



SCHOOL EMERGENCY RESPONSE PLAN

2022-23

Batchwood School

EMERGENCY PLAN

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SECTION 1 - ACTIVATION

1.1 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, and the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions.**
- + **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
- ☐ Governors
- ☐ Pupils
- ☐ Parents / carers
- ☐ Extended services

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

Does anyone else need to be informed?

.....

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, does the Foreign & Commonwealth Office need to be notified?

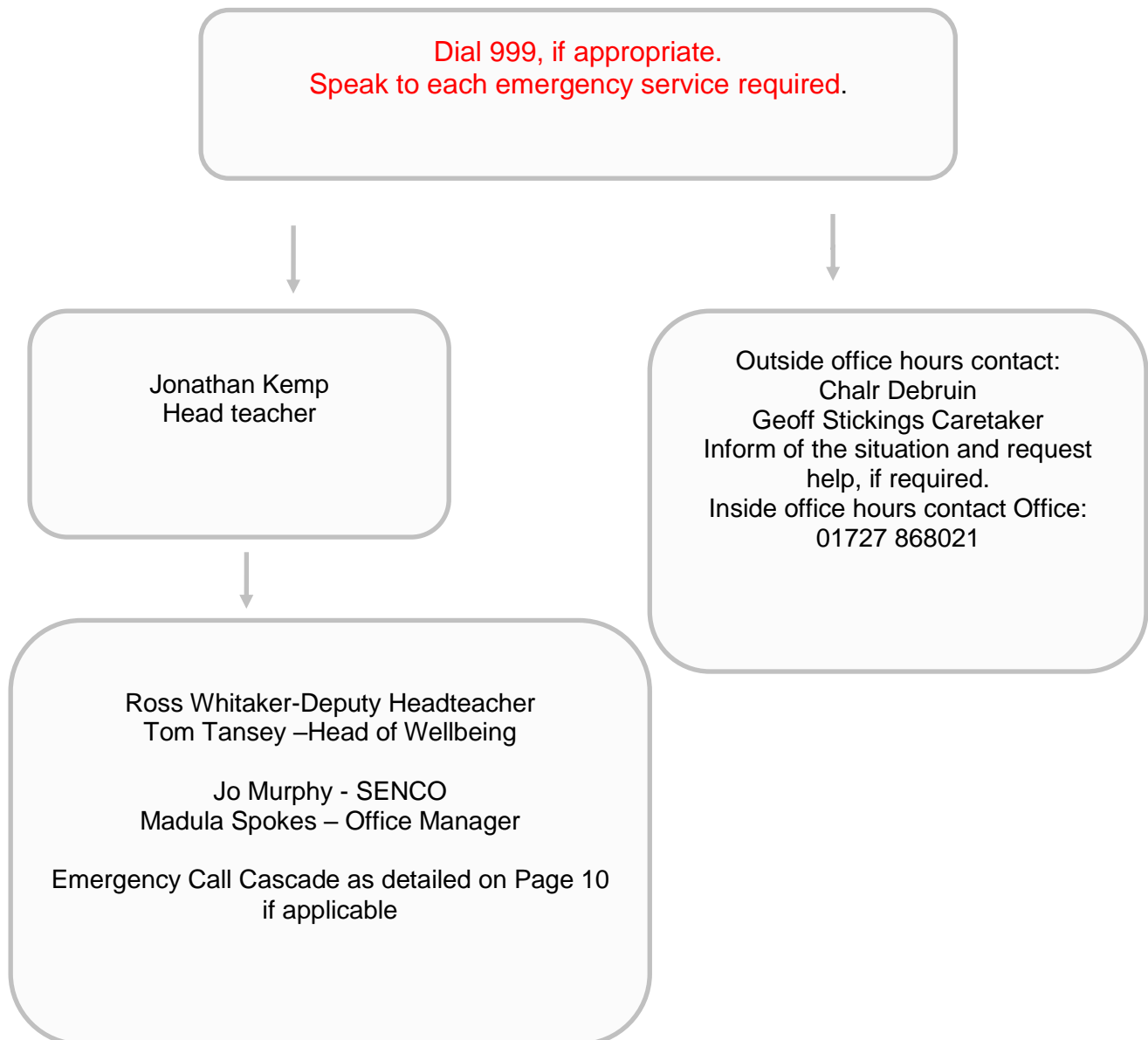
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1.2 Initial action

Immediately inform the headteacher or nominated emergency contact. If neither is able to 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. (A copy of the plan will be available on the schools website without staffs contact details)

- + **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, especially if exams are being undertaken. Consider though is this the correct environment for examinations to continue. If not, lock away exam papers in fire proof box and store within Admin if appropriate and safe to do so.**

1.3 Contact details - school staff and governors

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

Teaching and Support Staff

Core Subjects:

English Department

- **Ms E McCabe** (Head of English)
- Mrs K Noble (Assistant Headteacher & Assistant SENDCo, Head of Personal Development/RHSE & Head of Year 9)
- Mr M Noble (English & Business Studies teacher)
- Ms J Murphy (Assistant Headteacher, SENDCo & English teacher)
- **Mrs D Melian** (Assistant SENDCo & Head of Interventions)
- Ms A Hakim (English TA)
- Ms S Parkinson (English TA & Interventions)

