



Windmill Primary School Business Continuity Policy

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

Plan administration			
Version number	8 – to be ratified at SES December 2024		
Date of issue	Autumn Term 2024		
Electronic copies of this plan are available from	L:drive Policies – Current policies – School policies		
Hard copies of this plan are available from	Headteacher Office, Main Office, Business Manager Office		
Location of emergency grab bags	Headteacher Office, Main Office		
Date of next review	Autumn Term 2026		
Person responsible for review	Business Manager		
School details			
Name of school	Windmill Primary School		
Type of school	Sponsored Academy (Community Academies Trust)		
School address	Beaconsfield, Brookside, Telford. TF3 1LG		
School operating hours	7:45am – 4:30pm (including extended services)		
Approximate number of staff	52		
Approximate number of pupils	366	Age range of pupils	3yrs – 11yrs
Office contact details			
Office telephone number	01952 386360		
Office fax number	Not in use.		
Office email address	office@windmillprimaryschool.co.uk		

Useful websites	
School website	www.windmillprimaryschool.co.uk
School Twitter	@windmillprimary (password: w1ndm1ll)
School Facebook	WindmillPrimarySchool (MG/MD have access)
CAT website	www.communityacademiustrust.org
Local authority	www.telford.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk

Quick reference emergency response:

1. **Emergency Team meets** at Fire Panel or in Meeting Room 2 (bring mobile phones)
 - Emergency Team made up of:
 - * Headteacher (or most senior person on site) – starts logging actions
 - * Deputy Headteacher (or second most senior person on site)
 - * Assistant Headteachers (or Business Manager)
 - * Business Manager (or Facilities and Finance Administrator)
 - * Facilities and Finance Administrator – takes over logging actions

2. **Initial decision** made about action required
 - Plan A, B or C?
 - * A: Evacuation To Playground (fire alarm)
 - * B: Lockdown / Shelter In Place (school bell is rung repeatedly for one minute)
 - * C: Two-Stage Evacuation (fire alarm)
 - Communication
 - * Emergency Services (second most senior person)
 - * Chipmunks (office staff)

3. **Support Team** arrives after ensuring safety of those in their care (bring mobile phones)
 - Support Team made up of remaining members of Strategic Leadership Team
 - * Is further communication required?
 - * Is a safety sweep required?
 - * Is support required in any specific area?
 - If members of Support Team are not needed, they return to their area (with mobile phone)

4. **Further decisions, actions and communication**
 - Local Authority Civil Resilience, CAT

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Purpose of the School Emergency Plan

Windmill Primary School is committed to ensuring that, in the event of an incident which could be classed as an emergency, the School will provide an effective response to minimise the impact of the Emergency and ensure the wellbeing and safety of all children and adults in the school's care.

This plan will be supported by Telford & Wrekin Council's Civil Resilience Team, Community Academies Trust and the Emergency Services.

Definition of an Emergency:

An incident or crisis which is an unexpected event which affects the school community, and which causes disruption on a scale, which is beyond the normal operating procedures of the school. The incident may involve significant threat, damage or injury to property and individuals, and may have a long-term impact on pupils, staff, governors and parents.

The following are examples of incidents that may impact on the school and require activation of this Emergency Plan:

- Fire or flood to buildings and contents
- Death, accident or assault to members of staff or pupils
- Natural major emergency incident within the local community
- Immediate threat to life (e.g. dangerous person(s)/animal(s), threat of explosion/poison)
- Missing person(s)/abductions

This Emergency Plan does not list each type of situation but provides a framework for an emergency response that can be used in most emergency situations. It is important that the Emergency Plan is understood by those with the responsibility for implementation and activation.

Initial action

If a member of staff identifies an emergency (or potential emergency), immediately inform the headteacher or the most senior person on site. If this person is not able to respond (they may be involved in the incident) another senior member of staff should be informed. This designated person will determine if the Emergency Team should muster and, if so, how and where.

The Emergency Team should follow the instructions below, whilst ensuring that they do not place themselves at risk.

- **Establish roles (lead, communications, log).**
- **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 (not for media, pupils, parents, public).

