

# Barnburgh Primary Academy



## EMERGENCY PLAN

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	RM	Updated to new format and references to 'Academy' and 'Trust'. Updates to names/roles. Appendix 12 & 13 added.	June 2024	Annual
2.0	RM	Minor amendments to school details.	September 2025	Annual

## Guidance for School Emergencies

### Audience

This guidance has been prepared for school staff who have responsibility for responding to emergencies affecting the school community.

### Definition of a School Emergency

A school emergency can be clarified as an **unexpected event** which affects the school community causing disruption on a scale, which is **beyond the normal coping capability** of the school. The Emergency may involve significant threat, damage or injury to property and individuals, and may have a long-term impact on pupils, staff, governors, parents and the school community.

This guidance does not aim to list each type of emergency situation but provides a framework for emergency response that can be used in most emergency situations.

### Aim of the Guidance

To provide a range of considerations which enable the school to support the well-being and safety of children and adults in the care of the school during and after emergencies.

### Objectives of the Guidance

- Provide a range of emergency response considerations for the school;
- advocate the establishment of a school Emergency Response Team (SERT) to support the response to emergencies;
- ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners to enable response support arrangements to be activated;
- mitigate the effects of the emergency for the school community, premises and school assets;
- ensure that actions and decision making during the emergency incident is properly recorded;
- to minimise educational and administrative disruption within school and
- to facilitate the return to school community working arrangements at the earliest time.

### Background

This guidance has been prepared with reference to the © Nottinghamshire County Council, 2011 School Emergency Planning template. All rights reserved. Nottinghamshire County Council has achieved 'Beacon status' for emergency planning with the arrangements provided to schools a major contributory factor in achieving this status.

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## SECTION 1 - CONTACT DETAILS

### 1.1 School information

School details	
Name of school	BARNBURGH PRIMARY SCHOOL
Type of school	PRIMARY 3 -11
School address	CHURCH LANE, BARNBURGH, DONCASTER DN5 7EZ
School operating hours (including extended services)	07:30 – 17:30
Approximate number of staff	31
Approximate number of pupils	230
Age range of pupils	3 - 11

Office contact details	
Office telephone number	01709 893125
Office email address	admin@barnburghacademy.com

Useful websites	
School website / extranet	<a href="http://www.barnburghacademy.com">http://www.barnburghacademy.com</a>
Local authority	Doncaster Metropolitan Borough Council
National Health Service	<a href="http://www.nhs.uk/111">www.nhs.uk/111</a>
Department for Education	<a href="http://www.gov.uk/dfes">www.gov.uk/dfes</a>
Foreign & Commonwealth Office	<a href="http://www.gov.uk/fco">www.gov.uk/fco</a>
Environment Agency	<a href="http://www.gov.uk/ea">www.gov.uk/ea</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>

## 1.2 Contact details - school staff and governors

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

Name	Job title	SERT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Joanne Potts	Headteacher	Lead	07415953408		FA Trained
Lindsey Yates	Deputy Head		07833252485		FA Trained
Rebecca Middleton	Business Manager		07753216448		FA Trained
Paul Brown	Chair of Governors		07969827390		
Lee Harrop	Site Manager		07504972834		FA Trained
Neil Merriman	H&S Governor		07731659484		

### 1.3 Contact details – extended services

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Leger Education Trust		01302 800499		
Children's services		01302 736743 or 01302 862492		
Education		01302 736000 (office hours)		
Media / communications		01302 736071		
Property		01302 862561		
Transport		01302 737325		
Catering	Dean Storey (OCS)	07887 473408		
Educational visits	Darren Saxton	01302 736692		
DMBC Emergency Planning	Duty Officer for Resilience and Emergency Planning	emergency.planning@doncaster.gov.uk 01302 341628 (24/7)		
Health and safety	Aaron Lethem	07545427392		
Risk / insurance	RPA	rpa@topmarkcms.com 03300 585566		
Legal	Rebecca Grange	01302 800499		
Human resources	Advanced HR	01302 734635		
Occupational health		01302 737045		

### 1.4 Contact details - local radio stations

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
Trax FM		<a href="http://www.traxfm.co.uk/news/notification-of-school-closure/">http://www.traxfm.co.uk/news/notification-of-school-closure/</a>		

