



Education, Childcare, and Children's Social Care setting Emergency Plan

Version Number	1
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Document Owner	Headteacher
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Details	
Name	Leavening Community Primary School
Type of setting	Primary School
Address (including What3Words location)	Back lane, leavening, Malton, YO17 9SW (progress-congested-respond)

Leavening Community Primary Emergency Plan

Operating hours (Including extended services)	7.45am until 5.15pm
Office telephone number (further contact details can be found in Annex A – Emergency Contacts)	01653 658313
Office email address	admin@leavening.n-yorks.sch.uk
Approximate number of staff	15
Approximate number of pupils & age range	48 pupils aged 3-11 years

Plan Distribution list	
Teachers & Staff	
Governors	
Neighbouring Schools / Settings- Langton Primary School	

Version Control			
Version	Date	Amended by	Summary of key changes

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1 Introduction

The [Department for Education](#) states that when dealing with incidents in an Education, Childcare, and Children's Social Care setting;

You should do your best to minimise the amount and length of any disruption to education or childcare. This includes maximising the number of children, pupils and students who are in face-to-face provision.

Safeguarding and promoting the welfare of children remains of paramount importance. You must continue to follow any statutory safeguarding guidance that applies to you and your setting.

This plan provides a framework to support how staff can respond to emergencies. This plan should be used in line with specific procedures (e.g. Lockdown and Evacuation) and policies (e.g. Safeguarding of Pupils).

The generalised term 'Setting' is used throughout this plan.

Business Continuity Planning should also be undertaken in parallel to the writing of the Emergency Plan (see section 12 for more details).

1.1 Aim

The aim of this plan is to enable an appropriate response to an emergency at Leavening Community Primary School and to aid the recovery following an incident.

1.2 Objectives

The objectives of this plan are to:

- identify triggers for activating a response and key contacts which can be used;
- set out roles and responsibilities of the Setting and its Emergency Management Team;
- identify when and how to seek advice should you need it from the emergency services, local authority and wider networks;
- provide details on the types of steps you might take in the event of an emergency including action cards for specific emergencies and procedures for a range of specific responses required;
- how school would communicate impacts to pupils, students, parents, care givers and staff;
- support how school would ensure every pupil receives the quantity and quality of education to which they are normally entitled, including through remote education where appropriate;
- identify initial actions to support the recovery.

1.3 Identification of Emergency Risks

As part of developing this plan, emergency risks which may impact school have been assessed.

Appendix A

1.4 Storage of this Plan

Each person identified in this plan as a member of the Emergency Management Team (EMT in section 5) must know the contents of this document and understand their role.

A copy of the plan will be kept on the server

A copy should also be kept in an accessible location at reception / staff room. Additional copies are kept offsite at the safeguarding governors address, the Old School House next to the school.

This plan will be stored during holiday times with the headteacher.

1.5 Training & Exercising

Training is provided to all members of staff especially to those within the EMT on the processes of the Emergency Plan. This plan will be given to staff via a copy to read and then with follow up training in the autumn term 1.

This plan will be validated by completing a tabletop exercise every year. We will carry this out at the start of each academic year with all staff.

The owner of this document is the Head Teacher, who has the responsibility for ensuring that it is reviewed at least annually or following an incident this should be done ahead of the appropriate academic term.

In the event of any incident, the Emergency Plan will be reviewed following a debrief (using Appendix F – Debrief Forms and Appendix G – Action plan).

1.7 Emergencies on Offsite Visits

Leaders of offsite visits, e.g. for educational purposes, have a legal duty of care for pupils under their care. The procedures in place for offsite visits and staff can be found in the Educational Visits Policy.

Please refer to p.6 of the Guidance for further information.

2 Contact Numbers

Contact details can be found separate to the plan in Annex A and should be reviewed every 6 months.

3 Plan Activation & Triggers

(See page 12 in the Education and Childcare Settings Emergency Planning Guidance).

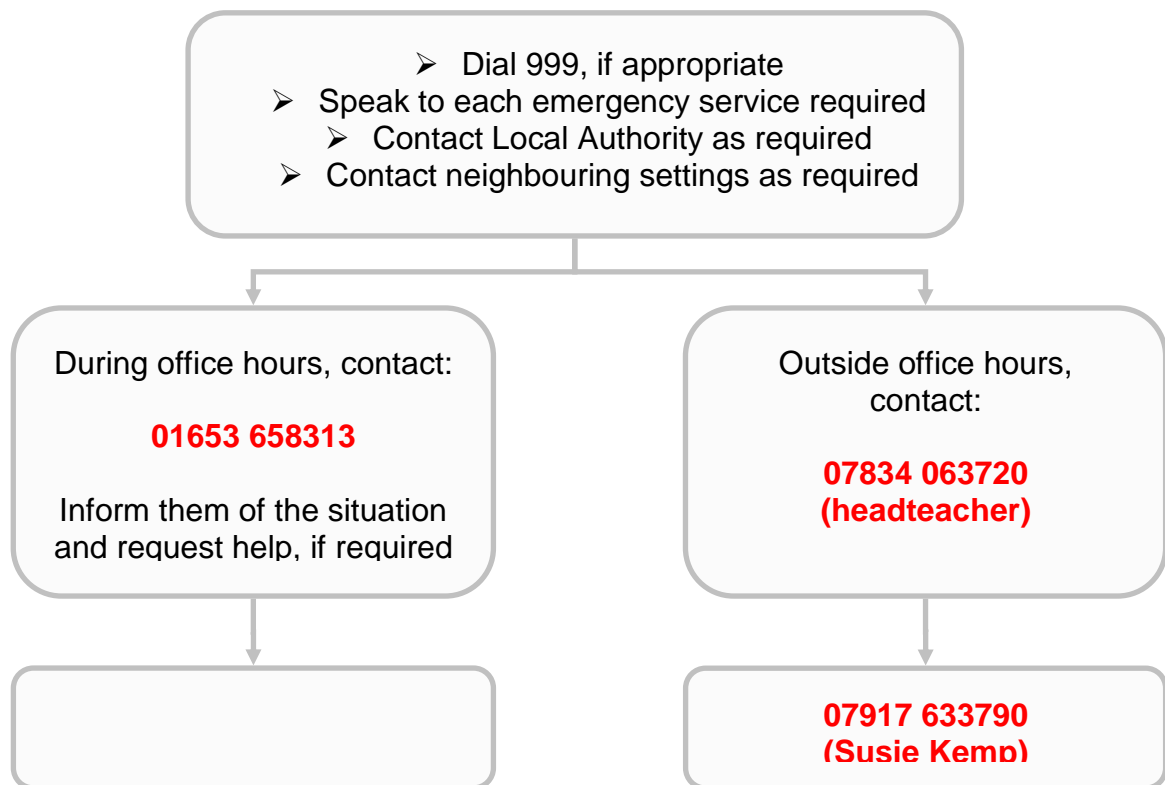
3.1 Escalation

Potential triggers for activating the Emergency Plan included (but are not limited to):

- Medical emergencies, serious injuries, deaths on site and Public Health incidents;
- Loss of utility supply, fire, and significant damage to property;
- Natural events including severe weather events (e.g. snow or heatwaves) and flooding;
- Threats, injuries and criminal activity;

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- Issues which may cause the Setting to close;
- Or issues which may damage the reputation of the Setting.



