



**DEALING WITH AN EMERGENCY PLAN for  
THE GREETLAND ACADEMY  
DOCUMENTATION AND ADVICE**

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**1. Emergency Plan – also reference the ‘Emergency Planning’ Trust policy**

**1.1 Emergency Activation Log**

If you receive an alert you should record as much information as possible:

Name of the person informing of the incident	
Date and time of the incident occurring	
Details of the incident: (including actual words used by informant)	
Who else has been informed?	
Exact location of the incident	
Casualties	
Any action taken so far	
Name of contact at the scene	



If appropriate, call 999 for the police, fire or ambulance, giving the information above. IF IN DOUBT CALL 999.

Then immediately inform the CEO, Amanda Bennett: H: 01422 610145 M: 07850204927, Principal, Helen Crowther: H: 01422 345004 or 07840 050624 or Chief Operations Officer, Jayne Firth H: 01422 377343 M: 07850 204925

If they are unavailable to respond (they may be involved in the incident) the senior person present must follow the instructions 1-4 on the checklist of initial action by CEO, Principal or Chief Operations Officer (COO).

**1.2 CHECKLIST OF INITIAL ACTION BY CEO/ PRINCIPAL OR COO**

ACTION	✓
1. Assess Situation	
2. Take immediate action to safeguard pupils and staff where necessary	
3. Log all communications and actions	
4. Call for support	

Call 999 if appropriate  
 RPA Scheme Membership No: 136375  
 Reporting a new claim:  
[www.rpaclaimforms.co.uk](http://www.rpaclaimforms.co.uk)  
 Urgent Incident Notifications:  
 0330 058 5566  
 Claims updates or queries  
 0330 058 5566  
[rpa@topmarkcms.com](mailto:rpa@topmarkcms.com)

5. Assemble a school emergency management team from pre-identified staff and relieve them of their normal duties
6. Refer to the list of emergency contact numbers for additional support if required.
7. Where possible, avoid closing the school and try to maintain normal routines.



### GO TO IMPLEMENTATION

### 1.3 SCHOOL EMERGENCY – IMPLEMENTATION



#### Responsibility of CEO/Principal or nominee co-ordinating SEMT (School Emergency Management Team)

<b>Immediate Response</b>	v
Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire, ambulance services, the local authority, and other agencies who may become involved. Act as the schools' main contact to coordinate response and give your contact details (Not the school's main line).	
Inform the Chair of Governors.	
Inform all staff, and parents of injured pupils. Decide how to inform other parents.	
Ensure all staff maintain a log of actions and decisions.	
Allocate tasks below among SEMT as appropriate.	
<b>Ongoing Response</b>	
Provide regular briefings for staff, and continue to liaise with the emergency services and local authority.	
Try to maintain normal routines as far as possible	



#### 1.4 Expected Structure of the School Emergency Management Team

##### The Role of the Emergency Management Team:

When dealing with an emergency there are three levels of roles:

Bronze – Operational – carrying out tasks as directed, this could involve multi-agencies

Silver – Tactical – co-ordination team, allocate tasks

**Gold –Strategic (EMT) – identify issues, deliberate results**

- Overall strategic co-ordination with responsibility and accountability for the event
- To take a high-level view of what has happened, what can reasonably be expected to happen and who/what can help the resolution
- To maintain a strategic overview and NOT become drawn into tactical decisions (**Hands OFF**)
- Set, review and update the strategy – including tactical parameters

Roles can be combined, however leave, sickness etc must be taken into account to ensure availability at all times.

Role	Name	Alternate Deputy Name
Incident Manager	CEO	Principal
Deputy Incident Manager	Principal	Chief Operations Officer
Parent Liaison Officer Communications	Vice Principals	Assistant Principals
Administration Manager Resources	Chief Operations Officer	School Administrator KS2
Media Liaison Officer Media Management	CEO	Principal
Teachers Liaison Officer Communications	Vice Principals	Assistant Principals
Facility/Premises Manager Resources	Site Manager	Caretaker KS1 and KS2

School Liaison Officer Welfare	Principal	Deputy Principal
Others as required	Chair of LGB	Nominated Governor (Steve Bennett)
List others...		