Maths Department

- **Ms N Malik** (Head of Maths)
- Ms I Sumeg (Maths teacher)
- Ms C Adam (Maths & English teacher)
- Mr J Kemp (Headteacher & Maths teacher)
- Ms E Corless (Maths TA)

Science Department

- **Mrs K Gopaul** (Head of Science & Exams Officer)
- Mr M Hurley (Science & Head of Year 8)
- Mrs D Parsonage (Science Technician & TA)
- Mrs N Horn (Science TA)
- Mrs L McKenna (Core teacher & Core TA)

Nurture Department

- **Mrs G Benbow** (Class teacher & Mental Health & Wellbeing lead)

- Mrs E Patel (Nurture TA & Interventions)
- Mrs J Nash (Nurture TA)

Foundation Subjects:

Creative Arts

- **Ms C Maxen** (Head of Art & Head of Year 11)
- Mrs K Morgan (Art TA)
- **Mr M Pearson** (Head of Music & Head of Careers)
- Ms B Hedges (Music TA)
- **Mr P Billingham** (Assistant Headteacher & Head of DT)
- Mrs T Gathard (DT teacher & TA)
- **Ms C Wilson** (Head of Food Tech)
- Mrs S Fitzgerald (Food Teacher & Engagement Support Worker)
- Mr S Keamish (Food TA)
- **Ms E Sheldrake** (Head of Hair & Beauty)
- Ms J Avery (Foundation TA)
- Mr J Cahill (Foundation TA)

Sport & Leisure

- **Mr J Bell** (Head of Pastoral, Head of Year 10 & Head of PE)
- Mr A Kemp (PE teacher & TA)
- Mr R Whitaker (Deputy Headteacher, PE teacher & Head of Year 7)
- Mr W Adam (PE TA)
- Ms R McShane (PE TA)
- **Mr G Couling** (Head of Forest School)
- Mrs A Lowth (Forest School TA)

Cover Supervisors

- Mrs N Waters
- Ms L Graham

Catering Staff

- **Mr C Dawes** (Head Chef)
- Mrs M Smith (Catering Assistant)

Pastoral & Wellbeing Staff

- **Ms J Selby** (Psychologist)
- **Ms M Czarnocka** (Psychologist)
- Mrs M Robin (Deputy DSL & SENDCo Assistant)
- Mrs S Smiles (Attendance Officer)
- Ms A Hussain (Student Support & Mentor)
- Ms G Dunkley (Student Support & Mentor)
- Ms K Pauling (Student Support & Mentor)

Administration Team

- **Mrs M Spokes** (Office Manager & HR)
- **Ms J Harrison** (Finance Manager)
- **Mrs K Harrison** (Data Manager & GDPR)
- Ms B McKeever (Admin Assistant)
- Ms D Hawkes (Finance Assistant)
- Ms S Leatham (Admin Assistant)
- Ms A Coleshill (Admin Assistant)

Site Staff

- **Mr D Broadhead** (H & S Manager)
- Mr C De-Bruin (Site Manager)
- Mr G Stickings (Caretaker)

On-site personnel but not Batchwood payroll

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Graham Couling	Outdoor learning/Forest Schools				
Nick Beesley	Counsellor				
Dawn Laverick- Brown	Chair of Governors				

Richard Hattrell	Vice Chair				
Dougal Hutchinson	H&S Governor				

CALL CASCADE

Mr Jonathan Kemp
Headteacher

Local
Authority

Whole staff via Parent mail

Chair of Governors
Dawn Laverick-
Brown

Parents
Mentors
Taxis
Lettings
Cleaners
Follow HCC guidelines
EdExcel exams
Counsellors
1:1 support
Via Parent Mail

1.4 GUIDANCE FROM HERTFORDSHIRE COUNTY COUNCIL

SCHOOL CLOSURE

The decision to close a school in severe weather, or when responding to a public emergency, should be taken by the headteacher based on the following:

- local conditions
- this guidance
- an assessment of risk
- direct guidance from the local authority

Schools with reduced teaching staff should consider staying open and providing group activities to limit the impact on working parents.

If the Director of Education and Early Intervention takes a decision to close a school or group of schools urgently in a public emergency the HCC Warn and Inform procedure will be followed. See section Warn and Inform.

Where possible we will endeavor to provide advanced. Where this has been issued, schools should consider how this might impact on their establishment, for example:

- Staffing issues
- Fuel supplies
- Catering supplies
- Transport issues, e.g. Passenger Transport Unit, taxis etc.

Where it is likely that there will be prolonged severe weather or closures related to a public emergency, a local authority team will be set up to coordinate and support services. Regular emails will be sent to heads giving the county picture and any new information as it becomes available.

Schools should use the Closure Notification System (CNS) to inform the local authority and parents of closures. Messages received by this system will be posted on a public facing noticeboard linked from [Hertsdirect.org](https://www.hertsdirect.org). An email will also be automatically generated and sent to your nominated radio station. Please allow up to 10 minutes for the message to show on the noticeboard.

Should the school require any additional assistance, for example if the premises has sustained serious damage, follow the guidance in the School Emergency Response Plan and use the contact numbers below:

Monday – Friday 08.30 -17.30 Tel: 01438 737261

Saturday 09.00 – 16.00 Tel:01438 737261

At all other times Tel: 0800 547547 (State you are declaring a Critical Incident)

STAFFING

Unless specifically told otherwise, staff will be expected to use their best endeavors to attend work without putting themselves or others at risk. When the Police recommend that motorists undertake only essential journeys this is considered to include travel to work and school.

