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**PART TWO – Template School Emergency Plan** 46
Schools are used to dealing with a range of issues that are not always planned for, or anticipated. However dealing with a critical incident is one eventuality that every Headteacher does take seriously.

Nobody would wish for or relish having to deal with a school emergency. It is something we hope we never have to face. It is for these reasons that we feel this and the supplementary documentation is much needed. This guidance document really could make a difference to ensure pupils, staff and others stay safe. Our preparedness for dealing with critical incidents and the efficient and effective management of them is something that cannot be left to chance – this guidance is an excellent first step to preparing staff for such eventualities.

We wholeheartedly endorse this guidance and congratulate the many colleagues who have worked on this document.

George Muirhead
Chair of Plymouth Association of Primary Heads
INTRODUCTION

Emergencies can and do happen and an organisation’s ability to respond appropriately in emergencies depends on the forethought and planning that has already happened. Further to the Civil Contingencies Act 2004, it is the responsibility of all public bodies to have in place emergency plans and to plan for the continuity of their service in case of an emergency and both the Local Authority and the Department for Children, Schools and Families (DCSF) advocate that schools should have an emergency plan.

This document has been produced to assist headteachers and governors both in developing a plan and the process in which to engage. This document has been signed off by the Director of Services for Children and Young People on behalf of the Plymouth Children’s and Young People’s Trust, acknowledging that the demands on head teachers and governors are many. Therefore as an aide a template School Emergency Plan is attached at Part 2 and electronically in ‘Word’ format on the enclosed CD.

This document focuses on schools, but the same principles apply to Pupil Referral Units, Youth Centres, Adult Education Centre, Children’s Centres, etc.

The authors of this guidance document acknowledge similar publications produced by Cornwall County Council, Devon County Council, Gloucestershire County Council, Hampshire County Council and Nottinghamshire County Council Partnership.
EMERGENCIES IN SCHOOLS

Scope of a School Emergency Plan
You should plan to cope with a range of potential emergencies and crises that may occur at any school. These may include:

- Death of a pupil, member of staff or governor
- A violent intrusion onto school premises by malicious persons, either in person or by means of arson or a bomb
- Destruction or vandalism of part or whole of the school
- A school building becoming unsafe as a result of fire or flooding
- The release of hazardous substances (chemicals, etc) near or on the school site
- An epidemic
- Incidents on educational visits

Other events may also be deemed to be emergencies in schools, because of the impact they have on teachers, pupils or other staff, sometimes for a protracted period of time:

- An incident in the community which is seen or experienced by the pupils or staff
- An incident affecting relatives of pupils and which is known about within the school
- An incident involving allegations within the school
- An incident affecting a nearby or comparable school

Additional procedures for dealing with these types of emergencies should be implemented and appropriate liaison should take place between the school and departments within Plymouth City Council Services Department of People.

There may also be specific hazards which pose a particular risk to your school, such as proximity to an industrial site, river or major road. You should make an assessment of the specific risks affecting your school and plan how you would deal with an incident arising from them. For example, if your site is prone to flooding or flash-flooding, you should identify the
most likely safe evacuation routes, and measures you could take to reduce damage to property, such as storing equipment off the ground.

**The principles of an emergency response**

There are typical tasks and actions that a school may need to undertake to manage an incident. The School Emergency Plan should make it clear who will undertake each task (and, in their absence, who would cover for them) for a range of possible scenarios. An example School Key Tasks and Action Guidance Flowchart detailing the likely key tasks and actions is at Annex 1. However, it is important that the School Emergency Management Team (SEMT) realise that they, like all services within Plymouth City Council, would not be expected to coordinate any major emergency alone.

Council and external services can be called upon at any time to provide help, support and advice, to enable schools to carry out their day-to-day functions in extraordinary circumstances.

Plymouth City Council uses a system of ‘Integrated Emergency Management’, which is geared to the idea of building greater overall resilience in the face of a broad range of emergencies and requires a coherent multi-agency approach. Our plans detail how the emergency services, local authority, health authority, voluntary agencies and other organisations work together to mitigate the effects of any emergency that threatens the community.

For further information, please contact:

Plymouth City Council Civil Protection Unit  
Telephone: 01752 304847  
Email: civil.protection@plymouth.gov.uk

The 24 hr contact for emergencies is via the Plymouth City Council exchange number Telephone: 01752 668000.
The planning process

It is important to involve staff in the planning process, to ensure that they support the plan and are able to put it into practice in the event of an emergency. The Department for People Services advises that schools, in the initial stages, devote a staff meeting or part of a staff development session to the plan, and once the plan is complete, an annual meeting to ensure validity.

Schools should identify staff who are prepared to take on key roles in an emergency and nominate one member of staff to take responsibility for updating and reviewing the plan once it is in place. A School Emergency Plan should cover the whole school site and all the activities that take place there. Where schools share a site with another service, or have other organisations on the premises, those other services or organisations need to be involved in the planning process. All staff using the site, whether employed by the local authority or not, need to be aware of the plan and how it affects them.

It may be necessary to include extra appendices to the School Emergency Plan to cover any separate emergency arrangements for other services using the site.

Information gathering

The plan needs to include the following information and this will be considered when you complete the suggested School Emergency Plan template in Part 2.

- Key holders and other staff contact numbers and details of any telephone tree arrangements which exist
- Contact details for outside agencies, including Local Authority contact numbers and others who can provide support
- Location of water, gas and electricity cut-off valves and switches
- Pre-planned evacuation routes and assembly points (including arrangements for evacuating disabled people and alternative evacuation routes should the normal route be blocked), and clearly defined signals for evacuation
- Pre-planned arrangements for signalling the need to keep pupils indoors and close doors and windows (sheltering), in the event of a hazard outside the building
In addition, ensure that relevant staff have access to:

- Names, addresses and telephone numbers of emergency contacts (e.g., parents, partners, carers), of all staff and pupils
- A copy of the School Emergency Plan
- Contact details for key emergency responders within the Local Authority
- Contact details for contractors used by the School (e.g., electrical)
- Bus/coach lists
- Timetables which track pupils’ movements
- Emergency teaching supply/support lists (e.g., familiar supply teachers/retired staff)
- Information on any educational visit or external activities, including lists of emergency contacts

NB: All contact details should include 24hr telephone numbers and should be confirmed at least once every six months.

A copy of all this information should be stored securely off-site and all relevant staff should be aware of its location.

You may wish to consider obtaining parental permission to hold a named thumbnail photograph of each child, with the emergency contact details. This was one of the recommendations made by the Police after the Dunblane tragedy. The Police felt that if photographs had been available, they could have informed parents much earlier about whether or not their children were involved. **If you consider this to be appropriate, please ensure this is given a high level confidentiality.**

**Preparation measures**

- Ensure staff are familiar with the school’s fire and emergency routine
- Ensure staff are familiar with the school’s security procedures and that persons not wearing a visitor’s badge are challenged and escorted to Reception.
- Ensure the pupils sign in/out when they arrive late or leave early
- Ensure staff are aware of pupils in their class with health problems and their treatment (this may require a risk assessment)
- Make all staff aware of their responsibility to be vigilant at all times
NB: Your School Emergency Plan should be reviewed annually by a designated member of your staff and amended where appropriate to ensure the validity of the information contained within it.

Roles and responsibilities

The headteacher, or in their absence, a pre-agreed nominee, will take overall responsibility for the school’s response to an emergency. They should be supported by a small School Emergency Management Team (SEMT) called together as soon as an incident occurs.

This should consist of up to four senior staff to take roles relating to communications, welfare, media management and resources. They should have administrative support from school admin staff and assistance from the caretaker or facilities manager. Identifying staff members who would be willing to take on these roles in advance will save time should an emergency occur. You may wish to consider drawing up lists of the roles and responsibilities of these key staff. All those with emergency responsibilities should hold an up-to-date copy of the School Emergency Plan off-site.

In some smaller schools, it may not be possible to nominate a full SEMT and most or all of the roles of the team may be taken by the headteacher or nominee, with the support of any office staff and the caretaker. In these circumstances, it is particularly important that whoever is dealing with the emergency, calls for support from the Local Authority as soon as possible, through the Assistant Director of People Services during office hours (weekdays 0900-1700 hrs), or by contacting the Civil Protection On-Call Duty Officer via 01752 668000, out of hours.

The School Emergency Plan template (Part 2), at Section 7 gives details of the roles and responsibilities of the School, the Local Authority and other supporting agencies.

It is important that all staff involved in the school’s response to an emergency are fully aware of the procedures detailed in the School’s Emergency Plan and training should be undertaken to ensure staff know their role; are confident and competent to carry out tasks assigned to them and have access to available resources and facilities. Details of training undertaken by members of the School Emergency Management Team should be recorded in order that a comprehensive list of skills and training can be evidenced.
Support from Plymouth City Council

The Local Authority may be able to provide additional administrative support, extra communications facilities (including a telephone enquiry service, if needed), assistance with dealing with the media, alternative accommodation if the school building is unusable, and help with transportation and procurement. It may also be able to provide legal advice, through the Council’s Legal Services department and welfare support from the Education Welfare Service. The Educational Psychology Service will, in the first instance, provide an initial assessment completed by the Principal Educational Psychologist.

For incidents with health implications, the Corporate Health Safety and Wellbeing Team may also provide support to headteachers, staff and governors, and they have the relevant links with the Local Authority or external counselling services, the Samaritans and other support organisations, such as Plymouth Association of Primary Heads (PAPH).

Support should be accessed via the Assistant Director of People Services during office hours (weekdays 0900-1700 hrs), or by contacting the Civil Protection On-Call Duty Officer via 01752 668000, out of hours.

Links with the curriculum

It is worth giving some thought to how the topics of loss, bereavement, risks/safety and change are covered in the curriculum. Use can be made of the areas of Personal, Social and Health Education (PSHE), citizenship, circle time and the Social Emotional Aspect of Learning (SEAL) programme. Schools where these topics are discussed openly, and treated as normal life events, are likely to find it easier to cope when a difficult or tragic emergency occurs. The Educational Psychology Service provides advice and support on developing this sensitive area of education.

