HAWLEY PRIMARY SCHOOL

SCHOOL EMERGENCY RESPONSE PLAN

Official document provided by Children's Services Emergency Planning and Resilience Team
Hampshire County Council and adopted by
Hawley Primary School

AGREED BY GOVERNORS: Autumn 2026
LATEST REVIEW: Autumn 2026
NEXT REVIEW: Autumn 2027

Hampshire County Council

School Emergency Response Plan

Emergency Planning and Resilience
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The document may be adopted by schools and appropriate sections completed to form their plan or merely used as a checklist to populate their existing plan.

If this document contains personal contact details, caution should be exercised with its distribution and marked “Official”.

Template produced jointly by Children’s Services and Emergency Planning & Resilience.

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Plan administration	
Version number	01
Date of issue	Autumn 2025
Electronic copies of this plan are available from	School Network System
Hard copies of this plan are available from	School Office
Location of emergency grab bag(s)	School Office
Date of next review	Autumn 2027
Person responsible for review	Headteacher

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SECTION 1 - CONTACT DETAILS
1.1 School information

School details	
Name of school	Hawley Primary School
Type of school	Primary
School address	Hawley Road, Blackwater, Camberley, Surrey. GU17 9BH
School operating hours (including extended services)	7.30 a.m. – 6.00 p.m.
Approximate number of staff	45
Approximate number of pupils	315
Age range of pupils	4-11 years

Office Contact Details	
Office telephone number	01276 31048
Office fax number	
Office email address	adminoffice@hawley.hants.sch.uk

Useful websites	
School website / extranet	www.hawleyprimary.co.uk
Local authority	www.hants.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	Education Support, supporting teachers and education staff

1.2 Contact details - school staff and governors

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details	Notes (e.g. first aid trained)
Jane Baker	Headteacher		07703597506	01276 31048	
Francesca Bell	Assistant Headteacher SENDCo		07884 344351	01276 31048	
Georgina McGrath	Assistant Headteacher		07444 427416	01276 31048	
Jane Lody	Admin & Finance Manager		07515 852612	01276 31048	
Craig Woolnough	Chair of Governors			01276 31048	
See Staff and Governors Contact List for all other Staff and Governor details					

1.3 Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details	Notes (e.g. key holder)
Premier Sport	Before and After School Clubs	7.45 – 8.45 a.m. and 3.00 – 6.00 p.m.	01953 499040	Kelsey Swanton 07476 720305	
Kidz B-Ballin	After School Basket Ball Club	3.00 – 4.00 p.m. Wednesday only	James Collins – 07798 725785		

1.4 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services	Local Office	0300 555 1384 **If you are calling from the Isle of Wight:** 01983 823436	Out of Hours: 0300 555 1373 childrens.services@hants.gov.uk	
HCC Corporate Communications			corporate.communications@hants.gov.uk	
Transport			Hampshire County Council - School Transport Enquiry	
Catering	HC3S	023 8062 9388	Edcateringsupport@hants.gov.uk	
Hampshire Outdoors		01962 876 218	Out of hours incidents on education visits – call Out of Hours Duty Office number below	
Hampshire County Council Emergency Planning & Resilience		For Advice & Guidance 01962 846 846	Out of Hours Duty Officer 07623 960 259 For incidents requiring significant response of the County Council resources– not administrative issues	
Risk, Health and Safety	Health and Safety Adviser		Corprisk@hants.gov.uk	
Legal Services	HCC Legal Services	01962 847378		

Property Services	01962 847801	0870 2422220		

1.5 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Police Non Emergency		101		
NHS – Non Urgent Advice		111		Always dial 999 for Emergencies
Hampshire County Council Contact Centre - *Hantsdirect*	Children's Services	In hours: 0300 555 1384 Out of Hours: 0300 555 1373		
Department for Education		Enquiry line: 0370 000 2288		
Foreign, Commonwealth & Development Office		020 7008 5000		
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		