Headteachers should ensure there is an up to date list of home contact/mobile phone details of all staff and parents. Up to date lists can be found on SIMS, Parentmail and the Teachers Shared Drive.

Where it is deemed too unsafe or difficult for staff to attend their workplace, other options should be considered.

Teaching staff that can not get to their school should try wherever possible to offer to help out at any nearby

school. The headteacher will decide if the staff member has sufficient identification and allocate suitable supervised tasks. Acceptable identification would consist of a CRB disclosure, a recent payslip and photo ID such as a driving licence or passport.

PREPERATION FOR SEVERE WEATHER

In severe weather make sure that the heating is left on during 'out of hours' periods for frost protection purposes. Where appropriate, ensure there is adequate fuel for prolonged closures.

Brief staff in advance to ensure they know what is expected of them.

Brief parents, children, taxis, mentors etc. in advance to ensure they understand how they can get up to date information, e.g. local radio, parentmail. Hertsdirect.org etc. Last communication of procedures issued to parents January 2017 & also on the school website.

Ensure regular suppliers/contractors are informed of procedures and confirm arrangements are in place for essential services/deliveries. Where schools are open, risk assessments must be undertaken to ensure the health and safety of staff, pupils and all site users, inspections of paths, walkways are carried out regularly and are documented and kept by the school. This should include local arrangements for clearing and salting when ice or snow appears, as well as any failures to the necessary surfaces.

If the schools are insured with HCC, the council's insurance section will deal with any liability issues that arise. Any claim that is made to the school should be passed to the insurance section immediately. The team will then process the claim and deal direct with the claimant, or their appointed representatives.

Where gales or high wind warnings have been issued, the site should be checked for dead or damaged branches/trees and other potential hazards to people or property.

Where it is not possible for some staff and/or children to return home, schools should ensure there are plans in place to provide warmth and hot refreshments.

In extreme conditions HCC may request that schools or other non-school establishments be used as rest centres for members of the public.

RE-OPENING OF SCHOOLS FOLLOWING CLOSURE

When the severe weather has passed, establishments should check their premises before announcing that it will reopen. The manager or key-holder should inspect the premises for signs of damage, e.g. heating failure, flooding, burst pipes or damaged trees.

School sites that have experienced damage serious enough to warrant declaring a Critical Incident, should follow the guidance in the School Emergency Response Plan and use the contact numbers below:

Monday - Friday 08.30 – 17.30 Tel: 01438 737261

Saturday 09.00 – 16.00 Tel: 01438 737261

At all other times Tel: 0800 547547 (State you are declaring a Critical Incident)

Asbestos Helpline Tel: 0845 603 0369

Headteachers should use their school contact systems for advising staff of the situation and update the schools status on the closure notification system.

Responding to severe weather

Schools do not need to call the local authority or local radio stations. The Closure Notification System will inform both the local authority and radio stations.

Each school will have a nominated a radio station(s). An email is automatically sent to the nominated radio station(s) when a text is received. The radio stations can then decide if they are able to read out school closures, host them on their websites or point listeners to Hertsdirect.org.

Please remember that in very extreme cases the radio stations may be overloaded and you should use all other means possible to inform parents and others that the school will be closed.

- publish information on your own website
- tell parents to look on Hertsdirect.org
- leave a message on the answer machine (no answerphone facilities as at 2017)
- have contact numbers for staff and parents and others to hand and
- use a cascade system where possible – page 9
- leave a message on the main entrance or gate and, in the case of schools, ensure someone is there to meet any children/parents etc who may turn up. Tom Tansey responsible.
- let parents and others know that you will use the above methods

If at all possible, access the Everbridge Schools Closure System and notify parents of your school's closure between midday and mid-afternoon of the day before. **All messages are cleared from the Closure Notification System each day at midday.**

If you cannot make a decision until the morning, please send the text as early as possible to reach parents and children before they set off for school. Please allow up to 10 minutes for the message to show on the noticeboard.

Warn and inform

If the Director of Education and Early Intervention takes a decision to close a school or group of schools urgently in a public emergency the following procedure will be followed.

- A text message will be sent from the following number +44 7797 80 53 17 to the mobile phone numbers provided by the school for the headteacher, member of SLT and chair of governors, as emergency contacts on Solero.
- This number (+44 7797 80 53 17) should be saved in all emergency contacts' phones as 'HCC Warn and Inform' in order that recipients recognise this as a genuine message from the local authority. It is an outgoing message service only.
- The system will also send an identical email simultaneously from hccemergency@imodus.com to the head@ email address of the school.

SECTION 2 - ROLES AND RESPONSIBILITIES

During an incident, the following roles and responsibilities need to be designated to separate members of staff. However, depending on school arrangements, it may be that roles could be taken on by more than one member of staff, or that a member of staff takes on more than one role.

