Durham and Newcastle Diocesan Learning Trust (DNDLT)
Company Number 10847279

Bishop Ian Ramsey CofE Primary School

Emergency Plan

"Every child matters and no child is ever left behind..."

**"Let the little children come to me, and do not stop them;
for it is to such as these that the kingdom of God belongs."**

Luke 18:15-17

Adopted by Academy Council: September 2026

Review date: September 2027

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Vision Statement

"Every child matters and no child is ever left behind"

Let the children come to me, and do not stop them; for it is to such as these that the kingdom of God belongs.

Luke +

At the DNDLT we believe everyone in our Trust is a child of God, adults and children alike. Every individual and every school matters, all are valued and celebrated, and no one should be left behind.

As a Diocesan Trust of the Dioceses of Newcastle and Durham we are here to serve children, and schools of all faiths and none. We welcome both Church of England and Community Schools to join us to serve our communities in the North East of England as part of our Trust family whilst remaining unique and distinct within their local context.

The Durham and Newcastle Diocesan Learning Trust is a place where we strive for the best outcomes for our children and staff. We work hard to achieve equity and flourishing for everyone. We want our staff and children to feel valued and celebrated given the opportunity to innovate and reach their full potential. We want our schools to be at the heart of their communities serving them in the way they know best, knowing they will be supported, encouraged and affirmed by a dedicated and specialist team.

Statement of intent

The School is committed to providing top-quality education for all of its pupils under all circumstances, and to ensuring the health and safety of all members of the school community. As such, we have a number of policies in place to prevent emergency incidents wherever possible; however, we recognise that on rare occasions, emergency incidents will be unpreventable or may still occur despite our best efforts to manage the risk.

The aim of this plan is to ensure that any such emergencies can be handled quickly and efficiently, ensuring that minimal harm or damage is caused to individuals and the school itself, that all members of the school community can continue to feel supported by the school, and that high-quality education can continue to be provided for all pupils.

This plan does not replace or override specific procedures outlined for specific emergencies; it is intended to provide an overview of the principles to which the school will adhere in its approach to emergencies, the initial actions that will be taken when any emergency occurs, and the procedures we will follow to ensure all pupils can continue to receive the same level education, support and protection that we offer under normal circumstances.

Contact details

The school will enable efficient and effective communication amongst members of the school community by ensuring that important contact details that may be needed in an emergency situation are available to all members of the school community.

The following contact details will be provided for all staff members, and will be published on the school website:

School details	
Name of school	Bishop Ian Ramsey Primary School
School address	Manor Road, Medomsley. DH8 6QN
School office contact number	01207 560235
School office email address	Admin@birmedomsley.co.uk
Name of headteacher	Sarah Howes
Headteacher contact number	07786166924
Headteacher email address	Sarah.howes@brimedomsley.co.uk
Chair of academy council contact number	Lee Baum and Phil Harnby
Chair of academy council email address	lee@skilled-innovation.com phil.harnby@mitchells-online.com
Trust contacts and Emergency services information	
Name of CEO	Paul Rickeard
CEO contact details	07469 257525 paul.rickeard@durhamdmat.co.uk
Health and Safety Advisor	Citation Advice line- **0345 844 48 48**
Name of LA	Durham County Council
LA contact number	Tel: 03000 268835
Name of nearest hospital	Shotley Bridge
Contact number of hospital	01207 3332333
Emergency services contact number	**999**
Non-emergency services contact number	**111**

Utilities contact details	**Gas-** **Water-** **Electricity-**

School staff will be aware of the following information when calling emergency services, and will ensure they are able to request the appropriate service when asked:

Service	Reason
Police	• Fatality • Assault or sexual assault • Siege, hostage situation or firearms incident • Disappearance of pupil • Bomb threat • Damage to building or equipment • Motor vehicle collision or impact in school building • Impact by equipment, machinery or aircraft • Natural hazards
Ambulance	• Serious injury • Serious illness • Mass casualty (alongside police dependent on nature of cause)
Fire	• Fire on school property • Flood on school property

The following staff members will be aware that they may have distinct roles to play in the event of an emergency, and will ensure that they are contactable via the contact details below at all times during emergency situations, wherever possible.

These details will be updated at least **annually**– staff members will notify the headteacher where their contact details have changed as soon as possible. All staff members will be expected to ensure the following contact numbers, as well as the contact number for the headteacher, are saved into their mobile phones in case an emergency occurs.

Role	Name	Email address	Contact number
Lead first aider	**Sarah Howes**	**sarah.howes@birmedomsley.co.uk**	**07786166924**
Health and safety officer	**Lorraine Guest**	**l.guest@birmedomley.co.uk**	**01207 560235**
Caretaker	**Heather Robertson**	**hrobertson@birmedomsley.co.uk**	**01207 560235**
DSL	**Sarah Howes**	**sarah.howes@birmedomsley.co.uk**	**07786166924**

Deputy DSL	**Jolene Richards**	**jrichards@birmedomsley.co.uk**	07702160719
SENCO	**Jolene Richards**	**jrichards@birmedomsley.co.uk**	07702160719
Designated teacher for LAC	**Sarah Howes**	**sarah.howes@birmedomsley.co.uk**	**07786166924**
Security lead	**Sarah Howes**	**sarah.howes@birmedomsley.co.uk**	**07786166924**
Incident lead	**Sarah Howes**	**sarah.howes@birmedomsley.co.uk**	**07786166924**

Other important contact details for emergencies are listed below:

Name of individual or organisation	Role	Contact number or email address

Contact details for the parents, carers and social workers of all pupils can be found in each individual pupil's educational record.

Roles and responsibilities

The board of trustees and CEO will:

- Oversee, and maintain overall responsibility for, the health, safety and welfare of staff, pupils and visitors in all academies across the trust.
- Support the academy in developing and implementing short- and long-term responses to specific emergency situations.
- Ensure all academies within the trust maintain relationships locally which may be needed in an emergency situation, e.g. nearby schools and the police.
- Oversee the deployment and redeployment of staff across the trust in response to staff shortages in the academy or other academies within the trust in emergency situations.
- Review the responses to any emergency incidents that occur, and use the knowledge learned to advise on amendments to plans for handling emergencies in the future.

- Coordinate the response of all academies across the trust to emergencies impacting the trust as a whole, e.g. national emergencies.

The Local Academy Council will:

- Work with the headteacher, designated security lead and CEO to make decisions on courses of action in response to an emergency.
- Support the headteacher and security lead to review and update this plan in response to any changes to the circumstances or environment of the school, and at least **annually.**
- Approve the emergency plan, and review the plan at least annually, and in response to any changes to the circumstances or environments of the academy.
- Ensure that the academy's emergency plan is tailored to its specific circumstances, but that it aligns with the strategic aims of the board of trustees and the overall approaches of other academies within the trust.

The headteacher will:

- Lead the school in following identified emergency procedures in the event of an emergency.
- Work with the CEO, security lead and academy council to make decisions on courses of action in response to an emergency.
- Review and update this plan wherever necessary and at least annually.
- Build relationships locally which may be needed in an emergency, e.g. nearby schools and the police.
- Ensure that communication between the school and the community about the response to an emergency is quick, efficient and reassuring.
- Selecting a senior incident response team to support them in the leading of responses to emergencies.
- Promote the safety and wellbeing of pupils and staff.

The senior incident response team will:

- Work under the direction of the headteacher to lead the school's initial and ongoing response to an emergency.

The school's designated security lead will:

- Coordinate and oversee the school's protective security measures.
- Develop, maintain, and update policies and procedures that promote an effective security culture.
- Determine how staff should respond to varying security incidents.
- Ensure that all staff members are aware of their roles and responsibilities in relation to protective security.
- Liaise with external agencies.
- Manage and delegate responses to a security incident within the school.

Security leads generally become incident leads once a security incident occurs.

Incident leads will:

- Lead the initial response to a security incident within the school.
- Make fast, clear, and safe decisions.
- Respond appropriately to any safety concerns.
- Lead the post-incident aftercare.