- These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / caregivers or members of the public.
- The emergency services notify each other of incidents but consider speaking directly to each organisation if required. This will ensure that each service has the information they need to respond appropriately.

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3.2 First Member of Staff on Scene

The first member of staff to attend the scene should follow the below actions.

Action	Action Taken	By Whom	Notes
Take immediate action to safeguard pupils, staff and visitors.			
Obtain and collate information			
➤ the ETHANE mnemonic in Section 6 is used by the emergency services and can help share understanding of the incident with the blue light services.			
➤ 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 using your completed ETHANE mnemonic			
➤ If in doubt, always dial 999.			
➤ Fetch any equipment that may prove useful (e.g. first aid kit, grab bag – see section 3.3).			
➤ Keep a log of all actions, decisions and key information received (see Appendix B).			
➤ Brief the Head Teacher or nominated emergency contact.			
➤ Brief the emergency services as required upon arrival			
➤ Set up a room for use of the Emergency Management Team (if required).			

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3.3 Grab Bag Location

A grab bag can be found at reception. The information within the Grab Bag supports staff having the correct equipment, plans and documentation in the one place in case of needing to leave during an incident.

The grab contents will be reviewed every 6 months.

See page 13 of Education and Childcare Settings Emergency Planning Guidance.

4 Site Information

Insert your plan of the building(s). (See page 14 in the Education and Childcare Settings Emergency Planning Guidance).

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5 The Emergency Management Team

The Emergency Management Team (EMT) will meet in the office on site or at the Old School House

(See pages 15-16 in the Education and Childcare Settings Emergency Planning Guidance).

5.1 Purpose of the Emergency Management Team

- To assess and mitigate the impact of the incident as far as is possible;
- To contact and reassure staff, and advise them of immediate contingency arrangements;
- To contact and reassure parents/caregivers and pupils as appropriate;
- To maintain, so far as possible, a normal level of service to pupils;
- To ensure every pupil receives the quantity and quality of education and care to which they are normally entitled, including through remote education where appropriate;
- To ensure that procedures are followed and records are maintained.

5.2 Emergency Management Team Membership

The Headteacher, Deputy or relevant senior member of staff will chair and coordinate the EMT.

Name	Role	Responsibilities
Sian Mitchell	Head Teacher	➤ Overall co-ordination of the incident
Susie Kemp	Admin	➤ Co-ordination of none-teaching staff
	Admin	➤ Provision of support with administrative tasks
Bobbi Brown	Caretaker	➤ Leads on impacts to operations of site
	Headteacher	➤ Communications strategy
	Admin	➤ Leads on impacts to and requirement of finances
	Admin	➤ Leads on impacts to and requirement of IT
	Subject Matter Experts	➤ Provision of specific advice as required
David Griffin James Robinson	Governor	

5.3 Initial Emergency Management Team Actions

When meeting as an Emergency Management Team, follow the below actions.

Action	Action Taken	By Whom	Notes
Take immediate action to safeguard pupils, staff and visitors.			
➤ Call an Emergency Management Team meeting and request updates from all.			
➤ Log all actions, decisions and key information (see Appendix C).			
➤ Follow initial meeting agenda (Appendix D)			
➤ Coordinate actions and priorities of the Setting.			
➤ Liaise with the emergency services.			
➤ Liaise with the Local Authority for additional assistance (as required).			
➤ Check Action Cards relating to the incident in Section 5			
➤ Refer to Emergency Contact details for additional support as required.			
➤ Where possible, avoid closing the Setting and try to maintain normal routines.			
➤ Establish arrangements to meet the welfare needs of pupils, staff, parents / care givers, visitors and responders.			
➤ Assess the impact of the incident to the safeguarding of pupils.			
➤ Decide the communications strategy for the incident (To staff, To pupils, To parents/caregivers, To governors, To media, To partners			
➤ Liaise with the communications team and prepare an agreed statement.			
➤ Contact families whose children are involved.			
➤ Nominate an appropriate and trained member of staff e.g. the Head Teacher to be the media spokesperson.			
➤ Update staff, pupils, parents and partner agencies on the current situation.			
➤ Agree when to reconvene the Emergency Management Team.			
➤ Continuously assess the situation.			

5.4 Continuous Emergency Management Team Actions

The second EMT onwards should use the below action card as a guide.

Action	Action Taken	By Whom	Notes
Take immediate action to safeguard pupils, staff and visitors.			
➤ Log all actions, decisions and key information (see Appendix B).			
➤ Follow and adapt meeting agenda as required (Appendix D)			
➤ Coordinate actions and priorities of the Setting.			
➤ Liaise with emergency services.			
➤ Liaise with the Local Authority for additional assistance (as required).			
➤ Check Action Cards relating to the incident in Section 5			
➤ Try to maintain normal routines as far as possible.			
➤ Assess the welfare and emotional needs of all those involved.			
➤ Assess the impact of the incident to the wider community			
➤ Provide regular briefings to staff and governors.			
➤ Decide the communications strategy for the incident (To staff, To pupils, To parents/caregivers, To governors, To media, To partners			
➤ Continue to liaise with the emergency services.			
➤ Continue to liaise with the Local Authority as appropriate.			
➤ Implement Business Continuity procedures where applicable.			
➤ Agree when to meet as an Emergency Management Team			
➤ Head Teacher or a nominated senior staff member only to deal with the media.			
➤ Continue to monitor and support those who may be particularly affected by the incident.			

6 Action Cards

Action cards are provided to help guide the thinking process when responding to an emergency in the Setting, at an activity offsite, and in connection with an event in the local community which impacts on the Setting.

All action cards should be followed in conjunction with the actions of the Emergency Management Team (see section 5), the comms strategy (outlined in section 7) and related policies (e.g. safeguarding) and procedures (e.g. lockdown).

All actions should be recorded using Appendix B as the Incident Log.

6.1 ETHANE Mnemonic

The ETHANE mnemonic is used by the emergency services and responding partners. The template can help those responding in the Setting provide a clear picture in the latest information for the emergency response.

Heading		Information
E	Exact Location <i>postcode, What3Words (download on App Store or Google Play)</i>	
T	Type of Incident <i>Flood, Fire, etc.</i>	
H	Hazards <i>Potential impacts to premises</i>	
A	Access / Egress <i>Best route in / out of site. Inaccessible routes</i>	
N	Number of Casualties <i>Approximate numbers based on what is known at that point, types of injuries. Who has been impacted? Pupils, staff etc.</i>	
E	Emergency Services <i>services required</i>	

Action Card – Loss of Utility, Maintenance Issues

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Clear all persons from the area.			
➤ Do not remove any items or belongings from the area.			
➤ Prohibit entry to the affected area.			
➤ Evacuate the building as required and assemble as detailed by fire regulations.			
➤ Inform the Head Teacher.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Keep a log of all actions & decisions (use Appendix B).			
➤ If necessary hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Headteacher to decide whether to close Setting and send pupils home as per Closing the Setting Action Card.			