2.1 Roles and responsibilities - co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none">▪ Liaise with the educational visit leader on a regular basis▪ Consider sending extra staff to support the educational visit leader▪ Discuss with the educational visit leader the arrangements for notifying parents / carers▪ Consider how parents / carers and pupils will be reunited.	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none">▪ Business continuity▪ Communications▪ Log-keeping▪ Media management▪ Resources▪ Welfare	
C4	<p>Remember to:</p> <ul style="list-style-type: none">▪ Allocate tasks amongst the SEMT▪ Ensure that staff are clear about their designated responsibilities▪ Establish the location and frequency of SEMT / staff briefings▪ Ask staff to maintain a log of actions made and decisions taken▪ Assign a log-keeper to provide administrative / secretarial support.	
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.	

Ref	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. 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 scenes (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to 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.	

2.2 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"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
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 and exam sitting, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

2.3 Roles and responsibilities - communications

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

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode. (currently not an option on school phone system 2017)	
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"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
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"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
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.	

2.4 Roles and responsibilities - log-keeping

Please refer to appendix 9 for more information on log-keeping.

Ref	Log-keeping - initial response	Tick / sign / time
LK1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative 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 de-brief or enquiry).	

2.5 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.	

]2.6 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.	L Harvey to remain at entrance for emergency services to brief
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	Site map in red evacuation bag
R4	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. Provide authorised visitors with identification badges and ensure they sign-in and sign-out. Ensure that media access to the site is controlled. 	

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

2.7 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"> Those with Special Educational Needs (SEN) Those with medical needs Those with Personal Emergency Evacuation Plans (PEEPs) Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident). 	

Ref	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils..	
W6	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref	Welfare – recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

2.8 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"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
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 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"> Records of expenditure Medical certificates / hospital admission forms Police incident number. 	
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.	

SECTION 3: FURTHER CONTACT DETAILS

3.1 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)

3.2 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
Emergency number		999		
Children's services				
Media / communications				
Property				
Transport				
Website Updates				
Educational visits				
Emergency planning				
Health and safety				
Risk / insurance				
Legal				
Human resources				
Educational psychology				
Occupational health				

3.3 Contact details - local radio stations

* 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)
Heart FM	Radio Station	Everbridge		
Radio Verulam		Everbridge		

NOTE : HCC WILL ADVISE LOCAL RADIO STATIONS WHEN WE ADVISE THEM OUR SCHOOL IS CLOSED;.

3.4 Contact details - other organisations

* 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
Police		999	101(non-emergency no)	
Fire & Rescue Service		999		
Ambulance Service		999		

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

APPENDIX 1 - POST INCIDENT SUPPORT

Ref	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

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"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. ▪ Local hospices 	
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"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

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

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

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Locked fire proof box – K Gopaul Exams office	Exam board need contacting – to explain situation	
Examination papers	Locked in fire proof box in Admin cupboard	Exam board need contacting – to explain situation	
Fire Risk Assessment	Locked fireproof box in SBM office	Electronic copy on file	
Asset registers / equipment inventories	Admin – Finance Office	Asset registers also stored on shared area	Daily back up on icloud
Financial information (bank account details etc)	Admin – Finance Office	Bank to be contacted for replacement statements	Daily back up on icloud
Insurance documentation (policy details etc)	Admin- Finance Office	Insurance companies to be contacted for replacement certificates	Daily back up on icloud

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	All work is stored on computers	Exam board need contacting – to explain situation	Back-up tapes are stored in fire proof safe, changed daily from Monday to Friday
Contact details	SIMS/Parentmail		As above
Financial information (bank account details etc)	Stored on computer – K drive		As above

Insurance documentation (policy details etc)	Stored in Finance Office	Insurance companies to be contacted for replacement certificates	
Medical information	Stored on SIMS & paper copies in hub		

Remote learning	Notes / instructions
Website / extranet	
Email	
Post	
Parentmail login details:	

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Double white doors outside kitchen door on right.	Emergency shut valves in school kitchen & both science labs
Water	On far end classroom wall facing the upper entrance	
Electricity	Cupboard under stairs on the main thoroughfare towards top end of school.	
Heating	Heating controlled by boilers situated in Boiler Room entrance behind gates at front of school	

Internal hazards	Location	Notes / instructions
Asbestos	In most ceilings throughout the school	
Chemical store(s)	Science	Fire proof cabinet

Pre-designated areas	Location	Notes / instructions
SLTT briefing area	Headteacher's office	
Media briefing area	Headteacher's office	

APPENDIX 5 – EVACUATION

An evacuation is to move people away from a real or potential danger to a safe place. This may be evacuating to another area of the school building or an evacuation of the whole site. You may have a routine assembly point that is identified for fire evacuations, however other types of incident, such as a bomb threat, will require an assembly point that is much further away from the building. If you can, identify a secondary assembly point for bomb threats, if you cannot identify a location it will have to be dealt with proactively during the emergency. Batchwood School uses the fire bell for all evacuation.

