

# Corpus Christi Catholic Primary School

## EMERGENCY PLAN

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



# St. Helens Council

### Plan administration

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Electronic copies of this plan are available from	The School Office – corpuschristi@sthelens.org.uk
Hard copies of this plan are available from	The School Office – Heads Office – Health and Safety File
Location of emergency grab bag(s)	
Date of next review	June 2020
Person responsible for review	Mrs Samantha Birchall – Mr John Williams

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## SECTION 1 - CONTACT DETAILS

### 1.1 School information

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School details	
Name of school	Corpus Christi
Type of school	Primary School
School address	Old Lane, Rainford, St Helens, Merseyside. WA111 8JF
School operating hours (including extended services)	7:30am – 6pm
Approximate number of staff	25 - 30
Approximate number of pupils	190
Age range of pupils	3 years – 11 years

Office contact details	
Office telephone number	01744 678102
Office fax number	NA
Office email address	corpuschristi@sthelens.org.uk

Useful websites	
School website / extranet	corpuschristirainford.co.uk
Local authority	www.sthelens.gov.uk
Department for Education	<a href="http://www.education.gov.uk">www.education.gov.uk</a>
Foreign & Commonwealth Office	<a href="http://www.fco.gov.uk">www.fco.gov.uk</a>
Environment Agency	<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>
Merseyside Prepared (Emergency Preparedness Website)	www.merseysideprepared.org.uk

## 1.2 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Mrs Samantha Birchall	Headteacher	Coordinator	01744 678012		Emergency First Aid Trained
Miss Alexandra Mowatt	Deputy Headteacher	Log Keeping	01744 678102		
Mrs Natalie Martin	Foundation Manager	Welfare	01744 678102		Paediatric First Aid
Mrs Michelle Goulbourne	Year 6 Teacher	Welfare	01744 678102		
Miss Emma Johnson	Year 4 Teacher		01744 678102		
Mrs Alicia Battersby	Year 3 Teacher		01744 678102		
Mrs Sarah Vogel	Year 2 Teacher		01744 678102		
Mrs Sal Athey	Year 1 Teacher	Education Visit Leader	01744 678102		
Miss Katie Dunn	Year R Teacher		01744 678102		Paediatric First Aid
Mrs Janet Webster	Office Manager	Business Continuity	01744 678102		
Mrs Helen Jones	Clerical Officer	Communications	01744 678102		Emergency First Aid at Work
Mrs Janet Frodsham	TA		01744 678102		

Mrs Carol Dean	TA		01744 678102		Paediatric First Aid
Mrs Tracey Twiss	TA		01744 678102		First Aid at Work
Mrs Jane Killilea	TA		01744 678102		
Mrs Claire Nicholls	TA		01744 678102		
Mrs Cath Johnson	TA		01744 678102		
Mrs Sue Johnson	TA		01744 678102		
Mrs Debbie Perkins	TA		01744 678102		
Miss Laura Moran	TA		01744 678102		Paediatric First Aid
Mrs Cheryl Moran	TA		01744 678102		Paediatric First Aid
Mrs Carol Whalley	TA		01744 678102		First Aid at Work
Mrs Gill Dodson	TA		01744 678102		Paediatric First Aid
Mrs Julie Smart	TA		01744 678102		Paediatric First Aid
Mr John Williams	Chair of Governors	Media Management	07767441978		
Mrs Jane Monk	Foundation Governor	Post Incident Support	01744 882272		
Mrs Melanie Lee	Foundation Governor		01744 884611		
Mrs Denise Gibney	Foundation Governor		01744 884658		
Mr Tony Ford	Foundation Governor	Media Management	01744 322272		
Prof Sarah O'Brien	Foundation Governor		07885770491		
Ms Beverly Nancy	Foundation Governor		07833590421		

Mr Rob Reynolds	LA Governor		07786965135		
Mrs Katherine Grange	Parent Governor		01744 889799		
Mr Jason Pickett	Foundation Governor		01744 637378		
Ms Sue Critchley	Caretaker	Resources	07432643516		

### 1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Mrs Carol Whalley	After School Club	3:30am – 6pm	01744 678102		
Mrs Tracey Twiss	Breakfast Club	7:30am – 8:50am	01744 678102		
Ms Sue Critchley	Caretaker	6:30am – 6pm	07432643516		Key Holder



## 1.4 Contact details - local authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Emergency Contact Number Security, Hardshaw Brook Depot. ( <b>Single Point of Contact for Emergency Response Activation</b> )	( 01744 23044 only in an emergency situation)	01744 676728 (Security Hardshaw Brook Depot)	
Peoples services	Sarah O'Brien Strategic Director Peoples Services	01744 676309 email SarahO'Brien@sthelens.gov.uk		
Media / communications	Jayne Taylor Head of Communications	01744 676165 email jaynetaylorl@sthelens.gov.uk		
Property	Stuart Rainbow Service Manager Assets & Buildings	01744 676445 07976 632032 Email StuartRainbow@sthelens.gov.uk		
Transport	Clare Sutcliffe Transport Manager	01744 671034 (tel) 01744 674431 (fax) email claresutcliffe@sthelens.gov.uk		

Catering	Christine Stanley Contracts Manager	01744 676723 01744 676813 email ChristineStanley@sthelens.gov.uk		
Educational visits	June Bracken Health & Safety Manager	01744 671722 01744 673404 email junebracken@sthelens.gov.uk		
Emergency planning	Kevin Place Risk & Resilience Manager	01744 674423 07766245516 email KevinPlace@sthelens.gov.uk		
Corporate Safety Team	June Bracken Health & Safety Manager	01744 671722 email junebracken@sthelens.gov.uk		
Risk / insurance	Bev Hankinson Insurance Officer	01744 673247 01744 673246 email BevHankinson@sthelens.gov.uk		
Legal	Jan Bakewell Head of Legal Services	01744 673263 01744 676208 email janbakewell@sthelens.gov.uk		
Human resources	Angela Farrell HR Manager	01744 671831 email AngelaFarrell@sthelens.gov.uk		
Occupational health	Angie Byrne Occupational health Advisor	01744 677022 Email AngelaByrne@sthelens.gov.uk		