## 1.5 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour, Floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Teacher Support Network	England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)	The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.
Insurance company	DfE RPA scheme: 0330 058 5566	
Trade union	GMB 020 7391 6700 Unison <u>0800 0 857857</u> NUT 01302 342448 NASUWT 03330 145550	
Supplier (cleaning)	Bulloughs Sally Taylor 07706 343754	
Utility supplier (gas)	Corona	
Utility supplier (water)	Wave	
Utility supplier (electricity)	NPower	

### 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 – Emergency incidents**

### **2.1 Types of events and Toolkit of responses**

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We have emergency procedures to safeguard our school community. Planning for possible emergency incidents is essential, however most emergency incidents are dynamic which means the best course of action will be decided at the time of the incident. This procedure provides staff members with a toolkit of information which can be used to navigate an emergency incident. All staff should be familiar with these procedures as it is possible for an incident to arise out of core hours or off site when there are no senior managers present.

#### **Types of Emergency incidents**

By definition, in an educational establishment, an emergency incident is an event which disrupts the normal operations of the school. There are a range of emergency incidents which could occur.

Examples are as follows:

- Terror attack
- Bomb threat
- Wild/dangerous animals on site
- Road traffic accident on or next to the site
- Noxious Fumes
- Aggressive Parent/Member of the public
- Violent pupils (Large fight, or pupils with weapons/threatening violence)
- Intruders on the site
- Fire
- Serious First aid incident
- Inclement weather (which includes flooding and school closure)
- Main Services failure
- COVID 19/virus outbreak

#### **Toolkit of actions**

During any emergency incident a range of actions could be used to keep staff/students safe. It may be relevant to use more than one of these methods. Below is a list and definition of each action and then there is an appendix of what to do if an incident occurs. The appendices are not in numerical order as they are to keep inline with a wider school emergency planning document.

#### **Evacuation (Appendix 4)**

Evacuation is where staff, students and visitors leave the building and assemble at the muster point or, if instructed, an alternative safe location. An evacuation can take place in two ways:

1. Fire Alarm Evacuation - If it is necessary to evacuate everybody from the building then the fire alarm can be activated through the call points. Upon hearing the alarm everybody will leave the building and assemble at the muster point. The alarm will activate automatically if a fire is detected.
2. Silent Evacuation - If an evacuation is necessary but it is unsafe to activate an alarm then the building can be evacuated without the alarm. This will be arranged by whoever has made this decision, and they will nominate people to sweep the building to notify the occupants that they must evacuate to the muster point. An example of this could be if there is a bomb threat inside the building as noise may trigger the device.

There is a grab bag in the school office which will be brought out to the muster point and this will have relevant contact details and alternative muster points should these be required.

## **Shelter and Lockdown (Appendix 5+6)**

### **Shelter**

Taking shelter may be deemed the most appropriate course of action if an incident occurs inside or outside the buildings/grounds and which renders an evacuation unsafe. Staff/students/visitors would be expected to stay in a designated safe area inside or move into the building if outside, until advised otherwise by SLT or the Emergency Services. For remote/external areas it may be safer not to return to the building but consider staying in-situ or going to an alternative location.

### **Lockdown**

A security measure taken during an emergency to prevent people from leaving or entering a building/space. A lockdown can come in two forms:

1. **Partial Lock down** - This is where part of the building is isolated because an incident is either taking place in there or it is to protect the people in that area. An example is if there is a serious medical emergency it may be appropriate to lockdown that area so the incident can be kept clear for the emergency services.

The person who has made the decision will assign people to sweep the relevant areas to inform people of the action.

2. **Full Lockdown**- This is where the whole building is isolated and nobody can enter, leave or move around. An example is if there is someone onsite with a suspected weapon.

## **Run,Hide,Tell (Appendix 7)**

Run, hide, tell is a simple technique used for public security in the United Kingdom in the event of a firearms- or weapons-based terrorist attack. If there is a weapons based terrorist attack, the alternative actions may not be appropriate and therefore this simple method should be adopted.

## **COVID 19/Virus outbreak (Appendix 8)**

A virus outbreak such as COVID19 may mean the school may have to partially or fully close so the virus can be contained. The school will take advice from Public health England and the Department of Education and adjust school operations such as distance learning as required.