Communications - internal

Rumours spread quickly within a school community and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually.
All staff should be informed as soon as possible, being given the same, accurate information, as should the school governors. Pupils should be informed in small groups by an adult who is most familiar to them, again by being given accurate, factual information. If possible, this should be done the same day as the emergency. In the case of a tragic incident, the Educational Psychology Service will be able to provide advice on the best way to inform pupils.

Annex 6 of this guidance document includes leaflets which can be reproduced for staff and students of differing age groups to assist in explaining about the grieving process and reactions to major stresses. If you are uncertain about the use of these documents, contact your named Educational Psychologist in the first instance or the Principal Educational Psychologist directly.

**Communications - external**

Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response. It is likely that the main school telephone number will quickly become jammed with incoming calls. Identify any other lines not generally known to the public (ie mobile phones, direct lines, etc), which could be used for outgoing calls in an emergency.

In the event of a power failure, a powered switchboard system may not work, but a telephone plugged directly into the first telephone point coming in from the exchange should provide a useable line. The location of this telephone point should be identified in the emergency plan.

If it is likely that the emergency will create a very high volume of calls, or interest from the wider public, the Local Authority may be able to set up a Telephone Enquiry Service to relieve the pressure on the school. This service is available from the Council’s Contact Centre and may be requested through the Assistant Director of People Services or the Civil Protection Unit.
An early decision should be made about how to inform parents. Bear in mind the speed with which rumours circulate. Make use of telephone trees or other methods to ensure parents are informed quickly and efficiently. However, in the case of a fatal incident, the responsibility to inform the parents of the child or children involved will fall to the Police. It is important to maintain a high level of confidentiality and if you are unsure about what level of information to divulge, please seek advice.

**Media management**

At least initially, try to avoid responding to media enquiries and direct them to the Local Authority’s Corporate Communications Unit. Do not allow the media onto school premises or give them access to children unless there is a specific reason and permission and consents are in place. In the most serious cases, the Police are likely to take the lead when dealing with the media, and to offer some protection against media intrusion.

Liaise with the Corporate Communications Unit as quickly as possible, and work with them to decide the information for release to the media, which should be agreed with the headteacher and Director of People Services before release. Ensure that there is an agreed official spokesperson who is well briefed and prepared should an interview become necessary. Again, the Corporate Communications Unit can assist with this.

Depending on the nature of the incident, the Corporate Communications Unit may be able to send an officer to provide support.

Give pupils, staff, governors and parents accurate, up-to-date information, update them at regular intervals and encourage them not to speculate or to encourage rumours. You may wish to consider media skills training for some staff, who would be prepared to act as official spokesperson should the need arise.

**Closing the school**

The decision to close a school is usually made by the headteacher and governors having sought confirmation from the Local Authority via Assistant Director of People Services.
Detailed procedures for school closure should be included in your School Emergency Plan and at Appendix 1, a template which includes closure assessment criteria, is provided for this purpose. School closure should be avoided where possible but where it is unavoidable, for health and safety or staffing reasons, to close a school during the school day, consideration should be given to contacting parents and to transport arrangements.

If longer notice of closure can be given, inform parents through local radio. The local radio station will ask for your DCSF number as a security measure. You can contact the Corporate Communications Unit who can assist with getting information out via local radio and on the Local Authority’s website. You should also make provision for pupils who will not have heard of the closure and inform bus companies and other transport providers.

**Bomb threats**

Bomb threats should always be taken seriously. It is important that reception/switchboard staff know what questions to ask if they do take a call from someone claiming to have information about a bomb. A prompt card, with questions to ask and immediate actions to take in this situation, can be found at Appendix 6 within the School Emergency Plan template document. Reception staff should be familiar with this information and preferably have a copy to hand near the telephone. Your evacuation plans should include information about what route to take and what assembly point to use in the case of a bomb threat, as these may need to be different from those used for other types of incident.
EMERGENCIES ON EDUCATIONAL VISITS

As well as preparing for emergencies that may occur at school, it is also sensible to consider incidents that may happen away from school on educational visits. These may include:

- Road or sea accident involving pupils
- Death or injuries on educational visits or external events
- A pupil going missing

Many of the general principles of emergency planning for schools (described in previous points), also apply to emergencies on educational visits. However, there are some additional points which must be noted and implemented:

- Advice for dealing with emergencies on educational visits is provided in the Plymouth City Council Health and Safety Policy for Outdoor Education Visits and Off-site Activities published in 1999 (each school should have a copy)
- When any group is on an educational visit, the headteacher (or a deputy or senior teacher if the head is on the visit or is unavailable), should provide an emergency contact for the group (this needs to be available after hours for evening activities and 24 hours for residential visits)
- The headteacher or school contact must have, readily available, written details of the visit, including a list of all involved, contact arrangements with the group and day and night contact details of parents and staff next-of-kin
- Copies of the Activity Approval Notice, attendance list, visit parental consent forms and the school’s staff contact list should provide the necessary information. On residential or after-hours visits, the headteacher or school contact should take this information home
- Make sure that arrangements will work after hours, at weekends and during the school holidays if visits are taking place at these times
- The headteacher should arrange for an incident log sheet to be completed throughout the emergency, which records events and decisions made at the time.

A proforma, action list and log sheet for the headteacher and group leader are included in the School Emergency Plan template document at Sections 4 and 5.
SCHOOL SUPPORT FOR EXTERNAL EMERGENCIES

Headteachers and school staff may become involved in the response to an emergency affecting the local area, even if the school itself is not affected directly.

For example:
- Civil disturbance in the local community
- Terrorist incidents affecting the local community
- Epidemics
- Severe weather

In case of an emergency that affects the local community, it may be necessary to activate your School Emergency Plan to provide support for pupils and staff who are affected by the incident.

Copies of the Plymouth City Council Rest Centre Plan are held by the Headteachers of all designated rest centres.

Use of schools in emergencies

Occasionally there are emergencies which require members of the community to leave their home and be temporarily accommodated in a place of safety. In these eventualities, it is the responsibility of the Local Authority to find somewhere for them to go where they can eat, sleep and rest, for a maximum of 72 hours, before either going home or being accommodated in family groups elsewhere.

Plymouth City Council has designated four secondary schools to use as Rest Centres in these circumstances, although dependent upon the emergency, other schools may well be activated.

If your school needs to be used as a Rest Centre, the Assistant Director of People Services or their representative, will contact the school and inform you of the situation. To avoid disruption to pupils’ education, plans have been put in place to only utilise areas of the school which are least distractive to curriculum activities and undesignated schools will only be used where there is no viable alternative.
If your school is a designated Rest Centre, you should inform key holders and facilities management staff and brief them on their responsibilities should the school be brought into use. It may be necessary to include in your School Emergency Plan and provide the key holders, with an Action Card to highlight what actions they should take if they are contacted out of hours by the Duty Civil Protection Officer or Assistant Director of People Services.

Staff from People Services of the Local Authority, together with support from other departments and a number of voluntary agencies, will run and manage the Rest Centre. Catering, cleaning and transport for the area occupied by the Rest Centre will be arranged and provided by the Local Authority and where possible will utilise the services of those organisations already in place through the school’s own arrangements.

The Rest Centre Manager will require some support from the school facilities/business manager in order to find the necessary equipment/furniture and to control access to the facility, but this will be kept to a minimum in order that the school can focus on ensuring that the business of the school is not further disrupted.

It will be the responsibility of the headteacher, in liaison with governors and the Assistant Director of People Services to decide whether the school should remain ‘open as usual’ whilst the Rest Centre is in operation.

Key issues to consider if a Rest Centre is established in your School:

- Could you establish temporary facilities (possibly with a neighbouring school) if your school was unavailable for a number of days?
- Would it be more appropriate for the pupils to stay at home for the duration of the Rest Centre activation?
- Which authorities would you need to inform of these arrangements?
- How would you ensure that parents are kept informed of the arrangements?
- How would you prioritise the tasks to be carried out by the school during the time of the Rest Centre operation?
- What additional resources (material and human) would you need in order to re-establish normal school operation following a Rest Centre activation at your school?
POST-INCIDENT CARE AND WELFARE

Post-incident care is aimed at helping individuals to understand their feelings following an emergency and to identify sources of future support. The overall aim of the support is to help people in a way which will reduce the possibility of the development of post-traumatic stress disorder.

Support is available from a range of sources for school staff in their direct dealings with affected individuals. This support offers people structured opportunities over a specified timescale, to talk about an incident in a supportive atmosphere, receive feedback and validation of their own feelings and help to come to terms with these. This may include the Education Psychology Service, voluntary agencies or an external counselling service. The Assistant Director of People Services should also be involved as they will often be able to coordinate Local Authority support across a range of services.

Staff play an important role in supporting both pupils and other staff as they recover from a traumatic incident. However, it is important to remember that staff should not be expected to perform a counselling role unless they are trained to do so.

Despite the situation, staff must avoid actions that may be misinterpreted. Physical contact and one-to-one meetings may later be represented as inappropriate. The presence of witnesses and contemporary logs of actions where practicable will minimise the risk of misinterpretation.