Health and Safety Executive	0345 300 9923	0151 922 9235 (Out of hours)		
Eagle		Tel: 01483 00964	email: schools@964eagle.co.uk	
Local Radio		Tel: 02380 631311		
Supplier (catering)	Dolce	01942 707709		
Supplier (cleaning)	Cleanking	01252 370728		
Utility suppler (gas)		0800 111 999		
Utility supplier (water)		01962 847952	01962 826760	
Utility supplier (electricity)	Electricity Network	01962 847952	01962 826760	
Utility supplier (heating)	Corrigenda	01962 847952	01962 826760	
Education Support		UK wide: 08000 562 561 (24 hour)		The Education Support can provide practical and emotional support to staff in the education sector and their families.

1.6 Contact details - for completion during an emergency

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

Name	Contact details	Notes

Section 2 – Activation

2.1 Notification of incident

Information about an incident may come from a many sources

Whoever receives the alert should ask for, and record, as much information as possible.

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

Name of informant:	**Date and time of call:**
Contact number of informant	**Date and time of incident:**

Exact location of incident:

Details of incident:

Where is the informant now ? Are they going to change location – hospital etc?

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

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

What advice have the emergency services given?

Who has been informed?

- ❑ Headteacher
- ❑ School staff
- ❑ Governors
- ❑ Pupils
- ❑ Parents / carers
- ❑ Extended services
- ❑ Police
- ❑ Fire & Rescue Service
- ❑ Ambulance Service
- ❑ Local authority
- ❑ Health and Safety Executive
- ❑ Foreign & Commonwealth Office
- ❑ Media
- ❑ Insurance company
- ❑ Trade union

Does anyone else need to be informed?

Are any other actions required?

- **If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation**

Name of educational visit leader:

Number of pupils on educational visit:

Nature of educational visit:

Number of staff on educational visit:

Location of educational visit:

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

2.2 Initial action

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

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

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

These contact details should remain confidential, only to be used in an emergency by school staff

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

Section 3 – Roles & Responsibilities

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare	
C4	Remember to: ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	

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

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Head Teacher of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to Appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities - communications

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

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

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up to date.	

3.4 Roles and responsibilities - log-keeping

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

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

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

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

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

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

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

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out ▪ Ensure that media access to the site is controlled	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident)	

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

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

3.8 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad)	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Exams	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children)	
P30	Be aware of important dates which may need to be prepared for E.g. ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event	

P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	In classroom work books		Some copies of work scanned for moderation
Examination papers	SATs storage cupboard in Fiction Factory		DfE
Asset registers / equipment inventories	Electronic copies only		Electronic copies
Insurance documentation	HCC – School Office		Electronic copies

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Schools IT network	Access	Schoolcare cloud
Contact details	Schools IT network/Website	Access	Schoolcare cloud
Financial information	Schools IT network	Access	Schoolcare cloud
Medical information	Schools IT network	Access	Schoolcare cloud

Remote learning	Notes / instructions
Website / extranet	www.hawleyprimary.co.uk
Email	adminoffice@hawley.hants.sch.uk
Post	Hawley Primary School Hawley Road Blackwater Camberley Surrey. GU7 9BH

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Utility cupboard outside main front door	
Water	Cleaning cupboard in main corridor	
Electricity	Front entrance cupboard	
Heating	Boiler House – Outside classroom at the top of main playground	

Internal hazards	Location	Notes / instructions
Asbestos	See register	Only small areas remaining
Chemical store(s)	Site Cupboard & Cleaning cupboard	Only chemicals kept on site are cleaning materials in site cuoboard and cleaners cupboard in main corridor. – see COSHH folder

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Headteachers Office	
Media briefing area	Staff Room	

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Fire alarm
Signal for all-clear	Bell no longer sounding

Assembly points - fire evacuation	
Fire evacuation assembly point A	By the pond fence on the playground
Fire evacuation assembly point B	Staff car park