## **School Closure (Appendix 9)**

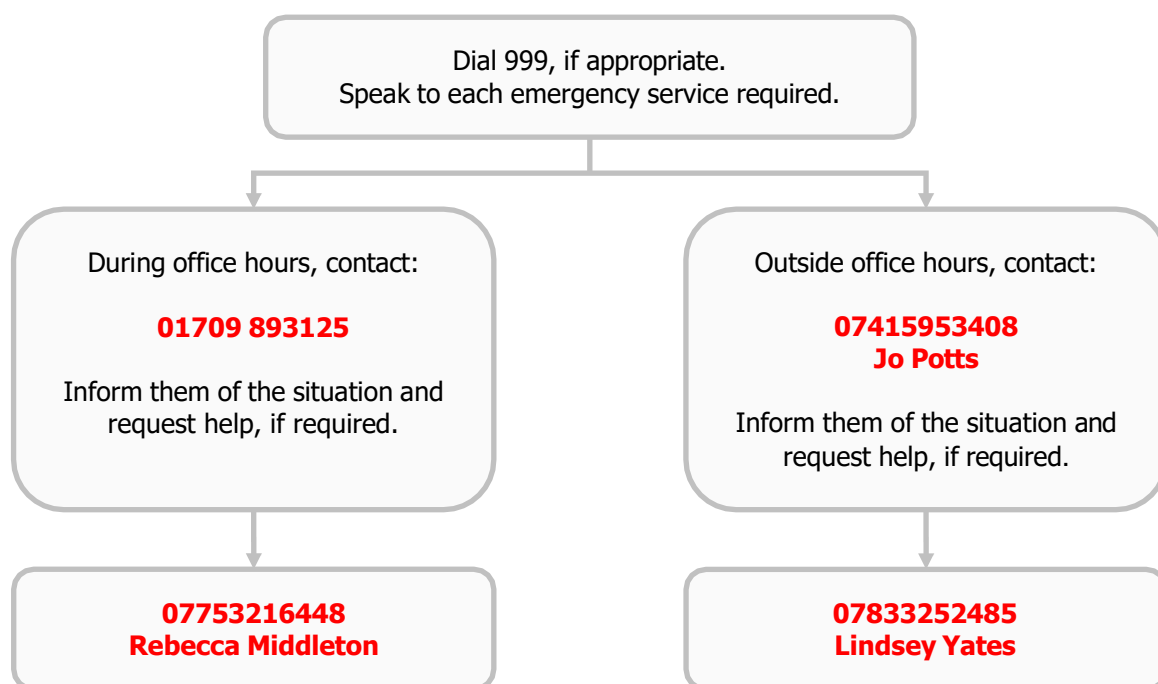
Whilst used as a last resort there are several situations which could generate a school closure. If possible, a decision will be made before the site opens for example due to snowfall or flooding however it may not be possible for this to occur due to the timings of the situation. If the school is required to be closed part way through the day the SLT (or most senior person on site if during a holiday period) will make this decision and manage how this is carried out.

## **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 should consider the following:

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

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



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

- **Fetch any equipment that may prove useful such as a first aid kit and school grab bag. See Appendix 12 for an example of the school grab bag.**
- **Log all communications and actions.**
- **Notify school staff. Consider assembling a School Emergency Response Team (SERT) to assist with the response.**
- **Refer to the list of emergency contact numbers for additional support if required.**
- **Where possible, avoid closing the school and try to maintain normal routines.**

## SECTION 3 - ROLES AND RESPONSIBILITIES

### 3.1 Roles and responsibilities – Incident Manager

The following are a list of considerations for emergency response

Ref	Incident Manager - initial response	Tick / sign / time
A1	Establish a basic overview of the incident.	
A2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
A3	Wherever possible, assign members of staff to relevant School Emergency Response Team (SERT) roles: <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
A4	Remember to: <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SERT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SERT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
A5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
A6	Take action to protect property.	
A7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
A8	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.	
A9	Inform governors as appropriate.	
A10	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	Incident Manager - ongoing response	Tick / sign / time
A11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
A12	Continue to allocate tasks amongst the SERT. Work closely with the SERT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
A13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
A14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
A15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
A16	Check that everyone who should have been notified of the incident has been informed.	
A17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
A18	Seek advice on legal and insurance issues, if appropriate.	
A19	If the incident is a crime scene or subject to a fire investigation seek advice from the Police and / or Fire & Rescue Service.	