Principles:

- **Emergency grab bags in Main Office and Headteachers Office – paper copy of Business Continuity Plan kept here in the event of no ICT access.**
- **Member of Emergency Team to log all communications and actions**
- **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**

Notification of incident

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

- **Lead member of Emergency Team will complete a written record of actions taken using this form and a log book and will ensure that it is completed as soon as is reasonably practicable.**
- **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 so far?

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

School staff and Governors

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

Community Academies Trust

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

Telford & Wrekin Council

* Leave this field blank for use during an emergency; you may need to record alternative 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)
BBC Radio Shropshire 96FM	Newsroom	01743 248 321		
Free Radio 103.1FM	Newsroom	01902 461 300		

Other Useful 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	0300 333 3000	
Fire & Rescue Service		999	01743 260200	
Ambulance Service		999	01384 215506	
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 5000 (24 hour)		If abroad, please ring: +44 20 7008 5000
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour) 0370 900 0100 (24 hour)		
Health and Safety Executive		Incident contact centre: 0845 300 9923 0345 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Insurance	RPA	Urgent incident notifications – 0330 058 5566 Overseas travel emergency 0203 475 5031		
Trade union	Unison	0800 0857 857		
Trade union	National Union of Teachers (NUT)	Regional Office: 01785 244 129		
Trade union	National Association of Head Teachers (NAHT)	0300 30 30 333		
Trade union	NASUWT	0333 014 5550		
Supplier of transport	AT Brown	01952 605 331		
Supplier of catering	Telford & Wrekin Council	01952 380957		
Supplier of cleaning	Telford & Wrekin Council	01952 380977		
Supplier of temporary staff	ABC Monarch Tara	0121 274 0345 0121 272 8658 01952 433833		
Utility supplier (gas)	West Mercia Supplies	0333 101 4424 Gas Emergency / Loss of Supply: National Grid 0800 111 999	105 – Powercut	

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Utility supplier (water)	Water Plus	Enquiries & Emergencies: 0345 072 6072		
Utility supplier (electricity)	West Mercia Supplies	0333 101 4424 Emergency/Loss of Supply: Central Networks 0800 328 1111		
Utility supplier (heating)	Telford & Wrekin Council	Helpdesk 01952 384 584		
Teacher Support Network		England: 08000 562 561 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
Dog Warden	Hilbrae Kennels	01952 541 254 07966 515 776		

Contact details given during an emergency

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

Name	Contact details	Notes
See Appendix 1		

Evacuation – Plans A and C

Signals	
Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Fire alarm, plus message sent by Emergency Team to Fire Warden(s)
Signal for all-clear	Message sent by Emergency Team to Fire Warden(s)

Assembly points - fire evacuation	
Fire evacuation assembly 1 st point	Top playground on West side of school (Plan A)
Fire evacuation assembly 2 nd point	Holmer Lake Primary School (Plan C)

Assembly points - bomb evacuation	
Bomb evacuation assembly 1 st point	Top playground on West side of school (Plan A)
Bomb evacuation assembly 2 nd point	Holmer Lake Primary School (Plan C)

If further evacuation to 2nd point (Holmer Lake Primary School) is needed, this is referred to as Plan C.

Pre-identified buddy school / place of safety (2 nd point)	
Name of premise	Holmer Lake Primary School
Type of premise	School
Contact name and details of key holder(s)	Mrs H Kumar (Headteacher): 01952 387 580
Address	Holmer Lake Primary School, Brookside, TF3 1LD
Directions / map	Exit South gate, turn left and go downhill along path until reach school
Estimated travel time (walking, with pupils)	5 minutes
Estimated travel time (by coach, with pupils)	n/a
Capacity	500
Capacity (sleeping)	n/a
Facilities / resources	School hall and classrooms
Notes	

Shelter in Place / Lockdown – Plan B

Signals	
Signal for Shelter in Place / Lockdown	<u>School bell rung repeatedly for one minute</u> OR Verbal message delivered by member of Emergency Team
Signal for all-clear	Message delivered by Headteacher / Emergency Team