The DSL, or deputy DSL in the DSL's absence, will:

- Be contactable at all times during their working hours throughout an emergency situation to deal with any safeguarding concerns.
- Oversee the safeguarding procedures during an emergency situation to ensure that the school can continue to safeguard and promote the welfare of children at all times.

The mental health lead will:

- Nurture a whole-school approach to prioritising wellbeing and talking about mental health during and/or in the aftermath of an emergency situation.
- Ensure that pastoral care and mental health support, both internal and external, is secured for all those who need it during and/or in the aftermath of an emergency situation.

The SENCO will:

- Ensure that pupils with SEND are supported throughout emergency situations in ways that are appropriate to their needs.
- Advise the headteacher on reasonable adjustments that need to be made to this plan or any specific emergency procedures to accommodate the needs of pupils with SEND.

The health and safety advisers will:

- Support the headteacher in undertaking health and safety risk assessments in the aftermath of an emergency where necessary.
- Work with the headteacher to develop specific procedures for particular emergency situations.
- Conduct risk assessments for the prevention of emergencies, using any emergency situations that occur to inform control measures moving forward.

The care taker will:

- Be responsible for securing the site to prevent unauthorised access, e.g. of members of the media, where necessary.
- Ensure that emergency services are given access to necessary areas of the school.
- Respond to activated emergency alarms outside of school hours, where possible.

The lead first aider will:

- Be responsible for coordinating the first aid provision in the event of an emergency.
- Ensure that all individuals who need first aid support in an emergency situation have received it.

Administrative staff will:

- Maintain effective communication with parents and other stakeholders under the direction of the headteacher in the event of an emergency.

1. Embedding a culture of security

The school will follow the established guidance in its pre-existing policies and procedures when maintaining its security arrangements and emergency responses.

Responding to unusual activity

The school will follow the principles of the See, Check and Notify (SCaN) aims to maximise safety in its setting as much as possible by using their own available resources.

- See – the school will be vigilant of suspicious activity.
- Check – an appropriate member of staff will approach a suspicious person using 'the power of hello' to deter them from potential criminal activity and to alert them that they've been noticed.
- Notify – if a person or vehicle is on site and the school suspects them of criminal activity, an appropriate member of staff will call the police.

Responding to unattended or suspicious items

The school will follow the HOT protocol (Hidden, Obviously suspicious, Typical) to help determine whether an item identified in the setting is suspicious and poses an immediate threat.

- **Hidden** – the school will consider whether the item has been deliberately hidden from view.
- **Obviously suspicious** – the school will consider whether the item contains wires, circuit boards, batteries, tape, liquids, or putty-like substances.
- **Typical of what you could expect to find in this location** – the school will consider if the unattended item could simply be tools, cables, or other devices belonging to maintenance workers.

The 4 Cs protocol

If the suspicious item is considered a threat, the school will take immediate action to move staff and pupils away from the item and contact the police.

The school will follow the 4 Cs protocol (Confirms, Clear, Control, Communicate) when responding to an item once it's been decided as suspicious. The 4 Cs consist of the following steps:

- Confirm whether the item has suspicious characteristics
- Clear the immediate area
- Control access to the unsafe area
- Communicate to the security lead why the item is considered suspicious

National Emergency Alerts system

The school will ensure at least one school-owned mobile device is compatible with receiving alerts from the national Emergency Alerts system. This device will always:

- Be switched on.
- Be connected to an active mobile network, i.e. it will not be put into aeroplane mode or on WiFi only.
- Be in possession of a member of staff at all times, including during school trips and other school outings.

The following staff members have access to a compatible school-owned device:

- **Sarah Howes**

If an alert via the national Emergency Alerts system is received, a member of the senior incident response team will be alerted as soon as possible – this person will then alert the headteacher. The headteacher and at least one member of the senior incident response team will check the current alerts online to ensure the alert is genuine, where necessary.

The relevant emergency procedure will be implemented depending on the nature of the danger, in line with the Types of emergency section of this plan.

Types of emergency

For the purposes of this plan, "**emergency**" is defined as a serious, unexpected, and often dangerous situation requiring immediate action, which risks the health and safety of pupils, staff, parents or other stakeholders and/or has the potential to significantly disrupt the continuity of pupils' education.

Emergency events covered by this plan include, though are not necessarily limited to:

- Public health incidents, e.g. a significant infectious disease incident.
- Severe weather, e.g. flooding.
- Medical emergencies, e.g. serious injury to a pupil or member of staff.
- Fatalities in the school community and/or on the school premises.
- Life-threatening damage to property, e.g. severe fire.
- Criminal activity, e.g. bomb threat, intruder.

This plan has been designed to cover all potential emergencies listed above and any other emergency situation that meets the definition above.

The school will plan for a number of different incident response options in order for staff to implement the most appropriate emergency response when an incident occurs. The school's options are as follows:

- Lockdown, which follows the same principles as those laid out in the RUN HIDE TELL guidelines (see appendix B for a template procedure)
- Invacuation, which consists of moving people inside a building to somewhere else within the same building of relative safety (see appendix C for a template procedure)
- Evacuation, which consists of moving people outside the building and away from a threat within the building.

There are also a number of levels of emergency:

- **Level 0** – emergencies which may disrupt the provision of education but are not likely to cause immediate threats to the health and safety of members of the school community. This includes adverse weather, industrial action, minor property damage and failures of school systems, e.g. the heating system. These emergencies will largely be handled by school closure.
- **Level 1** – emergencies localised to the school premises which disrupt the provision of education and pose a significant risk to the health and safety of members of the school community; these emergencies may be life-threatening. This includes violent and/or armed intruders on school premises, fire, gas leaks, and major property damage such as flooding. These emergencies will be handled in line with section 6 of this plan.
- **Level 2** – major emergencies on a community, regional or national level. This includes terrorist action, significant civil unrest, factory explosions, and viral epidemics or pandemics leading to national alert. These emergencies will be handled in line with section 7 of this plan.

Policies, procedures and risk assessments

Policies and procedure

The school has a number of policies and procedures in place which outline the measures the school has implemented to prevent emergency situations occurring wherever possible, and outlining the specific procedures to follow in the event that particular emergency incidents do occur.

The relevant policies and procedures are as follows:

- *Fire Safety Policy*
- *Fire Safety Strategy*
- *Evacuation Policy*
- Lockdown and Invacuation procedures (template at appendix C and D)
- Bomb Threat Checklist (appendix B)
- School Security Checklist
- Asbestos Management Policy
- First Aid and Accident Reporting Policy
- Plan for Managing specific infectious diseases (appendix B)
- *COSHH Policy*
- *Adverse Weather Policy*

All of the above policies will be provided to relevant staff as part of their induction, and will be available upon request for anyone else from the **school office**.

Risk assessments

In line with the school's duties under The Management of Health and Safety at Work Regulations 1999, the school will develop risk assessments to address all risks to the health and safety of pupils, staff, governors, and visitors to the school site.

The headteacher will also ensure that risk assessments have been conducted taking account of the layout of the school, including evacuation routes and

Training

All staff members who work on the school site will receive **annual** emergency training relevant to their role. This will include an overview of each staff member's responsibilities and role in a number of different emergency responses, including evacuation, invacuation, lockdown, school closure, parent support and engagement with emergency services.

Training will also be ongoing throughout the year in the form of the following drills:

- **Monthly** whole-**school evacuation drills, e.g. fire alarm**
- **Termly** whole-**school lockdown and invacuation drills**
- **Biannual school closure drills for the senior incident response team**
- **Annual** staff **random emergency response drills on INSET days**

Feedback will be provided to staff members by the headteacher following any drills completed, and evaluations of overall school performance in drills will be used to inform future practice, including changes to policies and procedures.

The senior incident response team will undergo more extensive training on a **termly** basis to ensure they can assist the headteacher in leading emergency responses.

2. Testing the emergency response plans

The school will regularly ensure the suitability and effectiveness of its emergency response plans by conducting tests and drills which put the plans into practice. The headteacher, SLT, academy council and designated security lead will consult with each other to implement test exercises to determine the robustness of the school's emergency plans.

The school will have varying types of response procedures in place to deal with different security and emergency situations. All of these will require testing to ensure their suitability. Testing the emergency plan will embed a practical and theoretical understanding of the plan for all staff and pupils.