Action Card – Asbestos

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Clear all persons from the area.			
➤ Do not remove any items or belongings from the area.			
➤ Prohibit entry to the affected area.			
➤ Follow Asbestos policy & procedure.			
➤ Assess whether any students may require decontamination. ○ Confirm arrangements prior to a parent / guardian picking student up,			
➤ Inform the Head Teacher.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Keep a log of all actions & decisions (use Appendix B).			
➤ If necessary hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Headteacher to decide whether to close Setting, follow advice on Asbestos, and send pupils home as per Closing the Setting Action Card.			

Action Card – Closing the Setting

Where possible you should avoid closing the Setting. Where it has been decided to close the Setting, the safeguarding and welfare of pupils should be at the forefront of all actions and decisions.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Keep a log of all actions & decisions (use Appendix B).			
➤ Head Teacher or Governing Board has overall responsibility in deciding on whether to close the Setting.			
➤ Hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Assess the impacts of closing on the welfare of pupils and staff including those who receive free school meals			
➤ In all circumstances, vulnerable children and young people should be prioritised for continued face-to-face education and childcare.			
➤ Safeguarding <ul style="list-style-type: none"> ○ There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners: ○ local authorities ○ clinical commissioning groups 			
➤ Where Remote Education is to be used follow Setting policy			
➤ Notify all staff.			
➤ Notify pupils.			
➤ Notify all parents / caregivers.			

Action Card – Public Health Incidents including Infectious Disease

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Seek guidance from UK Health Security Agency health protection team.			
➤ Inform Local Authority Public Health.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Headteacher or deputy to decide whether closure is appropriate (e.g. to allow for enhanced cleaning, or following advice from UKHSA regarding outbreak control measures). Follow the relevant action card if closing the Setting.			
➤ Inform parents / caregivers as necessary dependent on the type and severity of the incident.			
➤ Provide advice to pupils, staff and parents/caregivers regarding attendance for those who are symptomatic (and potentially contacts too – this will depend on the type of infectious disease and can be discussed with UKHSA)			
➤ Agree enhanced cleaning protocols as required.			
➤ If necessary hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Keep a log of all actions & decisions (use Appendix B).			
➤ Hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Notify all staff.			
➤ Notify pupils.			
➤ Notify all parents / caregivers.			

Action Card – Medical Emergency

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Establish the extent of condition, and administer appropriate first-aid if you are trained and feel capable, or arrange for a trained first-aider to attend.			
➤ In all cases contact the nominated medical/first aid lead and take appropriate medical action.			
➤ Dependent on the severity, call 999 and request an Ambulance. ○ If in doubt call 999			
➤ Ensure that reception is aware of any 999 call, location of the medical emergency and details.			
➤ For serious medical emergencies, ensure the Head Teacher has been informed.			
➤ Contact the parent / guardian of the pupil impacted.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Inform the Local Authority as required.			
➤ Keep a log of all actions & decisions (use Appendix B).			
➤ Report the medical emergency using the Local Authority BeSafe site.			
➤ If necessary hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Headteacher to decide whether to close Setting and send pupils home as per Closing the Setting Action Card.			

Action Card – Missing Pupil

This action card should be used when a pupil who is already in attendance at your Education, Childcare, or Children's Social Care setting. The approach to pupil truancy should follow **xx policy**.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Report the incident to the Head Teacher or the Deputy Head.			
➤ Assign a member of staff to search the local area, either by car or on foot were safe <ul style="list-style-type: none"> ○ Follow the appropriate policy on searching for pupils dependent on the pupil themselves or the specific situation. 			
➤ Question the missing pupil's friends to try to ascertain his/her intended movements.			
➤ Inform the parents/caregiver of the missing pupil(s).			
➤ Inform the police via 999 as required.			
➤ Inform the Local Authority as required.			
➤ Hold a meeting of the Emergency Management Team (EMT).			
Prepare communications strategy			
➤ Follow direction from the police on communications approach			
➤ If pupil is still missing, the Emergency Management Team will need to assess the impacts to pupils, staff and community			
➤ Report the missing pupil incident in the Local Authority BeSafe site.			
➤ Continue to liaise with the Local Authority			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Severe Weather Conditions

Use this action card during severe weather conditions e.g. when Environment Agency Flood Warnings have been issued, a severe weather has already occurred and is impacting the setting or when a Met Office Red Weather warning has been issued.

This action card should be also be used ahead of severe weather falling to provide more time to assess the potential impacts to the Setting and allow sufficient time to take necessary actions.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
Normal routines should continue as far as is practicable.			
➤ Head Teacher will liaise with the admin and caretaker			
➤ The Head Teacher will liaise with staff on the need for pupil attendance.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
If office staff are unable to get into setting, other staff on site will staff the office telephones to deal with incoming calls.			
➤ The Head Teacher should delegate as appropriate.			
➤ Close the Setting if required including dependent on staffing ratios and follow the Closing the Setting action card.			
➤ Inform the Local Authority.			
➤ If necessary hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Fire

Details of fire drill procedures are contained in every building.

If a fire is discovered during the normal working day:

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Sound the alarm – be aware of the nearest alarm, fire exits, and fire appliance.			
➤ Notify the Office / dial 999.			
Follow the evacuation plan.			
➤ Ensure that individual evacuation plans for pupils or staff are sufficiently addressed and dedicated support is provided as required.			
➤ Close windows and doors as buildings are vacated (if safe and practicable).			
➤ Turn off computers / appliances (if safe and practicable).			
➤ Assemble at your designated assembly point.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Inform the Local Authority.			
➤ If necessary hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Headteacher to decide whether to close Setting and send pupils home as per Closing the Setting Action Card.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Outside normal hours:

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ As above and dial 999.			
➤ Contact the Head Teacher.			
➤ Inform the Local Authority.			
➤ Hold a meeting of the Emergency Management Team (EMT) as required.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Significant Damage to Property

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Notify the Site Manager of any major damage identified.			
➤ Contact the Police via 101 where there is suspected criminal intent.			
➤ Follow the evacuation plan as required			
➤ Close windows and doors as buildings are vacated (if safe and practicable).			
➤ Turn off computers / appliances (if safe and practicable).			
➤ Assemble at your designated assembly point.			
➤ Inform Head Teacher.			
➤ Contact your insurance provider for support in securing and repairing the setting.			
➤ Inform Local Authority.			
➤ Hold a meeting of the Emergency Management Team (EMT) as required.			
➤ Decide whether to close the setting (if yes, follow the relevant Action Card).			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Loss of IT / Cyber Incident