Ref	Co-ordination - recovery	Tick / sign / time
A20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SERT and other staff.	
A21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
A22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
A23	Complete any necessary forms / paperwork.	
A24	Arrange a debrief for school staff involved in the response.	
A25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
A26	Initiate a review of the school emergency plan.	

A27	Consider contacting the head teachers of nearby schools to inform them of any important issues relating to the incident.	
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### 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
B1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications.</li> </ul>	
B2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
B3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
B4	Attempt to recover important documentation; records and equipment if safe to do so (consult the emergency services for advice if necessary).	
B5	If appropriate, contact organisations which can assist in document restoration.	

Ref	Business continuity - ongoing response	Tick / sign / time
B6	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.	
B7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
B8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
B9	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
B10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
B11	Put in place arrangements for remote learning, if necessary.	

B12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	
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### 3.3 Roles and responsibilities – Communications

The following is a list of considerations.

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

No	Communications - initial response	Tick / sign / time
C1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
C2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
C3	Support staff with any communication needs they may have. Consider seeking advice and support from DMBC communications team.	
C4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

No	Communications - ongoing response	Tick / sign / time
C5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C6	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.	
C7	Liaise with the 'media management' role about contacting local radio stations. Consider seeking advice and support from LET communications team.	
C8	Update the school answer phone on a regular basis.	
C9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
C10	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.	

No	Communications - recovery	Tick / sign / time
C11	Provide regular briefings to pupils and parents / carers.	
C12	Assist the 'business continuity' role in providing remote / virtual learning.	
C13	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

The following are a list of considerations.

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

No	Log-keeping - initial response	Tick / sign / time
L1	Attend SERT briefings. Keep a log of important information, actions taken and decisions made.	
L2	Ensure that each member of staff keeps an incident log.	

No	Log-keeping - ongoing response	Tick / sign / time
L3	Provide administrative / secretarial support to the SERT.	
L4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
L5	Record details of any expenditure incurred by the school.	

No	Log-keeping - recovery	Tick / sign / time
L6	Collate all incident logs, making copies if necessary.	
L7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference such as for a debrief or enquiry.	

### 3.5 Roles and responsibilities – Media Liaison

The following are a list of considerations

No	Media liaison - 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 consider seeking advice from DMBC communications Team	
M6	Be prepared to be interviewed by the media.	

No	Media liaison - 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 SERT, 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).	

No	Media liaison - recovery	Tick / sign / time
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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

The following are a list of considerations.

No	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: <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

No	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> <li>▪ SERT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

No	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.	
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### 3.7 Roles and responsibilities – Welfare

The following are a list of considerations.

No	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

No	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 support pupils.	
W6	Where possible, every child should 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.	

No	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

The following are a list of considerations.

No	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.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Consider avoiding making comments to the media until parents / carers have been informed.	

No	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 contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer- term welfare needs of pupils and staff.	
E16	Consult the 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.: <ul style="list-style-type: none"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the 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).	

<b>No</b>	<b>Educational visit leader - recovery</b>	<b>Tick / sign / time</b>
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

No	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
2	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.	
3	Consider which pupils need to be briefed, how, and by whom.	
4	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.	
5	Consider providing relevant books in the school library.	
6	Consider arranging for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
7	Consider making arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
8	Consider the practical issues which may impact on pupils such as deadlines for coursework, imminent exams, planned parents evenings or school concerts.	
9	Consider sending a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
10	Maintain regular contact with parents / carers.	
11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
13	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.	

No	Post incident support - general actions	Tick / sign / time
14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
17	Cancel or rearrange any events which are inappropriate.	
18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
19	Consider staff welfare and access to support and occupational health.	
20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

No	Post incident support - returning after a period of absence	Tick / sign / time
22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the school day.</li> </ul>	
24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

No	Post incident support - funeral arrangements	Tick / sign / time
26	Contact bereaved families to express sympathy on behalf of the school.	
27	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.	
28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

No	Post incident support - remembrance	Tick / sign / time
29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## 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.