Assembly points - bomb evacuation – seek Police advice	
Bomb evacuation assembly point A	Trinity Church Car Park
Bomb evacuation assembly point B	Hawley Leisure Centre Car Park

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Hawley Leisure Centre
Type of premise	Leisure Centre
Contact name and details of key holder(s)	Alan Harding, 07851 467964 (or Jo Shaw 0798 66 48488)
Address	Hawley Leisure Centre and Memorial Hall Fernhill Road Blackwater Camberley Surrey
Directions / map	Proceed up Hawley Road Cross at traffic lights (crossings) Proceed along left hand path to Leisure Centre and Memorial Hall
Estimated travel time (walking, with pupils)	15 minutes

Estimated travel time (by coach, with pupils)	Leisure Centre Hall 150, Memorial Hall 150, Memorial Hall Meeting Room 45, Coffee Shop 50 plus corridors, bar, old gym, squash courts – we could cater for everyone in an emergency.
Capacity	100
Capacity (sleeping)	100
Facilities / resources	Basic kitchen and toilets
Notes	

APPENDIX 5 – INVACAUTION (TAKE SHELTER)

Signals	
Signal for shelter	Whistle and shouting ‘Take Shelter’ - cascade system
Signal for all-clear	Shouting ‘all-clear’ - cascade system

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

The lockdown alarm must be different from the fire alarm, even if different alarms can be sounded from the fire alarm. This will reduce confusion with different procedures that are in place in the event of a fire or a lockdown situation.

Signals	
Signal for lockdown	Whistle and shouting 'Lockdown' – cascade system
Signal for all-clear	Shouting 'all clear' – cascade system

Lockdown	
Rooms most suitable for lockdown	Classrooms Fiction Factory IT Suite Hall cupboard
Entrance points (e.g. doors, windows) which should be secured	Front of school main entrance door to school reception and KS1 fire door Fiction Factory door External doors to main corridor External entrance doors to EYFS External entrance doors to KS1
Communication arrangements	▪ Mobile phones ▪ Radios/walkie/talkies Main telephone line if available – hands free set
Notes	

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

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	

L4	Ensure people take action to increase protection from attack: ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident)	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	Main line: 01276 31048 HT Mobile: 07703 597506	Main School Offices or Staff Work Room
Outgoing calls	Use main line: 01276 31048	Main school offices, Staff Room and Staff Work Room

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

Methods of communication	Notes / instructions
Answer phone	▪ Can be updated remotely
School website / extranet	▪ Log-in details – www.hawleyprimary.co.uk ▪ Jane Lody is authorised and trained to edit the website ▪ Can it be updated remotely or only from the school site?
Text messaging system	▪ Jane Lody uses the text messaging system via Arbor ▪ Can be used remotely
Local radio stations	▪ Instructions provided for reporting school closures.
Telephone tree	
Sign at school entrance	Main Front Entrance on Hawley Road
Newsletter	Website – www.hawleyprimary.co.uk
Email	adminoffice@hawley.hants.sch.uk
Letter	
School notice board	Oakfield Road Gate

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

Group	Preferred method of contact	Contact details are available from
Pupils	Verbal	Contact folder – Admin. Office
Parents / carers	Parentmail/Text	School Office
Governors	Text/E-Mail	School Office
Extended services	Telephone	School Office

APPENDIX 9 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

Exact wording of the threat:

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

Where is the bomb right now?

What will cause it to explode?

When will it explode?

Did you place the bomb? If so, why?

What does it look like?

What is your name?

What kind of bomb is it?

What is your telephone number?

What is your address?

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

Did dialling 1471 work?

.....

Time the call ended:

.....

- **Contact the Police (999) and headteacher / nominee immediately.**
- **Carry out further actions based on Police advice.**

What gender was the caller?

