--|-------------------------------|----------------------------------|
| BBC South West       |  | 01752 229201<br><a href="mailto:spotlight@bbc.co.uk">spotlight@bbc.co.uk</a>             |                               |                                  |
| ITV Westcountry      |  | 0844 881 4900<br><a href="mailto:westcountry@itv.com">westcountry@itv.com</a> HE         |                               |                                  |
| Plymouth Live        |  | 01752 293000<br><a href="mailto:news@plymouthherald.co.uk">news@plymouthherald.co.uk</a> |                               |                                  |
| Heart Radio Plymouth |  | 0345 481 0088  |                               |                                  |

## 1.6 Contact details - other organisations

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

| Organisation                               | Contact details  | Notes   |
|--|--|---|
| Police                                     | Tel: 999 (24 hour)<br>Tel: 101 (24 hour, non-emergency number)   |   |
| Fire & rescue service                      | Tel: 999 (24 hour)   |   |
| Ambulance service                          | Tel: 999 (24 hour)   |   |
| National Health Service                    | Tel: 111 (24 hour)   |   |
| Department for Education                   | Tel: 0370 000 2288 (office hours, general enquiries)   |   |
| Foreign, Commonwealth & Development Office | Tel: 0207 008 1500 (24 hour, consular assistance)  | If abroad, please dial:<br>+44207 008 1500  |
| Environment Agency                         | Tel: 0845 988 1188 (24 hour floodline)   |   |
| Met Office                                 | Tel: 0370 900 0100 (24 hour, weather desk)   |   |
| Health and Safety Executive                | Tel: 0845 300 9923 (office hours, incident contact centre)<br>Tel: 0151 922 9235 (24 hour, duty officer)<br>Tel: 0151 922 1221 (24 hour, duty press officer) |   |
| Education Support                          | 08000 562 561 (24 hour)<br>Alternative number: 020 8987 6212   | Education Support can provide practical and emotional support to staff in the education sector, and their families. |
| Insurance company                          | Plymouth City Council  |   |
| Trade union                                |  |   |

|                                |  |  |
|--------------------------------|--|--|
| Supplier (transport)           | Plymouth City Council                            | 01752 308770                               |
| Supplier (catering)            | CaterED via Tor Bridge High                      | 01752 207907 / 01752 977166 (CaterEd)      |
| Supplier (cleaning)            | Cleanforce Plymouth                              | 07813 388205                               |
| Supplier (temporary staff)     | Randstad   | <a href="tel:01752269780">01752 269780</a> |
| Utility supplier (gas)         | Kent County Council<br>(through Tor Bridge High) | 01752 207907                               |
| Utility supplier (water)       | South West Water                                 | 0344 346 2020                              |
| Utility supplier (electricity) | Kent County Council                              | 0800 4840 840                              |
| Utility supplier (heating)     | RJB Solutions                                    | <a href="tel:07538025800">07538 025800</a> |



## SECTION 2 - ACTIVATION

### 2.1 Notification of incident

---

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a logbook. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

Date and time of call:

.....

.....

Contact details of informant:

Date and time of incident:

.....

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

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

.....  
.....  
.....

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

.....  
.....  
.....

What advice have the emergency services given?

.....  
.....  
.....

Who has been informed?

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

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

Does anyone else need to be informed?

.....  
.....

Are any other actions required?

.....  
.....

**+ If the incident happened on an educational visit, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.**

Name of educational visit leader:

Number of pupils on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

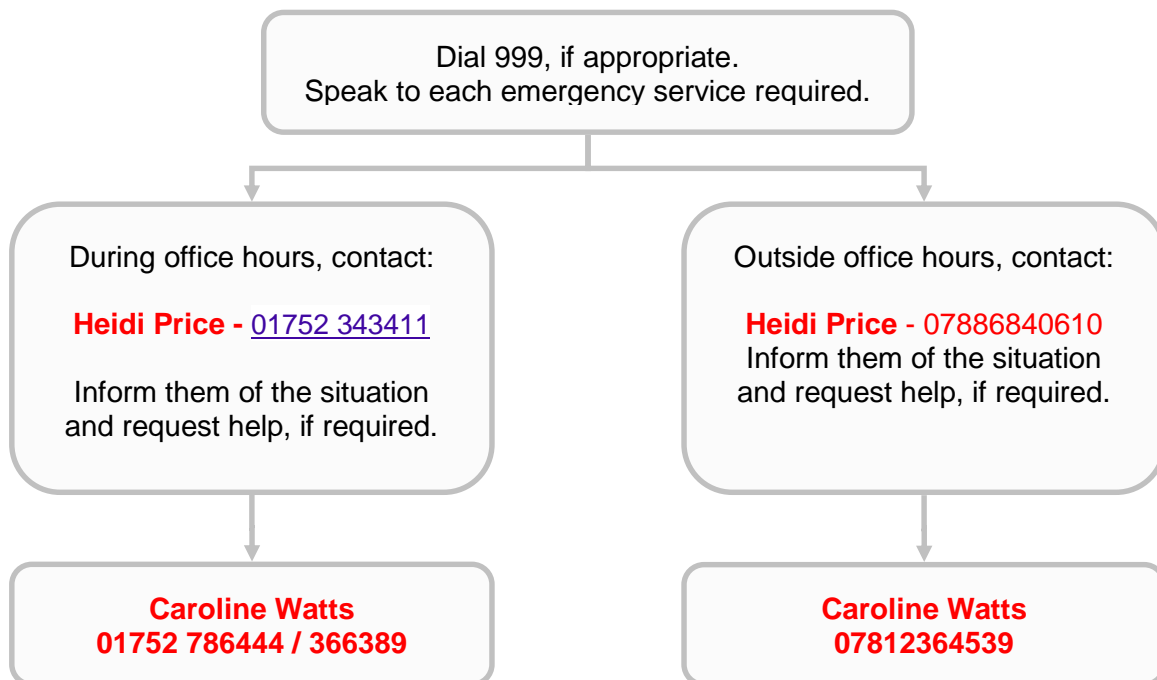
If the incident happened abroad, do the Foreign, Commonwealth & Development Office need to be notified?

## 2.2 Initial action

Immediately inform the headteacher or nominated emergency contact. If neither can respond (they may be involved in the incident), the senior person present should follow the instructions below.

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

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



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency 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.**

## SECTION 3 - ROLES AND RESPONSIBILITIES

### 3.1 Roles and responsibilities - co-ordination

| Ref' | Co-ordination - initial response  | Tick / sign / time |
|------|---|--------------------|
| C1   | Establish a basic overview of the incident.   |                    |
| C2   | If the incident has occurred on an educational visit: <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> |                    |
| C3   | Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare</li> </ul>  |                    |
| C4   | Remember to: <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>             |                    |
| C5   | Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.  |                    |
| C6   | Take action to protect property.  |                    |
| C7   | Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.  |                    |
| C8   | Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.   |                    |
| C9   | Inform governors as appropriate.  |                    |
| C10  | Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.   |                    |

| <b>Ref'</b> | <b>Co-ordination - ongoing response</b>   | <b>Tick / sign / time</b> |
|-------------|---|---------------------------|
| C11         | Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.  |                           |
| C12         | Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.                                |                           |
| C13         | If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.   |                           |
| C14         | Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services</li> </ul> |                           |
| C15         | Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.  |                           |
| C16         | Check that everyone who should have been notified of the incident has been informed.  |                           |
| C17         | In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.   |                           |
| C18         | Seek advice on legal and insurance issues, if appropriate.  |                           |
| C19         | If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.   |                           |

| <b>Ref'</b> | <b>Co-ordination - recovery</b>  | <b>Tick / sign / time</b> |
|-------------|--|---------------------------|
| C20         | Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.   |                           |
| C21         | Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).  |                           |
| C22         | Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. |                           |
| C23         | Complete any necessary forms / paperwork.  |                           |
| C24         | Arrange a debrief for school staff involved in the response.   |                           |
| C25         | Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).   |                           |
| C26         | Initiate a review of the school emergency plan.  |                           |
| C27         | Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.  |                           |