CORPUS CHRISTI CATHOLIC PRIMARY SCHOOL

## 1.5 Contact details - local radio stations

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\* 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)
Wish FM		0845 900 1024 Reception 01942 761024		102.4 FM
Heart		0161 662 4700 Studio 0345 002 1054		105.4 FM
Radio City		0151 472 6800 Studio 0151 4720967		96.7 FM
BBC Radio Merseyside		0151 708 5500 Newsdesk 0151 708 6161		95.8 FM
Juice FM		0151 242 0600 Studio 0151 242 0676		107.6 FM
TV Granada Ltd		0161 952 6002		TV
North West tonight		0161 335 6801		TV

## 1.6 Contact details - other organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Contact should be made only via Corporate Safety Team		
Insurance company	Zurich	Contact should be made only via Insurance Manager		
Trade union				
Supplier (transport)				

Supplier (catering)	St Helens LEA	01744 456789		
Supplier (cleaning)				
Supplier (temporary staff)				
Utility supplier (gas)				
Utility supplier (water)				
Utility supplier (electricity)				
Utility supplier (heating)				
Teacher Support Network		<p>England: 08000 562 561 (24 hour)</p> <p>Wales: 08000 855 088 (24 hour)</p> <p>Scotland: 0800 564 2270 (24 hour)</p>		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

## 1.7 Contact details - for completion 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

## SECTION 2 - ACTIVATION

### 2.1 Notification of incident

---

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

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

Name of informant:

.....

Contact details of informant:

.....

Date and time of call:

.....

Date and time of incident:

.....



Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

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

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

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?

.....

.....

.....

- + **If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation.**
- + **Ensure you have contacted the Corporate Safety Team (refer to 1.4 contact details)**

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?

.....

.....

.....

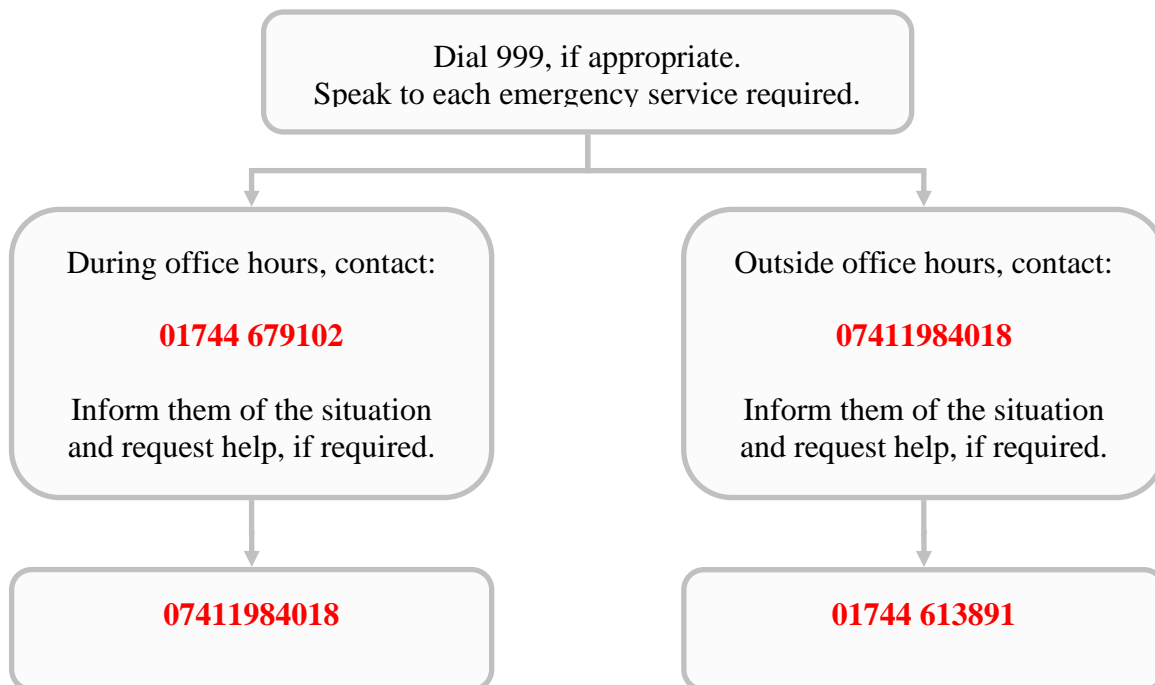
## 2.2 Initial action

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

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

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



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

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

## SECTION 3 - ROLES AND RESPONSIBILITIES

### 3.1 Roles and responsibilities - co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Notify Peoples Services Director</li> <li>▪ Contact Corporate Safety Team</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management – this should be agreed with Press Office who will co-ordinate a Media response</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property. Liase with Property Officer	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene. All emergencies should be reported immediately to our emergency services, further support can be obtained through Local Authority Emergency Contact Number at Hardshaw Brook (1.4 refers)	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	

C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, contact the Corporate Safety Team immediately. They will provide on-site assistance; report the incident to HSE, and liaise with the police and HSE. Refer to 1.4 for contact details.	
C18	Seek advice on legal and insurance issues, if appropriate. Refer to 1.4 contact details	
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 SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	

	Contact Emergency Planning Department who can advise and support any debrief meetings following a major incident. 1.4 refers	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum). Again seek guidance from Emergency Planning Dept 1.4	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	



## 3.2 Roles and responsibilities - business continuity

Please refer to appendix 2 for more information on business continuity arrangements.  
Contact your Emergency Planning Section who can assist you with Business Continuity Plans  
1.4 refers

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime. Contact your Corporate Safety Team for further information on Public Health issues 1.4 refers	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual	

	school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

### 3.3 Roles and responsibilities - communications

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

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Consult with the Press Office in relation to contact with radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	

CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

### 3.4 Roles and responsibilities - log-keeping

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

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

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

### 3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	No communication should be made with the media without agreement from the Press Office or the Peoples Services Director	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

### 3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies Property Services department can assist with any issues or queries you may have refer to 1.4 for contact details.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded). Security Services can assist in securing your building and are contactable through the Emergency Contact number 1.4 refers.	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
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R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

### 3.7 Roles and responsibilities - welfare

The Occupational Health Unit can assist with any welfare needs and can refer those in need to alternative supporting services if required. Contact details found in 1.4 of this plan.