### 1.5 Action List for SEMT to follow

<b>Welfare - Immediate</b>	✓
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering).	
Establish the whereabouts of all pupils, staff and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.	
<b>Welfare - Ongoing</b>	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those pupils and /or staff who are badly affected, and who need extra support. Support for the most vulnerable and those with social workers	
Make arrangements for reuniting pupils with their parents	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend	
<b>Communications - Immediate</b>	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from the local authority, who may be able to set up a public helpline for enquiries from the public in the event of a major injury. KS1: Incoming calls: 01422 372893 Outgoing calls: Senior Leader Mobile Phone if available or mobile phone determined at the time. KS2: Incoming calls: 01422 372893 Outgoing calls: Senior Leader Mobile Phone if available or mobile phone determined at the time.	
<b>Communications – Ongoing</b>	
Inform pupils, in groups as small as practicable, considering the best way to impart tragic news (seek advice from psychology service)	
Inform parents of children not directly involved in the incident, as decided by the Principal or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently.	
Receive visitors to the school, ensuring they sign in and out and are issued with ID badges.	
<b>Media management – Immediate</b>	
Avoid responding to media enquiries and direct them to the designated PR communications team (See Media sheet & Emergency Contacts Lists)	
Ensure that any media access to the site, staff and pupils is controlled. In a major emergency, the police can deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones.	
<b>Media Management – Ongoing</b>	
Liaise with the designated PR communications team to decide the ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	
<b>Resources – Immediate</b>	
Ensure access to site for emergency services	
Open/Close parts of school as required, and turn off water, gas and electricity supplies if necessary.	
Ensure the security of the school premises.	

Resources – Ongoing	
Establish a safe and secure based for the SEMT	
Arrange a place to receive parents of children involved.	

## 2. Educational Visits Specific Emergency Actions

### 2.1 Emergencies on Educational Visits – Action Plan Template

The CEO/Principal or their pre-agreed nominees should be immediately informed of any incident by the group leader.



#### Initial Action by CEO/Principal or Nominee

Maintain a written record of your actions using this pro-forma and your log book.			
Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.			
Find out what has happened. Obtain as clear a picture as you can: <b>Who informed you of the incident?</b> (usually the group leader)			
Name	Status	Telephone No	Additional Numbers
Where are they now and where are they going?			
Discuss with the group leader what action needs to be taken and by who			
<b>If you can obtain access to the educational visit risk assessment do so</b>			
<b>Record the details of the off-site activity/visit during which incident occurred</b>			
Location and nature of activity/visit			
Name of person in charge of activity/visit		Telephone No	
Number of people on the visit	Pupils:	Teachers:	Others:
<b>Record the details of the incident</b>			
Date and time of incident		Location	
What has happened?			
People affected	Name	Injury	Where they are/will be taken to
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			
Arrangements for pupils not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone Numbers	
Depending on the scale of the incident, consider assembling a school emergency management team from the list of staff to assist with the response			



Having activated the emergency plan, go to implementation [as 1.3](#)

**2.2 Emergencies on Educational Visits - Ongoing Action List for CEO/Principal or Nominee to fit WITH 1.3 implementation responsibilities**

<b>Communication</b>	v
Inform school staff as appropriate, depending on the time and scale of the incident	
Consider emergency communication needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required Line to be used for incoming calls only – Main School Phone Line Line to be used for outgoing calls only – designated SMT mobile phone at either site	
Immediately inform parents of any injured pupils of what has happened and where their son/daughter is. Record what their plans are e.g. to travel to their son/daughter, any assistance they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next of kin of any staff who have been involved.	
Inform parents of any other pupils on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.	
Inform the Chair of Governors	
Refer to the list of emergency contacts	
Consider arranging the following:	
<ul style="list-style-type: none"> <li>• Assistance the school or at the site of the incident by key personnel or others</li> <li>• Communications support, including additional telephone lines</li> <li>• Help with arranging travel and transport between the incident, parents and the school</li> <li>• Help with media management, including press statement and interview briefing</li> <li>• Establishing links with agencies in the authority where the accident has occurred</li> <li>• Contact insurance company</li> </ul>	
Inform pupils and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from an educational psychology service about the best way to inform pupils and to support them afterwards. Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
<b>Media Management</b>	
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries and direct these to the designated PR/Media contact.	
Liase with the media contact and prepare a press statement.	
Resources	
Arrange a quiet space to receive parents of the children involved as they arrive at school.	
Reporting of accidents	
Tell the staff involved to prepare a written report noting events and times. Inform HSE and Trade unions if necessary. In the event of serious injuries or a fatality HSE should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	