<b>Paper-based records</b>	<b>Where are they stored?</b>	<b>Effect of loss (short-term, medium-term, long-term)</b>	<b>Back-up measures / restorative arrangements</b>
Examination papers	Filing Cabinet, electricity cupboard	Delay to SATS, Phonics	New papers to be ordered from STA
Asset registers / equipment inventories	IT system	Disruption to business	Backed up remotely
Insurance documentation	Online		Online, accessible from anywhere
<b>Electronic records</b>	<b>Where are they stored?</b>	<b>Effect of loss (short-term, medium-term, long-term)</b>	<b>Back-up measures / restorative arrangements</b>
Contact details	SIMS, CPOMS, School Ping	Delay in contacting re emergency	SIMS is backed up remotely and can be accessed off site. CPOMS and School Ping are online and accessible anywhere.
Financial information	IT system	Disruption to business	Backed up remotely and can be accessed off site
Medical information	Medical Tracker	Delay in communicating medical needs	Online, accessible from anywhere
<b>Remote learning</b>	<b>Notes / instructions</b>		
Website / extranet	<a href="http://www.barnburghacademy.com">www.barnburghacademy.com</a>		
Email	Outlook – staff are able to access remotely		
Post	Barnburgh Academy, Church Lane, Barnburgh, Doncaster DN5 7EZ		

### APPENDIX 3 - SITE INFORMATION

The following is a list of site specific information that may be required by the Emergency Services when supporting the response to an incident at school.

Utility supplies	Location	Notes / instructions
Gas	Boiler House	
Water	Caretakers Room	
Electricity	Electricity Room	
Heating	Boiler House	

Internal hazards	Location	Notes / instructions
Asbestos	Throughout School	See Asbestos Register
Chemical store(s)	Caretakers Room and Cleaner's Storeroom	Locked by bolt and/or key

Pre-designated areas	Location	Notes / instructions
SERT briefing area	Hall	Use Village Hall if cannot access school
Media briefing area	Hall	Use Village Hall if cannot access school

Location / access to premise maps and layout	Location	Notes / instructions This may be requested by the Emergency Services
Fire Plan	Business Managers Office and throughout school	

Fire Alarm	Location	Notes / instructions This may be requested by the Emergency Services
Setting instructions	Panel in entrance	Key operated – turn to select
Cancelling instructions	Panel in entrance	Key operated – turn to select

## APPENDIX 4 – EVACUATION

The following is a list of considerations

Signals	
Signal for fire evacuation	Fire Alarm
Signal for bomb evacuation	Fire Alarm
Signal for all-clear	Fire Alarm sounder will be deactivated

Assembly points - fire evacuation	
Fire evacuation assembly point A	Main Playground
Fire evacuation assembly point B	

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Main Playground
Bomb evacuation assembly point B	

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. Pre-identifying a buddy school, community centre or place of safety and shelter is recommended.

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Village Hall
Type of premise	Community
Contact name and details of key holder(s)	
Address	Church Lane, Barnburgh
Directions / map	
Estimated travel time (walking, with pupils)	5 minutes
Estimated travel time (by coach, with pupils)	N/A
Capacity	300
Capacity (sleeping)	None
Facilities / resources	Hall, toilets
Notes	

## APPENDIX 5 – SHELTER

The following is a list of considerations.

You may be requested to shelter-in-place when there are dangers outside the school that prevent normal student release, such as severe weather or flooding, chemical incident or terrorist attack. Shelter-in-place is appropriate when evacuation is not necessary, or when there is not time to evacuate. It should be announced throughout the school using a public address system or face-to-face communication.

Signals	
Signal for shelter	Face to face / radio to staff and pupils by SLT
Signal for all-clear	Face to face / radio to staff and pupils by SLT

Upon hearing the shelter signal, take the action below.

No	Initial response - shelter	Tick / sign / time
1	Ensure all pupils are inside the school building.	
2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
4	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.	
5	Check for missing / injured pupils, staff and visitors.	
6	Reassure pupils and keep them engaged in an activity or game.	
7	Notify parents / carers of the situation.	
8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## APPENDIX 6 – LOCKDOWN

The following is a list of considerations.

Lockdowns are called for when there is a violent intruder or person with weapon, if a threat of violence or other crisis occurs inside or outside the school and if moving around or evacuation would be dangerous and a lockdown may be more appropriate. Emergency Services will advise if Lockdown is appropriate.

Further information is available at

- UK GOV Run Hide Tell <https://www.gov.uk/government/publications/stay-safe-film>
- MI5 Current threat from international terrorism <https://www.mi5.gov.uk/threat-levels>

Signals	
Signal for lockdown	Three short bursts of the school bell; continuous until lock down is secure
Signal for all-clear	Face to face to staff and pupils by SLT

Lockdown	
Rooms most suitable for lockdown	Hall, Classrooms
Entrance points (e.g. doors, windows) which should be secured	All
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Landline telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
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.