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

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

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

### 3.8 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref <sup>7</sup>	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref <sup>7</sup>	Educational visit leader - recovery	Tick / sign / time
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E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

## APPENDIX 1 - POST INCIDENT SUPPORT

The Emergency Planning Unit can assist you with any post incident support. Contact details available on 1.4 of this plan.

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

Ref <sup>1</sup>	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref <sup>1</sup>	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

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

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



P32	Be aware of renewed media interest near anniversaries of the event.	
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## APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Classrooms	Short Term	All paper based in the classroom – Assessment scores all on line.
Examination papers	Locked Cupboard until sent off.	Short Term	Sent off within 1 week to STA.
Asset registers / equipment inventories	Cupboard in the office	Medium / Long term	Saved on the server which can be accessed remotely
Insurance documentation	Cupboard in the office	Short – Long Term	LA insurance company and Archdiocese company used.

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	On Line system	Short Term	Web Based
Contact details	Simms	Short Term	Web Based
Financial information	Paper Based Office and Head Office	Short Term	Also Web Based
Medical information	Paper Based and Web Based	Short Term	Web Based

Brexit	Notes / instructions
Fuel issues / Diesel	<p>Be aware of which staff drive a diesel car and may need transport into and from school.</p> <p>Be aware of which staff live in the village and can walk to and from work.</p> <p>School ICT is not expected in a No Deal Brexit to cause any operational disruption to the service provided by the Schools ICT Support team, they may, in the event of a diesel shortage, need to consider a contingency plan of providing of remote support to the schools and only attending site for Priority 1 or Priority 2 calls.</p>
Hosted Data Services	<p>A main provider of hosted data services to the schools is Microsoft, through the features of Office 365, which includes a range of applications most notably Exchange online (Outlook Email), One Drive, Teams and Sharepoint, all of which rely on the data being stored within Microsoft datacentres. LA have checked with Microsoft and all schools data contained within Office 365, with the exception of Microsoft Teams (which is hosted in Europe) resides with UK datacentres.</p>
School Meals	<p>School Meals are through the LA SLA.</p> <p>La is the food supplier, if they arrange food on your behalf, to make sure they:</p> <p>are planning for the potential impacts of a no-deal Brexit, including:</p> <ul style="list-style-type: none"> <li>ensuring that their secondary suppliers are prepared</li> <li>plans to adapt menus to allow for product substitution if necessary</li> <li>can continue to meet nutritional standards</li> <li>can continue to meet special dietary needs and manage allergies</li> </ul> <p>Local authorities and schools must continue to provide meals to all registered pupils who request one. Where the pupil meets the criteria for free school meals, the meal must be provided, free of charge.</p> <p>Schools have significant flexibilities within the school food standards, which they can refer to if certain items are in short supply.</p>

<p>Medical Supplies</p>	<p>Continue with your normal arrangements for medical supplies to support pupils with health conditions.</p> <p>If you have concerns about meeting your statutory duties for SEND, health and safety, or safeguarding, work with your local authority or academy trust to make contingency plans.</p> <p>Read the guidance on <a href="#">planning for a possible no-deal Brexit: information for the health and care sector</a> for more information.</p>
<p>School Places after Brexit</p>	<p>Schools and local authorities cannot take into account nationality or immigration status when deciding which pupils to admit. There will be no change to this after Brexit.</p> <p>Once the future immigration system is introduced in 2021, EU, EEA and Swiss nationals will not be able to enter the UK for the sole purpose of attending a state-funded school. This will not prevent children who are entering the UK for another purpose, for example, as a dependant of a worker or a student, from being eligible for a school place.</p> <p>The right of Irish nationals to access education will continue to be protected under the <a href="#">Common Travel Area</a> arrangements.</p> <p>UK nationals with children who return from the EU after the UK leaves the EU will continue to be entitled to <a href="#">apply for a school place</a>.</p>
<p>Staff from the EU arriving after Brexit</p>	<p>Read <a href="#">employing EU, EEA and Swiss citizens and their family members after Brexit</a> to make sure your staff can work in the UK.</p>

European teaching qualifications

Teachers with EU, EEA or Swiss teaching qualifications who already have qualified teacher status (QTS) will continue to hold QTS.

In the event of a no-deal Brexit:

teachers that have applied for QTS before the exit date will be able to continue with their application under the previous system as far as possible

teachers with EU, EEA or Swiss qualifications who have not applied before the exit date will still be able to apply for QTS after Brexit under a new system, but will need to provide a letter of professional standing from a competent authority or other relevant body in the EEA country, or Switzerland, where they are recognised

Read the [qualified teacher status \(QTS\) guidance](#) for further information.

If the UK leaves the EU with a deal that contains an implementation period, there will be no change to arrangements for EEA and Swiss nationals that apply for QTS recognition during that time. Arrangements after the implementation period are subject to further negotiations between the UK and EU.

Checking for EEA  
teacher sanctions or  
restrictions

If there's a no-deal Brexit, EEA professional regulating authorities will no longer be required to automatically share details of any sanction or restriction imposed on teachers with the Teaching Regulation Agency (TRA). This means the TRA will no longer automatically receive or maintain details of those teachers who have been sanctioned, post exit, in EEA member states.

In this case schools must continue to carry out the same safer recruitment checks for applicants who have lived or worked outside the UK as they currently do for all other staff. In addition, schools must continue to make any further checks they think appropriate so they can consider any relevant events that occurred outside the UK. Schools will be able to apply the same processes as they do when employing an individual from the rest of the world.