## 2.3 Emergency on an Educational Visit - Group Leader's Action Card – to assign and log



<b>Immediate action in an emergency</b>	✓
Assess the situation and take immediate action to ensure the safety of pupils and staff	
Establish if anyone is injured and how	
Call the emergency services if necessary	
Be aware that you and others may be suffering from shock	
<b>Next steps:</b>	
During school hours contact the Principal/Deputy Principal or Chief Operations Officer Outside school hours contact as above	
Give clear details of what has happened and who is involved	
Discuss with the Principal/Deputy Principal or Chief Operations Officer who should inform parents and next of kin of pupils and staff	
The Principal/Deputy Principal or Chief Operations Officer should contact RPA Insurance	
Avoid speaking to the media – if necessary direct them to the designated PR Officer Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)	
Make notes of what has happened and your actions	
Keep in contact the Principal/Deputy Principal or Chief Operations Officer	



## 2.4 Stand-Down and Recover Plan for an Emergency on an Educational School Visit

Recovery plan checklist. Mark N/A where appropriate

<b>As soon as possible after the emergency:</b>	✓
Liaise with parents regarding plans for attendance at funerals	
Liaise with parents regarding plans for attendance/representation at memorial services	
Arrange debriefing meetings for staff and pupils	
Arrange debriefing meetings for the Principal/Deputy Principal and SEMT	
Identify and support high-risk pupils and staff	
Promote discussion of the emergency in class	
Consider the need for individual or group support	
Help affected pupils and staff to come back into school	
Seek advice on legal issues from the Academy's legal representatives	
Initiate a review of the school emergency plan, evaluating the school's response feeding in any lessons learnt	
<b>In the longer term:</b>	
Consult and decide on whether and how to mark anniversaries	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school	
Remember to make any new staff aware of which pupils were involved and how they were affected.	

## 3. Minibus Emergency Specific Actions & Guidance



### 3.1 Breakdown and emergencies involving a Minibus

#### Breakdown and Accident



An Incident Checklist can be found at [3.2 please follow](#).

In the event of breakdown or accident a mobile telephone may save a great deal of difficulty. You may wish to consider acquiring one or making use of an existing telephone when embarking upon minibus journeys.

#### Breakdown on Ordinary Carriageways

- (a) Move the vehicle as far to the left as possible. Switch on the hazard lights.
- (b) If you attempt to find a telephone, do not leave passengers alone in the vehicle. If you are transporting clients that cannot go with you, i.e. due to their physical or behavioural problems, you must be travelling with an escort.
- (c) If you break down, contact a member of the Senior Management Team. Inform them of the situation (i.e. female driver alone etc.).
- (d) If you are nowhere near a telephone, display a PLEASE CALL POLICE sign in the back window. Wait in the vehicle with the windows and doors locked until help arrives.
- (e) If someone stops to offer help, stay inside the vehicle with the doors locked. Open the window sufficiently to ask them to go to the nearest telephone and notify the police or rescue service for you. Do not get into the car with a stranger or attempt to hitch a lift.
- (f) If a mechanic or the police arrive and are not in uniform or are in an unmarked vehicle, ask to see some form of identification before getting out of the vehicle.
- (g) Deploy warning triangles or cones if it is safe to do so.

#### Breakdown on the Motorways

The general procedures are the same as the guidelines for ordinary carriageways. However, extra hazards exist on the motorway.

If the vehicle breaks down on the motorway, or a serious fault develops, put your hazard warning lights on and pull over to the hard shoulder as quickly and as far off the carriageway as possible. If possible, angle the front of your vehicle slightly inwards, which helps to indicate you have broken down. Once on the hard shoulder, try to coast to a telephone box. These are one mile apart along all stretches of motorway. Never reverse on the hard shoulder or attempt to cross the central reservation. This is illegal, highly dangerous and pointless, as the telephones on motorways should be in the same position on either side.