Signals	
Signal for fire evacuation	Continuous ringing bell
Signal for bomb evacuation	Continuous ringing bell
Signal for all-clear	Continuous ringing bell

Assembly points - fire evacuation	
Fire evacuation assembly point A	School Playground – Top Field
Fire evacuation assembly point B	Gardenfields School

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Gardenfields School
Bomb evacuation assembly point B	Heathlands School, Heathlands Drive, St Albans, AL3 5AY

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	Gardenfields School
Type of premise	Primary School
Contact name and details of key holder(s)	01727 890440 (Gardenfields School)
Address	Townsend Drive, St Albans Herts AL3 5RL
Directions / map	Adjacent site
Estimated travel time (walking, with pupils)	1 minute walk
Estimated travel time (by coach, with pupils)	N/A – Walking distance as adjacent school
Capacity	All students from Batchwood
Capacity (sleeping)	N/A

Facilities / resources	Hall, toilet facilities, water, telephone
Notes	

APPENDIX 6 – SHELTER IN PLACE

Shelter in Place is when there is a hazard outside of the school building. This could be environmental, such as a smoke cloud or suspected chemical leak, or an intruder in the school's grounds. Actions to be taken include closing doors and windows and ensuring ventilation systems are switched off.

Different warning signals should be used for these different circumstances. What signals used should be decided upon by individual schools as alarms system capabilities differ between schools. It may be that they can be set to sound the normal fire bell noise and also a separate pulsating signal to signal shelter in place. If your alarm does not have this capability then an air horn or manual bell could be used.

Signals	
Signal for shelter	Staff informed verbally
Signal for all-clear	Staff Informed verbally

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.	
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. Check refuge area (School house)for staff member and students with PEEP	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation via parent mail	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - LOCKDOWN

Signals	
Signal for lockdown	Message via telephone system tannoy
Signal for all-clear	Verbally advised

Lockdown	
Rooms most suitable for lockdown	Students to be kept in classrooms
Entrance points (e.g. doors, windows) which should be secured	All entrance points are kept closed throughout the day – PE back door would need checking
Communication arrangements	<ul style="list-style-type: none"> All classrooms have a phone or walkie-talkie
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> Block access points (e.g. move furniture to obstruct doorways) Sit on the floor, under tables or against a wall Keep out of sight Draw curtains / blinds Turn off lights Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 8 - 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"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident). 	
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"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority 	
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 of time, 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 of time.	All students SEN
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 9 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01727 868021	Reception

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	No
School website / extranet	<ul style="list-style-type: none"> Log-in details authorised / trained to edit the website Use Everbridge for Herts County website
Text messaging system	Yes - Parentmail
Local radio stations	<ul style="list-style-type: none"> Instructions for reporting school closures.
Telephone tree	See Call Cascade Page: 6
Sign at school entrance	Yes – Caretaker to put up sign and greet anyone who arrives
Newsletter	Reminder to be posted on school website from next newsletter
Email	Via Parentmail
Letter	Letter to all parents January 2019

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	No details held on record	
Parents / carers	Telephone and Parentmail	SIMs and on Parentmail
Governors	Telephone	Computer shared area and Parentmail
Mentors	Telephone/email	Computer shared area and Parentmail
Cleaners	Telephone	GS to call Haywards

APPENDIX 10 - 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 gender was the caller?

- ☐ Male
☐ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....
.....

Notes:

.....
.....

APPENDIX 11 - SUSPICIOUS PACKAGES

Postal bombs or biological / chemical packages might display any of the following signs:

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

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

Ref	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none">▪ Do not touch the package further▪ Do not move it to another location▪ Do not put the package into anything (including water)▪ Do not put anything on top of it.	
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 12 - LOG-KEEPING GUIDELINES

Any emergency affecting a school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or response to the incident is lost. Each member of staff involved in dealing with the emergency should log decisions made, telephone calls made and received and tasks carried out.

The principles of log keeping are noted below making sure that all information and decisions are recorded would be essential in the event of any inquiry relating to the incident.

- Notes should be contemporaneous or made as soon as reasonably practicable after the incident (within 24 hours). They should be clear, intelligible and accurate.
- Note all relevant facts in chronological order
- Stick to the facts – don't include assumptions (unless you are noting assumptions to show your reasoning for making a decision, if so make this clear)
- Note down non-verbal communication as well as what is said
- If you make a mistake cross it out with a single line (so that what is underneath is still visible) and initial it.
- Do not tear pages out
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not write between lines
- Do not write in the margins (except for dates, times and initials)
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed.
- Record important statements, questions, comments and answers in direct speech
- Sign, date and time each series of entries at their close
- Make a note of the time the log began and ended
- Record where the log was made
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed.
- Use plain language and correct grammatical English
- Avoid approximations and abbreviations
- Do not miss out key words
- Do not use arrows or dashes

The following page shows an example of what a log could look like:

	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 388 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.

APPENDIX 13 – SCHOOL CLOSURE NOTIFICATION SYSTEM

EVERBRIDGE

Current staff members able to access the system:

Jonathan Kemp
Lisa Harvey
Amanda Clewlow

Logging into Everbridge

1. Navigate to <https://manager.everbridge.net/login>
2. Enter your username and password and click “Sign-in”, remembering that your username and password are case sensitive.

A screenshot of the Everbridge 'SIGN IN' form. The form is white with a light grey border and a subtle shadow. It has a title 'SIGN IN' in bold grey text. Below the title are two input fields: 'Username' and 'Password'. Each field has a blue link below it: 'Forgot my username' and 'Forgot my password'. At the bottom right is a 'Sign-in' button with a right-pointing arrow.

3. If you have forgotten your username, click the “Forgot my username”, you will be asked to enter your email address; Everbridge will email you your username

Forgot my username ?