❑ Male
❑ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

❑ Normal	❑ Well spoken	❑ Impediment
❑ Loud	❑ Poorly spoken	❑ Stutter
❑ Quiet	❑ Deep	❑ Lisp
❑ Whispered	❑ High pitched	❑ Slurred
❑ Clear	❑ Hoarse	❑ Other
❑ Disguised	❑ Nasal	

At what pace did the caller speak?

❑ Normal	❑ Quick	❑ Slow

What manner did the caller have?

❑ Normal	❑ Upset	❑ Irritated
❑ Calm	❑ Angry	❑ Muddled
❑ Excited	❑ Rational	❑ Other
❑ Laughing	❑ Irrational	

Were there any distinguishable background noises?

.....

Notes:

APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

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

APPENDIX 11 - LOG-KEEPING GUIDELINES

	THURSDAY, 19/05/2011
19.40	RECEIVED CALL FROM JANE SUTCLIFFE AT THE COUNCIL. REPORT OF A FIRE AT SCHOOL (ALTHOUGH SHE'S UNSURE WHICH PARTS OF THE BUILDING ARE AFFECTED). POLICE AND FIRE SERVICE ARE ON-SCENE. JANE OFFERED TO SEND SOMEONE TO THE SCHOOL TO ASSIST WITH THE RESPONSE - I GAVE HER MY MOBILE NUMBER AND SHE'LL LET ME KNOW WHO WILL ATTEND. I'LL CONTACT PHILIP HEALY (CARETAKER) AND WE'LL AIM TO ARRIVE AT SCHOOL WITHIN HALF AN HOUR.
19.50	RANG PHILIP. NUMBER ENGAGED.
19.55	RANG PHILIP. TOLD HIM ABOUT THE SITUATION AND ASKED HIM TO MEET ME AT THE SCHOOL ENTRANCE AS SOON AS POSSIBLE. HE'LL BE THERE FOR 8.15PM.
20.05	
20.20	RECEIVED TEXT MESSAGE FROM JANE - SOMEONE ~~FROM HER~~ TEAM (ANDREW TAYLOR) WILL MEET US AT THE ENTRANCE IN ABOUT 10 / 15 MINUTES. MOBILE NUMBER FOR ANDREW: ~~07802 388~~ 07802 338 202.
20.40	ARRIVED AT SCHOOL, PHILIP AND ANDREW ALREADY THERE. SPOKE TO FIRE OFFICER - ONE CLASSROOM ABLAZE, ADJACENT ONES LIKELY TO BE SEVERELY AFFECTED BY SMOKE DAMAGE. UNSURE OF THE CAUSE BUT ARSON CAN'T BE RULED OUT AT THE MOMENT. WE'LL HAVE TO CLOSE THE SCHOOL TOMORROW. ALSO NEED TO ARRANGE A SITE VISIT IN THE MORNING (PROVISIONAL TIME 8AM).

Notes should be recorded in chronological order. In Capital Letters

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

Only include times, dates or initials within the margins. Ideally in 24 hour format

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

Appendix 12- Useful Links

This page includes useful links. Please include additional links you believe your establishment may utilise before during and following an Emergency.

- Emergency planning and response for education, childcare, and children's social care settings - GOV.UK
- Protective security and preparedness for the education sector
- NSPCC | The UK children's charity | NSPCC
- https://www.minded.org.uk/
- Where do you want to check? - Check your long term flood risk - GOV.UK
- Sign up for flood warnings - GOV.UK
- Subscribe to email alerts, warnings and newsletters - Met Office

HAWLEY PRIMARY SCHOOL

SCHOOL EMERGENCY RESPONSE PLAN

Official document provided by Children's Services Emergency Planning and Resilience Team
Hampshire County Council and adopted by
Hawley Primary School

AGREED BY GOVERNORS: Autumn 2026
LATEST REVIEW: Autumn 2026
NEXT REVIEW: Autumn 2027

Hampshire County Council

School Emergency Response Plan

Emergency Planning and Resilience
Hampshire County Council
The Castle
Winchester
Hampshire
SO23 8UJ
Telephone: 01962 846 846
Email:
Emergency.Planningteam@hants.gov.uk

The document may be adopted by schools and appropriate sections completed to form their plan or merely used as a checklist to populate their existing plan.