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ After losing IT infrastructure, revert to physical and paper copies of necessary documents <ul style="list-style-type: none"> ○ Registers ○ Emergency Plan ○ Business Continuity Plan ○ Disaster Recovery Plan 			
➤ Upon being attacked by a Cyber Incident disconnect your internet and disable remote access.			
➤ Inform the Head Teacher.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Hold a meeting of the Emergency Management Team (EMT) to establish a plan of action.			
➤ Where a pupil or staff member is the perpetrator, decide approach to suspension and investigation alongside the support of the police and Local Authority as required.			
➤ Contact the Police to report Cyber Crime on 101			
➤ You should report any suspicious cyber incident to Action Fraud on 0300 123 2040 or on the Action Fraud website .			
➤ Headteacher to decide whether to close the Setting and send pupils home as per Closing the Setting Action Card.			
➤ Where the incident causes long term closure, the closure of more than one setting or serious financial damage, you should also inform the National Cyber Security Centre .			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Intruders

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ If the intruder is believed to be in possession of a weapon, or potentially violent and/or aggressive, put your own safety first. ○ There may be a specific bell ring or tannoy announcement for your setting.			
➤ If the intruder is not believed to be armed or violent/aggressive, then challenge them by asking for identification and their reason for being on the premises. ○ if you do not feel it appropriate to challenge the person yourself, report the matter to the police on 999.			
➤ Under no circumstances should force be used to evict intruders			
Implement lockdown procedures as required.			
➤ Follow action card on Partial / Full Lockdown			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Inform the Head Teacher			
➤ Inform the Police via 999			
➤ Hold meeting of Emergency Management Team (EMT) and emergency services representatives (where appropriate) to establish a plan of action.			
➤ If it is decided to close, follow the Closing the Setting Action Card.			
➤ Inform Local Authority.			
➤ Register issue on BeSafe			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Assault on Staff

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Raise the alarm.			
➤ Send for help.			
➤ Try to isolate the offender.			
➤ Implement lockdown procedures as required			
➤ Ask the office staff, or an available teacher, to contact the Police and the ambulance service as required via 999.			
➤ If there are injuries, establish the extent, and administer appropriate first-aid if you are trained and feel capable, or arrange for a trained first-aider to attend.			
➤ Identify any witnesses and record their details.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ If it is decided to close, follow the Closing the Setting Action Card.			
➤ Hold meeting of Emergency Management Team (EMT) and emergency services representatives (where appropriate) to establish a plan of action.			
➤ Inform Local Authority.			
➤ Register assault on BeSafe.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Site Protests by Pupils

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Obtain accurate information from trusted sources on the potential of Site Protests.			
➤ Hold an Emergency Management Team (EMT) as soon as possible.			
➤ Maintain a visible staff presence throughout the site.			
➤ Decide upon the approach of how to support pupils who may become part of protests.			
Prioritise the welfare and safeguarding of pupils.			
➤ A safe environment in which pupils can learn is the number one priority			
➤ As necessary cease outside activity with immediate effect, children and staff to return to the building in a swift and safe manner.			
➤ Implement appropriate welfare measures.			
➤ In the case of any criminality, call 999 for an emergency or 101 for non-emergency situations			
➤ Continually liaise with the Local Authority and Police.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Offsite Protests by Parents / Caregivers

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
➤ Obtain accurate information from trusted sources on the potential of Site Protests.			
➤ Liaise with the Police and Local Authority			
➤ Hold an Emergency Management Team (EMT) as soon as possible.			
➤ There should be a visible staff presence.			
Prioritise the welfare and safeguarding of pupils. ➤ A safe environment in which pupils can learn is the number one priority			
Implement appropriate welfare measures.			
➤ Decide upon the approach of how to support pupils whose parents / caregivers may be involved in the offsite protest			
➤ Where appropriate liaise with protest spokesperson			
➤ As necessary cease outside activity with immediate effect, children and staff to return to the building in a swift and safe manner.			
➤ In the case of any criminality, call 999 for an emergency or 101 for non-emergency situations			
➤ Continually liaise with the Local Authority and Police.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Industrial Action by Staff

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Obtain accurate information from trusted sources on Industrial Action e.g. from Department for Education or the Local Authority			
➤ Hold an Emergency Management Team (EMT) as soon as possible.			
➤ Use the advance notice period before any strike action to draw up Contingency Plans for minimising the impact of any action.			
➤ Take all reasonable steps to keep the school open for as many pupils as possible. <ul style="list-style-type: none"> ○ Ensure sufficient first aid provision in place, safeguarding, staffing ratios etc. in order to stay open 			
➤ Head Teacher or Governing Board has overall responsibility in deciding on whether to close the Setting.			
Headteachers are entitled to ask staff whether they intend to go on Industrial Action <ul style="list-style-type: none"> ○ employees are not required to tell their employers whether they intend to take strike action. Employers are able to ask staff in advance if they intend to strike to enable them to plan how to manage the strike. 			
➤ Where schools must restrict attendance, they should consider, where possible, providing remote education.			
➤ Employers may wish to seek exemptions from the strike with trade unions.			
➤ Decide upon the approach of how to support pupils and staff.			
➤ Implement appropriate welfare measures.			
➤ If it is decided to close, follow the Closing the Setting Action Card.			
➤ Continually liaise with the Local Authority.			

➤ Keep a log of all actions & decisions (see Appendix B).

Action Card – Partial Lockdown

- This may be as a result of a reported incident to the site or an occurrence that is happening within the site premises.
- Civil disturbance in the local community with the potential to pose a risk to staff and children in the site.
- It may also be as a result of a warning being received from a recognised emergency service regarding the risk to atmosphere e.g. release of a smoke plume.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
Alert to staff: ‘Partial Lockdown’ or an agreed code word that all members of staff recognise and understand to begin the procedure.			
➤ You must be able to communicate to duty staff at break times.			
➤ All outside activity to cease with immediate effect, children and staff to return to the building in a swift and safe manner.			
All external doors and windows are to be locked.			
➤ Nominated members of staff, that are not directly supervising children are required to perform the task.			
All staff and children remain inside the building			
➤ until authorised to do so by the EMT / emergency services.			
➤ Children / staff and visitor register will be taken – the office will contact each area in turn for an attendance report.			
➤ Contact the police via 999			
➤ Hold meeting of Emergency Management Team (EMT) and emergency services representatives (where appropriate) to establish a plan of action.			
➤ At the discretion of the responsible person, free movement within the building may be permitted dependent upon the known information or continued reporting of the incident / circumstances.			

➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Full Lockdown

This signifies an immediate threat to the site and may be an escalation of a partial lockdown or a spontaneous incident / event or occurrence in or near to the premises.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information ○ Use the Ethane mnemonic in section 6.1			
Alert to staff: 'Full Lockdown' or an agreed code word that all staff recognise and understand to begin the procedure. ➤ A means of communicating the alert to duty staff at break times is required without fail.			
➤ All children / staff, volunteer's etc. are to rendezvous immediately to a pre agreed area of the premises known by all staff that can ideally accommodate the maximum role numbers e.g. (Classroom, tutor room, Sports / assembly / dining hall).			
All external doors and windows are to be locked. ➤ Nominated members of staff that are not directly supervising children are required to perform the task if appropriate.			
All staff and children remain inside the building ➤ until authorised to do so by the EMT / emergency services.			
➤ All windows are to be locked, and blinds drawn, (if applicable).			
➤ Children encouraged to remain quiet and remain out of public sight e.g. away from windows/ glazed doors glare, (e.g. under a desk or around a corner) until further notice from the Emergency Services.			
➤ Children / staff and visitor register will be taken – the office will contact each area in turn for an attendance report.			