Make it clear to the person you are calling whether you are alone or with passengers when making a call for help. If alone stand behind the telephone facing oncoming traffic. You will see anyone approaching and it will be less obvious if you are a woman on your own.

Afterwards, return to the vehicle, lock all doors except for the front passenger door and wait by the side of your vehicle on the embankment. If an unidentified vehicle draws up, quickly get into the passenger seat and lock the door. This is safer and gives the illusion of having company. If not alone, all people should wait by the side of the vehicle on the embankment, well away from the roadway. If you are carrying potentially vulnerable passengers, e.g. wheelchair users, inform the emergency services immediately.

#### Guidelines in the Event of an Accident

If you are involved in an accident and you are not injured, see whether anybody is badly injured. If medical attention is required, ensure help is summoned immediately. Do not remove injured people from the car unless they are in danger. Loosen tight clothing, especially around the neck and make sure they are warm. Do not give them anything to eat or drink.

Try to reduce the risk of further collisions, if possible, by moving the vehicle/s off the road or warning oncoming traffic of a hazard. Do not put yourself at risk by standing on the carriageway.

**Emergency Breakdown Details:**

**The Academy has breakdown recovery with the AA:**

**Fleet Services Membership No 48381**

**Helpline: 08000 280958**

You will be required to provide the vehicle registration number and current mileage.

**Insurance Information: Marsh Insurance**

**Reg: EX67 SJY Policy No: M0001692MBPH**

**Reg: EX67 SHJ Policy No: M0001693MBPH**

**Tyres, Battery & Exhaust: 08456 021286**

**Glass Replacement: 08456 021286**

**For further information, please refer to the Operators Guide Sheet located in each minibus.**

Any requirement to view insurance documents should be channeled through The Academy. If the police are in attendance you must obtain the police incident number and the police officer's number.

You are legally obliged to stop after a collision with a person, vehicle, dog, livestock or property. Please take all necessary details of other drivers involved, i.e. make and registration of the vehicle, name and address of the driver, name of insurers and certificate number if known. You must, if required to do so by a person having reasonable grounds, provide the same information. If, having stopped, the exchange of information is not completed for any reason, the driver should report the accident to the police as soon as possible. If possible, obtain names and addresses of witnesses, sketch plans or even photographs, may be of value. **Do not admit liability.** If you are involved in an accident with an unoccupied car, leave a note on the car with your work telephone number. If you are in any doubt as to whether any incident should be reported to the police, please contact The Senior Management Team.

Drivers must not continue to drive a vehicle after an accident resulting in damage to the construction of the vehicle until the vehicle has been inspected. If in doubt, do not drive.

Immediate inspection is required if the damage is thought to have affected the steering, suspension, brake components, lights or passenger/driver safety. An inspection as soon as is operationally feasible must be arranged for any other damage, no matter how slight the problems may appear. If in doubt, do not drive.

If the vehicle cannot be driven, follow the guidelines – In the event of a breakdown.

All accidents, however minor, must be reported to the appropriate manager immediately. An accident report form should be completed as soon as possible, including police incident numbers and police officers' details. Failure to report an accident may prejudice the position of the Academy and affect its right to claim under its motor insurance policy.

**Notification of Delays**

If as a result of any unforeseen circumstances, such as accident or breakdown, there will be a significant delay before passengers reach their destination, then arrangements must be made to inform those awaiting their arrival. These may be spouses, parents, carers or friends. The driver or escort should contact the Senior Management Team with as much information as possible including the new projected arrival time.

Emergency Services from a mobile is 112.



### 3.2 The Greetland Academy Trust - Mini Bus Accident/Incident Checklist

In the event of an accident/incident inform the Academy immediately you are able.

To assist you in the possible confusion a checklist is provided below.