Initial response – Shelter In Place (caution, rather than emergency)
Ensure all pupils are inside the school building.
If appropriate, move pupils away from the incident (e.g. to the other side of the building).
Dial 999, if appropriate. Dial once for each emergency service that you require.
If sheltering from an environmental hazard (smoke plume, gas leak, dangerous substance, fumes) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.
Check for missing / injured pupils, staff and visitors.
Reassure pupils and keep them engaged in an activity or game.
Notify parents / carers of the situation.
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

Initial response – Lockdown (immediate threat)
Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.
Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.
Dial 999. Dial once for each emergency service that you require.
Ensure people take action to increase protection from attack: 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.
Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.
If possible, check for missing / injured pupils, staff and visitors.
Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

School Closure (i.e. severe weather, no heating)

Generic actions - initial response

Headteacher and site staff will assess the need for closure. Consider whether any mitigation measures are possible, such as:

Partially opening the school to some pupils

Asking Holmer Lake Primary School or Grange Park Primary School for assistance

Purchasing infection control supplies (in the event of a public health incident).

If necessary, assemble an Emergency Team.

Seek support from other organisations (e.g. the local authority) as appropriate.

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:

Pupils

Parents / carers

Staff

Governors

Local radio stations

The local authority.

If the closure takes place during the school day, arrange transport for pupils as necessary.

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.

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.

Generic actions - ongoing response

Ensure pupils, parents / carers, governors and the media are regularly informed of developments.

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.

Ensure the security of the school premises.

Put in place business continuity arrangements for remote learning.

Bomb Threats Action Form (please record as much information as possible)

Time of call: _____ Incoming telephone number: _____
(try dialling 1471 afterwards if necessary)

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?

When will it explode?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb? If so, why?

What is your name?

What is your telephone number?

What is your address?

Now inform the Headteacher immediately who will contact the Police (999) and carry out further actions based on Police advice. If the Headteacher or equivalent is not available immediately, someone must telephone the Police as a matter of urgency.

To complete after the call:

About the caller: Male

Female

Approximate age: _____

Accent? _____

Codeword used? _____

Familiar voice? Yes No

What sort of voice did the caller have?

normal

well spoken

hoarse

lisp

loud

poorly spoken

nasal

slurred

quiet

deep

impediment

clear

whispered

high pitched

stutter

disguised

other _____

At what pace did the caller speak?

normal

quick

slow

What manner did the caller have?

normal

laughing

rational

irritated

calm

upset

irrational

muddled

excited

angry

other _____

Were there any distinguishable background noises?

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.

Initial response - upon receiving a suspicious package

Remain calm.

Put the letter / package down gently and walk away from it:

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.

Note its exact location.

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.

Notify the Police (999) and the headteacher / nominated emergency contact immediately.

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.

Initial response - if exposed to a potentially hazardous substance

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.

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.

Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.

Utility supplies	Location of Meter / Shut off point	Notes / instructions
Gas	Gas cupboard next to garage	
Water	Boiler room	
Electricity	Electric cupboard next to garage	Electric gates will open and close freely if electricity supply to them disconnects
Heating	Boiler room	

Internal hazards	Location	Notes / instructions
Asbestos		Asbestos Management Plan kept in main reception
Chemical store(s)		

Pre-designated areas	Location	Notes / instructions
Emergency Team muster area	Fire alarm panel, moving to Headteacher's office <u>OR</u> Meeting Room 2	
Media briefing area	Meeting Room 1 or Lamputt Room	

Business Continuity

Business Continuity Management is a management process that helps manage the risks to the smooth running of an organisation or delivery of a service, ensuring that the business can continue in the event of a disruption. This could include an unwanted incident which threatens personnel, buildings, operational procedures, or the reputation of the School, which requires special measures to be taken to restore things back to normal.