To assist school staff in understanding reactions to emergencies, individual leaflets (at Annex 6) have been written with the assistance of the Educational Psychologist Service, covering the following subjects:

- Reaction to Major Stress in Adults and Young People
- Information for Staff–Helping a Bereaved Child
- Information for Staff–The Grieving Process
- Information for Children and Young People–When Someone You Know Dies
- Information for Younger Children–When Someone You Know Dies
EXAMPLE SCHOOL KEY TASKS AND ACTIONS GUIDANCE

If required, contact Emergency Services ‘999’

Implement School Emergency Plan

Assess continuing risk; ensure safety of children and staff
Obtain incident information & open events and contacts log

Contact Assistant Director of Services for People (LLL) or On-Call Civil Protection Officer

Mobilise School’s Emergency Management Team

Brief staff, pupils, parents and Governors
Contact families of pupils, adults and staff involved

Plan management of incident

Set up arrangements to deal with enquiries
Make arrangements for personal effects, registers, areas of school affected
Plan for return to school of those involved in the incident

Make immediate arrangements to support children and adults
Arrangements for expressions of sympathy/acknowledgement of what has happened
Plan memorials and commemorations

PHASE 1
Immediate Actions

PHASE 2
Managed Response

PHASE 3
Restoration to normality
USEFUL CONTACTS
PLYMOUTH CITY COUNCIL

Education Department
Your first point of contact for the Education Department in an emergency during working hours should be:
Assistant Director of People Services
Telephone Number: 01752 307464

Outside office hours (before 9.00 am, after 5.00 pm and at weekends) you should contact:
On-Call Civil Protection Officer
Via Telephone Number: 01752 668000

Assistant Director of People Services
Assistant Director
Tel: 01752 307464

Civil Protection Unit
Civil Protection Manager
Prince Rock Depot
Macadam Road
Plymouth, PL4 0RZ
Tel: 01752 304847
Email: civil.protection@plymouth.gov.uk

Outdoor Education
Outdoor Education Centre
Windsor House
Tavistock Road
Plymouth, PL6 5UF
Tel: 01752 307435
servicesforchildrenandyoungpeople@plymouth.gov.uk

Educational Psychology Service
Mannamead Centre
15 Egguckland Road
Egguckland
Plymouth, PL3 5HF
Tel: 01752 224962
Email: psychology.service@plymouth.gov.uk

Education Welfare Service
Windsor House
Tavistock Road
Plymouth, PL6 5UF
Tel: 01752 307405
Email: educationwelfare@plymouth.gov.uk
Corporate Health and Safety Team
Windsor House
Tavistock Road
Plymouth, PL6 5UF
Tel: 01752 312523
Email: healthandsafety@plymouth.gov.uk

General Education Enquiries
Windsor House
Tavistock Road
Plymouth, PL6 5UF
Tel: 01752 307400
Email: servicesforchildrenandyoungpeople@plymouth.gov.uk

Corporate Communications Unit
Civic Centre
Royal Parade
Plymouth, PL1 2AA
Tel: 01752 304913
Email: communications@plymouth.gov.uk

School Transport Service
Windsor House
Tavistock Road
Plymouth, PL6 5UF
Tel: 01752 308770
Email: school.transport@plymouth.gov.uk

School Buildings and Property
Asset Management
Civic Centre
Royal Parade
Plymouth, PL1 2AA
Tel: 01752 304588
Email: asset.management@plymouth.gov.uk

Occupational Health / Counselling Service
(to be arranged via line managers)
Plymouth Hospitals NHS Trust
Tel: 0845 1558200
Email: dinah.jenkins@phnt.swest.nhs.uk
USEFUL REFERENCES

DCFS Teachernet Website
http://www.teachernet.gov.uk/emergencies/planning/emergencyplan/index.html

Wise Before the Event: Coping with crisis in schools
By William Yule and Anne Gold, Calouste Gulbenkian Foundation, 1993
ISBN 0 903319 66 7
This book emphasises the need for prior planning and has many practical suggestions.

Dunblane: A Place of Learning
Available to order, priced £7.50 from:
Central Support Team
Services for Children and Young People
Stirling Council
Viewforth
Stirling, FK8 2ET
Tel: 01786 442666
This report concerns the incident which occurred at Dunblane Primary School on 13 March 1996.

Good Grief Vol 1. Exploring Feelings: Loss and Death with Under 11’s
ISBN 978 1853023248
Very comprehensive, gives information, guidance and full of ideas for classroom activities.

Good Grief Vol 2. Exploring Feelings: Loss and Death with Over 11’s and Adults
ISBN 978 1853023408
Good grief has been designed to provide a framework for exploring the sensitive issues around feelings, loss and death.
Understanding Death and Dying
By Fiona Cathcart, Working Together Publications, 1996
ISBN 978 1873791066
A resource to help prepare an SEN child or adult if a friend is diagnosed with a terminal illness and to help them come to terms with a bereavement.
NATIONAL SUPPORT ORGANISATIONS
(not an exhaustive list)

Cruse Bereavement Care
Tel: 0844 477 9400 (National Rate)
Tel: 0808 808 1677 (Young Person’s Free Phone)
Website: [www.crusebereavementcare.org.uk](http://www.crusebereavementcare.org.uk)
Cruse Bereavement exists to promote the well-being of bereaved people and to enable anyone bereaved by death to understand their grief and cope with their loss. The organisation provides support and offers information, advice, education and training services.

The Compassionate Friends
Tel: 0845 123 2304 (National Rate)
Website: [www.tcf.org.uk](http://www.tcf.org.uk)
The Compassionate Friends is an organisation of bereaved parents and their families offering understanding, support and encouragement to others after the death of a child or children. They also offer support, advice and information to other relatives, friends and professionals who are helping the family.

Winston’s Wish Family Line
Tel: 0845 203 0405 (Local Rate)
Website: [www.winstonswish.org.uk](http://www.winstonswish.org.uk)
Winston’s Wish, the child bereavement charity, helps young people re-adjust to life after the death of a parent or sibling. By providing professional assistance before, during and after bereavement they help them to better understand the nature of loss and offer the practical support and guidance that many need in order to cope throughout the grieving process.

Child Bereavement Charity
Tel: 01494 568900 (Local Rate)
Website: [www.childbereavement.org.uk](http://www.childbereavement.org.uk)
The Child Bereavement Charity offers a confidential listening service to anyone affected by the death of a child, or who is caring for a bereaved child.
The Samaritans
Tel: 0845 790 9090 (Local Rate)
Website: www.samaritans.org
Samaritans provides confidential non-judgemental emotional support, 24 hours a day for people who are experiencing feelings of distress or despair.

Childline
Tel: 0800 1111 (Free Phone)
Website: www.childline.org.uk
ChildLine is the UK's free, 24-hour helpline for children in distress or danger. Trained volunteer counsellors comfort, advise and protect children and young people who may feel they have nowhere else to turn.

RD4U
Tel: 0808 8081677 (Free Phone)
Website: www.RD4U.org.uk
RD4U is a website developed by Cruse Bereavement Care's Youth Involvement Project which aims to support young people, after the death of someone close to them.

Jeremiah’s Journey
Tel: 01752 424348
Website: www.jeremiahsjourney.org
Jeremiah’s Journey is a Plymouth based charity that offers support and information to children and their families when someone special has died.

Plymouth Parent Partnership
Tel: 01752 258933
Website: www.plymouthparentpartnership.org.uk
Plymouth Parent Partnership are a team of paid staff and trained volunteers who offer impartial and accurate information and support to parents, carers and staff in other agencies who have concerns about their child’s education and/or development, including children with additional or special needs.
MEMORANDUM OF UNDERSTANDING

This memorandum of understanding has been agreed between Plymouth City Council and the Devon and Cornwall Constabulary for responding to firearms incidents in schools.

PURPOSE

The over-riding concern for both the Police and Education Department is the safety and well-being of all people in schools, including pupils, staff, parents and visitors.

It is recognised that each school’s premises are unique in terms of size, daily routine and local environment. There may be a large number of staff, pupils and visitors on school premises.

Police Authorised Firearms Officers (AFOs) may be deployed to schools in response to a spontaneous incident which occurs at a school or nearby.

Such policing operations will be conducted with due regard to the Association of Chief Police Officers Manual of Guidance on the Police Use of Firearms and linked Codes of Practice.

AFOs will only be deployed as a result of a review of the available information, leading to a threat assessment, which indicates that the deployment of armed officers is necessary as a tactical option.

The primary purpose of such a deployment is to save life or to protect those on the school premises from a serious risk of attack from a person who is in possession of a firearm, who has immediate access to a weapon or is otherwise so dangerous that a police officer’s use of a firearm may be necessary.

The police incident commander will regularly review this threat assessment and will withdraw armed officers as soon as the commander believes that their presence is no longer required.

INITIAL RESPONSE TO A FIREARMS INCIDENT AT A SCHOOL

The first priority action for the person becoming aware of a firearms incident within a school, its grounds or vicinity must be to call the police for assistance via the 999 system and this caller should clearly identify themselves, the name of the school, its location and a contact telephone number.

Shakespeare Primary School
Honicknowle Lane
Plymouth PL5 3JU
Tel: 01752 312048
The police call handler will also request other information, including the following:

**Priority information**

- Are the offenders with the firearms still at the scene?
- How many offenders are there?
- How many firearms are there?
- What exactly has happened?

**Other information**

- Are you/others in the school in a safe place?
- Does anybody have any injuries – is an ambulance required?
- How do you know it’s a firearm?
- Can you describe the weapon you have seen or heard?
- Can you describe the person(s) carrying the weapons?
- Can you give a brief description of the other offenders?

The caller should NOT put himself or herself at risk in order to obtain this information.

The safety of staff, pupils and other members of the public remains the priority for the police operation.

**POLICE RESPONSE**

Details of the incident will be immediately relayed to the Police Control Room Inspector, who is a trained firearms commander.

The Inspector will assess the information available and will authorise armed officers and other resources to be deployed if necessary.

These officers may be deployed immediately to the scene, or alternatively, to a nearby location in order to gather sufficient numbers of officers to deal with the incident.

The Control Room Inspector’s decision will be reviewed by a senior firearms commander.

A tactical plan for dealing with the incident will be identified.

The plan will cover how/if contact will be made with the headteacher or other senior staff in the school, according to the circumstances of the incident.
SCHOOL RESPONSE

Do not try to produce a specific plan for every eventuality. You should refer to your generic school plan for responding to specific emergencies.

OTHER EMERGENCY SERVICES

The Police Control Room will liaise with the Fire and Rescue/Ambulance Control Rooms as necessary.

PLYMOUTH CITY COUNCIL – SERVICES FOR CHILDREN AND YOUNG PEOPLE

The Police Control Room will notify the Assistant Director of People Services in office hours and by contacting the Civil Protection On-Call Duty Officer via 01752 668000, out of hours. It will be the responsibility of the notified person/department to:

- Manage the incident from the Plymouth City Council standpoint – including activation of the Council’s Emergency Response Plan, if required
- Provide information and other assistance to support the Police operation
POST-INCIDENT CARE AND WELFARE LEAFLETS
REACTIONS TO MAJOR STRESS IN ADULTS AND YOUNG PEOPLE

Information for staff
Reaction to major stress in adults and young people

School staff need to be aware of the range of symptoms that both children and teachers may show after a major trauma. The most important thing is for teachers and those who have management responsibility for teachers to note any major change in behaviour after a disaster; to note the nature of those changes; and to alert others as agreed in the contingency plan.