No	Initial response - lockdown	Tick / sign / time
1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
3	Dial 999. Dial once for each emergency service that you require.	

4	<p>Ensure people take action to increase protection from attack:</p> <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
5	<p>Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.</p>	
6	<p>If possible, check for missing / injured pupils, staff and visitors.</p>	
7	<p>Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.</p>	

## APPENDIX 7 - SCHOOL CLOSURE

The following are a list of considerations.

No	Generic actions - initial response	Tick / sign / time
1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
2	If necessary, assemble an SERT.	
3	Seek support from other organisations (e.g. the local authority) as appropriate.	
4	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: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
6	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.	
7	Make alternative arrangements for exams if necessary.	

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

No	Generic actions - ongoing response	Tick / sign / time
8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
9	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.	
10	Ensure the security of the school premises.	
11	Put in place arrangements for remote learning (please see appendix 2).	

## APPENDIX 8 - COMMUNICATIONS

The following are a list of considerations.

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01709 893 125	Office
Outgoing calls	01709 893 125	Office

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

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

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

Group	Preferred method of contact	Contact details are available from
Pupils	School Ping; Telephone; Website	SIMS / CPOMS
Parents / carers	School Ping; Telephone; Website	SIMS / CPOMS
Governors	Telephone; email	SIMS / CPOMS
Extended services	Telephone	SIMS / CPOMS

## APPENDIX 9 - BOMB THREATS

The following is provided to assist schools in the event of receiving a telephone call from someone who claims to have information about a bomb.

The list aims to support the call receiver to record as much information as possible.

Further advice on Dealing with Security Incidents and Bomb Threats is available at the DMBC Corporate Health and Safety Management System <http://intranet.doncaster.gov.uk/directorates/regeneration-environment/dealing-with-bomb-threats>

No	Initial response - upon receiving a bomb threat	Tick / sign / time
1	Remain calm. Make a RECORD of the threat at the time or as soon as possible afterwards	
2	Record the message as accurately as possible. Try and gain as much information as possible. Try and get a colleague to listen to the call.	
3	Ensure that the Building Security Coordinator / Head Teacher have been informed.	
4	Notify the Police (999) and the head teacher / nominated emergency contact immediately. Seek advice from the Police (999) on the need to Evacuate the building and distance of evacuation required.	
6	Do not replace the receiver (to allow checks to be made later)	

### **RECORD of Threat to be completed at the time or as soon as possible afterwards If you receive an anonymous telephone threat –**

Switch on recorder/voicemail (if possible)

### **RECORD THE EXACT WORDING OF THE THREAT**

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### **Ask the following questions**

Where is the bomb right now?

When is it going to explode?

What does it look like?

What will cause it to explode?

Did you place the bomb?

Why?

What is your name?

What is your address?

What is your telephone number?

**Record time call completed:**

Where automatic number reveal equipment is available, record number shown:

Inform the Security Co-ordinator of name and telephone number of person informed:

Contact the police on 999. Time informed:

**The following part should be completed once the caller has hung up and the Security Co-ordinator and the police have been informed.**

Time and date of call:

Length of call:

Number at which call received (extension number):

**About the caller**

Sex of Caller?	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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Nationality?	Age?
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**Language**

Well spoken	<input type="checkbox"/>	Irrational	<input type="checkbox"/>	Taped	<input type="checkbox"/>
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Offensive	<input type="checkbox"/>	Incoherent	<input type="checkbox"/>		
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Message read by threat maker	<input type="checkbox"/>		
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**Caller's voice**

Calm	<input type="checkbox"/>	Crying	<input type="checkbox"/>	Clearing Throat	<input type="checkbox"/>
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Angry	<input type="checkbox"/>	Nasal	<input type="checkbox"/>	Slurred	<input type="checkbox"/>
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Excited	<input type="checkbox"/>	Stutter	<input type="checkbox"/>	Disguised	<input type="checkbox"/>
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Slow	<input type="checkbox"/>	Lisp	<input type="checkbox"/>	Accent +	<input type="checkbox"/>
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Rapid	<input type="checkbox"/>	Deep	<input type="checkbox"/>	Familiar	<input type="checkbox"/>
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Laughter	<input type="checkbox"/>	Hoarse	<input type="checkbox"/>		
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If the voice sounded familiar, who did it sound like?