## 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 |
|------|--|--------------------|
| BC1  | 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> </ul> |                    |
| BC2  | Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.  |                    |
| BC3  | Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.   |                    |
| BC4  | Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).   |                    |
| BC5  | If appropriate, contact organisations which can assist in document restoration.  |                    |

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

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

### 3.3 Roles and responsibilities - communications

Please refer to appendix 8 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

Please refer to appendix 11 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). |                    |

### 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 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 headteacher (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 headteacher / 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 headteacher (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 and Development 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 headteacher (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 or access to materials online.  |                    |
| 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 headteacher 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  | Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"> <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  | Taking into account the wishes of the family, consider providing a suitable memorial at the school: <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  | Be aware of important dates which may need to be prepared for. E.g.: <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  | Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: <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<br>(short-term, medium-term, long-term) | Back-up measures /<br>restorative arrangements                    |
|--|--|--|---|
| Coursework /<br>Assessments                | Children's files<br>Staff Shared Drive | Assessment information inaccessible                    | Online – Family<br>Backed up through Tor Bridge High ICT          |
| Examination papers                         | N/A                                    |  |   |
| Asset registers /<br>equipment inventories | Office admin cupboard                  | No record of assets for insurance<br>purposes          | Available online and backed up through<br>Tor Bridge High servers |
| Insurance documentation                    | Office admin cupboard                  | Inability to contact insurance company                 | Available through PCC   |

| Electronic records    | Where are they stored?  | Effect of loss<br>(short-term, medium-term, long-term)                    | Back-up measures /<br>restorative arrangements               |
|-----------------------|---|---|--|
| Coursework            | N/A   |   |  |
| Contact details       | SIMS/ Family systems  | Inability to contact families / next of kin in<br>an emergency            | Remote access and storage through<br>SIMS and Family         |
| Financial information | Parent invoices – Family<br><br>Budget Information – Office<br>Confidential drive | Potential loss of income.   | Backed up through Family<br><br>Backed up through Tor Bridge |
| Medical information   | SIMS / Family   | Inability to administer medication or<br>provide appropriate medical care | Remote access and storage through<br>SIMS and Family         |

| Remote learning        | Notes / instructions  |
|------------------------|---|
| Website / Applications | <a href="https://www.ideal-alliance.co.uk">https://www.ideal-alliance.co.uk</a> – select Plym Bridge from ‘Our Partners’ menu |
| Email                  | <a href="mailto:reception@plymbridge.net">reception@plymbridge.net</a>  |
| Post                   | Plym Bridge Nursery School and Day Care, Miller Way, Estover, Plymouth, PL6 8UN   |

## APPENDIX 3 - SITE INFORMATION

| Utility supplies | Location   | Notes / instructions         |
|------------------|--|------------------------------|
| Gas              | Boiler Room  | Contact Tor Bridge Site Team |
| Water            | Boiler Room  | Contact Tor Bridge Site Team |
| Electricity      | Boiler Room<br>Day Care cupboard                                     | Contact Tor Bridge Site Team |
| Heating          | Boiler Room /<br>Day Care cupboard<br>Nursery School Art<br>Cupboard | Contact Tor Bridge Site Team |

| Internal hazards  | Location   | Notes / instructions  |
|-------------------|--|---|
| Asbestos          | Nursery Kitchen ceiling<br>coating<br><br>Presumed in various<br>places throughout building. | Asbestos Register available in office and<br>on Office Confidential Drive:<br>Q:\asbestos |
| Chemical store(s) | Nursery School Laundry<br>Area   | COSHH Register available in school office<br>and from Carl Challinor (PLP)                |

| Pre-designated areas | Location           | Notes / instructions |
|----------------------|--------------------|----------------------|
| SEMT briefing area   | Large Meeting Room |                      |
| Media briefing area  | Large Meeting Room |                      |