If the UK leaves with a deal, the existing system for checking EEA sanctions will remain in place until at least 31 December 2020.

When the UK leaves the EU we will update the [keeping children safe in education statutory safeguarding guidance](#) to reflect these changes.

<p>Providers of Cloud Based Services</p>	<p>LA have been notified that government have approached some major providers of cloud-based services to seek their assurance that they are aware of the risks that a no deal Brexit may bring and that, in the event of any challenge to the transfer of personal data from the EEA to the UK, they will (provided this is lawful under their relevant contract) continue providing services to government. Such assurances have been received from:</p> <ul style="list-style-type: none"> <li>• Accenture</li> <li>• Amazon Web Services</li> <li>• Atos</li> <li>• BT</li> <li>• Capgemini</li> <li>• CGI</li> <li>• DXC</li> <li>• Fujitsu</li> <li>• Google</li> <li>• IBM</li> <li>• Microsoft</li> <li>• Motorola</li> <li>• Oracle</li> <li>• Salesforce</li> <li>• Sodexo</li> <li>• Sopra Steria</li> <li>• Virgin Media</li> <li>• Vodafone</li> </ul>





## 2. What we know about the virus and the diseases it causes - DFE

Coronaviruses are a family of viruses common across the world in animals and humans. Certain types cause illnesses in people. For example, some coronaviruses cause the common cold; others cause diseases which are much more severe such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS), both of which often lead to pneumonia. COVID-19 is the illness seen in people infected with a new strain of coronavirus not previously seen in humans.

On 31 December 2019, Chinese authorities notified the World Health Organization (WHO) of an outbreak of pneumonia in Wuhan City, which was later classified as a new disease: COVID-19.

On 30 January 2020, WHO declared the outbreak of COVID-19 a “Public Health Emergency of International Concern” (PHEIC).

Based on current evidence, the main symptoms of COVID-19 are a cough, a high temperature and, in severe cases, shortness of breath.

As it is a new virus, the lack of immunity in the population (and the absence as yet of an effective vaccine) means that COVID-19 has the potential to spread extensively. The current data seem to show that we are all susceptible to catching this disease, and thus it is also more likely than not that the UK will be significantly affected.

Among those who become infected, some will exhibit no symptoms <sup>1</sup>. Early data suggest that of those who develop an illness, the great majority<sup>2</sup> will have a mild-to-moderate, but self-limiting illness – similar to seasonal flu <sup>3</sup>. It is, however, also clear that a minority of people who get COVID-19 will develop complications severe enough to require hospital care <sup>4</sup>, most often pneumonia. In a small proportion of these, the illness may be severe enough to lead to death <sup>5</sup>. So far the data we have suggest that the risk of severe disease and death increases among elderly people and in people with underlying health risk conditions (in the same way as for seasonal flu) <sup>6 7</sup>. Illness is less common and usually less severe in younger adults <sup>8</sup>. Children can be infected <sup>9</sup> and can have a severe illness <sup>10</sup>, but based on current data overall illness seems rarer in people under 20 years of age. So far, there has been no obvious sign that pregnant women are more likely to be seriously affected <sup>11 12</sup>.

Given that the data are still emerging, we are uncertain of the impact of an outbreak on business. In a stretching scenario, it is possible that up to one-fifth of employees may be absent from work during peak weeks. This may vary for individual businesses.

We do not yet have entirely complete data on this disease. But as we learn more about the virus, its effects and its behaviour (for example, the timing and extent of the peak of an outbreak, its precise impact on individuals), we will be able to revise estimates of its potential spread, severity and impact <sup>13</sup>. We will then review, and (where necessary) adapt this plan accordingly.

Work is in hand to contain the spread of the virus. This includes extensive guidance provided to individuals returning from areas where there are cases being reported, and encouraging self-isolation as the primary means to contain the spread of the disease. Given that there is currently neither a vaccine against COVID-19 nor any specific, proven, antiviral medication <sup>14 15</sup>, most treatment will therefore be towards managing symptoms and providing support to patients with complications.

The majority of people with COVID-19 have recovered without the need for any specific treatment, as is the case for the common cold or seasonal flu. We expect that the vast majority of cases will best be managed at home, again as with seasonal colds and flu.

<p>Advice on Coronavirus from DFE</p>	<p><b>What should I do if I feel unwell?</b> Keep away from others and stay at home to stop the infection spreading. Avoid public transport if you think you have symptoms of coronavirus. If you become unwell at a place of education, tell a member of staff and let them know if you have travelled to any other countries in the last 14 days.</p> <p>If your staff member or parent thinks you have symptoms of coronavirus, they should call <b>NHS 111</b> for advice. Follow the UK Government advice for childcare or educational settings <b>gov.uk/government/publications/guidance-to-educational-settings-about-covid-19</b>. Parents can visit <b>NHS.UK</b> to find out more information. Teachers and support staff should follow the UK Government advice.</p> <p>Staff, students and pupils who have returned from Iran, specific lockdown areas in northern Italy, special care zones in South Korea or Hubei province China (returned in the past 14 days) should self isolate, and NOT attend education or work for 14 days. See <b>NHS.UK</b> for advice on coronavirus</p>
<p>Contact regarding Coronavirus</p>	<p>Contact Jo Davies if school is made aware of any staff or child that has been advised to self-isolate as soon as possible.</p>
<p>Prevention</p>	<p>Washing Hands campaign focuses on the importance of washing your hands more often, especially:</p> <ul style="list-style-type: none"> <li>• when you get to work or arrive home</li> <li>• after you blow your nose, cough or sneeze</li> <li>• before you eat or handle food</li> </ul> <p>You should wash your hands for 20 seconds, using soap and water or hand sanitiser.</p> <p>You should also cough or sneeze into tissues before binning them.</p> <p>The campaign will appear in the print media, radio, online and in public places, including billboards.</p> <p>It has been brought forward in response to the current global situation.</p> <p>On 3 March the Prime Minister published a <a href="#">coronavirus action plan</a> for the UK, which sets out plans for a range of situations.</p>

Contact regarding  
Coronavirus - HR

Contact HR if any employee is affected by the Coronavirus.