The school will carry out its tests through one of the following three different types of exercises:

- Discussion-based exercises – these can develop awareness of the plan at its formulation stage through in-depth discussions
- Table-top exercises – these involve players testing out how the school's emergency plan works within a realistic scenario and are useful for identifying weaknesses
- Live play exercises – these consist of realistic rehearsals of the plan being implemented within the setting, using normal facilities and taking place in real time

When preparing for a test exercise, the school will set out a series of objectives to be achieved from the exercise, ensuring that everyone involved understands what those objectives are. The objectives will include the following:

- Testing the school's infrastructure
- Assuring the school's incident response mechanism
- Testing the readiness of staff and pupils
- Liasing with local partners to ensure effective collaboration
- Scrutinising existing emergency plans to identify weaknesses and improvements
- Finding solutions to any identified issues
- Facilitating open and honest conversations about understanding the emergency plan, what works and what doesn't work
- Achieving senior buy-in on next steps

The school will also undertake other activities to determine the robustness of its emergency plan and learn from the results to inform the future effectiveness of its security and emergency arrangements.

Participants in test exercises will be trained beforehand for them to know how to respond and take part in exercises based on incident response plans. Staff will be informed of when an exercise will take place, and it will be made clear that the exercise is to test the effectiveness of the plan, rather than the staff themselves.

The school will use a baseline to understand the suitability of its existing security and emergency measures, e.g. attempting to gain access to the school's setting to determine how easy it may be to access the school grounds or to gain information about the setting online.

The school will undertake reflective practice of its exercises, determining how its responses can be improved and what additional training may be required to strengthen its emergency plans.

If the school finds that it requires the purchasing of new equipment to help maintain or improve the effectiveness of its emergency plans, then the results of exercises will be used as evidence to secure such purchases.

Immediate actions in a 'level 1' emergency

During the school day

Where an emergency occurs during the school day, i.e. during school hours where pupils and staff are on the premises in full attendance, staff will adhere to the following procedures:

- The first staff member to become aware of the emergency will establish a basic overview of the incident, including the nature of the incident, whether there are any casualties, and whether there is immediate danger to individuals' safety.
- Where there is immediate risk to safety and evacuation is required, e.g. in the event of fire, the staff member will activate fire alarms and begin following the Evacuation Procedure. The staff member will call the emergency services immediately, where necessary, on 999.
- Where there are casualties, the staff member will notify the lead first aider on the premises of the nature of the situation and the location of the emergency by telephone. Where an individual is seriously injured, the emergency services will be called. Where the staff member is first aid trained, they will begin administering first aid, where necessary and possible in the circumstances – staff members who are not first aid trained will not attempt to administer first aid.
- Where the first staff member to become aware of the emergency is not the headteacher, the staff member will alert the headteacher immediately via telephone. Where the headteacher is absent, the deputy headteacher will be contacted.
- Upon notification of the emergency, the headteacher will notify all staff and the CEO of the Trust of the emergency via telephone and will begin leading the school in the correct emergency procedure where this has not already commenced, e.g. evacuation, invacuation or lockdown.
- The headteacher will be responsible for ensuring all individuals are accounted for, and that they are safe and well, in the aftermath of discovering the emergency – the senior incident response team will support the headteacher in this under the headteacher's direction.
- The lead first aider will be responsible for ensuring that any individuals who need medical attention have received first aid and that an ambulance has been called where necessary. Where individuals requiring medical attention are pupils, the lead first aider will direct a member of staff to contact the pupils' parents and notify them of the situation as soon as possible. Where there has been a fatality, the headteacher will liaise with the police about informing next of kin.
- The headteacher, supported by the CEO and senior incident response team, will give regular briefings to staff, and will update pupils where necessary.
- The headteacher will ensure that actions are being taken, e.g. by emergency services, to handle the emergency situation and prevent further damage or harm where possible.
- A member of the senior incident response team will ensure that a log is kept of the initial actions taken in response to the emergency.

During events or services outside of school hours

The headteacher will ensure that there is an appropriately qualified and trained member of the senior incident response team on the premises during all out-of-hours events and services, including:

- Wraparound care, e.g. breakfast clubs and after-school supervision.
- Out-of-school clubs, e.g. sports practices and arts clubs.
- Events involving members of the wider school community, e.g. live pupil concerts with audiences comprised of parents and community members.

This member of the senior incident response team will be aware of their responsibility to take the lead in the event that an emergency occurs during the event or service for which they are the designated senior staff member.

Where an emergency takes place during such an event or service, the same procedure as during the school day will be followed, alongside any specific procedure for a particular emergency incident. If the headteacher is not the designated senior staff member and is not on site at the time of the emergency, the designated member of the senior incident response team will undertake the headteacher's assigned actions in their absence until such time the headteacher is able to arrive on site.

As part of their training, staff members will be given advice on leading parents and members of the wider community in an emergency.

Off-site emergencies will be managed in line with the Educational Visits policy and Emergency Cards.

Outside of the school day

Where an emergency occurs outside of the school day, i.e. outside of school hours where no pupils and staff are on the premises, or minimal staff members are on the school premises, staff will adhere to the following procedure:

- The caretaker will respond to activation of emergency alarms outside of school hours, and will travel to the school site wherever possible and necessary to survey the emergency.
- Where the emergency services are required and have not already been called, the care taker will call the emergency services.
- The care taker will establish a basic overview of the incident, including the nature of the incident and the extent of any property damage, and will contact the headteacher and the senior incident response team, where appropriate, to inform them of the nature of the emergency.
- The site manager and headteacher will liaise with the CEO and the emergency services, and will support them in their efforts to manage the emergency response.

Immediate actions in a 'level 2' emergency

The school and the CEO will work closely with the following external bodies to manage level 2 emergencies where appropriate and relevant:

- The LA
- The local health protection team (HPT)
- The local police

- Any other relevant agencies as identified and signposted by the government or any of the above bodies.

The school will implement any advice from these teams in handling the emergency as it occurs and will not take action until such advice has been secured. Where the advice received involves commencing a specific school procedure, e.g. lockdown or invacuation (appendix C or D), the headteacher will lead the school in doing so, supported by the senior incident response team.

The headteacher will ensure they are up-to-date with any government guidance and advice released in relation to the emergency, and will work with the governing board and the senior incident response team to ensure the school is compliant with this guidance and advice as soon as possible.

Next steps in an emergency

The headteacher, academy council and senior incident response team will continue to manage the emergency in line with any external advice, e.g. from the government, HPTs or the local police.

The headteacher will allocate tasks amongst the senior incident response team as the need arises. The senior incident response team will update the headteacher regularly on the status of any tasks they are carrying out. If the emergency response is set to last for a significant amount of time, the headteacher will consider whether it is appropriate to rotate staff members' duties to ensure they can work effectively and maintain alertness.

The headteacher will ensure that parents are given regular updates on the status of the emergency, and that appropriate communication takes place with external individuals and organisations in line with the communication section of this plan. Any interest from the media will be handled in line with the media management section of this plan.

Once the emergency response is underway, the headteacher will notify the chair of academy council and CEO where they have not already been notified. The headteacher will work with the academy council, CEO and any relevant members of staff to assess how long the emergency will take to be managed and whether it is safe to resume offering education on the premises, in line with the school closure section of this plan.

The school will continue to operate with any emergency services that are engaged in the emergency response. The care taker will ensure that emergency services are permitted full access to any areas of the school site they need. The headteacher will provide accurate and up-to-date information to emergency services where needed, and will facilitate conversations between these services and pupils, staff and/or parents where appropriate.

3. Personal emergency evacuation plans [PEEPs]

The school will prepare personal emergency evacuation plans (PEEPs) for staff and pupils with either temporary or permanent disabilities which may prevent their ability to evacuate from an emergency as quickly as their peers.

The purpose of a PEEP is to enable the school to implement effective arrangements to ensure that everyone can evacuate the building in an emergency, should one arise.

These plans will ensure that no one is discriminated against, or treated less favourably, in the event of an emergency.