➤ Hold meeting of Emergency Management Team (EMT) and emergency services representatives (where appropriate) to establish a plan of action.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Death of, or serious accident to, persons on site

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
Establish the nature and extent of the incident.			
➤ administer appropriate first aid if you have been trained and feel capable			
➤ Call the appropriate emergency services via 999.			
➤ An appropriate staff member should accompany any pupils to hospital.			
➤ Ensure that the remaining pupils are adequately supervised.			
➤ Contact the Head Teacher.			
Try to control access to telephones <ul style="list-style-type: none"> ○ This is to prevent system jamming and to ensure that the correct information regarding the incident is released. ○ Ensure that telephone lines are available for outgoing calls. 			
Contact parents/next of kin of involved pupils/staff and advise them to come to setting if necessary.			
➤ Appoint a member of staff to liaise with parents.			
➤ In case of fatalities, follow the lead and guidance from the police.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Inform the Local Authority.			
➤ Hold a meeting of the Emergency Management Team (EMT).			
➤ Refer any media to the Head Teacher.			
➤ Hold a press conference and ensure accurate information is given at regular intervals, if possible in a building away from the mainsite.			

➤ Endeavour to keep the press away from distressed pupils.			
➤ Register issue on BeSafe & ensure Local Authority Health & Safety are aware.			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Death of, or serious accident to, persons off site

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
Establish the nature and extent of the incident.			
➤ administer appropriate first aid if you have been trained and feel capable			
➤ Make sure that all other members of the party are accounted for and are safe.			
➤ Call the appropriate emergency services via 999.			
Advise other staff within the party of the incident and actions taken.			
➤ Establish who is in charge and what responsibilities are to be undertaken by each adult member of the group.			
A staff member / adult should accompany any casualties to hospital.			
➤ If only one adult is available in the circumstances, a decision will have to be reached as to the best course of action.			
○ Ensure that remaining pupils are adequately supervised and arrange for an early return to base.			
➤ Contact the Head Teacher.			
The party leader should, at the first opportunity, make notes on the incident, as should the other people involved.			
➤ A record should be kept of the names and addresses of any witnesses or other persons involved.			
Contact parents/next of kin of involved pupils/staff and advise them to come to the site if necessary.			
➤ Appoint a member of staff to liaise with Parents who are already at or arrive at the setting in response to the incident.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Inform the Local Authority.			
➤ Refer any media to the Head Teacher.			
➤ Endeavour to keep the press away from distressed pupils.			

➤ Arrange for one adult to remain at the site of the incident to liaise with the emergency services until the incident is over.			
➤ Take guidance on comms approach and support any press conference alongside the Emergency Services and Local Authority.			
➤ Hold meeting of Emergency Management Team (EMT)..			
➤ Keep a log of all actions & decisions (see Appendix B).			
➤ Register a report on BeSafe & ensure Local Authority Health & Safety are aware.			

Action Card – Bomb Threat & Suspicious packages

This may occur in either of two ways, i.e. by telephone call advising the setting of a bomb planted on site, or by the location of an unidentified suspicious package.

Where a Setting is sat within a military garrison, follow the relevant Ministry of Defence (MOD) procedures.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Ensure the priority & welfare of pupils & staff			
➤ If a telephone call is received, note down information using Appendix E			
➤ If sent via email <ul style="list-style-type: none"> ○ Do not reply to, forward or delete the message ○ note the address ○ If sent via social media, what application has been used and what is the username/ID? 			
➤ If a suspicious package is identified, clear the immediate area (for an unclaimed small rucksack is a minimum of 100 metres).			
Evacuate to a pre-agreed assembly area <ul style="list-style-type: none"> ➤ If possible evacuate out of direct line of sight of the package and away from glass windows. ➤ This assembly area should be different to the fire assembly area. 			
➤ Contact the police immediately on 999.			
➤ Inform the Head Teacher.			
○ Hold meeting of Emergency Management Team (EMT) to establish a plan of action.			
➤ Assess the impacts of the incident on the welfare of pupils and staff.			
➤ Contact the Local Authority			
➤ Keep a log of all actions & decisions (see Appendix B).			

Action Card – Incident in the community (outside of the Setting)

Incidents which happen away from the Setting may have an impact to pupils and staff such as the death of a pupil outside of the Education, Childcare, or Children's Social Care setting, death of a teacher or from those impacted by an incident outside of the setting such as the Manchester Arena bombing in 2017.

This action card can be used to enable the Setting to provide a safe space of support to those impacted.

Action	Action Taken	By Whom	Notes
➤ Obtain and collate information <ul style="list-style-type: none"> ○ Use the Ethane mnemonic in section 6.1 			
➤ Obtain accurate information from trusted sources on the incident e.g. from the Local Authority or emergency services.			
➤ Hold an Emergency Management Team (EMT) as soon as possible.			
➤ Decide upon the approach of how to support pupils, staff and governors.			
➤ Implement appropriate welfare measures.			
➤ Ensure staff are aware of potential changes to pupil's behaviours and encourage patience, understanding and empathy in the immediate aftermath of an incident.			
➤ Use recovery section 11 of the plan to support with approach.			
○ Continually liaise with the Local Authority.			
➤ Keep a log of all actions & decisions (see Appendix B).			

7 Communication Strategy

The methods of communication available are as below. Staff, parents/caregivers, governors and pupils should have been notified of how to access the information before an incident.

Leavening Community Primary School has available the following methods of communication.

System	Who does this contact e.g. parents, staff, governors, pupils	How is the system accessed & who is responsible for sending out the communication?
<i>Automated calls</i>	admin	
<i>Social media</i>	staff	
<i>Email</i>	admin	
<i>Letters</i>	Admin/headteacher	
<i>Answer phone message system</i>	admin	
<i>Website</i>	admin	

Communication Strategy Tips

An agreed statement should be prepared as soon as possible following an incident even if no information is known or can be shared. If no statement is provided, rumours and misinterpretation may spread false or inaccurate information amongst pupils, parents / caregivers, staff and the wider community.

Leavening Community Primary School should:

- look to provide up to date and routine information during an incident, even if there are no updates;
- link in with the **Local Authority / emergency services communications** team as appropriate for consistency and advice;
- ensure their advice aligns with advice given by professional agencies e.g. the police and where possible signpost staff, pupils and parents;
- where a press conference is to be held confirm attendance and comms approach with the emergency services and the Local Authority;
decide the timeframe for updates and relay the timeline to staff, pupils, parents, partners and the media to set expectations.