Where certain symptoms are present the person is likely to be suffering from a syndrome that is now recognized as Post Traumatic Stress Disorder (PSTD).

The following describes in greater detail the symptoms associated with PSTD, additional reactions to major crises, and some ways in which individuals and school staff can support pupils and their families.

Re-experiencing the trauma

Repetitive, intrusive thoughts about the incident, may occur at any time, and can be triggered by sights, sounds, smells, or sensations (wet, cold, hot) that act as a reminder of the incident.

People may have ‘flashbacks’ as if they were reliving the experience. They may also relive the incident in recurring nightmares.

Avoiding thinking about the experience

The emotions that the intrusive thoughts give rise to can be very painful and often young people try to avoid thinking about the trauma or avoid dealing with the emotions. They may steer clear of things that remind them of the trauma because such things are like powerful fears that actually happen. In many adults there is evidence of difficulty in sustaining emotional relationships, these signs may be different in children. For example, they may often show a lack of interest in hobbies and pastimes previously enjoyed.

The symptoms of this kind of avoidance appear as:

Not talking with parents - Many young people do not want to talk about their feelings with their parent so as not to upset them.

Not talking with peers – After a few days, survivors may feel a great need to talk over their experiences with their peers. Unfortunately the timing is often inopportune. Peers hold back from asking in case they upset the survivor; the survivor often feels rejected.

Children may also be subject to teasing or bullying by other children because of the incident, but may be unable to tell parents or teachers.

Foreshortened and change of priorities – Learning how easily life can be extinguished can cause young people to lose their faith in the future. They may feel that their whole view of the world and their priorities, have been altered. Many feel that they should live life to the full and not plan ahead; they lose trust in long term planning. Others realise that they have been over-concerned with materialistic or petty matters and resolve to rethink their values, sometimes within a formal religion.
Guilt – ‘Survivor guilt’ has long been considered a paradoxical reaction following a disaster. Child and adolescent survivors often feel guilty that they are alive when others have died. They feel guilty that they could have done more to help other during the disaster. They sometimes also feel guilty about things they did during the crisis in order to survive.

**Heightened anxiety and arousal**

In children and adolescents, heightened anxiety and arousal may appear as:

- **Concentration difficulties** - During the day children may have major problems concentrating on schoolwork. For example, when it is silent in the classroom they may have intrusive memories of what happened to them.

- **Sleep disturbance** - Almost every young person involved in a disaster will have major sleep problems in the first few weeks. They report fears of the dark, fears of being alone, intrusive thoughts when things are quiet, bad dreams, nightmares, and waking at intervals throughout the night. For some these problems can persist over many months. Listening to music while dropping off to sleep can help divert distressing thoughts.

- **Separation difficulties** - Initially, most children want to be physically close to their surviving parents, often sleeping in the parental bed during the first few weeks. Some distressed parents find their children’s clingingness difficult to cope with and many parents find they are irritated by this ‘babyish’ behaviour.

- **Memory problems** – Young people may have problems remembering new material or even old skills such as reading music.

- **Heightened alertness to dangers** - Survivors have learnt the hard way that life is fragile. They become alert to all sorts of dangers in the environment that they previously ignored.

- **Fears** - Most survivors of disasters are likely to develop fears related to their experiences. Survivors of transport accidents may develop fears of travelling by sea and air. The spread of fears from an original threat to something different may prevent adults spotting a connection between a child’s behaviour and the traumatic event.

- **Irritability** - Many children find themselves much more irritable than previously, both with parents and peers. Some also find they get much more angry.

- **Depression** - Adolescents involved in disasters report significantly higher rates of depression than others of the same age. Many adolescents experience fluctuations in their mood however these may be worse after a traumatic event. It is important to differentiate between fluctuation low mood and persistent low mood coupled with feelings of low self worth, loss of appetite and disrupted sleep. This amounts to a clinical depression. A few adolescents also develop suicidal thoughts and occasionally attempt suicide.

- **Anxiety and panic** - A significant number of children become very anxious after accidents, although the appearance of panic attacks is sometimes considerably delayed. It may be possible to identify stimuli in the child’s immediate environment that trigger panic attacks.
Effects on younger children

Even very young children can be keenly sensitive to their parents’ distress and quickly learn not to talk about their bad experiences.

Very young children may show regressive or anti-social behaviour, many become easily frustrated, irritable, or destructive. Children who have been dry at night may start wetting their beds again. Children who have slept in their own bed may need to sleep with their parents for a while. Children may engage in repetitive play or drawings involving themes of the incident.

As young children’s understanding develops they will need to go back over the troubling events, to make better sense of them from a more advanced level of understanding.

Effects on school staff

- The strains of leading a school through a critical incident can be profoundly disturbing but may not be identified or acknowledged until after the crisis has subsided.
- Experience is that headteachers and senior managers often underestimate the impact of critical incidents on themselves and may be reluctant to seek support.
- Teachers have to relate to all pupils, those involved in an incident and others. They also have to relate to the rest of the staff and to their own relatives and friends outside the school.
- Teachers may also experience difficulty knowing when to talk about the incident and when not to. If they have been involved in the crisis, they may develop problems in concentration and memory. Some may try working out their problems inappropriately. For example, they may sometimes seek out children to confide in, thereby adding to the children’s burden. At other times, instead of discussing their difficulties with other teachers, they may discuss them in class with the children. Other staff need to be aware of this to ensure that appropriate help and support are available for teachers and other staff who are involved in major incidents.
- It is important that those managing an incident also take care of themselves and that someone takes responsibility for ensuring that this element is not forgotten.
- This support need not necessarily come from another member of the senior management.
- The support of family, senior colleagues, governors, other heads and close friends need to be engaged.
- Caring for the carers is sound management.
Arson attacks

- It is rare for personal injury to occur in arson attacks on schools but the sense of loss, distress and anger can be severe.
- The dislocation for teachers especially can be prolonged. They are forced to revisit their distress day by day as the loss of their investment in place, planning, resources, records and teaching patterns bears down.
- Be aware that the worse effects on teachers’ morale and emotional well-being can occur some time – often months – after a serious fire.
- The pressure on staff to restore normal routines quickly on a new or restricted site often leaves too little room for grieving, for ritual endings and reflecting.
- Make sure all adults working with the child know the situation.
- Some children will want to talk about what has happened and this should be allowed.
- Let children know it is natural, normal and acceptable to be upset and cry. Don’t be afraid to cry with the child.
- The child is likely to suddenly burst into tears and plans should be made to allow them to withdraw and talk quietly with an adult with whom they feel comfortable.
- The bereaved child’s behaviour may change and slightly more latitude should be allowed than would normally be the case. Don’t avoid taking disciplinary action if the behaviour is inappropriate.
- It may be helpful to provide a quiet place to which a child could retreat.

Source: "Wise before the Event", W. Yule and A. Gold.
HELPING A BEREAVED CHILD

How to help children understand what is happening if a relative or a friend is dying

It is difficult to explore ideas and feelings among pupils about death unless you feel at ease yourself; you will need the support of colleagues.

Sharing feelings helps a child to be less isolated in their grief, so talk about different types of feelings with the class.

Be aware of multi-cultural and multi-faith issues.

Use opportunities such as the death of a pet, or a personality on television to discuss death as part of the life cycle.

Remember a child’s perception of death changes as they get older.

How do you prepare the class before a bereaved child returns to school?

Be honest and if possible tell the class what has happened before the pupil returns.

Explain how their friend may be very quiet or start crying unexpectedly.

Reassure them that they can help just be listening and being with their bereaved friend.

Encourage them not to worry if their friend wants to be alone.

How do you react to a pupil who has been bereaved?

Teachers are not counsellors. Remember, your instinctive reactions are almost certainly appropriate.

- Act as naturally as possible.
- Don’t pretend nothing has happened; have a quiet word with the pupil indicating that you are available if necessary and you are aware of the situation.
- Make sure all adults working with the child know the situation.
- Some children will want to talk about what has happened and this should be allowed.
- Let children know it is natural, normal and acceptable to be upset and cry. Don’t be afraid to cry with the child.
- The child is likely to suddenly burst into tears and plans should be made to allow them to withdraw and talk quietly with an adult with whom they feel comfortable.
- The bereaved child’s behaviour may change and slightly more latitude should be allowed than would normally be the case. Don’t avoid taking disciplinary action if the behaviour is inappropriate.
- It may be helpful to provide a quiet place to which a child could retreat.

THE GRIEVING PROCESS

Information for staff
THE GRIEVING PROCESS

Stages of grief

Grief is a normal, essential response to the death of a loved one. It can be short lived or last a long time depending on the personality involved, the closeness of the relationship, the circumstances of the death and previous losses suffered.

In many cases, this grief can take the form of several clearly defined stages. This is not necessarily a linear process and difficulties may occur at any of the stages described.

- Shock and Disbelief
- Denial
- Growing Awareness
- Acceptance

Shock and disbelief
This is likely to happen whenever our model of the world is upset.

Denial
This generally occurs within the first 14 days and can last minutes, hours or weeks. In this stage the bereaved person behaves as if the dead person is still there, no loss is acknowledged.

Growing awareness
Some or all of the following emotions may be experienced:

Yearning – The urge to search; going over the circumstances of the death, trying to find a reason for the death or visiting where it happened.

Anger – This can be against any or all of the following: the medical services, the person who caused the death, the deceased for living.

Depression – The bereaved person begins to feel the despair, the emptiness, and the pain of the loss.

Guilt – This emotion is felt for the real or imagined negligence or harm inflicted on the person who has just died. There is a tendency to idealise the person who has died.

Anxiety – In extreme cases anxiety can even become panic – as the full realization of the loss begins to come through.

Acceptance – This generally occurs in the second year after the death has been relived at the first anniversary. The bereaved person is then able to adjust to life without the deceased and begin to invest energy elsewhere.
Reaction of younger children

In children, the stages of grief may manifest themselves in the following reactions:

Children, like adults, will enter a period of shock that will last for a few hours or up to a week. It can manifest itself by the child going through daily life mechanically, automatically smiling on cue or being apprehensive. They may have periods of panic. Alternatively, they may become withdrawn and gaze into space for long periods.