Your username will be sent to the email address you provided. If i

A screenshot of the 'Forgot my username' form. It has a title 'Email Address' in bold grey text. Below the title is a single input field for the email address. At the bottom are two buttons: 'Continue' with a right-pointing arrow, and 'Cancel'.

4. If you have forgotten your password, click the “Forgot my password” and enter your username, you will then be prompted to correctly answer the security question you set during the registration process, Everbridge will email you a temporary password.

5. Return to <https://manager.everbridge.net> enter your username and your temporary password. Once you login you will be prompted to enter your new password, please remember that your password must be 8 characters in length, cannot contain your first name or last name and must have three of the following: upper case letter; lower case letter, number; special character (!@#%)

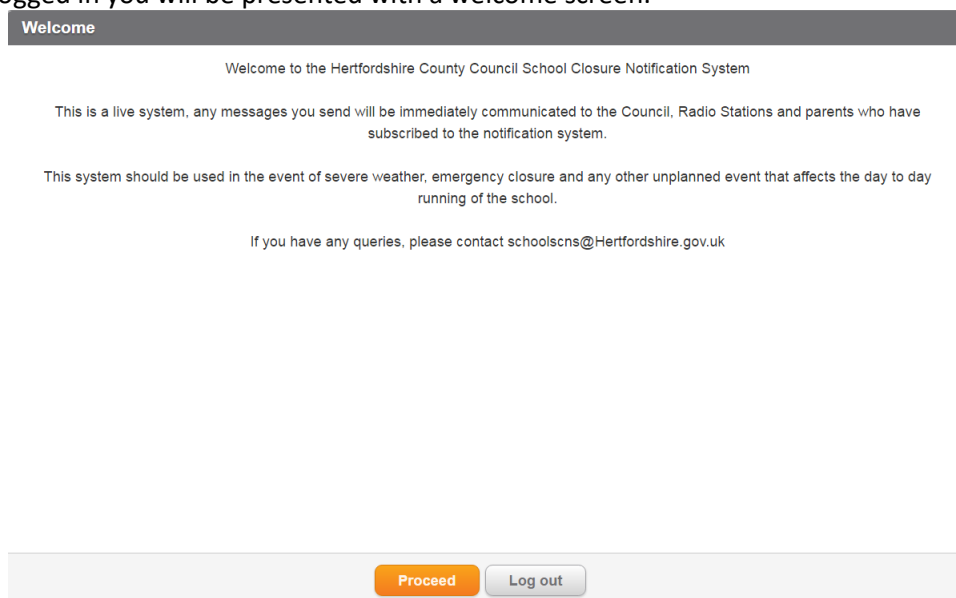
Sending messages – internet web site

The Everbridge system allows you to login and send messages from any internet enabled device including your mobile phone, please see guide for sending messages through the mobile application.

In order to send a message through your PC or laptop, please navigate to: <https://manager.everbridge.net>

You will be asked to login using the credentials that you set when you registered, please see the “logging Into Everbridge” guide if you require more details in accessing the system.

Once you have logged in you will be presented with a welcome screen:



Click proceed and you will be taken to a screen that shows you the last 18 months of messages you and your colleagues have sent in regards to the status of your school, it also provides you access to audit information on these messages.

To send a school open or close message that has been pre-configured with the correct information, in the correct format, with the correct settings and set to go to the correct recipients

Click on “Notification Templates” and put a tick next to the message you want to send, then click “Send”:

New Notification

Active/History Scheduled **Notification Templates** Message Templates

Send

	Title	Publishing	Ca
<input checked="" type="checkbox"/>	Abbey CE VA Primary School No:427 in St Albans is Closed today		
<input type="checkbox"/>	Abbey CE VA Primary School No:427 in St Albans is Open today		

To send a new notification for other purposes, click on the “New Notification” button:

New Notification

You will be taken to the notifications screen:

Create Message

☐ High priority message ! i

* Title

Title/Subject

Body

Text

Message body

The notification subject must include the following to ensure that the correct information is conveyed

- School Name
- School Number
- Town (radio stations require this apparently)
- OPEN/CLOSED

Include any other information you would like to convey in the “Body”.
Scroll down and click on “Rules”:

Select Contacts

* Click to add contacts

0 Individuals	0 Groups	0 Rules
----------------------------------	-----------------------------	----------------------------

Select “All School Contacts” and click the OK button

☐ **Rule Name** ^

☐ All School Contacts

OK


Scroll to the bottom of the screen and click “Send” to send the message:

Send

If you want the message to go out at a later date, you can click on “Later” located just above the send button and set the date and time when you would like the message to go out and click “Schedule”

Send & Save

Send: ☐ Now ☒ Later ☐ Recurring

Date: 

- Or - ☐ Save as a notification template

☐ Include as part of an event

Schedule **Cancel**

Alternatively, click on “Save as a notification template” to save this for re-use, please remember you must configure all of the settings, the notification content and the recipients.