## APPENDIX 4 - EVACUATION

| Signals                    |  |
|----------------------------|--|
| Signal for fire evacuation | School Fire Alarm  |
| Signal for bomb evacuation | 'Evacuation' notification from Head of School / Senior lead via telephone or directly to each room lead. |
| Signal for all-clear       | Direct 'all clear' notification from Head of School / Senior Lead  |

| Assembly points - fire evacuation |  |
|-----------------------------------|--|
| Fire evacuation assembly point A  | Rear of Nursery School Garden (signage in place)                               |
| Fire evacuation assembly point B  | Front of Nursery (Opposite main entrance, next to TBH gate – signage in place) |
| Fire evacuation assembly point C  | Tor Bridge High MUGA (if at Nature Explorers on TBH campus)                    |

| Assembly points - bomb evacuation |                                       |
|-----------------------------------|---------------------------------------|
| Bomb evacuation assembly point A  | Tor Bridge High Graeme Brown Building |
| Bomb evacuation assembly point B  | Tor Bridge High Assembly Hall         |

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   | Tor Bridge High  |
| Type of premise   | High School  |
| Contact name and details of key holder(s)                   | Nick Thomson (Site Manager)<br><a href="tel:07812049602">07812049602</a> . |
| Address   | Miller Way, Estover, Plymouth, PL6 8UN                                     |
| Directions / map  | On Campus  |
| Estimated travel time (Walking, with pupils)                | Less than 5 minutes  |
| Estimated travel time (By coach, with pupils)               | N/A  |
| Capacity  | 1400   |
| Capacity (sleeping)   | N/A  |
| Facilities / resources                                      | Kitchen / Toilets  |
| Notes   | School on shared campus.   |

## APPENDIX 5 - SHELTER

| Signals              |   |
|----------------------|---|
| Signal for shelter   | 'Shelter' notification from Head of School / Senior Lead via telephone or directly to each room lead. |
| Signal for all-clear | 'All Clear' notification from Head of School / Senior lead  |

Upon hearing the shelter signal, take the action below.

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

## APPENDIX 6 - LOCKDOWN

| Signals              |   |
|----------------------|---|
| Signal for lockdown  | Telephone call to room lead by Head of School or Senior Lead.:<br>'Initiate partial/ full lockdown' |
| Signal for all-clear | Telephone call to room lead by Head of School or Senior Lead.:<br>'lockdown all clear'              |

| Lockdown  |  |
|---|--|
| Rooms most suitable for lockdown                              | Nursery School: Sensory room / main nursery door end<br>Day Care: Sleep Room / main room door end<br>Baby Room: Sleep Room   |
| Entrance points (e.g. doors, windows) which should be secured | Main foyer doors.<br>Garden doors (Main nursery/ Day Care and Baby Room)<br>End of corridor door (by Large Meeting Room)   |
| Communication arrangements                                    | <ul style="list-style-type: none"> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Family messaging</li> <li>▪ School emails</li> </ul>   |
| What to do if on TBH campus                                   | <p>If in wooded area of Tor Bridge High – if safe to do so, go to Faraday Building, get into the nearest classroom and follow the guidance around locking and barricading yourself in and the use of TBH comms. Contact school to share location using nursery mobile.</p> <p>If not safe, leave wood via back gate onto Dover Road. Make dynamic assessment of situation and either go to the Community Hall or Church via Leypark Walk or ask to enter the nearest available and appropriate local resident's house and then call the police and contact school to share location.</p> <p>If in the Sound House – remain in situ. Follow guidance around locking and barricading yourself in and communicate via mobile phone</p> <p>If in Assembly Hall – go to Sound House and follow as above</p> |

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 | <p>Ensure people take action to increase protection from attack:</p> <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 | <p>Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.</p>   |  |
| L6 | <p>If possible, check for missing / injured pupils, staff and visitors.</p>   |  |
| L7 | <p>Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.</p>   |  |