The death of a close relative heightens our sense of vulnerability and for children death and separation are synonymous.

They may become very anxious about being separated from parents for any reason; be reluctant to go to school; be depressed; be prone to infection, i.e. colds, ear infections and tummy upsets; bite nails or cuticles; pick themselves; twiddle with their hair; develop a fear of the dark (which may last for years); have difficulty in going to sleep; have nightmares; develop a phobia about hospitals, nurses and doctors.

- Regression to an earlier stage of development is common.
- Children may lose concentration at school.
- Food can become important. Some children will eat and eat to fill up the emptiness they feel inside. They may hoard food and secrete it away. Others though will lose interest in eating. This phase usually only lasts a comparatively short time.
- Sadness and anger need to be expressed but children are often afraid and confused about venting their feelings, as they do not know what is allowed.
- Some children may be frightened to ask questions and will only talk to ‘outsiders’. Other children only want to talk about the tragedy to the immediate family.
- The duration of the grief process for children is the same as adults – approximately two years.

Difficulties in grieving

Many people do not pass through the ‘stages of grief’ smoothly. This may be made difficult for children by the natural reaction of adults to protect them from further distress by, for example, discouraging attendance at the funeral or not talking about the deceased. Children may also be surrounded by a grieving family and feel that they should not add to that distress by showing their own emotions.

There are three ways commonly used for coping with bereavement that are not helpful over a long period of time. A child may need help in overcoming these:

- **Substitution** – The child may want to find a substitute mother or father.
- **Aggression** – The child may be always fighting, or avoiding school. A variety of discipline problems both inside and outside of school, e.g. drug abuse and general anti-social behaviour, may occur.
- **Helplessness** – This leads to a lack of curiosity and so impairs learning.

Source: “Good Grief”, B. Ward & Associates
WHEN SOMEONE YOU KNOW DIES

UNDERSTANDING YOUR FEELINGS

Information for older children
WHEN SOMEONE YOU KNOW DIES

Understanding Your feelings

When someone we care about dies we all feel grief. People grieve for different lengths of time and as we grieve we can experience different feelings or emotions.

Feelings we may have when someone dies

Shock and disbelief

The first reaction to a death can be shock and disbelief. The person may feel numb, go through the day automatically. They may go very quiet and not want to speak to anyone or they may have times when they feel anxious and in a panic. This period of shock can last from a few hours to a week.

Denial

This stage is usually in the first fortnight after a death. It may last for only a few minutes or for weeks. The person can behave as if nothing has happened and as if the dead person were still around. For example, they may lay a place at the table for them or go to ring them up and invite them out. They might dream that the dead person is still alive and has not really died.

Growing awareness

During this stage the person gradually realizes what it means to them to have lost someone they care about. This growing awareness can sometimes trigger a number of emotions.

The person may feel they need to find a reason for the death. They may want to go over and over how the person died or to visit the place where it happened. The person may feel angry and want to blame someone, for example a doctor or someone else involved if there was an accident. Sometimes the person may be furious with whoever has died because they have left them.

The grieving person may feel sad and depressed. They may feel as if nothing matters or become anxious. They may feel actual pain or very empty inside. They may cry often, even when there is no obvious reason for them to be reminded of the person who has died.

Sometimes the grieving person may feel guilty, even if there is not good reason. For example, they may feel terrible because the last time they talked to the person who has died they had an argument. If there has been an accident, they may feel that this was somehow their fault and go through a string of ‘if onlys’, for example, if only I had been there… or if only I hadn't shouted.

Sometimes the grieving person may not know quite what they are feeling but develop symptoms or behave in unusual ways. For example, they may be more likely to become ill, find it difficult to get to sleep, start biting their nails.
They may either eat far more than usual or lose interest in eating. They may not want to go to school and if they do, find it difficult to concentrate. They may find it hard to finish their homework or to remember what they are supposed to be doing. They may not be able to think clearly.

Some people worry that they might become ill or die. If they are happy or enjoying things they may think that it is wrong to feel that way.

Acceptance

Eventually the grieving person will be able to get on with life as before. They will, of course, continue to remember the person who has died but this will not affect them in the same way.

If this is happening to you:

- Talk about how you feel to someone else. This could be to a friend, a teacher, your doctor, or someone in your family. You may want them to help you find someone else to talk to, for example a school counsellor.
- Tell a teacher if you cannot concentrate or are having difficulty with your homework.

How to help a friend who is grieving –

- Act as naturally as possible but do not pretend that nothing has happened.
- Just being with someone can help.
- Someone who is grieving may suddenly burst into tears. Try to accept this. If you feel like crying too that is alright.
- Do not worry if the person just wants to be alone.
- It can be important to remember the person who has died and to create special reminders. For example, it may be a good idea to collect some photographs, make a book or write about the person.
- The grieving process can take some time. You can help just by listening and being with your friend.
WHEN SOMEONE YOU KNOW DIES

UNDERSTANDING YOUR FEELINGS

Information for younger children
WHEN SOMEONE YOU KNOW DIES

Understanding your feelings

When people die they stop living. People die for different reasons. Some die because they get very ill. Some die because of an accident. Some die because their body has become very old and stops working.

A dead person does not see or hear. They cannot do things. They cannot breathe. Their body has stopped working. The dead person does not feel anything. That person has gone forever.

If someone we like dies, we have different feelings. One of those feelings is loss, knowing we won’t be able to see them again.

Feelings we may have when someone dies

Feeling shocked or not believing it

Sometimes it is hard to believe that someone has died. Some people want to look for the dead person in places where they used to be. Other people think they see the dead person, but they realise it was somebody else. They might dream the dead person is alive and had not really died, then they wake up and feel sad to know it was not true.

Feeling it isn’t true

Some people behave as if nothing has happened, as if the dead person is still around. They may knock on their door to go to school with them.

Feeling sorry

Some people feel sorry after someone has died. They feel they should have said or done something to stop the person from dying. They feel they should have loved the person more.

Feeling angry

Some people think others should have stopped the person from dying. They feel angry. Sometimes people feel angry with the dead person who has made them feel so sad. They may feel cross because they remember things the person did. These things upset them.

Feeling sad

Life can seem very lonely and empty. Sometimes seeing other people happy just makes sad people feel lonelier. Some people cry. Some people want to cry when nobody can see them and other people want to cry with a friend.
Feeling worried and puzzled

Some people worry they will not be able to do things by themselves. They find it harder to remember things. They cannot think clearly.

Some people worry they will become ill. They fear they will never be happy again. Sometimes they feel it is wrong to be happy or to enjoy things.

Feeling frightened

Some people find it difficult getting to sleep. They may be frightened of the dark. They may have nightmares. Some people do not want to go to school. Some people feel hungry and may eat more than they used to, while other people may not want to eat very much.

Later on

After a time, the unhappy feelings start to go away. People learn to live without the dead person. The dead person is not forgotten, but little by little people do not feel so upset.

If this is happening to you

Try to talk about how you feel to someone. This could be to a friend, a teacher or someone in your family.

Write or draw your feelings in this box.

Tell your teacher if you cannot concentrate or do not understand something in lessons, or if you are having difficulty with your homework.
How to help a friend who has lost someone

It helps when you are friendly. Listen to the person and offer to stay with them. Some people want to be alone at times, so ask your friend how you can help.

You may be able to help them remember the person who died. These are some things you could try:

- Talk about the dead person with family and friends and remember what the person was like and the things they used to do.
- Look at photographs of the dead person.
- Draw a picture of the person doing something they like to do.
- Write a poem about the person.

It is important to remember the person who died. After a time most people find they can think about the person who died without being unhappy.

Source: “Understanding Death and Dying: Your Feelings”, Fiona Cathcart
SCHOOL EMERGENCY PLAN

Date of issue: 15th July 2010
Date Reviewed: September 2014
Date of next review: July 2015

Copies of this plan are kept:
In the Red Box/ On the School’s Server/ At home with the Head and Deputy

Person responsible for updating this plan:
Mrs Karen Menis, Head teacher

IF YOU ARE DEALING WITH AN EMERGENCY RIGHT NOW – GO STRAIGHT TO SECTION 2 FOR SCHOOL EMERGENCIES OR SECTION 4 FOR EMERGENCIES ON EDUCATIONAL VISITS

CONTENTS
Section 1 Introduction
Section 2 Emergencies in schools – Activation
Section 3 Emergencies in schools – Implementation
Section 4 Emergencies on educational visits – Activation
Section 5 Emergencies on educational visits – Implementation
Section 6 Stand down and recovery
Section 7 Roles and responsibilities

Appendix 1 Closing the school (including extreme weather conditions)
Appendix 2 School hazard assessment and site specific plans
Appendix 3 Emergency contacts list
Appendix 4 Evacuation plan
Appendix 5 School site information
Appendix 6 Bomb threat prompt card for reception staff
Appendix 7 Emergency arrangements for other services using the school site
Appendix 8 Incident log sheet
SECTION 1 - INTRODUCTION

This plan relates to:

- An event which threatens the safety of children and/or staff, or a crisis which might affect the public reputation of the school.
- A situation where is has been decided by the Headteacher, that the school will benefit from receiving additional (external) support and advice.
- An emergency which has affected the community in which the school is based.

The plan provides generic guides to actions which should be considered by the Headteacher, nominated deputy and the School Emergency Management Team (SEMT) in case of an emergency either in the school or the local community, or on an educational visit.

School emergency plans should cover the whole school site and all activities taking place there, (including where schools share sites with other services, or hire out space to other organisations for out of hours activities).
SECTION 2 - EMERGENCIES IN SCHOOLS – ACTIVATION

Information about an incident may come from a staff member, pupil, parent, the emergency services or the Local Authority.

WHOEVER RECEIVES THE ALERT SHOULD ASK FOR AND RECORD AS MUCH INFORMATION AS POSSIBLE:

<table>
<thead>
<tr>
<th>Name of person informing of the incident:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of the incident: (including actual words used by informant)</td>
<td></td>
</tr>
<tr>
<td>Who else has been informed?</td>
<td></td>
</tr>
<tr>
<td>Exact location of the incident:</td>
<td></td>
</tr>
<tr>
<td>Casualties:</td>
<td></td>
</tr>
<tr>
<td>Any action taken so far:</td>
<td></td>
</tr>
<tr>
<td>Name of contact at the scene:</td>
<td></td>
</tr>
</tbody>
</table>

If appropriate, they should call 999 for the police, fire and ambulance, giving the information above.