A PEEP will identify the following:

- Any specific needs of the individual
- Responsibilities of staff members
- Specific evacuation routes, where applicable
- Refuge areas
- Any specific evacuation procedure requirements

Where possible, pupils with PEEPs in place will exit the premises using the same route as the rest of their class, unless otherwise stated within their plan.

For pupils with PEEPs in place, the school will also ensure that personal emergency response plans are made for all other security and safety related incidents.

PEEPs will be reviewed on an annual basis in order to ensure that the most up-to-date information is available. When there is a change in the individual's health, a change of procedure, or an alteration made to the premises, their PEEP will be reviewed and amended to reflect these changes. The individual, for whom the plan is for, will be consulted at each review, alongside any specified staff members to best determine their needs and the alternative arrangements which will be prepared for them.

When preparing PEEPs, the school will consider how to best adjust its PEEPs for a range of emergency scenarios. The school will also review temporary PEEPs which are put into place for staff and or pupils with temporary conditions.

4. Compiling emergency grab bags

The school will compile emergency grab bags for use during responses to a terrorist incident. Grab bags contain a selection of items which can be useful in an emergency. These items can include the following:

- Communications equipment, either digital or physical, to help staff and parents communicate with each other during an incident
- Useful documentation, such as contact details for emergency services, medication lists, bomb threat checklists (appendix B), and lockdown, invacuation and evacuation templates
- Pens and paper to help in the use of communications equipment and useful documentation
- Public access trauma first aid kits (PAcT), which support the treatment of anyone suffering immediate life-threatening injuries
- Bottles of water
- Inhalers
- Plasters and/or cotton wool for treatment injuries

The school will also consider the number of grab bags it will compile, varying items for pupils with specific needs, and the most strategic locations where they will be placed around the setting.

The school will endeavour to keep the school open to all pupils for face-to-face learning as far as is reasonably possible, and will view any limitations to on-site attendance, including partial and full closure of the school, as a last resort.

Decisions on whether to close the school will be made between the CEO, Local Academy Council Chair and the headteacher. Where possible, decisions on school closures will be made before **8:00am**; however, closures may also have to occur during the school day on rare occasions. Where any decision is made to close the school, this decision will be recorded alongside the reasons for the judgement and stored with any relevant risk assessments or documentation which informed the decision. This record will be signed by all parties involved in making the decision, including the headteacher and the chair of governors.

The headteacher will ensure that parents and staff are informed of the decision to close the school in line with section 15 of this plan.

Where school is closed during the school day, the following procedure is followed:

- The headteacher will contact the school's transport provider to ensure that transport is arranged for pupils who travel to school on dedicated school transport.
- At least two members of the senior incident response team, as well as the headteacher, will remain on the school site with pupils requiring collection until they have been collected. Staff members who have a good reason to leave the school, e.g. there is a severe weather warning and they have a long drive to return home which may become too dangerous as the day progresses, will not be asked to stay on the school premises. Staff members who are not required to stay on the premises will leave the premises immediately unless they volunteer to stay and help with the emergency response.

Where the school closes before the school day has commenced, the following procedure will be followed:

- The headteacher and one other staff member will stay at the school site to ensure that any pupils who have not been reached in time are informed of the emergency and the decision to close the school as they arrive.
- Where pupils require collection, or cannot return home, e.g. because their parents have since left for work, the headteacher will contact their parent via telephone to inform them of the decision to close the school and will wait with the pupils until the last pupil has been collected.

Failure of school systems

Where a vital school system, e.g. the heating system, has failed, the headteacher and governing board will assess whether the conditions within the school remain suitable, appropriate, safe and fair for their employees and children to continue on the premises. This may involve a risk assessment, and will take into account factors such as:

- Whether any statutory or good practice conditions, e.g. minimum or maximum recommended working temperatures, are breached.
- Whether the failed system disadvantages particular pupils or staff disproportionately, e.g. due to a protected characteristic.

- Whether the failure of the system renders the operational aspects of keeping the school running smoothly impossible or more difficult than is reasonable.
- Whether the failure of the system compromises the ability of staff to keep pupils safe.

Severe staff shortage

Where control measures to cover staff absence, e.g. those outlined within the 'Workforce' section of this policy, are not possible, or are not sufficient to manage the levels of staff absence, the school will move to partial closure, where vulnerable pupils and children of critical workers will be educated on site by remaining staff – other pupils will be sent home and their education managed in line with the section 10 section of this policy.

Where the school site has become a crime scene

Where the school site has become a crime scene following an emergency, the headteacher will be responsible for clearing all individuals off the school premises as soon as possible in line with advice from the police and/or fire and rescue services.

The headteacher will work with the police and will provide them with all necessary information to help their investigation and ensure that the school site can reopen as soon as possible.

The headteacher and academy council will not reopen the school or allow anyone back on to the school premises until they are given explicit permission to do so by the police, to ensure that no investigations are hindered.

Severe weather

The headteacher and academy council will review weather forecasts in response to reports of incoming severe weather, and will liaise with the CEO, LA and other schools in the local area when making decisions related to school closure.

The school will close temporarily in the following circumstances:

- A severe weather incident has made the school building inaccessible or dangerous to inhabit.
- The repercussions from a severe weather incident, e.g. a flood, mean that reparative work must be undertaken on the school building, and such work poses significant risk to the health and safety of pupils, staff and visitors.
- The school has been advised to close by a government authority.
- Any travel is being strongly discouraged by weather services and/or the government.

Health and safety risks on the school premises

The headteacher and academy council will consider whether remaining on the school site poses any significant risk to the health, safety or wellbeing of individuals, and will assess whether risk to health, safety or wellbeing of pupils and staff posed by potential school closure is of a comparable level or is more significant. The headteacher and academy council will also consider whether action can be taken to mitigate any significant risks to a level that means the risk is no longer classed as significant.

Where there is not found to be a significant risk posed to the health, safety or wellbeing of pupils, the school will remain fully open. The headteacher will record the decision to keep the school fully open, as well as the reasons for the decision.

Where significant risks have been identified, but control measures could reduce the risk to a level not considered significant, or could fix the risk entirely, the headteacher and academy council in discussion with the CEO will consider closing the school temporarily, e.g. for half a day, in order to grant sufficient time to properly implement the control measures. The school will ensure that any relevant contractors or agencies needed to implement these control measures are contacted immediately. While the school will by no means rush the proper implementation of control measures, the school will aim to ensure work can be completed as soon and as quickly as possible to ensure the school's closure has minimal impact on the continuity of pupils' education. The school will then open fully from the start of the next school day after work has been completed.

Where significant risk has been identified, and control measures cannot be implemented immediately or sufficiently to adequately mitigate risk to health, safety or wellbeing, the headteacher and academy council will discuss with the CEO to consider school closure.

Continuation of education

The school is committed to ensuring the continuation of education even in the event that the school must close, either partially or fully, and remote education will be provided for pupils where such closure occurs in line with the Remote Education Policy.

When considering school closure, the headteacher and academy council will consider whether it is possible to continue educating vulnerable pupils and children of critical workers on site. These pupils will **always be given priority** whenever restrictions to attendance are implemented in response to an emergency situation. The school's definitions of 'vulnerable pupils' and 'critical workers' are laid out in Annex A.

Safeguarding and pupil wellbeing

Ensuring safeguarding arrangements remain effective during periods of restricted attendance will remain a key priority in the event of an emergency. The school will continue to follow the Child Protection and Safeguarding Policy during an emergency, including where pupils are being educated at home.

The school will continue to ensure that:

- The best interests of pupils always come first.
- If anyone in the school has a safeguarding concern about a pupil, they continue to take immediate action in line with the procedures outlined in the Child Protection and Safeguarding Policy.
- Pupils have adequate opportunity to approach staff members, whether in person or virtually, to express concerns or disclose that they are being harmed.
- A DSL or deputy DSL is always available and contactable.
- Pupils are aware of which staff members to approach regarding safeguarding concerns and incidents, and that this information is available throughout the school, e.g. displayed on posters.

- Unsuitable individuals are not permitted to work with pupils or come into contact with pupils whilst on site.
- Pupils who remain at home are protected when they are online.