If this document contains personal contact details, caution should be exercised with its distribution and marked “Official”.

Template produced jointly by Children’s Services and Emergency Planning & Resilience.

Children’s Services
Emergency Planning and Resilience
Hampshire County Council
The Castle
Winchester
Hampshire
SO23 8UJ
Telephone: 01962 846 846
email: epoffice@hants.gov.uk

Document Reference 5954732

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Plan administration	
Version number	01
Date of issue	Autumn 2025
Electronic copies of this plan are available from	School Network System
Hard copies of this plan are available from	School Office
Location of emergency grab bag(s)	School Office
Date of next review	Autumn 2027
Person responsible for review	Headteacher

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SECTION 1 - CONTACT DETAILS
1.1 School information

School details	
Name of school	Hawley Primary School
Type of school	Primary
School address	Hawley Road, Blackwater, Camberley, Surrey. GU17 9BH
School operating hours (including extended services)	7.30 a.m. – 6.00 p.m.
Approximate number of staff	45
Approximate number of pupils	315
Age range of pupils	4-11 years

Office Contact Details	
Office telephone number	01276 31048
Office fax number	
Office email address	adminoffice@hawley.hants.sch.uk

Useful websites	
School website / extranet	www.hawleyprimary.co.uk
Local authority	www.hants.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	Education Support, supporting teachers and education staff

1.2 Contact details - school staff and governors

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details	Notes (e.g. first aid trained)
Jane Baker	Headteacher		07703597506	01276 31048	
Francesca Bell	Assistant Headteacher SENDCo		07884 344351	01276 31048	
Georgina McGrath	Assistant Headteacher		07444 427416	01276 31048	
Jane Lody	Admin & Finance Manager		07515 852612	01276 31048	
Craig Woolnough	Chair of Governors			01276 31048	
See Staff and Governors Contact List for all other Staff and Governor details					

1.3 Contact details - extended services

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details	Notes (e.g. key holder)
Premier Sport	Before and After School Clubs	7.45 – 8.45 a.m. and 3.00 – 6.00 p.m.	01953 499040	Kelsey Swanton 07476 720305	
Kidz B-Ballin	After School Basket Ball Club	3.00 – 4.00 p.m. Wednesday only	James Collins – 07798 725785		

1.4 Contact details - local authority

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Children's services	Local Office	0300 555 1384 **If you are calling from the Isle of Wight:** 01983 823436	Out of Hours: 0300 555 1373 childrens.services@hants.gov.uk	
HCC Corporate Communications			corporate.communications@hants.gov.uk	
Transport			Hampshire County Council - School Transport Enquiry	
Catering	HC3S	023 8062 9388	Edcateringsupport@hants.gov.uk	
Hampshire Outdoors		01962 876 218	Out of hours incidents on education visits – call Out of Hours Duty Office number below	
Hampshire County Council Emergency Planning & Resilience		For Advice & Guidance 01962 846 846	Out of Hours Duty Officer 07623 960 259 For incidents requiring significant response of the County Council resources– not administrative issues	
Risk, Health and Safety	Health and Safety Adviser		Corprisk@hants.gov.uk	
Legal Services	HCC Legal Services	01962 847378		

Property Services	01962 847801	0870 2422220		

1.5 Contact details - other organisations

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999		
Fire & Rescue Service		999		
Ambulance Service		999		
Police Non Emergency		101		
NHS – Non Urgent Advice		111		Always dial 999 for Emergencies
Hampshire County Council Contact Centre - *Hantsdirect*	Children's Services	In hours: 0300 555 1384 Out of Hours: 0300 555 1373		
Department for Education		Enquiry line: 0370 000 2288		
Foreign, Commonwealth & Development Office		020 7008 5000		
Environment Agency		Floodline: 0345 988 1188 (24 hour)		
Met Office		Customer centre: 0370 900 0100 (24 hour)		