**IF IN DOUBT – CALL 999**

Then immediately inform Mrs Karen Menis (Head teacher)

If neither is able to respond (they may be involved in the incident), the senior person present must follow the instructions 1-4 on the checklist of initial action by headteacher/nominee

*Please see the next page for a checklist of initial action by headteacher or nominee*
CHECKLIST OF INITIAL ACTION BY HEADTEACHER OR NOMINEE

1. Assess the situation

2. Take immediate action to safeguard pupils and staff where necessary

3. Does the incident involve injury, death or significant damage to property?
   - Yes
   - Notify Emergency Services if required
   - No

   Are large numbers of staff/students involved? and/or
   Serious disruption to the running of the school? and/or
   Significant public/news media attention on the school?
   - Yes
   - Establish School Emergency Management Team
   - No

   Manage with schools resources
   - School Emergency Management Team may still be required
   - Notify Services for People Information (01752 307400)

   Is Plymouth City Council support required?
   - Yes
   - Notify Assistant Director of People Services in office hours (01752 307464) or by contacting the Civil Protection On-Call Duty Officer via 01752 668000, out of hours (07729 922577)
   - No

4. Assemble School Emergency Management Team from pre-identified staff (see Appendix 3) and relieve them of their normal duties.

5. Refer to the list of emergency contact numbers in Appendix 3 for additional support if required.

6. Where possible, avoid closing the school and try to maintain normal routines.

7. Log all communications and actions.
Having activated this emergency plan, go on to the next stage – IMPLEMENTATION
### SECTION 3 - EMERGENCIES IN SCHOOLS – IMPLEMENTATION

#### PHASE 1 – ESTABLISHING THE IMMEDIATE ACTIONS

**ACTION LIST FOR HEADTEACHER OR NOMINEE COORDINATING SEMT**

**ACTION LIST FOR SEMT**

| Allocate tasks below among SEMT as appropriate |
| Communications |
| Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from Plymouth City Council Civil Protection Unit, who can assist in setting up a public helpline for enquiries from the public in the event of a major emergency. Line to be used for incoming calls only – (01752) 312048..................... Lines to be used for outgoing calls only – (01752) 788367..................... Ensure all staff maintain a log of actions and decisions |
| Ensure that accurate, factual information is available for those arriving at the scene |
| Establish the whereabouts of all pupils, staff and visitors using timetables, registers and the visitor’s book and make a list of those unaccounted for |
| If possible, avoid responding to media enquiries and direct them to Plymouth City Council’s Corporate Communications Unit (see Appendix 3: Emergency Contacts List) |
| Inform all staff and parents of injured pupils. Decide how to inform other parents |
| Inform the Chair of Governors – Mrs Val White [01752 217204] |
| Liaise with the Police, Fire and Ambulance Services, Plymouth City Council and other agencies who may become involved. Act as the main contact to coordinate the response and give your contact details |
| Media Management |
| Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering) |
| Welfare |
Ensure that any media access to the site, staff and pupils is controlled. In a major emergency, the Police will deal with the media and prevent intrusion onto the site.

Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones.

**Resources**

- Ensure access to site for emergency services
- Open/close parts of the school as required and turn off water, gas and electricity supplies if necessary
- Ensure the security of the school premises

**PHASE 2 – THE MANAGED RESPONSE**

**ACTION LIST FOR HEADTEACHER OR NOMINEE COORDINATING SEMT**

- Provide regular briefings for staff and continue to liaise with the emergency services and Education Department
- Try to maintain normal routines as far as possible
- Tell the staff involved to prepare a written report of their involvement, noting events and times. Inform Plymouth City Council’s Corporate Health Safety and Wellbeing Team who will advise on reporting procedures and complete an Accident/Incident Report Form (AF1) on the school’s behalf. The Health and Safety Executive need to be informed in the event of serious injuries or a fatality within 24 hours and the Corporate Health Safety and Wellbeing Team can assist with this
- Inform the trade unions if necessary and staff may wish to submit draft reports to trade union legal officers
- Allocate tasks listed below among the SEMT

**ACTION LIST FOR SEMT**

- **Welfare**
  - Establish a staff rota and ensure that staff take regular rest periods
  - Identify those pupils and/or staff who are badly affected and who may need extra support
  - Make arrangements for reuniting pupils with their parents
Emergency Plan for Shakespeare Primary School

<table>
<thead>
<tr>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (advice is available from the Educational Psychology Service)</td>
</tr>
<tr>
<td>Inform parents of children not directly involved in the incident, as decided by the headteacher or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently</td>
</tr>
<tr>
<td>Receive visitors to the school, ensuring they sign in and out and are issued with identification badges</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Media Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise with Plymouth City Council’s Corporate Communications Unit to prepare a press statement, to be agreed by the headteacher and Director of Services for Children and Young People, and to decide the ongoing strategy for dealing with the media</td>
</tr>
<tr>
<td>Be prepared to be interviewed by the media if necessary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a safe and secure base for the SEMT</td>
</tr>
<tr>
<td>Arrange a place to receive parents and children involved</td>
</tr>
</tbody>
</table>
## SECTION 4 - EMERGENCIES ON EDUCATIONAL VISITS – ACTIVATION

The headteacher or their pre-agreed nominee should be immediately informed of any incident by the group leader.

### INITIAL ACTION BY HEADTEACHER OR NOMINEE (1 – 7)

1. Maintain a written record of your actions using this proforma and attached log sheet

2. Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic

3. Find out what has happened. Obtain as clear a picture as you can: **Who informed you of the incident? (usually the group leader)**
   
<table>
<thead>
<tr>
<th>Name:</th>
<th>Status:</th>
<th>Telephone Number:</th>
<th>Additional Telephone Number(s):</th>
</tr>
</thead>
</table>

   Where are they now and where are they going?

4. Remind the group leader to follow the emergency procedure advice in the Plymouth City Council Health and Safety Policy for Outdoor Education Visits and Off-Site Activities guidance (leaders are advised to have a copy with them on the visit)

5. Record the details of the off-site activity/visit during which the incident occurred

<table>
<thead>
<tr>
<th>Location and nature of activity/visit?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of person in charge of activity/visit:</th>
<th>Telephone Number(s):</th>
</tr>
</thead>
</table>
Number of people on the visit | Pupils | Teachers | Other Adults
--- | --- | --- | ---

6. Record the details of the incident

<table>
<thead>
<tr>
<th>Date and time of incident:</th>
<th>Location:</th>
</tr>
</thead>
</table>

What has happened?

<table>
<thead>
<tr>
<th>People affected:</th>
<th>Name</th>
<th>Injury</th>
<th>Where they are/will be taken</th>
</tr>
</thead>
</table>

Emergency Services involved and advice they have given?

Names and locations of hospitals involved?

Arrangements for pupils not directly involved in the incident

Name of person in charge of your group at the incident

<table>
<thead>
<tr>
<th>Telephone Number(s)</th>
</tr>
</thead>
</table>

7. Depending on the scale of the incident, consider assembling a School Emergency Management Team from the list of staff at Appendix 3, to assist with the response.
SECTION 5 - EMERGENCIES ON EDUCATIONAL VISITS – IMPLEMENTATION

ACTION LIST FOR HEADTEACHER OR NOMINEE COORDINATING SEMT

<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform school staff as appropriate, depending on the time and scale of the incident</td>
</tr>
<tr>
<td>Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required.</td>
</tr>
<tr>
<td>Line to be used for incoming calls only – (01752) 312048.................................</td>
</tr>
<tr>
<td>Lines to be used for outgoing calls only – (01752) 788367.................................</td>
</tr>
<tr>
<td>Inform parents of any injured pupils – immediately inform parents of what has happened and where their son/daughter is. Record what their plans are, eg travel to their son/daughter, any assistance they may need and any means of communications with them (ie mobile phone number). In the event of a major incident, the Police may give advice regarding naming badly injured people or fatalities. You may also need to inform next of kin of any staff who have been involved</td>
</tr>
<tr>
<td>Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed</td>
</tr>
<tr>
<td>Inform the Chair of Governors ~ MrsVal White</td>
</tr>
<tr>
<td>Refer to the list of emergency contacts at Appendix 3</td>
</tr>
<tr>
<td>Contact the Local Authority for any assistance required:</td>
</tr>
<tr>
<td>1. During office hours, call the Assistant Director of People Services: 01752 307400</td>
</tr>
<tr>
<td>2. Outside office hours, call the Local Authority Contact Centre: 01752 668000 and ask for the Assistant Director of People Services to be notified</td>
</tr>
</tbody>
</table>

If the visit is abroad and the incident results in substantial medical or other expense, the Risk Management and Insurance Department or any other insurers used should be informed as soon as possible
Inform pupils and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from the Educational Psychology Service about the best way to inform pupils and to support them afterwards. **Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)**

<table>
<thead>
<tr>
<th>Media Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce, if necessary, controls on school entrances and telephones</td>
</tr>
</tbody>
</table>

At least initially, the school is advised to avoid responding to media enquiries and direct these to Plymouth City Council Corporate Communications Unit

Liaise with Plymouth City Council Corporate Communications Unit as early as possible and work with them to prepare a press statement, to be agreed by the Director of People Services and the headteacher before release

<table>
<thead>
<tr>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange a quiet space to receive parents of the children involved as they arrive at the school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting of Accidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the staff involved to prepare a written report noting events and times. Inform Plymouth City Council’s Corporate Health Safety and Wellbeing Team who will advise on reporting procedures and complete an Accident/Incident Report Form (AF1) on the school’s behalf. The Health and Safety Executive need to be informed in the event of serious injuries or a fatality within 24 hours and the Corporate Health Safety and Wellbeing Team can assist with this</td>
</tr>
</tbody>
</table>

Inform the trade unions if necessary and staff may wish to submit draft reports to trade union legal officers
SECTION 6 – STAND-DOWN AND RECOVERY

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

Headteachers should work with the Assistant Director of People Services to develop a recovery plan for the school. A range of support will continue to be available from across the Local Authority.