A trained DSL or deputy will remain on-site where possible. Where this is not possible, the school will ensure that the DSL or deputy, or a DSL or deputy from another school, is available to contact at all times. In addition, the headteacher will support the DSL in coordinating safeguarding on-site during emergencies.

The DSL and mental health lead will work together to implement a whole-school approach to the promotion and protection of pupil's mental health, wellbeing and safety during, and in the aftermath of, an emergency. Pupils exhibiting signs of mental health or wellbeing issues will be referred to the DSL, who will liaise with the senior mental health lead to ensure that they are given appropriate pastoral care and external support where appropriate in line with the Pupil Wellbeing Policy.

SEND support

The school will do all that it reasonably can to ensure that the needs of every pupil with an EHC plan continue to be met throughout any emergency, and that each EHC plan's provisions are maintained in full wherever possible. The SENCO will liaise with the LA, the pupil and their parents in the event that they are concerned the school may not be able to meet some of its duties outlined in the EHC plan due to the impact of the emergency situation – alternative arrangements will be agreed upon wherever possible to ensure the pupil can still be supported as far as possible.

The headteacher and SENCO will ensure that parents of pupils with SEND are kept updated on the ways in which the emergency may impact their child's education and support, and that parents are given the opportunity to give feedback and ask questions to the SENCO about their child's care.

The SENCO will ensure that the needs of all pupils with SEND are considered in all specific procedures for particular emergencies, e.g. that PEEPs are drafted where necessary.

Where the emergency is likely to be long-term, the school will conduct individual risk assessments to ensure control measures can be implemented to ensure the situation does not have a disproportionately adverse impact on pupils with SEND.

Workforce

Staffing shortages

Where the school is facing a severe shortage of staff, e.g. due to severe weather conditions limiting travel or an outbreak of an infectious disease, the CEO, headteacher and academy council will consider the following options in the first instance:

- Temporarily mixing groups of pupils who would otherwise be educated separately.
- Temporarily relaxing staff:pupil ratios to allow for classes to be merged.
- Deploying staff flexibly across the trust.
- Allowing staff to work from home, e.g. having teaching staff educate on-site and off-site pupils through blended virtual meetings with on-site pupils supervised by qualified support staff.
- Making use of agency workers and other temporary staff.
- Working with other schools in the local area, e.g. to share staff or merge classes.

- Working with the LA, where possible, to identify appropriate alternate provision.

The above measures will also be considered for the provision of wraparound care.

Where severe staff shortages prevent the safe continuation of extracurricular activities, the activities will be postponed until further notice. The school will generally not cover extracurricular activities with other staff.

During periods of staff shortage, the headteacher and academy council will consider implementing adjustments to working arrangements, e.g. changing the way staff are deployed, to reduce the impact on the workload of individual staff members.

Staff wellbeing

The academy council will ensure that there is wellbeing support in place for staff members to cope with an emergency and its aftermath. Staff members' line managers will establish regular check-ins with them in the aftermath of an emergency – or during the emergency if it is prolonged, e.g. in the event of a serious public health incident – to make sure they are coping and aid them in procuring support, whether internal or external, where appropriate.

Where an emergency situation has caused staff shortages, staff members will be supported to ensure that there is not a disproportionate impact on individual staff members' workload. Staff members will have regular catch-ups with their line managers to discuss the impact of the emergency situation on their workload and to flag any workload-related wellbeing issues, e.g. stress. Where a staff member is showing signs of stress, the headteacher will work with the academy council and the staff member's line manager to reduce their workload to manageable levels and will consider adjustments to their working arrangements to ensure they can recover, e.g. flexible working hours or remote working.

Where an emergency situation has been traumatic for staff members, the school will support them to access mental health support and will work with them on an individual basis to make adjustments to their working arrangements to accommodate recovery from trauma, e.g. mental health appointments or leaves of absence.

Where the emergency situation has resulted in a death within the school community, e.g. of a fellow staff member or pupil, staff will be supported to access bereavement support and individual cases will be handled in line with the Bereavement Policy.

Exams and assessments

In all but the most exceptional of circumstances, exams and assessments will take place as normal.

Where a pupil is unable to complete a statutory assessment due to exceptional circumstances, the school will first attempt to move the assessment to a different point in the assessment window where possible. If this is not possible, and no timetable variations can be agreed with the STA, the pupil's teacher will report alternative information about their performance to their parents.

Communication

Communication methods will be planned in advance of incidents, including any code words or signals that may need to be used.

When managing an incident, the school will ensure that procedures are in place to coordinate with staff and those directly involved in the incident, parents, the police and other emergency responders. The school will also plan how it will communicate incidents to the local community and in response to interest from the public and media.

The incident lead will consider how best to communicate to staff and pupils, and will provide clear and concise instructions.

When alerting a threat across the school, the first alert will:

- Be quick to activate.
- Reach the people who need to know.
- Be easily activated by any staff member from various locations.
- Not provide any information on the locations of people on site.
- Not increase the risk of harm to the person who activates the alert.

The communications method used during an incident will:

- Be silent and invisible to someone intending to cause harm.
- Enable two-way communication, both with the incident lead and other staff members.
- Be portable and not dependant on Wi-Fi and wired connections.

When communicating with the police, call handlers will give the police and other emergency responders as much information as possible and cooperate with their instructions.

Communication with parents

Where an emergency has taken place during school hours, the headteacher will ensure that parents are notified as soon as is appropriate, bearing in mind that there is no one-size-fits-all approach to communication in an emergency situation. Parents will be instructed to stay away from the school site whilst the incident is ongoing.

The headteacher and the chair of academy council will work together to decide at which point all parents should be notified, taking into account the severity and sensitivity of the emergency. In general, parents will be notified as soon as possible. Parents may be informed not to call or come to the school if this could interfere with the work of the emergency services and may result in putting themselves and others in danger. The school will contact parents when it is safe for them to collect their child.

Where there has been a fatality, the headteacher will not notify the next of kin of the victim(s), and will instead liaise with the police to ensure that they are informed in an appropriate way which is sensitive and does not compromise any ongoing investigations.

Where the emergency has taken place outside of school hours, the headteacher will ensure that parents and staff are notified about the emergency before the start of the next school day.

The headteacher (with the support of the CEO where appropriate) will communicate the details of the emergency incident via **a letter to parents, staff and stakeholders** which will summarise:

- The nature of the emergency.
- Details of any property damage.
- Whether there were any injuries or fatalities.
- The school's immediate response to the emergency.
- How the school is handling the emergency in the long-term.
- How the school plans to mitigate the risk of similar emergencies occurring in the future.
- How to contact the school with questions or concerns.

Where an emergency has occurred during the school day and the school is required to close, the headteacher will ensure that:

- The senior incident response team is notified of this decision immediately and disseminates the information to other school staff.
- Parents are notified of this decision through the school's comms service as soon as possible.
- The school website is updated to reflect the decision.
- Local radio stations are alerted to the decision so they can publicise it to parents, staff and other members of the school community.

Where the school is facing short-term closure, the headteacher will ensure that staff and parents are notified **each school day by 7:00am** whether the closure will continue for that day **via the school's messaging service**. Where the school is facing longer-term closure, the headteacher will send **weekly** updates to parents and staff about the status of the school closure **via the school's messaging service**, and will inform them **one week** before the school is due to reopen.

Media management

The care taker will coordinate the effort to ensure that no media access to the school site is given during an emergency. The headteacher will request support from the police to ensure that media can be kept fully off the school site, and will designate a specific off-site area for the media that is sufficiently separate from all the main entrances and exits.

Incident leads with the support of the central team will lead any responses to interest in the emergency from social media and, if required, interest from mainstream media.

Members of the media will only be permitted to enter the school site where there is a specific reason for doing so, e.g. a scheduled interview, and where:

- They can be supervised at all times by a senior member of staff.
- The necessary permission and consent has been sought.
- They have signed or otherwise committed to an agreement to observe appropriate conduct on the school premises, e.g. not recording pupils without consent, refraining from engaging pupils in one-to-one conversations, etc.