Health and Safety Executive	0345 300 9923	0151 922 9235 (Out of hours)		
Eagle		Tel: 01483 00964	email: schools@964eagle.co.uk	
Local Radio		Tel: 02380 631311		
Supplier (catering)	Dolce	01942 707709		
Supplier (cleaning)	Cleanking	01252 370728		
Utility suppler (gas)		0800 111 999		
Utility supplier (water)		01962 847952	01962 826760	
Utility supplier (electricity)	Electricity Network	01962 847952	01962 826760	
Utility supplier (heating)	Corrigenda	01962 847952	01962 826760	
Education Support		UK wide: 08000 562 561 (24 hour)		The Education Support can provide practical and emotional support to staff in the education sector and their families.

1.6 Contact details - for completion during an emergency

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

Name	Contact details	Notes

Section 2 – Activation

2.1 Notification of incident

Information about an incident may come from a many sources

Whoever receives the alert should ask for, and record, as much information as possible.

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

Name of informant:	**Date and time of call:**
Contact number of informant	**Date and time of incident:**

Exact location of incident:

Details of incident:

Where is the informant now ? Are they going to change location – hospital etc?

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

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

What advice have the emergency services given?

Who has been informed?

- ❑ Headteacher
- ❑ School staff
- ❑ Governors
- ❑ Pupils
- ❑ Parents / carers
- ❑ Extended services
- ❑ Police
- ❑ Fire & Rescue Service
- ❑ Ambulance Service
- ❑ Local authority
- ❑ Health and Safety Executive
- ❑ Foreign & Commonwealth Office
- ❑ Media
- ❑ Insurance company
- ❑ Trade union

Does anyone else need to be informed?

Are any other actions required?

- **If the incident happened on an educational visit please ask the questions below. You might already have these details but it could be useful to seek confirmation**

Name of educational visit leader:

Number of pupils on educational visit:

Nature of educational visit:

Number of staff on educational visit:

Location of educational visit:

If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?

2.2 Initial action

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

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

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

These contact details should remain confidential, only to be used in an emergency by school staff

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

Section 3 – Roles & Responsibilities

3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare	
C4	Remember to: ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	

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

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Head Teacher of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to Appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities - communications

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

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

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up to date.	

3.4 Roles and responsibilities - log-keeping

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

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

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

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

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

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

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

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out ▪ Ensure that media access to the site is controlled	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident)	

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

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

3.8 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad)	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Head Teacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the Head Teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the Head Teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the Head Teacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Exams	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	Taking into account the wishes of the family, consider providing a suitable memorial at the school: ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children)	
P30	Be aware of important dates which may need to be prepared for E.g. ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event	

P31	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	In classroom work books		Some copies of work scanned for moderation
Examination papers	SATs storage cupboard in Fiction Factory		DfE
Asset registers / equipment inventories	Electronic copies only		Electronic copies
Insurance documentation	HCC – School Office		Electronic copies

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Schools IT network	Access	Schoolcare cloud
Contact details	Schools IT network/Website	Access	Schoolcare cloud
Financial information	Schools IT network	Access	Schoolcare cloud
Medical information	Schools IT network	Access	Schoolcare cloud

Remote learning	Notes / instructions
Website / extranet	www.hawleyprimary.co.uk
Email	adminoffice@hawley.hants.sch.uk
Post	Hawley Primary School Hawley Road Blackwater Camberley Surrey. GU7 9BH

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Utility cupboard outside main front door	
Water	Cleaning cupboard in main corridor	
Electricity	Front entrance cupboard	
Heating	Boiler House – Outside classroom at the top of main playground	