There may be formal inquiries or even police investigations into the incident, which may continue for some time and require the cooperation and support of school staff, pupils and parents.

Recovery plan checklist

AS SOON AS POSSIBLE AFTER THE EMERGENCY:

<table>
<thead>
<tr>
<th>Task</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liaise with parents regarding plans for attendance at funerals</td>
<td>✓</td>
</tr>
<tr>
<td>Liaise with parents regarding plans for attendance/representation at memorial services</td>
<td></td>
</tr>
<tr>
<td>Arrange debriefing meetings for staff and pupils</td>
<td></td>
</tr>
<tr>
<td>Arrange debriefing meetings for the headteacher and SEMT</td>
<td></td>
</tr>
<tr>
<td>Identify and support high-risk pupils and staff</td>
<td></td>
</tr>
<tr>
<td>Promote discussion of the emergency in class</td>
<td></td>
</tr>
<tr>
<td>Consider the need for individual or group support</td>
<td></td>
</tr>
<tr>
<td>Help affected pupils and staff to come back into school</td>
<td></td>
</tr>
<tr>
<td>Seek advice on legal issues from Plymouth City Council Legal Services</td>
<td></td>
</tr>
<tr>
<td>Initiate a review of the School Emergency Plan, evaluating the school’s response and feeding in any lessons learnt</td>
<td></td>
</tr>
</tbody>
</table>

IN THE LONGER TERM:

<table>
<thead>
<tr>
<th>Task</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult and decide on whether and how to mark anniversaries</td>
<td></td>
</tr>
<tr>
<td>The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected</td>
<td></td>
</tr>
<tr>
<td>Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school</td>
<td></td>
</tr>
<tr>
<td>Remember to make any new staff aware of which pupils were involved and how they were affected</td>
<td></td>
</tr>
</tbody>
</table>
SECTION 7 – ROLES AND RESPONSIBILITIES

The headteacher or the headteacher’s pre-agreed nominee will take charge of the incident on behalf of the school. The School Emergency Management Team (SEMT) will assist the headteacher in managing the incident. They will be supported by the Local Authority, which will activate its own emergency procedures to assist with the response to a major emergency affecting a Plymouth school.

The following agencies can provide support and assistance:

PLYMOUTH CITY COUNCIL

Services for Children and Young People
- Coordination of assistance throughout the Local Authority
- Administrative support
- Welfare services/emotional support via educational psychologists
- Additional accommodation via Asset Management
- Health and safety advice

Civil Protection Unit
- Operational support
- Planning support
- Communications support (including extra phones, radio communication and activation of emergency helpline)
- Structured debriefing
- Activation of Council’s Emergency Response Plan
  - Transport
  - Procurement
  - Public information
  - Media
  - Care of victims (via outsourced Occupational Health)
  - Other plans as appropriate
Community Services
- Rest Centres for displaced students
- Continued welfare support where appropriate

Corporate Communications (Press Office)
- Press Officers
- Advice and assistance with media management

Corporate Resources
- Legal advice
- Financial advice

Devon and Cornwall Constabulary
- Overall command, control and coordination of the emergency response
- Media relations
- Contact with bereaved families
- Criminal investigation
- Forensic identification

Devon and Somerset Fire and Rescue Service
- Fire fighting
- Life saving and rescue
- Chemical spillage clean-up

South Western Ambulance Service Trust
- Emergency medical response
- Transportation of casualties to hospitals
- Access to other health services

Trade Unions
- Information resource and support services for members
- Health and safety responsibilities (consultation, investigation and joint inspection)
- Will be informed by the Health, Safety and Wellbeing Team of incidents causing injury or threat to staff
CLOSING THE SCHOOL
(INCLUDING EXTREME WEATHER CONDITIONS)

Introduction
This note, prepared by Plymouth City Council, offers advice to Headteachers and Governing Bodies on the procedures to be adopted in the case of school closure, including due to severe weather conditions.

There is a duty on Governors and on the City Council to provide an educational service for children and young people. Decisions concerned with school closures are therefore most appropriately made school by school, reflecting local circumstances.

In the absence or unavailability of the headteacher, the school should ensure that the pre-agreed nominee is familiar with this advice and can act on their behalf.

1. **School closure (including extreme weather conditions)**
   In the event of School Closure (including extreme weather conditions), the Assistant Director of Services for People will liaise with the Civil Protection Unit and the Emergency Services and other Council Departments, to offer advice to the School Emergency Management Team. If this advice is to recommend that schools in general close, this will be given out by local radio stations to help parents. Other local media will be asked to carry the same message.

2. **Closure assessment criteria**
   Headteachers, in consultation where practicable with their Chair of Governors, should assess the situation. In their assessment they should take account of:

   (a) The safety and the accessibility of the site and surrounding area
   (b) The availability of heat, light, power and water
   (c) Availability of staff
   (d) Availability of meals
3. **Communication of decision**

The decision of school closure should be taken at an appropriate time, preferably the day before any closure, and should allow for adequate communication of the decision to parents and pupils. Parents should be requested not to telephone the media as this may impede communication between schools and the radio station. In the event that weather conditions deteriorate overnight, the headteacher should liaise with their Site Services Officer/Caretaker, to check out the conditions against the above criteria. Headteachers are requested to:

(a) Complete the proforma and pass this information to the local radio stations, preferably via fax or email. If neither of these options are available to you, please telephone the station with the appropriate information.

<table>
<thead>
<tr>
<th>Radio Station</th>
<th>Frequency</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBC Radio Devon – 103.4 FM</td>
<td>103.4 FM</td>
<td>Tel: 01752 234511 Email: <a href="mailto:radio.devon@bbc.co.uk">radio.devon@bbc.co.uk</a></td>
</tr>
<tr>
<td>BBC Radio Cornwall – 95.2 FM</td>
<td>95.2 FM</td>
<td>Fax: 01872 240679 Tel: 01872 275421 Email: <a href="mailto:radio.cornwall@bbc.co.uk">radio.cornwall@bbc.co.uk</a></td>
</tr>
<tr>
<td>Heart – 97.0 FM</td>
<td>97.0 FM</td>
<td>Tel: 03453737777 Email: <a href="mailto:news.plymouth@heart.co.uk">news.plymouth@heart.co.uk</a></td>
</tr>
</tbody>
</table>

The information includes:

- Name and address of school: Shakespeare Primary School, Honicknowle Lane, Plymouth PL5 3JU
- The DCSF school code – this is a vital piece of information because the radio stations will not broadcast your message unless they are able to confirm its content and the process for this confirmation is through the use of the DCSF school code [879/3775]
- Your name and contact telephone number [01752 312048]
- Brief details and the instructions or message that you would like relaying, including, if possible, expected date of reopening
(b) Inform the Assistant Director of People Services, so that an up-to-date overview of which schools are closed (including those adversely affected by the weather) either partially or fully, is held by the Council.

(c) Inform other site users and any pre-arranged visitors.

4. **For staff**
   If conditions prevent you getting to your school, then you should telephone your Head teacher and say that you intend to remain at home but will be available for duty.

5. **Special school transport**
   If conditions deteriorate during the school day, decisions made at school level should be made known to Assistant Director of People Services, who will notify the School Transport Team to advise the transport providers. Equally, information from school transport providers will be shared with schools to enable local decisions to be taken.
# SCHOOL CLOSURE
(INCLUDING EXTREME WEATHER CONDITIONS)

To be relayed to:

<table>
<thead>
<tr>
<th>Name and address of school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakespeare Primary School</td>
</tr>
<tr>
<td>400, Honicknowle Lane,</td>
</tr>
<tr>
<td>Plymouth</td>
</tr>
<tr>
<td>Devon PL5 3JU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DCSF school code number</th>
</tr>
</thead>
<tbody>
<tr>
<td>879/3775</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your name and contact number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs Karen Menis</td>
</tr>
<tr>
<td>01752 312048</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Brief details of closure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Expected date of re-opening</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of person completing the form</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Position held within school</th>
</tr>
</thead>
</table>
SCHOOL HAZARD ASSESSMENT
AND SITE-SPECIFIC PLANS

Use this section to describe the major specific hazards that may affect your school and the actions that would need to be taken in case of an emergency involving these hazards.

This should include information about:

- The location of chemical stores and any radioactive material stored on site
- Details of where information on hazardous chemicals is stored (eg CLEAPSS guidance if relevant)
- Details of hazards such as asbestos in the fabric of the buildings, if known
- Oil tanks or other fuel storage arrangements
- Nearby industrial facilities which may pose a hazard to the school
- Rivers or streams which pose a flooding risk to the school

Do not try and produce a specific plan for every possible eventuality, your generic plan performs this function. Instead, assess and plan a response for specific risks that may affect your school. For example, if your school is next to a river or stream, you need to assess the level of flood risk and work out what action you can take to (a) prevent flooding or minimise damage, (b) evacuate pupils quickly and safely in case of a flood.