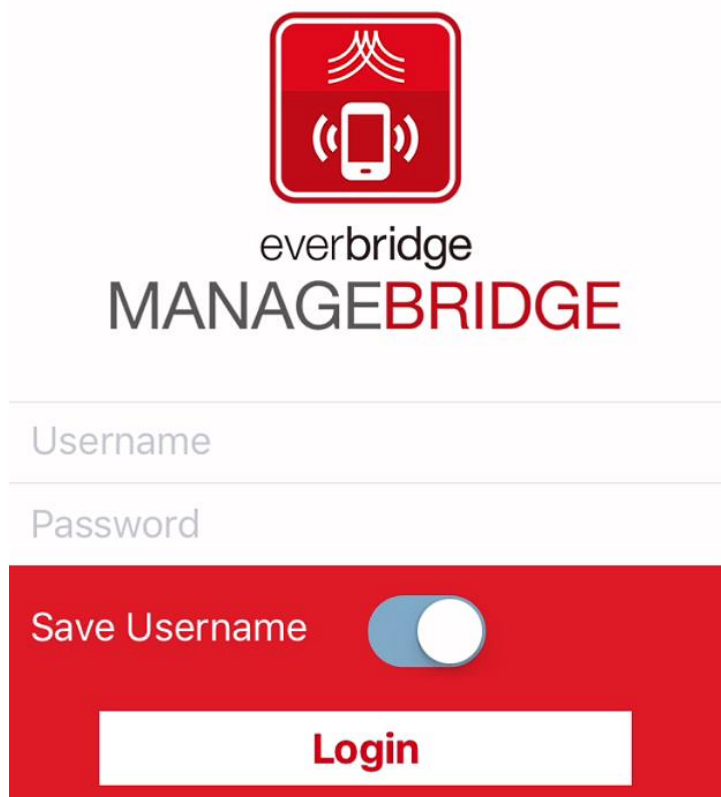
Sending messages – mobile application

The mobile application is available for iPhone and Android, please search your application store for Everbridge and download the “ManageBridge” application.

Once you have downloaded the application, locate and click the icon:



You will be asked to login with your username and password that you set during your registration process:

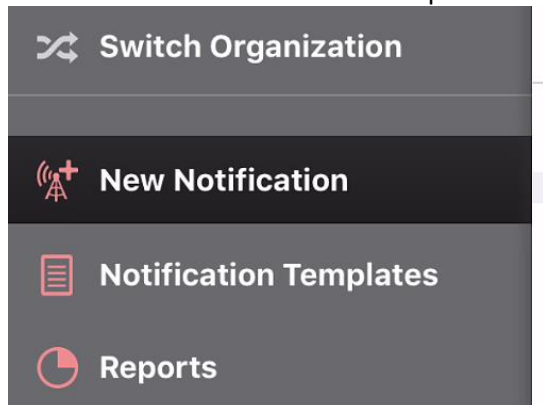
The image shows the login screen of the Everbridge ManageBridge mobile application. At the top is the app's logo, which consists of a red square with a white bridge icon and a white smartphone icon with signal waves. Below the logo is the text "everbridge" in a small, dark font, followed by "MANAGEBRIDGE" in a larger, bold, dark font. Below the text are two input fields: "Username" and "Password". Below the "Password" field is a red bar containing the text "Save Username" and a toggle switch that is currently turned on. At the bottom of the red bar is a white button with the text "Login" in red.

Enter your details and click login; you can choose to save your username, but your password will not be saved.

To send a pre-configured school closed or open notification, click the three horizontal lines visible top left when you login:

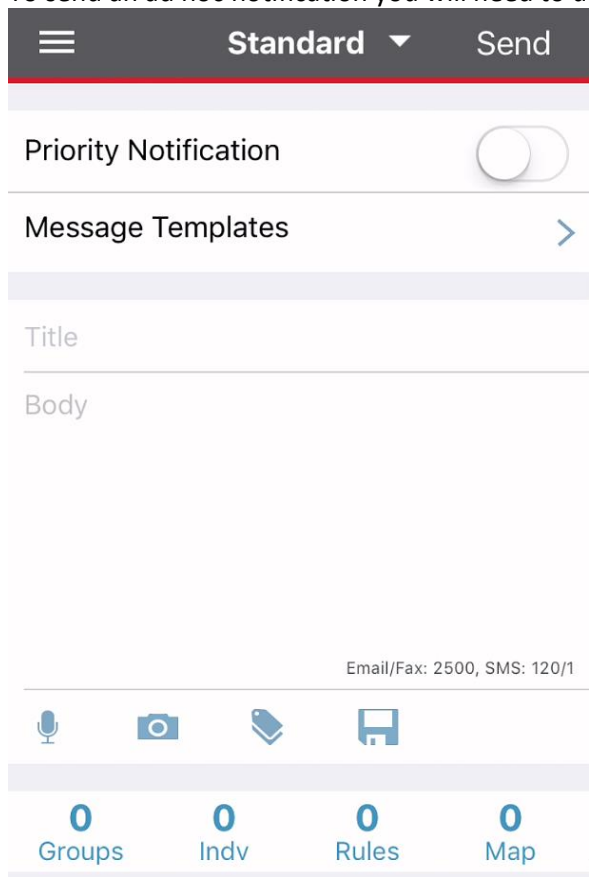


From here select “Notification Templates”



From the list select the “open” or “closed” template and click “send”. The notification will go.