This could include circumstances where employees are required to self-isolate, have a diagnosed or may need to take time off to care for dependants.

It is important that we are contacted in order that we can record and monitor the level of affect that the virus is having across the organisation.

The general advice in respect of instances is:

1. In the event that an employee is required, following medical advice, to self-isolation or is placed in quarantine, they will receive normal pay.
2. Where an employee is diagnosed they will be deemed as sick and paid in accordance with their normal sick pay entitlements.
3. Where an employee needs to take time off to care for dependants normal leave/flexible working arrangements will apply.
4. If an employee hasn't been to a high risk area or been in contact with an infected person, and doesn't want to come in due to fear of being exposed to infection, there is no obligation on us to pay them.
5. If a decision is taken to close a service/school this is a "lock out" situation and employees will be paid, if alternative work is not available.

Contact the following HR Officers to notify us of any instances and to receive specific advice on how to deal with them:

1. Phil Ingham - 01744 676704
2. Jane Cater - 01744 671837
3. Ste Rigby - 01744 673239
4. Phil Leach - 01744 673245.

Specific countries and areas with implications for returning travellers or visitors arriving in UK / School.

**Category 1:** Travellers should self-isolate, even if asymptomatic, and use the [111 online coronavirus service](#) to find out what to do next. Go home or to your destination and then self isolate.

**Category 2:** Travellers do not need to undertake any special measures, but if they develop symptoms they should self-isolate and call NHS 111.

The guidance for Italy, Iran, Daegu or Cheongdo (Republic of Korea), Laos, Myanmar, Cambodia and Vietnam applies to individuals who returned from these specific areas on or after 19 February 2020.

**Category 1 countries/areas**

**Category 2 countries/areas**

Wuhan city and Hubei Province (China, [see map](#))

Cambodia

Iran

China\*

Daegu or Cheongdo (Republic of Korea, [see map](#))

Hong Kong

Any Italian town under containment measures ([see map](#))

Italy: north\* ([see map](#))

Japan

Laos

Macau

Malaysia

Myanmar

Republic of Korea\*

Singapore

Taiwan

Thailand

Vietnam

Exams

Ofqual recognise that students, parents, schools and colleges will be concerned about the possible impact of coronavirus on the 2020 summer exam series. Our advice at this time is to continue to prepare for exams and other assessments as normal.

We continue to work closely with exam boards, other regulators and the Department for Education and we have met to plan for a range of scenarios, as the public would expect. Our overriding priorities are fairness to students this summer and keeping disruption to a minimum.

It is still many weeks until exams start and we will issue updated advice if necessary, giving schools and colleges as much notice as possible.

Public Health England  
Advice to schools -

**Public Health England**

## Advice on the coronavirus for places of education

**How serious is the coronavirus?**

- It can cause flu-like symptoms, including fever, cough & difficulty breathing.
- The infection is not serious for most people, including children.
- There is currently no vaccine.
- Most people get better with enough rest, water to drink and medicine for pain.

**How likely are you to catch the virus?**

- You can only catch it if you have been close to a person who has the virus.
- The chance of being in contact with the virus is currently low in the UK.
- If you have travelled to areas where many people are infected, your chance of catching the virus is higher, i.e. China and any affected areas.

**How can you stop coronaviruses spreading?**

**If you need to cough or sneeze:**

- Catch it** with a tissue
- Be it**
- Be it** by covering your mouth with your elbow or hand sanitizer

**You should wash hands with soap & water or hand sanitizer:**

- After breaks & snack activities
- Before cooking & eating
- On arrival at any childcare or educational setting
- After using the toilet
- Before leaving home

✓ Do NOT touch your eyes, nose, and mouth with unclean hands. ✓ Do not share items that come into contact with your mouth such as cups & bottles. ✓ If you'll be left alone from well as handling, sharing, eating & drinking.

Stop germs spreading with our e-Bug resources on hand and respiratory hygiene lesson plans for KS1, 2 and 3. [campaigns.nhs.gov.uk/schools](http://campaigns.nhs.gov.uk/schools)

**What should you do if you feel unwell?**

Keep away from others and stay at home to stop the infection spreading. Avoid public transport if you think you have symptoms of coronavirus. If you become unwell at a place of education, tell a member of staff and let them know if you have travelled to any other countries in the last 14 days.

If your staff member or parent thinks you have symptoms of coronavirus, they should call **NHS 111** for advice. Follow the UK Government advice for children or educational settings [gov.uk/government/publications/guidance-to-educational-settings-about-covid-19](http://gov.uk/government/publications/guidance-to-educational-settings-about-covid-19). Parents can visit [NHS.UK](http://NHS.UK) to find out more information. Teachers and support staff should follow the UK Government advice.

Staff, students and pupils who have returned from Iran, specific lockdown areas in northern Italy, special care zones in South Korea or Hubei province China (returned in the past 14 days) should self-isolate, and NOT attend education or work for 14 days. See [NHS.UK](http://NHS.UK) for advice on coronavirus.

**If there is an emergency, call 999 immediately**

School have ordered extra soap and hand towels for the increase in hand washing to Happy Birthday.  
School have also ordered a hand santiser to be kept in every classroom and at the front office / awaiting delivery.

Money -

Office staff to wear appropriate PPE (gloves) when handling money – same advice given to supermarkets due to the increased risk of GERMs on money. Money to go directly to the school office without other staff handling.