You may only have one entry/exit to and from your school, and if so, you will need to assess how, if this entrance/exit becomes blocked, pupils can be effectively evacuated from an area of danger.
EMERGENCY CONTACTS LIST

THIS SHOULD BE UPDATED IN RESPONSE TO CHANGES AND REVIEWED ANNUALLY

<table>
<thead>
<tr>
<th>School staff identified for incident response</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Position</td>
</tr>
<tr>
<td>Karen Menis</td>
<td>Headteacher</td>
</tr>
<tr>
<td>Rebecca Radford</td>
<td>Headteacher's nominee</td>
</tr>
<tr>
<td>David Wilkes</td>
<td>Caretaker</td>
</tr>
<tr>
<td>Ben Norris</td>
<td>SEMT Member</td>
</tr>
<tr>
<td>Debbie Maher</td>
<td>SEMT Member</td>
</tr>
<tr>
<td>Claire Gibson</td>
<td>SEMT Member</td>
</tr>
<tr>
<td>Meryl Orkney</td>
<td>SEMT Member</td>
</tr>
</tbody>
</table>

Other School Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Company</th>
<th>Service Delivered</th>
<th>Office Telephone</th>
<th>Out of Hours Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# External Contacts

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director of People Services</td>
<td>01752 307464</td>
</tr>
<tr>
<td>Health and Safety Executive</td>
<td>0845 345 0055</td>
</tr>
<tr>
<td>Radio Devon</td>
<td>01752 234511</td>
</tr>
<tr>
<td>Heart FM</td>
<td>03453737777</td>
</tr>
<tr>
<td>Met Office weathercall (60p/min local forecast)</td>
<td>09014 722054</td>
</tr>
<tr>
<td>Plymouth City Council Civil Protection Unit</td>
<td>01752 304847</td>
</tr>
<tr>
<td>Plymouth City Council Civil Protection On-Call Duty Officer</td>
<td>Via 01752 668000</td>
</tr>
<tr>
<td>Plymouth City Council Corporate Communications Unit</td>
<td>01752 307898</td>
</tr>
<tr>
<td>Plymouth City Council Counselling Service</td>
<td>0845 1558200</td>
</tr>
<tr>
<td>Plymouth City Council Education Enquiries</td>
<td>01752 307400</td>
</tr>
<tr>
<td>Plymouth City Council Education Welfare Service</td>
<td>01752 307405</td>
</tr>
<tr>
<td>Plymouth City Council Educational Psychology Service</td>
<td>01752 224962</td>
</tr>
<tr>
<td>Plymouth City Council Risk Management and Insurance</td>
<td>01752 304495</td>
</tr>
<tr>
<td>Plymouth City Council School Transport Service</td>
<td>01752 308770</td>
</tr>
<tr>
<td>Plymouth City Council Social Inclusion Unit</td>
<td>01752 304321</td>
</tr>
<tr>
<td>Teacher Support Network (trained support and counsellors available 24 hrs)</td>
<td>08000 562561</td>
</tr>
<tr>
<td>The Foreign and Commonwealth Office (links with the British Consulates etc)</td>
<td>0207 0081500</td>
</tr>
<tr>
<td>The Samaritans</td>
<td>08457 909090</td>
</tr>
</tbody>
</table>
EVACUATION PLAN

School map of site evacuation routes
To Evacuation Assembly Point ~
Staff and Visitors Car Park
• If an emergency is identified, the emergency alarm will sound and the whole school will evacuate the building.

• Evacuation Assembly Point is the Staff and Visitors Car Park. If the emergency affects this venue, then the MGA or school field can also be used in an emergency.

• If the emergency advice is to remain indoors, staff and pupils will remain in their classrooms with the blinds pulled down and windows closed. Alternatively the school will convene in the main hall and drama studio, again with blinds drawn.

• The identified ‘place of safety’ is at Honicknowle Youth Club. Whilst pupils and staff are under evacuation procedures, responsibility for their welfare and safety remains with that of the school.

• Staff will undertake a roll call, by using school registers and the visitors book to ensure all pupils and people visiting the site are accounted for.

• If the emergency situation becomes prolonged and pupils are sent home, teaching staff are required to keep a check of who has left/been collected.

**EMERGENCY ARRANGEMENTS FOR OTHER SERVICES USING THE SCHOOL SITE**

*All services using the school site are expected to follow these procedures, modifying as needed.*
SCHOOL SITE INFORMATION

Plan of site with services identified:

- Gas cut-off at rear gate
- Water main/ cut-off valve in Foundation playground
- Rear entrance via school kitchen
- Electricity cut-off in main plant room

- In event of activation of fire alarm, gas and water are shut down.

Fire Alarm System

Procedure for re-setting the fire alarm system:

- The key for the fire alarm system and resetting call points are kept in key cabinet, in the school office.
- To re-set the fire alarm panel, please follow the instructions on the panel.
- To re-arm the services, go back into the main plant room (first floor) and the valve is facing you as you walk into the plant room. There will be a red light and a bleeping sound. To re-arm the services, turn key to ‘on’ position. It takes 50 seconds for the machine to check (green light flashes) and then re-arm the system.

Alternative access points:

- The school can be accessed via Transit Way, through the south end of Tesco car park or via the small residents car park in Shakespeare Road. This is a pedestrian pathway only.
- The school can also be accessed through the rear entrance from Butt Park road. This route has vehicular access.

School telephone number:

Telephone: 01752 312048
Fax: 01752 312055
BOMB THREAT PROMPT CARD FOR RECEPTION STAFF

If you take a telephone call from someone who claims to have information about a bomb, if possible alert another staff member so that the head teacher can be informed.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Stay calm</td>
</tr>
<tr>
<td>2.</td>
<td>Let the caller finish the message without interruption. Use Part 1 to record EXACTLY what they say, especially any codeword they might give. Keep the caller talking (apologise for the bad line, ask the caller to speak up).</td>
</tr>
<tr>
<td>3.</td>
<td>Make a note on Part 1 of:</td>
</tr>
<tr>
<td></td>
<td>• The exact time of the call</td>
</tr>
<tr>
<td></td>
<td>• The caller’s sex and approximate age</td>
</tr>
<tr>
<td></td>
<td>• Any accent the person has, or any distinguishing feature about their voice, eg speech impediment, state of drunkenness, etc</td>
</tr>
<tr>
<td>4.</td>
<td>When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:</td>
</tr>
<tr>
<td></td>
<td>• Where is the bomb?</td>
</tr>
<tr>
<td></td>
<td>• What time is it due to go off?</td>
</tr>
<tr>
<td></td>
<td>• What kind of bomb is it?</td>
</tr>
<tr>
<td></td>
<td>• What does it look like?</td>
</tr>
<tr>
<td></td>
<td>• What will cause it to explode?</td>
</tr>
<tr>
<td></td>
<td>• Why are you doing this?</td>
</tr>
<tr>
<td></td>
<td>• What is your name?</td>
</tr>
<tr>
<td></td>
<td>• What is your address?</td>
</tr>
<tr>
<td></td>
<td>• What is your telephone number?</td>
</tr>
<tr>
<td>5.</td>
<td>After the call, dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller.</td>
</tr>
<tr>
<td>6.</td>
<td>Report the call to the Police and the headteacher/nominated deputy immediately. In the extreme unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the Police and then notify the headteacher.</td>
</tr>
<tr>
<td>7.</td>
<td>Complete Part 2 of the Telephone Bomb Threat Form as soon as possible.</td>
</tr>
</tbody>
</table>
**TELEPHONE BOMB THREAT – PART 1**

<table>
<thead>
<tr>
<th>Record the exact wording of the threat (include any codewords given):</th>
</tr>
</thead>
<tbody>
<tr>
<td>.......................................................................................</td>
</tr>
<tr>
<td>.......................................................................................</td>
</tr>
<tr>
<td>.......................................................................................</td>
</tr>
<tr>
<td>.......................................................................................</td>
</tr>
<tr>
<td>↓</td>
</tr>
</tbody>
</table>

**Ask these questions:**

Where is the bomb?

- ...................................................................................
- ...................................................................................

What time is it due to go off?

- ...................................................................................
- ...................................................................................

What kind of bomb is it?

- ...................................................................................
- ...................................................................................

What does it look like?

- ...................................................................................
- ...................................................................................

What will cause it to explode?

- ...................................................................................
- ...................................................................................

Why are you doing this?

- ...................................................................................
- ...................................................................................

What is your name and address?
Emergency Plan for Shakespeare Primary School

<table>
<thead>
<tr>
<th>What is your telephone number?</th>
</tr>
</thead>
</table>

```

```

Record time and date call completed:

Dial 1471 to obtain number, if recorded:

**INFORM THE NECESSARY PERSON(S)**
### TELEPHONE BOMB THREAT – PART 2

**Informed person(s) – record name and telephone number**

| ………………………………………………………………………………………………………………………… |

**Contact the Police – record time informed:**

| ………………………………………………………………………………………………………………………… |

**THIS SECTION SHOULD BE COMPLETED ONCE THE CALLER HAS HUNG UP AND THE POLICE AND OTHER PERSON(S) HAVE BEEN INFORMED**

<table>
<thead>
<tr>
<th>Time and date of call</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of call</td>
</tr>
<tr>
<td>Number at which call was received</td>
</tr>
</tbody>
</table>

**ABOUT THE CALLER (delete as appropriate)**

<table>
<thead>
<tr>
<th>Sex of caller?</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationality?</td>
<td></td>
<td>Approx age?</td>
</tr>
</tbody>
</table>

**THREAT LANGUAGE (delete as appropriate)**

<table>
<thead>
<tr>
<th>Well spoken</th>
<th>Irrational</th>
<th>Taped</th>
<th>Foul</th>
<th>Incoherent</th>
</tr>
</thead>
</table>

**CALLER’S VOICE (delete as appropriate)**

<table>
<thead>
<tr>
<th>Calm</th>
<th>Crying</th>
<th>Clearing throat</th>
<th>Angry</th>
<th>Nasal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slurred</td>
<td>Excited</td>
<td>Stutter</td>
<td>Disguised</td>
<td>Slow</td>
</tr>
<tr>
<td>Lisp</td>
<td>Accent</td>
<td>Rapid</td>
<td>Deep</td>
<td>Familiar</td>
</tr>
<tr>
<td>Laughter</td>
<td>Hoarse</td>
<td>Other (specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If the voice sounded familiar, whose did it sound like?

If the voice had an accent, please describe?

**BACKGROUND SOUNDS (delete as appropriate)**

<table>
<thead>
<tr>
<th>Street noises</th>
<th>House noises</th>
<th>Animal noises</th>
<th>Crockery</th>
<th>Motor/Traffic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear</td>
<td>Voices</td>
<td>Static</td>
<td>PA system</td>
<td>Booth</td>
</tr>
<tr>
<td>Other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANY OTHER RELEVANT INFORMATION**

<table>
<thead>
<tr>
<th>Print name:</th>
<th>Date:</th>
</tr>
</thead>
</table>
## INCIDENT LOG SHEET OF TELEPHONE CALLS, DECISIONS AND OTHER MATTERS

**Nature of Incident** .................................................. **Name** .................................................. **Date** .................................................. **Sheet No** ..............

<table>
<thead>
<tr>
<th>No</th>
<th>Time</th>
<th>Name</th>
<th>Information</th>
<th>Action required</th>
<th>Done (Tick)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
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<td>From/To</td>
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<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>From/To</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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