Internal hazards	Location	Notes / instructions
Asbestos	See register	Only small areas remaining
Chemical store(s)	Site Cupboard & Cleaning cupboard	Only chemicals kept on site are cleaning materials in site cuoboard and cleaners cupboard in main corridor. – see COSHH folder

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Headteachers Office	
Media briefing area	Staff Room	

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Fire alarm
Signal for all-clear	Bell no longer sounding

Assembly points - fire evacuation	
Fire evacuation assembly point A	By the pond fence on the playground
Fire evacuation assembly point B	Staff car park

Assembly points - bomb evacuation – seek Police advice	
Bomb evacuation assembly point A	Trinity Church Car Park
Bomb evacuation assembly point B	Hawley Leisure Centre Car Park

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Hawley Leisure Centre
Type of premise	Leisure Centre
Contact name and details of key holder(s)	Alan Harding, 07851 467964 (or Jo Shaw 0798 66 48488)
Address	Hawley Leisure Centre and Memorial Hall Fernhill Road Blackwater Camberley Surrey
Directions / map	Proceed up Hawley Road Cross at traffic lights (crossings) Proceed along left hand path to Leisure Centre and Memorial Hall
Estimated travel time (walking, with pupils)	15 minutes

Estimated travel time (by coach, with pupils)	Leisure Centre Hall 150, Memorial Hall 150, Memorial Hall Meeting Room 45, Coffee Shop 50 plus corridors, bar, old gym, squash courts – we could cater for everyone in an emergency.
Capacity	100
Capacity (sleeping)	100
Facilities / resources	Basic kitchen and toilets
Notes	

APPENDIX 5 – INVACAUTION (TAKE SHELTER)

Signals	
Signal for shelter	Whistle and shouting ‘Take Shelter’ - cascade system
Signal for all-clear	Shouting ‘all-clear’ - cascade system

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

The lockdown alarm must be different from the fire alarm, even if different alarms can be sounded from the fire alarm. This will reduce confusion with different procedures that are in place in the event of a fire or a lockdown situation.

Signals	
Signal for lockdown	Whistle and shouting 'Lockdown' – cascade system
Signal for all-clear	Shouting 'all clear' – cascade system

Lockdown	
Rooms most suitable for lockdown	Classrooms Fiction Factory IT Suite Hall cupboard
Entrance points (e.g. doors, windows) which should be secured	Front of school main entrance door to school reception and KS1 fire door Fiction Factory door External doors to main corridor External entrance doors to EYFS External entrance doors to KS1
Communication arrangements	▪ Mobile phones ▪ Radios/walkie/talkies Main telephone line if available – hands free set
Notes	

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

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	

L4	Ensure people take action to increase protection from attack: ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident)	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	Main line: 01276 31048 HT Mobile: 07703 597506	Main School Offices or Staff Work Room
Outgoing calls	Use main line: 01276 31048	Main school offices, Staff Room and Staff Work Room

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

Methods of communication	Notes / instructions
Answer phone	▪ Can be updated remotely
School website / extranet	▪ Log-in details – www.hawleyprimary.co.uk ▪ Jane Lody is authorised and trained to edit the website ▪ Can it be updated remotely or only from the school site?
Text messaging system	▪ Jane Lody uses the text messaging system via Arbor ▪ Can be used remotely
Local radio stations	▪ Instructions provided for reporting school closures.
Telephone tree	
Sign at school entrance	Main Front Entrance on Hawley Road
Newsletter	Website – www.hawleyprimary.co.uk
Email	adminoffice@hawley.hants.sch.uk
Letter	
School notice board	Oakfield Road Gate

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

Group	Preferred method of contact	Contact details are available from
Pupils	Verbal	Contact folder – Admin. Office
Parents / carers	Parentmail/Text	School Office
Governors	Text/E-Mail	School Office
Extended services	Telephone	School Office

APPENDIX 9 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

Exact wording of the threat:

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

Where is the bomb right now?

What will cause it to explode?