DFE Helpline:	<p>The Department for Education coronavirus helpline is now available to answer questions about COVID-19 relating to education and children’s social care. Staff, parents and young people can contact this helpline as follows:</p> <p>Phone: 0800 046 8687 Email: <a href="mailto:DfE.coronavirushelpline@education.gov.uk">DfE.coronavirushelpline@education.gov.uk</a> Opening hours: 8am to 6pm (Monday to Friday)</p> <p>If you work in a school, please have your unique reference number (URN or UKPRN) available when calling the helpline.</p>

Response Stage	Trigger	Key Actions	Who	Notes
<b>STAGE 1 – General</b> (everyday hygiene and procedures)	None	<ul style="list-style-type: none"> <li>- General reminders for hygiene</li> <li>- Effective handwashing facilities and soap available</li> <li>- Follow usual absence periods for sickness</li> </ul>		
<b>STAGE 2 – Prevention</b>	<p><b><u>Where an increased risk is present</u></b></p> <ul style="list-style-type: none"> <li>- Increased absence rates of pupils or staff</li> <li>- Local increases in sickness e.g. flu, gastric, coronavirus</li> <li>- Public health alerts</li> <li>- Suspected cases of specific illness in school or within the community (eg.coronavirus / gastric)</li> </ul>	<ul style="list-style-type: none"> <li>- Increase hygiene procedure</li> <li>- Communication with key people including key information (staff, pupils and families, users of the site)</li> <li>- Specific hygiene lessons in class</li> <li>- Increased enforced use of handwashing before eating of food</li> <li>- Enforce 48hr after symptoms have stopped for all fever, sickness, diarrhoea etc.</li> <li>- Consider the types of trips and events and make changes as necessary (e.g. those where lots of close contact / touch points)</li> <li>- Review <i>Core Control Measures and make changes as necessary</i></li> <li>- Daily review of the situation</li> </ul>	SLT Admin Staff	
<b>STAGE 3 – Mitigate/ Delay</b>	<p><b><u>Where a significant risk is present</u></b></p> <ul style="list-style-type: none"> <li>- direct case or increased likelihood of cases</li> <li>- Public health advice for restrictions</li> </ul>	<p>Consider reducing contact situations:</p> <ul style="list-style-type: none"> <li>- Assemblies</li> <li>- Carpet time</li> <li>- School events</li> <li>- Trips</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>- Any screening measures e.g. use of a thermometer in school.</li> <li>- Increase time of exclusion from school for those with symptoms (beyond 48hrs)</li> <li>- Sending home any children with <u>any</u> symptoms</li> <li>- Additional Cleaning including deeper cleans</li> </ul>	SLT	
<b>STAGE 4 – Containment</b>	<p><b><u>Where specific and/or significant changes or restrictions need to be in place.</u></b></p> <ul style="list-style-type: none"> <li>- High levels of sickness</li> <li>- High rates of absence</li> <li>- Significance of danger of disease or illness</li> </ul>	<ul style="list-style-type: none"> <li>- Part / full closures of site / classes</li> <li>- Deep cleans</li> <li>- Closure of lettings and building use</li> <li>- Reduction or exclusion of visitors</li> </ul>	HT / Chair of Governors	



### Coronavirus Key Actions (as situation escalates)

Specific Issue	Actions including messages	Who	Notes
Suspected case in school (staff or pupil)	<ul style="list-style-type: none"> <li>- Contact relevant agencies e.g. LA / Public Health England</li> <li>- Deep clean core areas</li> <li>- Inform staff</li> <li>- Core reminders of hygiene</li> <li>- Contact parents – general information about sickness etc.</li> </ul>	SLT	
Confirmed case in school	<ul style="list-style-type: none"> <li>- Deep clean core areas</li> <li>- Inform staff</li> <li>- Core reminders of hygiene</li> <li>- Contact parents – general information about sickness etc. and the key next steps e.g. closure of a class / school/ or carry on etc.</li> </ul>	SLT; Site	
Suspected case in a family	<ul style="list-style-type: none"> <li>- Parents to ensure child washes hands before leaving the house.</li> <li>- Child to wash hands immediately after coming into school</li> <li>- Increase monitoring of pupils</li> </ul>	Families; Staff; Admin	
Confirmed case in a family	<ul style="list-style-type: none"> <li>- Children in the family to remain at home for a fixed period of time</li> <li>- Deep clean of the classroom and school</li> </ul>	SLT Site	
Teacher shortage	<ul style="list-style-type: none"> <li>- Supply / Splitting classes / SLT Cover</li> <li>- Where too many – partial closure for certain classes or part time / AM / PM classes</li> </ul>	SLT	
Support staff shortage	<ul style="list-style-type: none"> <li>- Supply / Prioritise most needy children / classes with remaining staff</li> </ul>	SLT	
Protection for most vulnerable children	<ul style="list-style-type: none"> <li>- Identify who these children are vulnerable e.g. underlying health conditions that may be affected by the current threat</li> <li>- Discuss with parents the initial steps and agree key actions re. isolation/seclusion</li> </ul>	SEND Team; FSW	
Staff with health issues (e.g. Heart)	<ul style="list-style-type: none"> <li>- Ask them to contact their consultants to seek advice on their condition</li> <li>- Consider working from home</li> </ul>	SLAM Staff	
Staff with symptoms	<ul style="list-style-type: none"> <li>- Stay at home; follow NHS 111 advice; discuss with HT</li> </ul>	HT	
Pregnant staff	<ul style="list-style-type: none"> <li>- Ask them to contact their midwife to seek advice;</li> <li>- Consider working from home</li> </ul>	SLT	
Kitchen shut down	<ul style="list-style-type: none"> <li>- Parents to provide packed lunches</li> </ul>	SLT; Families	
Site team shortage	<ul style="list-style-type: none"> <li>- Discuss with cleaning contractor cover arrangements in good time</li> </ul>	Site	
Leadership shortage	<ul style="list-style-type: none"> <li>- Access via phone</li> </ul>	SLT; Staff	
Admin shortage	<ul style="list-style-type: none"> <li>- Cover with TAs / SLT</li> <li>- Inform parents not to phone unless emergency</li> </ul>	Site	
Other school users	<ul style="list-style-type: none"> <li>- Inform of control measures, including the possibility that a suspension or usage may occur.</li> </ul>	Site	
Long period shut down	<ul style="list-style-type: none"> <li>- Continue learning activities through ED Shed, TT Rockstars, IDL, Twinkl, Oxford Owl eBooks and Text messages</li> <li>- Possible use of technology to deliver assemblies / stories etc.</li> </ul>	SLT; Staff	