See pages 17-19 in the Education and Childcare Settings Emergency Planning Guidance

8 Evacuation Procedures

Adapt as necessary

Insert your evacuation procedures. (See pages 20 in the Education and Childcare Settings Emergency Planning Guidance).

Don't forget to include a location of shelter if you cannot get back into the setting e.g. a neighbouring school.

9 Shelter Procedures

Adapt as necessary

How would you shelter pupils and staff? (See pages 20-21 of the Education and Childcare Settings Emergency Planning Guidance).

10 Lockdown Procedures

Adapt as necessary

Is there was a threat to your Setting, how could you invoke invacuation of pupils?

Thought should be given on how dynamic lockdown may be undertaken within your setting.

Insert or refer to any specific Invacuation / Lockdown procedures. (See pages 21-22 of the Education and Childcare Settings Emergency Planning Guidance).

Communication between parents and the site

Information on how parents will be notified and kept up to date during a lockdown should be provided ahead of any incident occurring. Identify any specific methods of communication for lockdown.

Lockdown Communication Strategy Tips

- Parents / caregivers should be given enough information to enable them to understand the potential outcome and if possible be given timeframes;
- The Setting / emergency services should ensure that they provide reassurance on concern for pupil's welfare to parents / caregivers;
- It is vital that the communication lines remain open to the Emergency Services at all times.
- Parents / caregivers should be told to refrain from directly calling the site's office.
 - Calling the site may tie up telephone lines that may be required to be used by the site contact and the emergency services.
- Parents / caregivers should be told to refrain from attending the site until advised it is safe to do so by the setting / emergency services.
 - If parents / caregivers block access to the setting this may put themselves and others in danger, and interfere with the emergency provider's access / investigation.
- Parents / caregivers must wait patiently until a safe and satisfactory outcome has been achieved and agreed by all parties, where a designated safe area will be identified for the safe handing over of the children to their parents / caregivers.

11 Remote Education

Leavening Community Primary should only consider limiting face-to-face education as a last resort. Where this a need for remote learning to be implemented, the amount of time remote education is in place should be limited to minimise disruption and protect the most vulnerable.

Where it has been decided to close Leavening Community Primary School, prioritisation should be provided to supporting vulnerable pupils, pupils with exams and to the children

of critical workers. Definitions of pupils whom come under the aforementioned categories can be found within the [Department for Education guidance](#).

Leavening Community Primary School will follow the Remote Education Plan which can be found **xx (update as appropriate)**.

Some pupils and students with special educational needs and disabilities (SEND) may not be able to access remote education without adult support and so adjustments should be put in place appropriate for their level of need.

All feasible measures to ensure the safeguarding and promotion of welfare of pupils should be undertaken, including alternative provision for those who receive free school meals.

Further guidance on remote education can be found in the [DfE guidance](#)

13 Recovery

The Local Authority normally acts as the Recovery lead following a multiagency incident and the Setting should look to tie in with the Local Authority on measures being undertaken within the recovery phase.

13.1 Post Incident Support

People react very differently to an incident and each individual will have their own distinct needs. The nature of the incident itself has a major bearing on the feelings generated. The most common reactions include denial, distress, guilt, anger and helplessness.

Acknowledge what has happened	<ul style="list-style-type: none"> • Acknowledge the emotional state of staff and pupils and allow time and space when needed. • Some staff may not wish to or be in a position to offer support to pupils. Be aware that the burden of support may fall disproportionately on a small number of staff. • The incident may lead to pupils becoming emotionally vulnerable, even if they are not directly involved. Symptoms may include changes in behaviour or a lack of focus in class.
Provide an opportunity for those impacted to be listened to	<ul style="list-style-type: none"> • Whilst attempting to encourage a return to normality, staff should be prepared to listen to their pupils and encourage pupils to talk about their feelings.
Give support	<ul style="list-style-type: none"> • Provide information to families on the various kinds of help and support available to them and their children. • Pupils may be offered support from a counsellor, independent listener or outside professionals who can help them understand their reactions and develop coping strategies. • Staff closely associated with the children involved should also be offered opportunities of support.
Encourage the re-establishment of routines	<ul style="list-style-type: none"> • Every attempt should be made to provide as much continuity as possible.

	<ul style="list-style-type: none"> • A return to normal routines should be sought as soon as is practicably possible.
Encourage Pupils and / or Staff directly affected	<ul style="list-style-type: none"> • You should be aware of possible delayed reactions of those actively involved in responding to a critical incident. • Teachers are vital in supporting pupils through a critical incident; but teachers may themselves need guidance and support. • Some pupils involved in the incident may not be able to return immediately. They will, inevitably, need support as they return. • The Setting should provide an environment of patience, understanding and empathy to those pupils and/or staff returning who have been impacted by an incident. <p>Each case will need to be considered individually and taking at a pace which suits the circumstance of the individual.</p>

13.2 The Major Incident Response Team

The Major Incident Response Team (MIRT) is a resource provided by North Yorkshire Council and the City of York Council consisting of a team of trained and skilled volunteers.

MIRT can provide emotional support to adults only. This may include relatives/caregivers of pupils' affected and members of staff suffering from the impact of a trauma.

It must be borne in mind, however, that members of MIRT are not counsellors and more specialist resources will be signposted to where required.

To request MIRT support and for further information contact MIRT@northyorks.gov.uk.

13.3 Formal and Informal Recognition

Arrangements should be made to express sympathy to families directly affected by the incident.

Where there has been a death or serious injury assist the family and next of kin in line with their wishes e.g. cards, tributes, funeral arrangements.

Depending on the role religion plays in Setting, it may be appropriate to hold a memorial service.

Anniversaries are key times and as such should be handled with sensitivity and support.

13.4 Recovery Action Card

Action	Action Taken	By Whom	Notes
Take immediate action to safeguard pupils, staff and visitors.			
➤ Visit impacted pupils/staff.			
➤ Promote patience, understanding and empathy with all of those impacted by pupils, staff and the education community.			
Monitor and support pupils. <ul style="list-style-type: none"> ➤ Monitor changes in behaviour ('acting out', withdrawals). ➤ Monitor symptoms through changes in grades and how pupils apply themselves. ➤ Monitor any changes in non-physical symptoms (e.g. worsened time management & returning homework late). 			
➤ Monitor and support staff.			
➤ Consider the need for individual or group support.			
➤ Provide safe spaces in which to discuss the incident.			
➤ Help affected pupils and staff to return to the Setting.			
➤ Liaise with parents as required.			
➤ Seek advice on legal issues.			
➤ Liaise with the Local Authority.			
➤ Prepare communications strategy.			
➤ Consider how the incident has impacted the wider community.			
➤ Arrange debriefing meetings with the Emergency Management Team (EMT). Use Appendix G for a basis for the debrief forms. Use Appendix H for the actions and recommendations which come out of the debrief.			
➤ Keep a log of all actions, decisions and key information received (see Appendix B).			