When will it explode?

Did you place the bomb? If so, why?

What does it look like?

What is your name?

What kind of bomb is it?

What is your telephone number?

What is your address?

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

Did dialling 1471 work?

.....

Time the call ended:

.....

- **Contact the Police (999) and headteacher / nominee immediately.**
- **Carry out further actions based on Police advice.**

What gender was the caller?

❑ Male
❑ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

❑ Normal	❑ Well spoken	❑ Impediment
❑ Loud	❑ Poorly spoken	❑ Stutter
❑ Quiet	❑ Deep	❑ Lisp
❑ Whispered	❑ High pitched	❑ Slurred
❑ Clear	❑ Hoarse	❑ Other
❑ Disguised	❑ Nasal	

At what pace did the caller speak?

❑ Normal	❑ Quick	❑ Slow

What manner did the caller have?

❑ Normal	❑ Upset	❑ Irritated
❑ Calm	❑ Angry	❑ Muddled
❑ Excited	❑ Rational	❑ Other
❑ Laughing	❑ Irrational	

Were there any distinguishable background noises?

.....

Notes:

APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the Head Teacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

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

APPENDIX 11 - LOG-KEEPING GUIDELINES

	THURSDAY, 19/05/2011
19.40	RECEIVED CALL FROM JANE SUTCLIFFE AT THE COUNCIL. REPORT OF A FIRE AT SCHOOL (ALTHOUGH SHE'S UNSURE WHICH PARTS OF THE BUILDING ARE AFFECTED). POLICE AND FIRE SERVICE ARE ON-SCENE. JANE OFFERED TO SEND SOMEONE TO THE SCHOOL TO ASSIST WITH THE RESPONSE - I GAVE HER MY MOBILE NUMBER AND SHE'LL LET ME KNOW WHO WILL ATTEND. I'LL CONTACT PHILIP HEALY (CARETAKER) AND WE'LL AIM TO ARRIVE AT SCHOOL WITHIN HALF AN HOUR.
19.50	RANG PHILIP. NUMBER ENGAGED.
19.55	RANG PHILIP. TOLD HIM ABOUT THE SITUATION AND ASKED HIM TO MEET ME AT THE SCHOOL ENTRANCE AS SOON AS POSSIBLE. HE'LL BE THERE FOR 8.15PM.
20.05	
20.20	RECEIVED TEXT MESSAGE FROM JANE - SOMEONE ~~FROM HER~~ TEAM (ANDREW TAYLOR) WILL MEET US AT THE ENTRANCE IN ABOUT 10 / 15 MINUTES. MOBILE NUMBER FOR ANDREW: ~~07802 388~~ 07802 338 202.
20.40	ARRIVED AT SCHOOL, PHILIP AND ANDREW ALREADY THERE. SPOKE TO FIRE OFFICER - ONE CLASSROOM ABLAZE, ADJACENT ONES LIKELY TO BE SEVERELY AFFECTED BY SMOKE DAMAGE. UNSURE OF THE CAUSE BUT ARSON CAN'T BE RULED OUT AT THE MOMENT. WE'LL HAVE TO CLOSE THE SCHOOL TOMORROW. ALSO NEED TO ARRANGE A SITE VISIT IN THE MORNING (PROVISIONAL TIME 8AM).

Notes should be recorded in chronological order. In Capital Letters

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

Only include times, dates or initials within the margins. Ideally in 24 hour format

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

Appendix 12- Useful Links

This page includes useful links. Please include additional links you believe your establishment may utilise before during and following an Emergency.

- Emergency planning and response for education, childcare, and children's social care settings - GOV.UK
- Protective security and preparedness for the education sector
- NSPCC | The UK children's charity | NSPCC
- https://www.minded.org.uk/
- Where do you want to check? - Check your long term flood risk - GOV.UK
- Sign up for flood warnings - GOV.UK
- Subscribe to email alerts, warnings and newsletters - Met Office