### Core Control Measures

Control Measure	Control Stage	Notes / Action	Who	Review
Tissues for Each Class	1	<ul style="list-style-type: none"> <li>- Ensure adequate stock levels of tissues for each class / office</li> <li>- Replenish as needed</li> <li>- Staff to also self-replenish from stock</li> </ul>	Site; Staff	
Alcohol based gel	1	<ul style="list-style-type: none"> <li>- In each classroom</li> <li>- Ensure dispensers and full from the start of each day</li> <li>- All children to use this (or have washed hands) before lunch daily</li> <li>- Ensure adequate stock levels</li> </ul>	Site; Staff; Lunch Staff	
Increase hand washing facilities	1	<ul style="list-style-type: none"> <li>- Outside taps.</li> </ul>	Site	
Other users of the building	2, 3	Contact every user and inform them of usage expectations: <ul style="list-style-type: none"> <li>- Clean hands or use gel before using facilities</li> <li>- Restrictions or suspensions of usage</li> </ul>	Site	
monitoring daily any child or staff absence	2	<ul style="list-style-type: none"> <li>- Daily report to the HT or number of absences and symptoms</li> </ul> Weekly summary data for each class to HT	Admin; HT	
finding out about travel arrangements now and in the future of staff and pupils	3 (where specific threats are evident aboard)	Newsletter: <ul style="list-style-type: none"> <li>- Ask parents to inform us of any closes family member who has returned from abroad within the last month</li> <li>- Staff members to inform SLT of any travel arrangements to high-risk areas including those of any close friends or family they have been in contact with.</li> </ul>	Admin; HT	

Control Measure	Control Stage	Notes / Action	Who	Review
Reducing contact point activities	2	<p>Ensuring extremely high hygiene for any</p> <ul style="list-style-type: none"> <li>- Food making / tasting</li> </ul> <p>Avoid any activity where you are passing items around a class</p> <ul style="list-style-type: none"> <li>- Circle time objects</li> <li>- Artefact sharing</li> <li>- Touching activities – PE / Gymnastics</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>- Cease hand shaking of children and visitors</li> <li>- Cease and use of shared cups in class (e.g. using cups for water); replace with disposable cups; inform parents to ensure children have water bottles in school.</li> </ul>	Staff	
Good Personal Hygiene	2	<p>Newsletter:</p> <ul style="list-style-type: none"> <li>- Inform parents of hygiene expectations and to discuss with children;</li> <li>- All children to wash their hands before coming to school, before going home and when they get home.</li> <li>- Classes to teach children hand washing techniques</li> <li>- Children to wash hands before snack (classroom) and before eating dinner (classrooms/ hall corridor toilets / hand sanitiser)</li> </ul> <p>Information:</p> <ul style="list-style-type: none"> <li>- Distribute key information posters</li> </ul>	HT; Staff	
Review of cleaning	2, 3	<ul style="list-style-type: none"> <li>- Meet with cleaning contractors to review cleaning arrangement and make any necessary changes</li> <li>- Increase focus cleaning on touch points and tables (redirect from vacuuming etc. if needed) or increase hours (cost?)</li> <li>- Daily cleaning of classrooms (already in place)</li> <li>- Preparations for deep cleans if necessary</li> </ul>	Site; Cleaning Contractor	
Additional touch point cleaning daily	2, 3	<ul style="list-style-type: none"> <li>- Handles and rails to be cleaned at mid points during the day</li> </ul>	Site	
School visitors and site users	2, 3	<ul style="list-style-type: none"> <li>- Compulsory handwashing / use of gel before entering school;</li> <li>- Inform them of new requirements and risk of suspension of use</li> <li>- Informing us of any suspected or confirmed cases by any users</li> </ul>	Office; Site	

<b>Control Measure</b>	<b>Control Stage</b>	<b>Notes / Action</b>	<b>Who</b>	<b>Review</b>
Absence policy	2, 3	- Review time period of absence for ill children or staff and increase if necessary but at least to the minimum standard (e.g. 48 hrs clear of sickness / diarrhoea)	SLT	
Support for families affected	2, 3	- Communicate to parents and staff to contact school if they require support; - Regular contact with affected families and staff – wellbeing checks.	SLT; Kitchens	
Taking temperature of anyone in school who may begin to feel unwell	2, 3	- Purchase hand held non-contact thermometer or throw away strips.	SLT	

# Corpus Christi Catholic Primary School - Preventing and Managing Sickness

## Information for staff, visitors and building users

### STAGE 2 - PREVENTION

We currently increased precautions in place to ensure effective the prevention of the spread of illness.

**All users of the building are asked to follow the following guidance:**

#### Do

- ✓ wash your hands with soap and water often – do this for at least 20 seconds
- ✓ always wash your hands when you get home or into work
- ✓ use hand sanitiser gel if soap and water are not available
- ✓ cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- ✓ put used tissues in the bin straight away and wash your hands afterwards
- ✓ try to avoid close contact with people who are unwell



#### Don't

**do not touch your eyes, nose or mouth if your hands are not clean** If you think you might have coronavirus, have been to a country or area with a high risk of coronavirus in the last 14 days or you've been in close contact with someone with coronavirus ring NHS 111. Visit <https://www.nhs.uk/conditions/coronavirus-covid-19/> for further details.