No member of staff will offer any comment to the media until the headteacher has delivered an official statement. Only the CEO, headteacher and members of the senior incident response team will be permitted to speak to the media about the emergency. The headteacher will work with the CEO and

senior incident response team and the police, where necessary, to ensure a consistent response is given to all media outlets. No member of staff who has not received media training will be permitted to speak to the media.

Where the emergency has prompted an ongoing police investigation, all staff members and academy councillors will be informed to avoid speaking to the media in all circumstances where they have not been explicitly cleared by the police to do so.

The headteacher and senior incident response team will ensure, to the best of their ability, that the media does not report details about the emergency, e.g. names or numbers of injured pupils, before the school has had the chance to inform parents and stakeholders.

Members of staff who have offered unauthorised comment to the media will report this to the headteacher immediately so that they can handle this in line with the Media Relations Policy.

Insurance

The school's insurance details are below:

Insurance information	
Name of insurance provider	Risk Protection Arrangement
Contact number of insurance provider	**Urgent incidents:- Phone 03300 585566** *(NB for overseas travel emergencies and incident claims* *Phone 020 3475 5031)* [General enquiries related to cover:- Phone: 0117 976 9361
Email address of insurance provider	RPA.CM@davies-group.com for urgent incidents General email- rpaAdvice@willistowerswatsonsecure.com
Operating hours	For urgent incidents 24 hour cover on emergency lines above. NB Access to the general RPA cover helpdesk is available 9.00 to 17.00 Monday to Friday excluding bank holidays.

The school is covered for the following emergency situations:

- **Fire**
- **Flooding**
- **Theft**

The headteacher will call the school's insurance provider as soon as is practicable after the emergency occurs.

Actions following incidents

The school's plans will be amended appropriately to consider the emotional and mental impact on pupils, parents and staff members following an incident. The school will also consider introducing a strategy that monitors pupils and staff who are primarily affected by the incident.

The school will conduct post-incident evaluations and hold a full debrief where feedback is obtained from all the key people involved. The school will use these post-incident actions to inform what measures need to be taken to support victims and learn from anything that could have been improved should such an incident occur again.

In time, the school will also hold debriefing sessions with neighbouring schools, settings, business, the local community and the police.

Following an occurrence necessitating the implementation of an emergency procedure, the following actions will be taken:

- A follow-up talk with staff members and pupils will be delivered by the headteacher
- Support will be sought where necessary, for example, from counselling services
- Parents and other stakeholders will be informed **via letter**
- The response to the crisis will be evaluated and procedures amended where necessary
- The school's Business Continuity Plan will be activated to help restore normality following an incident

A written record will be kept of all incidents and drills, including lessons learned and any improvements made to procedures.

Monitoring and review

This emergency plan will be reviewed at least **annually** by the headteacher and governing board, with input from the senior incident response team and other relevant staff members as appropriate. The plan will also be updated in response to reviews and evaluation conducted on any emergency incident.

All updates and changes to this plan will be communicated to all staff and stakeholders. Following changes, the academy council will assess whether they believe it is appropriate to offer refresher training to all staff and/or the headteacher and senior incident response team.

Appendix A- Definition of 'vulnerable pupils' and 'critical workers'

Vulnerable pupils include those who:

- Are assessed as being in need under section 17 of Children Act 1989, including those with a child in need plan or a child protection plan.
- Are LAC.
- Have an EHC plan.
- Have been identified as otherwise vulnerable by educational providers or LA, and who could therefore benefit from continued full-time attendance; this might include:
    - Those on the edge of receiving support from CSCS or the process of being referred to children's services or who have previously received support from CSCS.
    - Those who are adopted or a special guardianship order.
    - Those at risk of becoming 'not in employment, education or training'.
    - Those who are young carers.
    - Those who may have difficulty engaging with remote education at home.
    - Care leavers.
    - Those in a family circumstance presenting challenges for them, e.g. drug and alcohol misuse, parental offending, adult mental health issues and domestic abuse.
    - Others at the school's discretion.

Critical workers include those who work in:

- **Health and social care**, including doctors, nurses, midwives, paramedics and care workers.
- **Education and childcare**, including support and teaching staff, social workers and specialist education professionals.
- **Key public services**, including those essential to the running of the justice system, religious staff, those responsible for frontline services, and journalists.
- **Local and national government**, including those administrative occupations essential to the effective delivery of emergency responses and essential public services.
- **Food and other necessary goods**, including those involved in food production, processing, distribution, sale and delivery.
- **Public safety and national security**, including police and support staff, Ministry of Defence civilians, contractor and armed forces personnel, fire and rescue service employees, National Crime Agency staff, and those maintaining border security, prison and probation staff and other national security roles.
- **Transport, including those who keep air**, water, road and rail passenger and freight transport modes operating.
- **Utilities, communication and financial services**, including staff needed for essential financial provision; staff in oil, gas, electricity and water sectors; information technology and data infrastructure workers; key staff in civil nuclear, chemicals, telecommunications; staff in postal services and delivery; payment providers; and waste disposal workers.

APPENDIX B- Bomb Threat Checklist

Security threats can be unpredictable in nature. One such security incident could be a bomb threat, in which an individual(s) communicates their intention to cause severe harm by detonating a device which may have been placed in a school.

Accurate or precise bomb threats themselves are rare occurrences, and most bomb threats are intended to cause panic and confusion. In the event of receiving a bomb threat by phone or in person, the school must remain calm and record as much information as possible from the caller, including exact wording, information about the person and their identity.

Schools must inform the police of any bomb threats received and share all relevant information documented during the threat. Schools must also inform the CEO and/or central team as soon as reasonably possible of any bomb threat.

This bomb threat checklist will help staff to log as many details about the threat as possible, which will help to identify the caller as well as determine the validity of the threat.

Bomb threat details
[Write down the exact wording of the bomb threat itself as accurately as you can recall.]

Bomb threat checklist

If schools receive a bomb threat in person or via a phone call, they should ask the caller the below set of questions to help determine how genuine and severe the bomb threat is, as well as the identity of the caller.

Bomb threat checklist	
Question asked	**Response received/other information**
Where is the bomb?	
When will the bomb be detonated?	
What does the bomb look like?	
What kind of bomb is it?	
How will the bomb be detonated?	
What is your name?	

Are you acting alone or as part of a group?	

Details of threat	
Date and time of threat received	
Duration of threat	
Telephone number that received the call	

Details of person who made the threat	
Sex	•
Age (estimate)	
Nationality/accent	
Threat language	• Well-spoken • Irrational • Foul •
Other noticeable sounds	• Street noises • House noises • Animal noises •
Any other distinct details noticeable during the call?	

Actions taken after receiving the threat	
Designated security lead is informed of the incident	**[Yes/no]**
Police informed of incident	**[Yes/no]**

Appendix C

Department for Education

Lockdown Template

There are important differences between the lockdown and shelter arrangements. Lockdown is necessary when children and staff need to be **locked** within buildings for their own safety i.e. in an emergency situation such as a hostile intruder, terrorist attack or other criminal activity.

Signals

Alarm or signal for lockdown shelter	*Lock Down, Lock Down*
Signal for stand down / all-clear	*Lock Down Over*

Incident Control Officers & Response Team

Role	Name	Emergency Contact Number
Incident Control Officer	Sarah Howes	07786166924
Deputies	Jolene Richards	07702 160719
Communications Officer		

It is important to remember that it is very much **the exception** to evacuate a building in the event of a hostile intruder. Unless the location of the intruders is known, a "blind" evacuation may be putting people in more danger (e.g. from an intruder or device at one of the entrances/exits) than if they had remained within the building.

Rooms most suitable for lockdown
1 Classrooms
2 Hall
3 Sports hall
4 Offices

It is important to make sure that items that could be used as weapons (kitchen implements, sports equipment, tools, cleaning products) are securely locked away when not in use.