No	Action	vTick
1	STOP – it is an offence not to stop after an accident	
2	Switch on the Hazard Lights	
3	Switch off the mini bus engine	
3	Ensure your passengers are safe from other hazards	
4	Do not leave students unattended	
5	Make sure no one smokes near the accident site	
6	If anyone is injured contact the emergency services and the police. 112 from a mobile.	
7	Administer first aid if required and you are able	
8	Do not remove casualties unless absolutely necessary	
9	Do not move vehicles involved until the police arrive	
10	Give your name, address, the registration number and in case of personal injury, insurance particulars to any person having reasonable grounds for requiring them – these can be found on the sheet in the glove box.	
11	Obtain from the other person involved in the accident/incident their name, address and registration number of their vehicle and insurance details	
12	If there are any witnesses to the accident obtain their name(s) and address(es)	
13	<b>Under no circumstances admit liability for the accident/incident</b>	
14	If the police are not called to the scene of the incident make sure the incident is reported to the police within 24 hours	
15	Make a plan to show what happened – if a road accident includes road layouts, weather conditions, road conditions (sharp bend, gradient, hedge obstructing view) where your vehicle was in relation to others both before and after the incident.	
16	Accident form(s) completed, where necessary – these will need completed at school.	

#### Emergency Breakdown Details:

**The Academy has breakdown recovery with the AA:**

**Fleet Services Membership No 48381**

**Helpline: 08000 280958**

You will be required to provide the vehicle registration number and current mileage.

**Insurance Information: Marsh Insurance**

**Reg: EX67 SJY**

**Policy No: M0001692MBPH**

**Reg: EX67 SHJ**

**Policy No: M0001693MBPH**

**Tyres, Battery & Exhaust: 08456 021286**

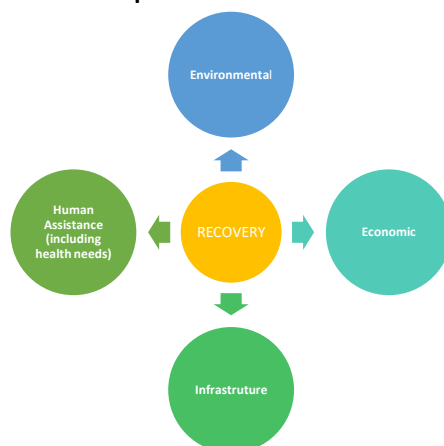
**Glass Replacement: 08456 021286**

**For further information please refer to the Operators Guide Sheet located in each minibus.**

## 4. Business Continuity Planning - Recovery

### 4.1 Business Continuity Model & Guidance

Our model to follow includes reference to the importance of planning for ‘Human Assistance’, ‘Economic factors’, ‘Infrastructure needs’ and ‘Environmental impacts.’



Summary Points – quick reference		Context
<b>Generic Structural Organisation Recovery</b>	Debriefing – evaluation and lessons learnt	<b>Continuous briefing &amp; adaptation to lessons learnt</b> <ul style="list-style-type: none"> <li>• Arrange debriefing meetings for CEO/Principal, EMT staff and pupils for all stages</li> <li>• Governance reporting &amp; support aligned – changes to reporting focus to risk planning and recovery</li> <li>• Identify and support risks – update risk management planning and cascade for approval of recovery plans to Governors/ EMT – significant stakeholders</li> <li>• Liaise with parents at all stages</li> <li>• HR &amp; H&amp;S consideration briefed – timelines adjusted</li> <li>• Future planning staged approach considered with a ‘schedule of work approach’</li> </ul>
	Impact	
	Recovery structures and processes	
	Data protection and sharing	
	Working with the media	
	Investigations and prosecutions	<b>Human Assistance</b> <ul style="list-style-type: none"> <li>• An evaluation of the needs of all pupils/staff/parents etc should be made and plans put in place to determine their needs in any recovery/ return e.g. counselling</li> <li>• In all instances the local community communication is key</li> <li>• Long-term plans for any special assemblies/memorials etc should be agreed &amp; shared</li> <li>• The designated media liaison officer will be directed to deal with any media issues – keep a log &amp; share with leaders</li> </ul>
<b>Human Assistance</b>	Needs of people – health and non-health	
	Community engagement	
	Commemoration	
	Community Cohesion	<b>Environmental</b> <ul style="list-style-type: none"> <li>• If damage has occurred then this should be assessed and evaluated and decisions made to recover</li> </ul> <b>Economic/Infrastructure</b> <ul style="list-style-type: none"> <li>• RPA insurance will be notified during the emergency plan.</li> <li>• The site should be inspected by a building surveyor to ensure it is safe.</li> <li>• A full survey of the losses incurred should be made as soon as it is safe to do so. Inventories and floor plans should be used to assist with this process – included in emergency kit bag</li> <li>• ICT recovery plan should be actioned – LA have a centralised back-up of all data</li> </ul>
<b>Environmental</b>	Impact on local area	
<b>Economic</b>	Economic and business recovery	
	Financial impact	
<b>Infrastructure</b>	Access to and security of sites	
	Utilities	
	Repairs/Damaged School Buildings	
	Site Clearance	
	Dealing with insurance issues	