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/medium/ long-term)	Back-up measures / restorative arrangements
Coursework	Archive Cupboard	Difficulty in monitoring over longer time period	Some electronic backup
Examination papers	Archive Cupboard	Only significant if lost before marking – school's data would be void for that year	None
Asset registers / equipment inventories	Electronically	n/a	Electronic backup
Insurance documentation	Electronically and displayed on notice board in main office	n/a	Community Academies Trust also have details

Electronic records	Where are they stored?	Effect of loss (short/medium/ long-term)	Back-up measures / restorative arrangements
Coursework	n/a	n/a	n/a
Contact details	Scholarpack – MG/CY/MD/LM have access	n/a	n/a
Financial information	Finance file in SLT folder on L:drive	n/a	Local Authority backup
Medical information	Scholarpack – MG/CY/MD/LM have access	n/a	Local Authority backup

Remote learning	Notes / instructions
Website	Office 365
Email	Office 365

Post	n/a
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Communications Plan

Designated telephone lines	Contact number	Location of telephone
Incoming / Outgoing calls	01952 386360	Main office by photocopier

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	'This is Windmill Primary School. We are sorry that nobody is available to take your call. In emergency only, please telephone 01952 382513.' The emergency message can be activated by The telephone messages can be amended/activated offsite, with the assistance of Telford & Wrekin ICT Services 01952 384444
School website	www.windmillprimaryschool.co.uk – log in as normal – choose edit mode Member of office staff should do this
Text messaging system	n/a
Local radio stations	Radio Shropshire 01743 248484 – need cost code / school name
Telephone tree	Headteacher will contact T&W, CAT, Chair of Governors, SLT, Business Manager and Site Staff, who will contact the people in their branch of the tree
Sign at school entrance	Temporary signs informing of school closure will be fixed to the vehicle gate and the main pedestrian gate
Letter / Newsletter	If advance warning is possible, it will be mentioned in the Weekly Bulletin
Email	n/a
Social Media	Messages will be added to school Twitter and Facebook accounts
School notice board	n/a

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

Group	Preferred method	Contact details are available from
Pupils	Telephone	https://scholarpack4.co.uk/windmilltelford
Parents / carers	Telephone	https://scholarpack4.co.uk/windmilltelford
Governors	Telephone	Emergency Plan
Extended services	Telephone	Emergency Plan

Educational Visit Leader Action Plan (Also included in EV policy/handbook)

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 contract. 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.: 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.	

Co-ordination Action Checklist

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: 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	Wherever possible, assign members of staff to relevant School Emergency Management Team (Emergency Team) roles: Business continuity Communications Log-keeping Media management Resources Welfare.	
C4	Remember to: Allocate tasks amongst the Emergency Team Ensure that staff are clear about their designated responsibilities Establish the location and frequency of Emergency Team / 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 Emergency Team. Work closely with the Emergency Team 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: 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 scene (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 Emergency Team 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.	

Business Continuity Action Form

Business Continuity - initial response	Tick / sign / time
Assess the nature of the incident, e.g.: Loss of utility supply Loss of supplier Loss of premises Loss of personnel Loss of telecommunications.	
Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
If appropriate, contact organisations which can assist in document restoration.	
Business continuity - ongoing response	Tick / sign / time
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.	
Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	
Business continuity - recovery	Tick / sign / time
Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
Put in place arrangements for remote learning, if necessary.	
Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

Communications Co-ordinator Action Form

Please refer to your Communication Plan for more information.

Communications Co-ordinator - initial response	Tick / sign / time
Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
Support staff with any communication needs they may have.	
Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	
Communications Co-ordinator - ongoing response	Tick / sign / time
Ensure regular information is provided to: Pupils Parents / carers Governors Extended services.	
Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
Liaise with the 'media management' role about contacting local radio stations.	
Update the school answer phone on a regular basis.	
Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: 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.	
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.	
Communications Co-ordinator- recovery	Tick / sign / time
Provide regular briefings to pupils and parents / carers.	
Assist the 'business continuity' role in providing remote / virtual learning.	
Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

Log Coordinator Action Form

All officers must open and maintain a written personal log. Use prepared log sheets if available, if not use whatever means to hand.