+ type of accent?

**Background sounds**

Street Noises	<input type="checkbox"/>	House Noises	<input type="checkbox"/>	Motor	<input type="checkbox"/>
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Animal Noises	<input type="checkbox"/>	Crockery	<input type="checkbox"/>	Static	<input type="checkbox"/>
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Clear	<input type="checkbox"/>	Voice	<input type="checkbox"/>	Music	<input type="checkbox"/>
PA System	<input type="checkbox"/>	Booth	<input type="checkbox"/>		
Factory Machinery	<input type="checkbox"/>	Office Machinery	<input type="checkbox"/>		

Other (specify) \_\_\_\_\_

**Other remarks**

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Signature \_\_\_\_\_

Date \_\_\_\_\_

Print Name \_\_\_\_\_

Pass this information on to the Emergency Services ASAP and make yourself available to speak to the police

## 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 consider the actions below.

No	Initial response - upon receiving a suspicious package	Tick / sign / time
1	Remain calm.	
2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
3	Note its exact location. Notify the Police (999) and the head teacher / nominated emergency contact immediately. <b>Seek advice from the Police on the need to Evacuate the building</b> and distance of evacuation required.	
4	Keep people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass or debris.	
6	Do not use mobile phones, two-way radios near to the suspect package.	

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

No	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
7	Ask all persons exposed to the material to remain close by to receive advice from the Emergency Services and if medical examination is required. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	

8	Consider turning off ventilation / air circulation systems in the building to stop the material spreading, and ensure that doors to the area affected (including internal fire doors) and windows have been closed.	
9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

### Suspect Packages - Signs & Symptoms - The Seven S's

**Shape:** Is the parcel evenly balanced? Is there stiffening – the feel of cardboard or metal? Is there an unusual outline if held up to the light?

**Stamp:** Is the postmark familiar? Are there no stamps or an excessive use of stamps – disproportionate to the weight? Is it correctly addressed?

**Size:** Single page envelopes or reports which are uniform and have a balanced appearance are unlikely to be suspect. Explosive or incendiary items will usually have some bulk, possibly disguised in a jiffy bag or postal tube. If the weight seems excessive for the size it may be suspect.

**Smell:** Some explosives have a distinctive aroma (nitro-glycerine/nitro toluenes can smell of marzipan or almonds) but this may be masked by perfume or after shave.

Any strong smell should be viewed suspiciously.

**Stain:** The same explosives can sweat or ooze liquid, causing oily stains or grease marks on the package.

**Seal:** If it is a device the package will be well-sealed and secured using staples, tape, etc to prevent it coming apart in transit. Often the packages are sealed in such a way that the recipient automatically attempts to open it at the 'easiest' (and most harmful) side.

**By themselves these signs and symptoms may be perfectly innocent - but 3 or 4 of them together may arouse suspicion - in which case use the 7th 'S'**

**Sender:** Before calling security or the Police, check with the sender. If there are no visible postmarks or a return address, check with the intended recipient - are they expecting a package?

**Remember if you are concerned call 999 for advice**

Further information on suspect packages is available at:

<http://intranet.doncaster.gov.uk/directorates/regeneration-environment/dealing-with-bomb-threats>

## APPENDIX 11 - LOG-KEEPING GUIDELINES

The following is an example of a log of information, actions and decisions which shows logs should be clear, intelligible and accurate. Include factual information. Use plain and concise language. Records of any expenditure. Have no paged removed and have no correction fluid.

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

## APPENDIX 12 – RUN, HIDE, TELL



**IN THE RARE EVENT OF  
a firearms or weapons attack**

**RUN** - to a place of safety. This is a better option than to surrender or negotiate. If there's nowhere to go, then...

**HIDE** - Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can.

**TELL** - the police by calling 999 when it is safe to do so.

[www.npcc.police.uk/staysafe](http://www.npcc.police.uk/staysafe)

## **APPENDIX 13 – COVID-19 OR OTHER OUTBREAK OF A COMMUNICABLE DISEASE**

Should an outbreak of a communicable disease occur (such as Covid-19), Public Health and Department of Education guidance will be followed. The school will initiate contingency plans depending on the guidance.