		<ul style="list-style-type: none"> <li>• Contractors contacted - off site needs, future building projects</li> <li>• Alternative accommodation identified or linking hub offers arranged to meet changing plans.</li> </ul>
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#### 4.2 School site specific - Preliminary Information:

Locational information – site specific loss geographical information points.

- Loss of Middle Band - 5 classrooms, 2 toilet blocks and 2 cloakrooms, gym, office, learning support room and boiler house
- Loss of Upper Band – 3 classrooms, 1 pupil toilet block, 1 disabled toilet, staff toilets, staffroom, 5 offices, kitchen, dining hall, reprographics room.
- Alternative space for accommodation – Top playground or field or car park
- Access points to school would need to be reconsidered & planned for
- Loss of KS1 – 6 classrooms, 3 pupil toilet blocks, kitchen, dining hall, 3 offices, staff toilets, work room.
- Alternative space for accommodation needed – field or car park
- Access points to school would need to be reconsidered, planned for, recorded and shared.

**EMERGENCY TEAM SHOULD NOT INITIATE ANY PROVIDER WITHOUT LIAISON WITH THE RPA TEAM.**

Portacabin company contacts:

[www.portakabin.co.uk](http://www.portakabin.co.uk) Bradford Office 01274 726422 Manager: Charles Wilson

[www.cabinlocator.co.uk](http://www.cabinlocator.co.uk), York 01757 282319

Example floor plans are available in the emergency kit

Loss of electricity: Generator suppliers:

[www.progress-group.com](http://www.progress-group.com), Dewsbury 01924 455350

[www.power-rite.co.uk](http://www.power-rite.co.uk) , 0844 8008472

Additional information included in emergency kit plan: List of security firms to secure the site, site maps outlining water stops, alarm system, electrics, gas etc.

#### 4.3 Legislative Information

The Academy has a legislative responsibility to deal with any emergency affecting the school as per the Civil Contingencies Act 2004.

**HM Government documents:**

**Emergency Preparedness and Emergency Response and Recovery have been used and are available on memory stick in the emergency kit for further reference.**

**However, we are not alone!!!!!!** Legislation also states that other agencies have a legislative responsibility to help with emergencies dependent on the level of emergency. These are as follows:

<p><b>Category 1 responders:</b></p> <ul style="list-style-type: none"> <li>• Local Authorities</li> <li>• Emergency Services – Police, Fire Ambulance</li> <li>• NHS Bodies – Health Protection Agency, Acute Trusts (Hospitals), Primary Care Trusts</li> <li>• Government Agencies – Environmental Agency</li> </ul>	<p><b>Duty of Category 1 Responders:</b></p> <p>In partnership with others:</p> <ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Emergency planning</li> <li>• Business continuity management</li> <li>• Informing and warning the public</li> <li>• Co-operation</li> <li>• Information sharing</li> <li>• Promotion of Business Continuity (LA's)</li> </ul>
<p><b>Category 2 responders:</b></p> <ul style="list-style-type: none"> <li>• Utilities</li> <li>• Telecommunications providers</li> <li>• Highway authorities</li> <li>• Health &amp; Safety Executive</li> <li>• Strategic Health Authorities</li> </ul>	<p><b>Duty of Category 2 Responders</b></p> <ul style="list-style-type: none"> <li>• Co-operate with cat 1 bodies in performance of their duties by:</li> <li>• Providing information</li> <li>• Assisting in all aspects of plan preparation and maintenance</li> </ul>

- Organisations for COMAH (Control of Major Accident Hazards) – Surfachem – Elland, Rhodia UK – Holywell Green

- Playing a part in multi-agency plans
- Taking part in multi-agency exercises.