Communication arrangements Wherever possible use silent communications and keep noise to a minimum especially if the intruders are close by. Make sure any communications devices are secure and cannot be intercepted.
Two-way radios
Classroom telephones
Mobile phones
Instant messaging / email
Other (TV's / Whiteboards / etc)

Alternative place of safety in the event that it is considered necessary to leave site (for example, partner school/college / leisure centre) must be pre-arranged.	
Name of venue	
Type of venue	
Contact name	
Contact telephone number	
Useful info such as distance from school, directions, capacity, opening hours	

Other useful contacts:

Name	Emergency Contact Number

Action Plan	Completed by (sign and time)
Sound Alert - Activate lock-down procedures immediately	
Dial 999	
Direct all children, staff, parents and signed in visitors to the nearest safe place (this may be dependent on what and where the risk is)	
Secure rooms and take action to increase protection from attack - Lock and barricade doors and windows	
Close windows / blinds	
Turn off the lights, fans or mobile air conditioning units (this will reduce noise and the risk of exposure to any chemical/biological attack)	
Hide, sit on the floor under desks, and away from windows	
Stay as silent as possible - put any mobile devises to silent (consider writing / displaying instructions on whiteboards / TV's etc as long as it can't be seen by the intruder)	
Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access	
If possible, check for missing / injured students, staff and visitors	
Keep doors and windows locked shut and remain inside until an all-clear has been given, or unless told to evacuate by the emergency services	

Appendix D- template invacuation procedure

Incident control officers and response team		
Responsibility	**Nominated person**	**Emergency contact number**
Incident lead	Sarah Howes	07786166924
Deputy incident lead	Jolene Richards	07702 160719
Communications officer		

Signals	
Invacuation signal	**Invacuation**
Escalation to partial lockdown signal	**Lockdown**
Escalation to full lockdown signal	**Lockdown, Lockdown**
Evacuation signal	**Everyone Evacuate**
All-clear signal	**All clear**

Other arrangements	
Most suitable invacuation areas	**Classrooms/ hall/ lunch hall**
Communication arrangements	**Walkie-talkies**

Invacuation procedure
Initial implementation
The school is made aware of an incident that requires the invacuation procedure to be implemented.
All staff, pupils, volunteers and visitors are made aware of the designated protected spaces that have been identified as places of relative safety to shelter from threats.
The incident lead ensures each designated protected space can safely accommodate the appropriate number of people.

If a situation warranting invacuation is brought to the attention of the school by an alert through the national Emergency Alerts system, the staff member(s) who received the alert informs the **incident lead** or a member of the incident response team.
The **incident lead** makes the decision to implement the invacuation procedure.
The invacuation signal is given.
The **SLT** uses **two-way radios** or **mobile phones** to ensure all staff members are aware of the incident, understand that the invacuation procedure is being implemented, and know that this is not a practice.
The **site manager** is contacted to ensure they are aware of the implementation of the invacuation.
The **headteacher** contacts the relevant emergency services to alert them of the incident and they are kept up-to-date, as necessary.
Parents are informed via **the school's parent messaging system** that an invacuation is taking place.
Immediate action
All outdoor activity is ceased immediately; pupils, staff and visitors return inside the school building.
The **incident lead** and **site manager** check outdoor areas and ensure all staff, pupils and visitors are inside the school building.
All pupils, staff members, visitors and volunteers are moved to a designated protected space of relative safety.
If an invacuation is taking place as a result of a bomb threat, the designated protected space will be somewhere with substantial walls and a lower risk of flying glass from windows.
All external doors and windows are locked or barricaded until the 'all-clear' signal is given, or unless otherwise instructed by the **incident lead** or emergency services.
In the event of an air pollution issue, all air vents are closed by the **site manager**.
The **incident lead** alerts staff members **via two-way radio** that the building is secure.
Once the building is secure, staff conduct a register or headcount of their area. Staff notify the **incident lead** immediately if any pupils, members of staff or visitors are not accounted for via **two-way radio** or **mobile phone**, and an immediate search is instigated where appropriate.
During the invacuation
All staff, pupils and visitors remain in the school building – free movement is permitted, unless otherwise stated by the **headteacher** or emergency services.
RUN HIDE TELL principles are followed if there is a threat of terrorism.

Pupils are not released to their parents during the invacuation – pupils with mobile phones are advised to contact their parents to inform them they are safe, but will not be let out of the school building until the all-clear signal has been given.
Office staff answer telephone calls from parents and inform them pupils will not be released while the invacuation is in place.
The **headteacher** keeps in contact with the relevant emergency services to assess the best course of action in respect of the threat or incident.
All pupils and staff members are told to remain calm during the incident and, if necessary for their safety, are instructed to remain silent and hidden.
If it is necessary to escalate the invacuation to a lockdown, the relevant signal is given by the **incident lead**.
If it is necessary to evacuate the building, the evacuation signal is sounded by the **incident lead**.
The invacuation only ends once the all-clear signal has been delivered.
Further action after the lockdown
Parents are fully informed of the incident **via letter**.
The **SLT** reviews the invacuation procedure for its effectiveness and make changes as necessary.
The emotional and mental impact on pupils and staff is considered and anyone affected by the incident is provided with support.

Appendix E- plan for managing specific infectious diseases

Disease	Symptoms	Considerations	Exclusion period
Athlete's foot	Scaling or cracking of the skin, particularly between the toes, or blisters containing fluid. The infection may be itchy.	Cases are advised to see their GP for advice and treatment.	Exclusion is not necessary.
Chicken pox	Sudden onset of fever with a runny nose, cough and generalised rash. The rash then blisters and scabs over. Several blisters may develop at once, so there may be scabs in various stages of development. Some mild infections may not present symptoms.	Cases are advised to consult their GP.	Chickenpox is infectious from 48 hours prior to a rash appearing up to five days after the onset of a rash. Cases will be excluded from school for five days from the onset of a rash. It is not necessary for all the spots to have healed before the case returns to school.
Cold sores	The first signs of cold sores are tingling, burning or itching in the affected area. Around 24 hours after the first signs appear the area will redden and swell, resulting in a fluid-filled blister. After blistering, they break down to form ulcers then dry up and crust over.	Cases are advised not to touch the cold sore, or to break or pick the blisters. Sufferers of cold sores should avoid kissing people and should not share items such as cups, towels and facecloths.	Exclusion is not necessary.
Conjunctivitis	The eye(s) become reddened and swollen, and there may be a yellow or green discharge. Eyes may feel itchy and 'gritty'.	Cases are encouraged to seek advice, wash their hands frequently and not to rub their eyes. The Health Protection Team will be contacted if an outbreak occurs.	Exclusion is not necessary.
Food poisoning	Symptoms normally appear within one to two days of contaminated food being consumed, although they may start at any point between a	Cases will be sent home.	Cases will be excluded until 48 hours have passed since symptoms were present.

	few hours and several weeks later. The main symptoms are likely to be nausea, vomiting, diarrhoea, stomach cramps and fever.	The Health Protection Team will be contacted where two or more cases with similar symptoms are reported. The cause of a food poisoning outbreak will always be investigated.	For some infections, longer exclusion periods may be required. The Health Protection Team will advise in such cases.
Giardia	Symptoms include abdominal pain, bloating, fatigue and pale, loose stools.	Cases will be sent home. The Health Protection Team will be contacted where two or more cases with similar symptoms are reported.	Cases will be excluded until 48 hours have passed since symptoms were present.
Salmonella	Symptoms include diarrhoea, headache, fever and, in some cases, vomiting.	Cases will be sent home. The Health Protection Team will be contacted where two or more cases with similar symptoms are reported.	Cases will be excluded until 48 hours have passed since symptoms were present.
Typhoid and paratyphoid fever	Symptoms include tiredness, fever and constipation. The symptoms or paratyphoid fever include fever, diarrhoea and vomiting.	All cases will be immediately reported to the Health Protection Team.	Cases will be excluded whilst symptomatic and for 48 hours after symptoms have resolved. Environmental health officers or the Health Protection Team may advise the school to issue a lengthened exclusion period.
E. coli (verocytotoxigenic or VTEC)	Symptoms vary but include diarrhoea, abdominal cramps, headaches and bloody diarrhoea.	Cases will immediately be sent home and advised to speak to their GP.	Cases will be excluded whilst symptomatic and for 48 hours after symptoms have resolved. Where the sufferer poses an increased risk, for example, food handlers, they will be excluded until a negative stool sample has been confirmed.