Appendix A – Risks

Risks - health

Risk	Risk level (high, medium, low)	Notes
Death or serious injury: <ul style="list-style-type: none"> ▪ Natural causes ▪ Playground accident ▪ Sporting accident ▪ Transportation incident ▪ Laboratory incident ▪ Suicide ▪ Other 	low	
Injury offsite e.g. educational visit	medium	
Asbestos	low	
Legionella	low	
Influenza/other pandemic	medium	
Infectious disease (e.g. scarlet fever, norovirus)	medium	
Contaminated food / water / air	low	
Release of toxic materials (e.g. smoke plume, chemical spills)	low	
Animal health incident (e.g. hand, foot and mouth disease, e-coli)	low	
Hot weather impacts (e.g. sunburn, heat stroke, dehydration)	medium	

Contamination from bodily fluids (e.g. blood, vomiting, spitting)	high	
Radiation (e.g. cosmic radiation, terrestrial radiation, inhalation, Ingestion)	low	

Risks – property

Risk	Risk level (high, medium, low)	Notes
Fire: <ul style="list-style-type: none"> ▪ Accident ▪ Arson 	low	
Loss of electricity supply	medium	
Loss of gas supply	low	
Loss of water supply	low	
Loss of heating	medium	
Loss of telecommunications	medium	
Burst water pipe	low	
Drainage / sewerage defect	medium	
Building collapse / structural instability	low	
Discovery of unexploded ordnance	low	
Denial of access to site e.g. external factor denying access	low	

Risks - natural events

Risk	Risk level (high, medium, low)	Notes
Flooding: <ul style="list-style-type: none"> ▪ Fluvial flooding ▪ Flash flooding ▪ Surface water flooding ▪ Groundwater flooding ▪ Reservoir inundation ▪ Tidal inundation ▪ Sewer flooding 	medium	
Heavy snow / widespread icy roads	high	
Storms / severe gales	low	
Heatwave	low	
Exceptional events (e.g. tornadoes)	low	

Risks - criminal activity

Risk	Risk level (high, medium, low)	Notes
Violence / assault	low	
Threats / threatening behaviour	low	
Bomb threat	low	
Suspicious package	low	
Significant vandalism	low	
Intruder on site premises	low	
Disappearance: <ul style="list-style-type: none"> ▪ Abduction ▪ Kidnapping ▪ Hostage taking ▪ Other 	low	
Sexual assault	low	
Terrorism	low	

Risks - miscellaneous

Risk	Risk level (high, medium, low)	Notes
Disruption to fuel supply	low	
Industrial action	medium	
Aviation incident	low	

Appendix B – Incident Log

All staff responding to an incident should keep a personal log. The EMT should also have an incident log.

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

[illegible]

You may wish for administrative support to complete the log on your behalf. Please note where you have opted for this all information in the log remains as solely your responsibility and not the loggist

Appendix C – Grab Bag Contents

It is recommended that the contents of the grab bag are checked once a term and after use.

Item	Notes / instructions	Date checked	Checked by
Emergency plan			
First aid kit			
Torch			
Two-way radios			
Whistle			
Armbands / high-visibility tabards			
Blankets			
Personal Protective Equipment (as required)			
Log book			
Stationery			
Petty cash			
Phone charger			

* Other items that may be useful but aren't stored in the grab bag can be included below.

Item *	Location	Date checked	Checked by

Appendix D – Emergency Management Team Agenda

Emergency Management Team meeting **Date & time** **Venue**

1. Welcome & Introductions
2. Current situation – use the ETHANE mnemonic
 - **Exact** location
 - **Type** of incident
 - **Hazards**
 - **Access**
 - **N**umbers of pupils & staff impacted
 - **E**mergency services & local authority required
3. Update from Emergency Management Team members
4. Communications Strategy
 - Staff
 - Pupils
 - Parents / caregivers
 - Governors
 - Media
5. Review actions
6. Next meeting – confirm date & time

Appendix E – Bomb threats checklist

Adapted from [Protect UK](#) guidance

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT

1. Remain calm and talk to the caller
2. Note the caller's number if displayed on your phone
3. If the threat had been sent via email or social media, see appropriate section below
4. If you are able to, record the call
5. Write down the exact wording of the threat:

--

ASK THESE QUESTIONS AND RECORD ANSWERS AS ACCURATELY AS POSSIBLE

1. Where exactly is the bomb right now?

--

7. What is your name?

--

2. When is it going to explode?

--

8. What is your address?

--

3. What does it look like?

--

9. What is your telephone number?

--

4. What does the bomb contain?

--

10. Do you represent a group or are you acting alone?

--

5. How will it be detonated?

--

11. Why have you placed the bomb?

--

6. Did you place the bomb? If not you, who did?

--

12. Record time completed:

--

INFORM BUILDING SECURITY OR
COORDINATING MANAGER

DIAL 999 AND INFORM POLICE

Name and telephone number of person
informed:

Time informed:

--	--

This part should be completed once the caller has hung up and police / building security / coordinating manager have all been informed.

Date and time of call:

Duration of call:

The telephone number that
received the call:

--	--	--

Age: _____

What gender did the caller sound?

- ☐ Male
☐ Female
☐ Unclear

Nationality _____

Threat language:

- ☐ Well spoken
☐ Foul
☐ Irrational
☐ Foul
☐ Incoherent
☐ Taped

Caller's voice:

- | | | |
|--|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Excited | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Stutter | <input type="checkbox"/> Laughter |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Disguised | <input type="checkbox"/> Hoarse |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Slow | |
| <input type="checkbox"/> Nasal | <input type="checkbox"/> Lisp | |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Rapid | |

Familiar (if so, who did it sound like?) _____

Accent (if so, what accent?) _____

Other (please specify)

Other sounds:

- ☐ Street noises
- ☐ House noises
- ☐ Animal noises
- ☐ Crockery
- ☐ Motor

- ☐ Clear
- ☐ Voice
- ☐ Static
- ☐ PA System
- ☐ Booth
- ☐ Music

- ☐ Factory machinery
- ☐ Office machinery
- Other (please specify):

Remarks

Additional notes

Signature_____

Print Name_____

Date_____

ACTIONS TO BE TAKEN ON RECEIPT OF A BOMB THREAT SENT VIA EMAIL OR SOCIAL MEDIA

1. Do not reply to, forward or delete the message
2. If sent via email, note the address
3. If sent via social media, what application has been used and what is the username/ID?
4. Dial 999 and follow police guidance
5. Preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

SAVE AND PRINT – HAND COPY TO POLICE AND SECURITY OR COORDINATING MANAGER

Retention period: 7 years

Appendix F – Business Impact Analysis

Loss of Utility Supply

Utility supply	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Gas		<ul style="list-style-type: none"> ▪ Could the supplier / contractor provide support? ▪ Could the local authority/trust provide support?
Water		<ul style="list-style-type: none"> ▪ Could the supplier / contractor provide support? ▪ Could the local authority/trust provide support? ▪ Could bottled water be procured? ▪ Could portable toilets be procured? ▪ Could bowzers for washing / hygiene facilities be procured?
Electricity		<ul style="list-style-type: none"> ▪ Could the supplier / contractor provide support? ▪ Could the local authority/trust provide support? ▪ Is a back-up generator installed? ▪ Is enough fuel for the back-up generator available?
Heating		<ul style="list-style-type: none"> ▪ Could the supplier / contractor provide support? ▪ Could the local authority/trust provide support? ▪ Could temporary heaters be procured?