Log - initial response	Tick / sign / time
Attend Emergency Team briefings. Keep a log of important information, actions taken and decisions made.	
Ensure that each member of staff keeps an incident log.	
Log-keeping - ongoing response	Tick / sign / time
Provide administrative / secretarial support to the Emergency Team.	
Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
Record details of any expenditure incurred by the school.	
Log-keeping - recovery	Tick / sign / time
Collate all incident logs, making copies if necessary.	
Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

Media Management Action Plan

Media Management - initial response	Tick / sign / time
Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
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.	
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.	
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.	
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.	
Be prepared to be interviewed by the media.	
Media Management - ongoing response	Tick / sign / time
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.	
Gather information from the Emergency Team, emergency services and other organisations as appropriate.	
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).	
Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
Try to prevent the spread of misinformation (especially through the use of mobile phones).	
Media Management - recovery	Tick / sign / time
Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
Be aware of media interest in memorials or anniversaries of the event.	

Resources Action Plan

Resources - initial response	Tick / sign / time
Take action to protect property. Consider turning off utility supplies.	
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.	
Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
Work with other staff and the emergency services to control access to the school: 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.	
Resources - ongoing response	Tick / sign / time
Liaise with utility suppliers as required.	
Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ Emergency Team briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
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.	
Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
Work with the 'business continuity' role to arrange temporary accommodation, if required.	
Resources - recovery	Tick / sign / time
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.	
Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
Procure temporary classrooms if appropriate.	

Welfare Team Leader Action Plan

Welfare - initial response	Tick / sign / time
Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
Identify pupils who may require additional support: 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).	
Welfare - ongoing response	Tick / sign / time
Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
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..	
Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.	
Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
Ensure that staff take regular rest periods.	
Welfare - recovery	Tick / sign / time
Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

Post Incident Support

Assistance for pupils and parents / carers
Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.
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.
Consider which pupils need to be briefed, how, and by whom.
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.
Consider providing relevant books in the school library.
Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.
Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.
Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).
Send a letter to parents / carers with information on: 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.
Maintain regular contact with parents / carers.
Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.
Consider organising an event for parents / carers to discuss any issues or concerns they might have.
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.
General actions
Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.
Consider requesting support from other organisations. E.g.: Teacher Support Network Samaritans Cruse Bereavement Care.
Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.

Cancel or rearrange any events which are inappropriate.
Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.
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.
Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.
Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).
Returning after a period of absence
Negotiate with parents / carers a suitable date for returning to school after a period of absence.
Consider if any additional support could be provided which would make the return easier. E.g.: Initial part-time attendance Alternative methods of teaching A sanctuary that pupils could use if upset during the school day.
Brief pupils who may be able to help in the process of resettling (e.g. close friends).
Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: Missed work Rescheduling projects Exams.
Funeral arrangements
Contact bereaved families to express sympathy on behalf of the school.
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.
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: 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.

Remembrance

Taking into account the wishes of the family, consider providing a suitable memorial at the school:

Garden

Seating area / bench

Tree

Book of condolence

Fountain

Sculpture

Painting

Photograph

Prize (e.g. a sporting / academic trophy for older children).

Be aware of important dates which may need to be prepared for. E.g.:

Birthdays

Christmas

Mother's day

Father's day

Anniversary of the event.

Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:

Commemorative service

Special assembly

Concert

Display

Sports event.

Be aware of renewed media interest near anniversaries of the event.

Log Keeping Guidelines

	<i>Thursday, 19/05/2011</i>
<i>7.40pm</i>	<i>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.</i>
<i>7.50pm</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55pm</i>	<i>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.</i>
<i>8.05pm</i>	<i>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.</i>
<i>8.20pm</i>	<i>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).</i>
<i>8.40pm</i>	<i>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.</i>

Notes should be recorded in chronological order and should be signed, dated and timed.

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

Only include times, dates or initials within the margins.

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

Windmill Primary School Evacuation Plan

- Muster points are on the top playground next to the school playing field
- All classes need to exit through the nearest marked fire exit.
- Please close all doors behind you.
- Children and adults in shared areas need to exit through the nearest marked fire exit (this may not be the class fire door).
- Learning suite and Hall: If there is more than one class in these rooms then staff should divide and use the nearest fire exits e.g. if there are 4 classes, then 2 classes go through one fire door and the other 2 classes go through the other fire door.
- Anyone in Site managers office, Sensory room, Blue room or Intervention office will exit through the Back Door or Hall fire exit.
- Admin/Office areas will exit through main entrance or Deputy Headteacher's Office.