**GREAT  
HEIGHTS**  
ACADEMY TRUST

### APPENDIX SECTIONS

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## Appendix 1

### Closing the school due to extreme weather conditions

**The objective of the Trust is to stay open throughout the whole school year unless it is deemed a Health and Safety risk to pupils and staff.**

Extract taken from Personnel Guidelines:

“School employees have a contractual duty to report for work at the normal workplace every day that the school is deemed ‘open’. Schools can therefore reasonably expect their staff to carry out their normal contractual work even during adverse weather conditions, travel disruption etc. Employees should also make every effort to attend work on time e.g. by exploring alternative means of transport or setting of earlier for work or spending longer time travelling to and from work.”

#### **What will happen if school is open:**

Employees will not be contacted if school is open. Information will be put on the school website and on the local radio.

All employees should try to get to school safely.

If employees feel they would struggle to journey to work safely then they should contact their Team Leader.

#### **What will happen if school is closed:**

The CEO/Principal will make the decision to close the school.

Team Leaders will be notified and this will kick start the informing of other staff and all team leaders have a ‘snow list’ to contact their team.

Please make sure your team leader and the school admin staff have details of up to date contact information.

The Chief Operations Officer will update the website and inform the local radio stations. A text message will also be sent out to all parents.

Staff should be mindful of any visitors who may be attending school so that the admin team can notify them of the school closure.

#### **What will happen if adverse weather conditions commence after the start of school:**

The CEO/Principal will make all decisions.

Parents will be informed that if they wish they can collect their child early.

As pupil numbers diminish the Principal will try and send staff that live the furthest from school home and any staff with specific medical conditions (please keep the admin team informed of any medical issues).

Staff who live locally will be expected to remain at school until all pupils have been collected safely.

## **Appendix 2:**

### **School Site Information and Risk Assessment**

Each School Site has an Emergency Kit Bag containing the following information:

- A full copy of the school emergency plan
- An up to date detailed plan of each site including the location of cut-off valves and switches for gas, water and electricity and information on the drainage system.
- Details of how to reset the alarm system
- Fire exits/means of escape
- Pen Stick (encrypted) with the following contact Details:
  - EMT
  - Keyholders
  - Staff
  - Pupils including medical needs
  - Governors
  - Contractors
  - Insurance
  - Solicitors
  - Media
  - Counselling
  - Utility companies
  - Local Authority contacts
  - Community contacts
  - School Inventory
  - Letterhead
- A copy of the asbestos survey
- Hi-Visibility jackets for EMT
- Notebook and pens – black and red pens
- First Aid Kit
- Spare set of school keys
- Radio and spare batteries
- Torch and spare batteries

Each member of the Emergency Management Team has an encrypted USB memory stick containing the following information:

- A full copy of the school emergency plan
- Details of how to reset the alarm system
- Contact Details:
  - EMT
  - Keyholders
  - Staff
  - Pupils
  - Governors
  - Contractors
  - Insurance
  - Solicitors
  - Media
  - Counselling
  - Utility companies
  - Local Authority contacts
  - Community contacts
  - pupil details and pupil medical needs, school inventory, letterhead

## **Appendix 3:**

### **Communication Line Information:**



Designated phone lines in case of an emergency:

KS1:	Incoming calls: 01422 372893 Outgoing calls: Senior Leader Mobile Phone if available or mobile phone determined at the time.
KS2:	Incoming calls: 01422 372893 Outgoing calls: Senior Leader Mobile Phone if available or mobile phone determined at the time.

In the event of power failure, a mobile phone will be designated as the key incoming line for emergency services and an additional mobile phone for incoming calls.

The Academy will communicate with parents in the following way:

During the day: message on answer machine, website, text

School Closure: website/text message

The Academy will communicate with companies affected by school closure or emergency by direct contact from a designated mobile phone.