# Corpus Christi Catholic Primary School- Preventing and Managing Sickness

## Information for staff, visitors and building users

### STAGE 3 - MITIGATE/ DELAY

We currently increased precautions in place to ensure effective the prevention of the spread of illness.  
**All users of the building are asked to follow the following guidance:**

#### Do

- ✓ wash your hands with soap and water often – do this for at least 20 seconds
- ✓ always wash your hands when you get home or into work
- ✓ use hand sanitiser gel if soap and water are not available
- ✓ cover your mouth and nose with a tissue or your sleeve (not your hands) when you cough or sneeze
- ✓ put used tissues in the bin straight away and wash your hands afterwards
- ✓ try to avoid close contact with people who are unwell



#### Don't

- X do not touch your eyes, nose or mouth if your hands are not clean**
- X enter the school if you are feeling unwell or have been in close contact with any person who is unwell (staff should contact the head teacher to discuss).**

If you think you might have coronavirus, have been to a country or area with a high risk of coronavirus in the last 14 days or you've been in close contact with someone with coronavirus ring NHS 111. Visit <https://www.nhs.uk/conditions/coronavirus-covid-19/> for further details.

## Corpus Christi Catholic Primary School - Preventing and Managing Sickness

# *Continuation of learning* Plan if school closure for a prolonged period

- Staff to communicate to pupils via text / website
- Children to have 1 maths and 1 English activity **per day** (based on current topics if possible)
- Staff to set an additional project / longer task where appropriate
- Other core learning to complete:
  - Any online learning available e.g. TT Rockstars, ED Shed, Oxford Owls eBooks, Twinkl
  - Any outstanding activities
  - Daily Reading
- Children to submit work, where appropriate
- School based message to parents explaining the above and the expectations from parents to support this

# Corpus Christi Catholic Primary School - Preventing and Managing Sickness

## *Information for lettings users*

### STAGE 2 - PREVENTION

Dear School user,

In order to ensure we do what we can to reduce the risk of illness in school we have a clear strategy plan in place.

Part of this strategy includes, where there is an increased risk of illness, implementing additional cleaning, hygiene expectations and certain restrictions. At the moment we have increased our level of response to stage 2 – PREVENTION. This is to ensure we do what we can to prevent/ reduce the chance of illness developing or the further spread of illness.

At this stage, you are able to continue to use the school facilities, but we ask that you ensure that all those using the building as part of your company comply with the following:

- Wash your hands as you enter the building or use the hand sanitisers
- Wash your hands frequently
- Avoid unnecessary contact (no shaking hands)
- Avoid touching your face including mouth, nose and eyes
- Sneeze into your elbow or a tissue (not your hands)
- Put any used tissues in the bin and then wash your hands

*We have included a poster which you may wish to circulate to your users.*

**We also ask you to inform us if any of your users are confirmed to have the coronavirus; this will help us to develop our response and ensure deep cleaning takes place.**

If we need to take further precautions and move to stage 3 - MITIGATE/ DELAY, we will be in touch again; at this stage we need you to know that we may need to reduce or cease your ability to use the facilities for a period of time.

If you have any questions, please get in touch with me [corpuschristi@sthelens.org.uk](mailto:corpuschristi@sthelens.org.uk)



Remote learning	Notes / instructions
Website / extranet	Juniper – Server
Email	
Post	

## APPENDIX 3 - SITE INFORMATION

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Utility supplies	Location	Notes / instructions
Gas		
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos	Asbestos Register – Various locations across the school site.	
Chemical store(s)	Cleaning Cupboard – KS1 / FU	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Head's Office	
Media briefing area	Head's Office / Archdiocese - LACE	

## APPENDIX 4 - EVACUATION

### Signals

Signal for fire evacuation	Continuous Fire Alarm
Signal for bomb evacuation	Continuous Fire Alarm
Signal for all-clear	No Alarm

### Assembly points - fire evacuation

Fire evacuation assembly point A	Playground
Fire evacuation assembly point B	Field

### Assembly points - bomb evacuation

Bomb evacuation assembly point A	Playground
Bomb evacuation assembly point B	Field

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

### Pre-identified buddy school / place of safety / rest centre

Name of premise	Corpus Christi Catholic Parish Hall - Church
Type of premise	Church and Parish Hall
Contact name and details of key holder(s)	Fr Paul Harris - 01744 882157 Decon Kevin Duffy - 07948708629
Address	Corpus Christi Catholic Church Alfred Street Rainford St Helens Merseyside
Directions / map	Walk across the playground to the bottom gate.
Estimated travel time (walking, with pupils)	5 mins
Estimated travel time (by coach, with pupils)	NA
Capacity	Same as School Capacity

Capacity (sleeping)	Same as capacity
Facilities / resources	Toilets Chairs Heaters Kitchen (Parish Centre)
Notes	

## APPENDIX 5 - SHELTER

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### Signals

Signal for shelter	Intermittent bell ring and intermittent whistle blow.
Signal for all-clear	2 short bell rings and 2 short whistle blows.

Upon hearing the shelter signal, take the action below.

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

## APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Continuous hold of bell – Continuous Whistle Blow
Signal for all-clear	2 short bell rings and 2 short whistle blows.

Lockdown	
Rooms most suitable for lockdown	Hall
Entrance points (e.g. doors, windows) which should be secured	Corridor KS2 door Year 2 Door Year 1 Door Hall Fire Escape Door
Communication arrangements	Mobile Phones
Notes	

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

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

## APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

SC11	Put in place arrangements for remote learning (please see appendix 2).	
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## APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01744 677606 01744 678102	Kitchen Main Office
Outgoing calls	01744 677606 01744 678102	Kitchen Main Office

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

Methods of communication	Notes / instructions
Answer phone	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to edit the website?</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to use the text messaging system?</li> <li>▪ Can it be used remotely or only from the school site?</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils	Phone / Bell / Contact	Office
Parents / carers	Phone / Email / Text	Office

Governors	Phone / Email	Office
Extended services	Phone	Office

## APPENDIX 9 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

- + **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

- + **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

.....  
Time the call ended:

.....

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male
- Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

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

At what pace did the caller speak?

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

What manner did the caller have?

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

Were there any distinguishable background noises?

.....

.....

Notes:

.....



## APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

Ref	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	

SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	



# APPENDIX 11 - LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.
8.20pm	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.

Notes should be recorded in chronological order.

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

Only include times,

- + Do not remove any pages.
- + Do not use correction fluid.

A series of 25 horizontal dotted lines spanning the width of the page, intended for handwriting practice.