To send an ad hoc notification you will need to utilise the “New Notification” option:



The screenshot shows the 'New Notification' form. At the top, there is a header bar with a menu icon, the word 'Standard' with a dropdown arrow, and a 'Send' button. Below the header, there is a 'Priority Notification' toggle switch which is currently turned off. Underneath is a 'Message Templates' section with a blue arrow pointing right. The main body of the form has two text input fields labeled 'Title' and 'Body'. At the bottom, there is a status bar showing 'Email/Fax: 2500, SMS: 120/1' and four icons: a microphone, a camera, a document, and a floppy disk. Below these icons are four buttons labeled 'Groups', 'Indv', 'Rules', and 'Map', each with a blue circle containing a white '0' above it.

The notification subject must include the following to ensure that the correct information is conveyed

- School Name
- School Number
- Town (radio stations require this apparently)
- OPEN/CLOSED

Include any details that you wish to communicate in the “Body”, remembering to also include your school name in the message body, finally click on “Rules”.

This will give you the ability to select “All School Contacts”, which will automatically select all parents who have subscribed to receive your communications, the council, the radio stations and bus companies.

Back

Select Contacts

Groups

Indv

Rules

✓

Select All

A

✓

All School Contacts

#

A

B

C

D

E

F

G

Click “Back” and click “Send”, your notification has now been sent.
You will be presented with audit information on the message that you sent, which will detail the number of contacts your message was sent to.

Back

Abel Smith School C...

Stop

Notification Summary

>

Confirmation status

0 Confirmed0.00%

1 Not Confirmed50.00%

0 Confirmed Late0.00%

1 Unreachable50.00%

>

Confirmations by path

0 SMS work0.00%

0 Work email0.00%

0 Landline0.00%

0 Email (Person...0.00%

0 SMS (Personal)0.00%

0 Voice work0.00%

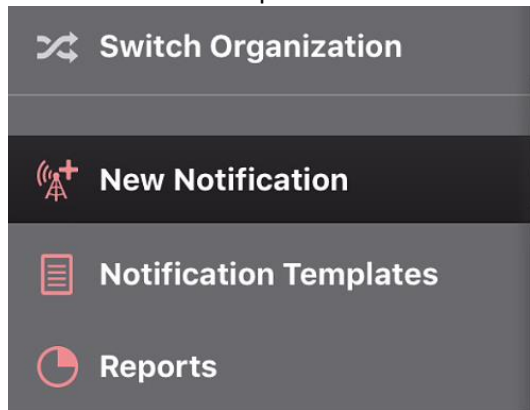
0 Mobile App0.00%

Updated: 2016-08-19 07:23

If you think a message may have been sent, but you are not sure, click the three horizontal lines visible top left when you login:



From here select “Reports”



And you will see all messages that have been send by you or your colleagues within your school.

You can also sign up to receive the messages your selves but registering through:

<https://member.everbridge.net/index/892807736725489>

All of your colleagues as well as parents and other interested parties can register through this link to receive your communications.

It is important to exercise emergency plans to ensure they are fit for purpose and to help staff be aware of their roles during an emergency.

A number of scenarios and other resources are available on-line that can be used to carry out exercises and training. They can be seen and downloaded from:

http://www.schoolemergencies.info/coping_with_a_schoolemergency.php

Further advice and assistance may also be available from the county council Resilience Team - email resilience.team@hertfordshire.gov.uk for information.

School Emergency Plan last tested January 2020 due to snow conditions and school closure.

APPENDIX 15 – BUDDY ESTABLISHMENT

It may be useful for schools to identify a 'place of safety' nearby where pupils and staff can be taken and accommodated if unable to return to the school for some time – this could be a village hall, another school, leisure centre, community centre or similar.

It is worth locating these establishments, forging agreements and obtaining a contact name and number to be used in an emergency and ensure that you have discussed the arrangements with your buddy establishment so that they are aware of your agreement, which may be a reciprocal agreement.

It may be wise to identify at least two buddy establishments because your buddy establishment site may also be affected by the same emergency that is affecting your school, thus rendering it unusable. Or if your school has considerably more pupils than your buddy establishment can cater for it may be necessary to split the pupils into different buddy establishments.

Any relevant details should be recorded in this plan.

Buddy Sites: Contingency

(Immediate contingency site)

Gardenfields School

Adjacent site

Site Manager: Charles DeBruin

cdebruin@gardenfields.herts.sch.uk

Telephone: 01727 890440 or 07814 008873

(Contingency site short /medium term or further away from danger)

Heathlands School for Deaf Children

Heathlands Drive

St Albans

AL3 5RY

Business Manager: Mrs Carol Bush

Telephone: 01727 807807 or 07816 304000

APPENDIX 16 – SCHOOL DETAILS AND PLAN ADMINISTRATION

School details	
Name of school	Batchwood School
Type of school	Comprehensive SEMH
School address	Townsend Drive, St. Albans. Hertfordshire AL3 5RP
School operating hours (including extended services)	7.30am – 7pm
Approximate number of staff	46
Approximate number of pupils	89 although some have reduced timetables
Age range of pupils	11-16

Plan administration	
Version number	4
Date of issue	November 2020
Electronic copies of this plan are available from	T-Drive 2020-21 #Policies
Hard copies of this plan are available from	Batchwood School Reception
Location of emergency grab bag(s)	N/A
Date of next review	November 2021
Person responsible for review	Headteacher

Changes have been made to the original document following on from consultation with schools within Hertfordshire.