Loss of Supplier

Supplier	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Transport		<ul style="list-style-type: none"> ▪ Could alternative methods of transport be used (e.g. public transport / walking)? ▪ Could staff be encouraged to car share? ▪ Could educational visits which require transport be rescheduled?
Catering		<ul style="list-style-type: none"> ▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby Settings provide support? ▪ Could the local authority/trust provide support? ▪ Could the number of meal options be reduced (whilst taking into account special dietary needs)? ▪ Could pupils be encouraged to bring a packed lunch?
Cleaning		<ul style="list-style-type: none"> ▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby schools provide support? ▪ Could the local authority/trust provide support?
Heating fuel		<ul style="list-style-type: none"> ▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby schools provide support? ▪ Could the local authority/trust provide support?
Grit / salt		<ul style="list-style-type: none"> ▪ Is enough stock kept to cope with a temporary disruption to the supply chain? ▪ Could alternative suppliers be used? ▪ Could nearby schools provide support? ▪ Could the local authority/trust provide support?

Loss of Site Facilities

Premises	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Office		<ul style="list-style-type: none"> Is spare accommodation available on-site (e.g. ICT suites)? Is spare accommodation available off-site (e.g. nearby schools)? Could the local authority/trust provide support? Could some staff work from home?
Storage of documents		<ul style="list-style-type: none"> Is there a backup system for the IT servers? Are there key documents that are downloaded regularly? Are paper copies in a secure space? Are there paper copies which can be easily transported as needed?
Classrooms		<ul style="list-style-type: none"> Is spare accommodation available on-site (e.g. halls, ICT suites, gymnasias)? Is spare accommodation available off-site (e.g. nearby schools, libraries, church halls)? Could the local authority/trust provide support? Could temporary classrooms be provided? Could lessons be staggered across break times to maximise use of available space? Could classes be merged (whilst maintaining an adequate pupil / staff ratio)? Could the scheduled day be extended to maximise use of available space? Could available space be prioritised for those pupils preparing for exams (or taking lessons deemed most important)? If the weather permits, could lessons take place outside? Could remote learning be provided?
Kitchen		<ul style="list-style-type: none"> Is spare accommodation available off-site (e.g. nearby schools)? Could the local authority/trust provide support? Could food be ordered from catering suppliers instead of being prepared on-site? Could pupils be encouraged to bring a packed lunch?
Library		<ul style="list-style-type: none"> Is spare accommodation available on-site (e.g. ICT suites)? Is spare accommodation available off-site (e.g. nearby schools, libraries)? Could the local authority/trust provide support?

Laboratories		<ul style="list-style-type: none"> ▪ Is spare accommodation available off-site (e.g. nearby schools)? ▪ Could the local authority/trust provide support?
Sport facilities		<ul style="list-style-type: none"> ▪ Is spare accommodation available on-site (e.g. halls, playgrounds)? ▪ Is spare accommodation available off-site (e.g. nearby schools, leisure centres, parks)? ▪ Could the local authority/trust provide support?
Staff room		<ul style="list-style-type: none"> ▪ Is spare accommodation available on-site (e.g. ICT suites)?
Toilets		<ul style="list-style-type: none"> ▪ Could the local authority/trust provide support? ▪ Could portable toilets be procured?
Critical equipment e.g. photocopiers, payment of school dinners,		<ul style="list-style-type: none"> ▪ Can these processes be paused or not work for a period of time? ▪ Can the Setting continue to function without these systems?
Security e.g. fob access, visitors passes		<ul style="list-style-type: none"> ▪ Does the security system rely purely on electricity? ▪ Is there a backup process in case there is no power? ▪ Will certain areas be locked down?

Loss of Staff

Personnel	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Headteacher		<ul style="list-style-type: none"> Are deputies identified and adequately trained? Are documented procedures for critical activities in place?
Teaching staff		<ul style="list-style-type: none"> Could temporary staff be recruited? Could secondments from other schools be arranged? Could lesson plans be pre-arranged for delivery by trainee teachers? Could increased reliance be placed on support staff (e.g. teaching assistants)? Could classes be merged (whilst maintaining an adequate pupil / staff ratio)?
Site manager(s) / caretaker(s)		<ul style="list-style-type: none"> Are documented procedures for critical activities in place? Could temporary staff be recruited? Could secondments from other schools be arranged?
Business manager(s) / bursar(s)		<ul style="list-style-type: none"> Are documented procedures for critical activities in place? Could temporary staff be recruited? Could secondments from other schools be arranged?
Office staff		<ul style="list-style-type: none"> Are documented procedures for critical activities in place? Could temporary staff be recruited? Could secondments from other schools be arranged?
Catering staff		<ul style="list-style-type: none"> Are documented procedures for critical activities in place? Could temporary staff be recruited? Could secondments from other schools be arranged?
Cleaning staff		<ul style="list-style-type: none"> Are documented procedures for critical activities in place? Could temporary staff be recruited? Could secondments from other schools be arranged?

Loss of IT & Telecommunications

Telecommunications	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Computer network		<ul style="list-style-type: none"> ▪ Could the supplier / contractor provide support? ▪ Could the local authority/trust provide support? ▪ Are paper-based copies of important records available? ▪ Is data backed-up remotely?
Website / extranet		<ul style="list-style-type: none"> ▪ Could the supplier / contractor provide support? ▪ Could the local authority/trust provide support?
Finance systems		<ul style="list-style-type: none"> ▪
Attendance management system		<ul style="list-style-type: none"> ▪ Is a paper-based back-up system available?
Text messaging system		<ul style="list-style-type: none"> ▪ Could alternative methods of communication be used?
Telephone		<ul style="list-style-type: none"> ▪ Could alternative methods of communication be used?
Mobile phone		<ul style="list-style-type: none"> ▪ Are mobile phones on different networks available? ▪ Could alternative methods of communication be used?
Fax		<ul style="list-style-type: none"> ▪ Could alternative methods of communication be used?
Email		<ul style="list-style-type: none"> ▪ Could alternative methods of communication be used?

Appendix G – Debrief Form

Name

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Organisation

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Date

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Job title

What was your role in the response?

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What aspects of the response worked particularly well?

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What aspects of the response could have been improved?

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What improvements should be made to the emergency plan & have you identified any training needs for yourself or other staff?

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Appendix H – Action Plan

This Action Plan can be used following a debrief to capture Lessons Identified, Actions & Recommendations.

Ref'	Action / recommendation / lesson	Responsibility	Status / progress / notes	Completion date