## APPENDIX 7 - SCHOOL CLOSURE

| Ref' | Generic actions - initial response   | Tick / sign / time |
|------|--|--------------------|
| SC1  | Assess the need for closure. Consider whether any mitigation measures are possible, such as: <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>           |                    |
| SC2  | If necessary, assemble an SEMT.  |                    |
| SC3  | Seek support from other organisations (e.g. the local authority) as appropriate.   |                    |
| SC4  | Ensure that everyone who needs to be aware of the closure is notified, 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> |                    |
| SC5  | If the closure takes place during the school day, arrange transport for pupils as necessary.   |                    |
| SC6  | If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.  |                    |
| SC7  | Make alternative arrangements for exams if necessary.  |                    |

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

| Ref' | Generic actions - ongoing response   | Tick / sign / time |
|------|--|--------------------|
| SC8  | Ensure pupils, parents / carers, governors and the media are regularly informed of developments.   |                    |
| SC9  | Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period. |                    |
| SC10 | Ensure the security of the school premises.  |                    |
| SC11 | Put in place arrangements for remote learning (please see appendix 2).   |                    |

## APPENDIX 8 - COMMUNICATIONS

| Designated telephone lines | Contact number                                | Location of telephone |
|----------------------------|---|-----------------------|
| Incoming calls             | 01752 786444<br>07732694727 (Day Care Mobile) | School Office         |
| Outgoing calls             | Dial 9 from main office<br>Day Care Mobile    | School Office         |

All relevant parties should be updated at regular intervals on the incident, even if no significant developments have occurred since the last time of contact.

| Methods of communication  | Notes / instructions   |
|---------------------------|--|
| Answer phone              | <ul style="list-style-type: none"> <li>Example of pre-recorded message</li> <li>Instructions on setting to 'message only' mode</li> <li>Can it be updated remotely or only from the school site? <b>School Site</b></li> </ul>   |
| School website / extranet | <ul style="list-style-type: none"> <li>Log-in details <b>(Stephen Martin / Caroline Watts / Heidi Price)</b></li> <li>Who is authorised / trained to edit the website? <b>(Stephen Martin / Caroline Watts / Heidi Price)</b></li> <li>Can it be updated remotely or only from the school site? <b>Remotely</b></li> </ul> |
| Text messaging system     | <ul style="list-style-type: none"> <li>Log-in details <b>Famly Messaging</b></li> <li>Who is authorised / trained to use the text messaging system?</li> <li><b>Room leads</b></li> <li>Can it be used remotely or only from the school site? <b>Remotely</b></li> </ul>   |
| Local radio stations      | <ul style="list-style-type: none"> <li>Instructions for reporting school closures.</li> </ul>  |
| Telephone tree            |  |
| Sign at school entrance   |  |
| Newsletter                |  |
| Email                     | Via <a href="mailto:reception@plymbridge.net">reception@plymbridge.net</a> (can be accessed remotely)  |
| Social media              | Facebook   |
| Letter                    |  |
| School notice board       |  |

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

| Group  | Preferred method of contact | Contact details are available from |
|--------|-----------------------------|------------------------------------|
| Pupils | N/A                         | Emergency box / Family (online)    |

|                   |           |                           |
|-------------------|-----------|---------------------------|
| Parents / carers  | Family    | Emergency box             |
| Governors         | Email     | Emergency box             |
| Extended services | Telephone | Emergency box (this plan) |

## APPENDIX 9 - BOMB THREATS

---

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

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 sex did the caller sound?

- 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 10 - 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 handwriting, 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 headteacher / 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 11 - LOG-KEEPING GUIDELINES

|        |  |
|--------|--|
|        | Thursday, 19/05/2011   |
| 7.40pm | Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour. |
| 7.50pm | Rang Philip. Number engaged.   |
| 7.55pm | Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.  |
| 8.05pm | Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 338 07802 338 202.  |
| 8.20pm | Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).  |
| 8.40pm | Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.   |

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

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