			The Health Protection Team will be consulted in all cases.
Gastroenteritis	Symptoms include three or more liquid or semiliquid stools in a 24-hour period.	The Health Protection Team will be contacted where there are more cases than usual.	Cases will be excluded until 48 hours have passed since symptoms were present. If medication is prescribed, the full course must be completed and there must be no further symptoms displayed for 48 hours following completion of the course before the cases may return to school. Cases will be excluded from swimming for two weeks following their last episode of diarrhoea.
Bacillary dysentery (Shigella)	Symptoms include bloody diarrhoea, vomiting, abdominal pain and fever. It lasts four to seven days on average, but potentially several weeks.	The school will contact the Health Protection Team.	Microbiological clearance is required for some types of shigella. The Health Protection Team will advise.
Campylobacter	Symptoms include diarrhoea, headache, fever and, in some cases, vomiting.		Cases will be excluded until 48 hours have passed since symptoms were present.
Cryptosporidiosis	Symptoms include abdominal pain, diarrhoea and occasional vomiting.		Cases will be excluded until 48 hours have passed since symptoms were present.
Glandular fever	Symptoms include severe tiredness, aching muscles, sore throat, fever, swollen glands and occasionally jaundice.	The sufferer may feel unwell for several months and the school will provide reasonable adjustments where necessary.	Exclusion is not necessary and cases can return to school as soon as they feel well.

Hand, foot and mouth disease	Symptoms include a fever and rash with blisters on cheeks, hands and feet. Not all cases will have symptoms.		Exclusion is not necessary.
Head lice	Other than the detection of live lice or nits, there are no immediate symptoms until two to three weeks after infection, where itching and scratching of the scalp occurs.	Treatment is only necessary when live lice are seen. Staff are not permitted to inspect any pupil's hair for head lice. If a staff member incidentally notices head lice in a pupil's hair, they will inform the pupil's parents and advise them to treat their child's hair. When a pupil has been identified as having a case of head lice, a letter will be sent home to all parents notifying them that a case of head lice has been reported and asking all parents to check their children's hair.	Exclusion is not necessary.
Hepatitis A	Symptoms include abdominal pain, loss of appetite, nausea, fever and tiredness, followed by jaundice, dark urine and pale faeces.	The illness in children usually lasts one to two weeks but can last longer and be more severe in adults.	Cases are excluded while unwell and for seven days after the onset of jaundice (or the onset of symptoms if no jaundice presents), the case is under five years of age or where hygiene is poor. There is no need to exclude older children with good hygiene.
Hepatitis B	Symptoms include general tiredness, nausea, vomiting, loss of appetite, fever and dark urine, and older cases may develop jaundice.	The Health Protection Team will be contacted where advice is required. The procedures for dealing with blood and other bodily fluids will always be followed.	Acute cases will be too ill to attend school and their doctor will advise when they are fit to return. Chronic cases will not be excluded or have their activities restricted.

		The accident book will always be completed with details of injuries or adverse events related to cases.	Staff with chronic hepatitis B infections will not be excluded.
Hepatitis C	Symptoms are often vague but may include loss of appetite, fatigue, nausea and abdominal pain. Less commonly, jaundice may occur.	The procedures for dealing with blood and other bodily fluids will always be followed. The accident book will always be completed with details of injuries or adverse events related to cases.	Cases will not be excluded or have their activities restricted.
Impetigo	Symptoms include lesions on the face, flexures and limbs.	Towels, facecloths and eating utensils will not be shared by pupils. Toys and play equipment will be cleaned thoroughly.	Cases will be excluded until lesions have healed and crusted or 48 hours after commencing antibiotic treatment.
Covid - 19	Symptoms may include fever, sudden continuous coughs and loss of taste and/or smell	The school will contact the health Protection Team for advice if cases rise within a short period of time	As per current government guidance and until individual feels well enough
Influenza	Symptoms include headache, fever, cough, sore throat, aching muscles and joints, and tiredness.	Those in risk groups will be encouraged to have the influenza vaccine. Anyone with flu-like symptoms will stay home until they have recovered. Pupils under 16 will not be given aspirin.	Cases will remain home until they have fully recovered.
Meningitis (viral)	Symptoms include headache, fever, gastrointestinal or upper respiratory tract involvement and, in some cases, a rash.	The case will be encouraged to consult their GP.	No exclusion is required.

		If more than once case occurs, the Health Protection Team will be consulted.	
Methicillin resistant staphylococcus aureus (MRSA)	Symptoms are rare but include skin infections and boils.	All infected wounds will be covered.	No exclusion is required.
Mumps	Symptoms include a raised temperature and general malaise. Then, stiffness or pain in the jaws and neck is common. Following this, the glands in the cheeks and under the jaw swell up and cause pain (this can be on one or both sides). Mumps may also cause swelling of the testicles.	The case will be encouraged to consult their GP. Parents are encouraged to immunise their children against mumps.	Cases can return to school five days after the onset of swelling if they feel able to do so.
Ringworm	Symptoms vary depending on the area of the body affected.	Pupils with ringworm of the feet will wear socks and trainers at all times and cover their feet during physical education.	No exclusion is usually necessary. For infections of the skin and scalp, cases can return to school once they have received treatment.
Rotavirus	Symptoms include severe diarrhoea, stomach cramps, vomiting, dehydration and mild fever.	Cases will be sent home if unwell and encouraged to speak to their GP.	Cases will be excluded until 48 hours have passed since symptoms were present.
Rubella (German Measles)	Symptoms are usually mild, with a rash being the first indication. There may also be mild catarrh, headaches or vomiting. There may be a slight fever and some tenderness in the neck, armpits or groin, and there may be joint pains.	MMR vaccines are promoted to all pupils.	Cases will be excluded for six days from the appearance of the rash.
Scabies	Symptoms include tiny pimples and nodules on a rash, with burrows commonly seen on	All household contacts and any other very close contacts should have one	Cases will be excluded until after the first treatment has been carried out.

	the wrists, palms, elbows, genitalia and buttocks.	treatment at the same time as the second treatment of the case. The second treatment must not be missed and should be carried out one week after the first treatment.	
Scarlet Fever	Symptoms include acute inflammation of the pharynx or tonsils, with tonsils reddening in colour and becoming partially covered with a thick, yellowish exudate. In severe cases, there may be a high fever, difficulty swallowing and tender, enlarged lymph nodes. A rash develops on the first day of fever and is red, generalised, pinhead in size and gives the skin a sandpaper-like texture, with the tongue developing a strawberry like appearance.	Antibiotic treatment is recommended, as a person is infectious for two to three weeks if antibiotics are not administered. If two or more cases occur, the Health Protection Team will be contacted.	Cases are excluded for 24 hours following appropriate antibiotic treatment.
Slapped cheek syndrome, Parvovirus B19, Fifth's Disease	Where symptoms develop, they include a rose-red rash making the cheeks appear bright red.	Cases will be encouraged to visit their GP.	Exclusion is not required.
Threadworm	Symptoms include itching around the anus, particularly at night.	Cases will be encouraged to visit their GP.	Exclusion is not required.
Tuberculosis (TB)	Symptoms include cough, loss of appetite, weight loss, fever, sweating (particularly at night), breathlessness and pains in the chest. TB in parts of the body other than the lungs may produce a painful lump or swelling.	Advice will be sought from The Health Protection Team before taking any action, and regarding exclusion periods.	Cases with infectious TB can return to school after two weeks of treatment if well enough to do so. Cases with non-pulmonary TB, and cases with pulmonary TB who have effectively completed two weeks of

			treatment as confirmed by TB nurses, will not be excluded.
Whooping cough (pertussis)	Symptoms include a heavy cold with a persistent cough. The cough generally worsens and develops the characteristic ‘whoop’. Coughing spasms may be worse at night and may be associated with vomiting.	Cases will be advised to see their GP. Parents are advised to have their children immunised against whooping cough.	Cases will not return to school until they have had 48 hours of appropriate treatment with antibiotics and feel well enough to do so, or 21 days from the onset of illness if no antibiotic treatment is given. Cases will be allowed to return in the above circumstances, even if they are still coughing.