To set a pre-recorded message on the answer phone:

To listen to existing: Lift handset, Dial 7165002

To re-record

- Lift Handset
- Dial 7167002
- Record Message
- Press # to end

## Appendix 4:

### Invacuation, Lockdown and Evacuation

**Evacuation – the orderly removal of pupils, staff and visitors from the school building, this can be as a result of fire or other incident within the building.**

**Procedures:**

- Evacuation drills will be carried out at least once per term in order to ensure pupils and members of staff fully understand what is involved in the procedure and that it is implemented effectively.
- In an emergency situation such as a fire the schools evacuation procedure will be implemented with the priority of getting everyone out of the school safely and calling the emergency services.
- The signal for the evacuation procedure to be implemented is a continuous ring of the fire alarm.
- All staff should familiarise themselves with the exit route to take in the event of a fire, the evacuation point and the correct sound signal for a fire.
- Annual training is given on evacuation procedures and as a part of induction training.
- Fire Equipment training is offered every 3 years and all staff are encouraged to attend.
- All class teachers are regarded as Fire Wardens.
- When the alarm is sounded pupils and visitors will immediately stop what they are doing, stand still and await further instructions to be given by a member of staff.
- Members of staff will direct pupils and visitors to the nearest or safest exit.
- It is members of staff responsibility to ensure that exits are never obstructed or blocked.
- Members of staff will ensure that there are no pupils or visitors left in toilets, changing rooms, corridors, school hall, etc.
- Pupils and visitors will walk in an orderly and quiet manner to the designated evacuation point.
- Members of staff will be aware of any pupils or staff under their care who have a PEEP (Personal Emergency Evacuation Plan).
- When pupils are lined up in their year groups at the designated evacuation point a register and head count will be undertaken.
- Any missing pupil, member of staff or visitor will be reported to the designated fire warden detailing their name, the date / time and where they were last seen and any other relevant information about the person i.e. any medical conditions.
- Missing personnel and pupils will be immediately searched for if it is safe to do so.
- Under no circumstances will any member of staff, pupil or visitor re-enter the building during the evacuation procedure unless the all clear is given by the Principal or emergency services.
- The site staff will call the emergency services.
- Emergency details are contained within the offsite emergency suitcase.
- If required parents / carers will be contacted in order to collect their children, this will be done using the schools text messaging service.
- All evacuations will be recorded using the Fire Register Log.

#### **Bomb Alert**

In the event of a bomb alert the fire alarm would sound as normal – however it may be necessary to evacuate to a further distance

KS1 – bottom of field

KS2 – furthest end of field

Further instructions will be given if emergency services suggest an alternative evacuation point.

Next Evacuation Points:

KS1 – Greetland Academy KS2 site

KS2 – Greetland Community Centre or St Thomas's Church

Personal Evacuation Plans (PEEP)– all injured/disabled pupils/staff/visitor should already have a PEEP carried out and a copy kept with the class teacher. If you are aware of a pupil/staff member/visitor who requires an individual plan but does not have one in place please notify a member of the Senior Management Team.

**Invacuation – the process of making staff aware of an emergency and moving pupil’s staff and visitors to the most sheltered areas within the school buildings. This procedure is employed if moving outside would increase the risk of injury / harm to people i.e. toxic fumes in the air.**

**Procedures:**

The aim of the invacuation procedure is to protect lives by keeping people inside away from any perceived danger. This procedure will be used in the event of chemical spillages and air pollution.

Invacuation procedures will be enacted as follows:

Office staff will call each classroom and announce ‘invacuation’ as soon as a concern has been identified. Walkie talkie radios can also be used to contact staff and pupils who maybe outside.

- Members of staff will keep in contact using mobile phones in order to inform each other of any problems experienced whilst carrying out the procedure i.e. missing pupils.
- Throughout the procedure the Principal or designated staff member will continuously inform other staff members of the situation and provide updates where possible using mobile phones.
- During invacuation pupils, members of staff and visitors outside the school buildings will move quickly and quietly in to the building through the nearest entrance.
- If staff are in buildings adjacent to where pupils or members of staff are outside they will signal to the class to come inside immediately.
- When all personnel are inside doors and windows are to be securely locked. Staff are to check this for their area of the school.
- Main entrances in to the school buildings will be locked if necessary by the admin teams.
- Prior to the procedure, the Principal will identify designated safe rooms throughout the school buildings which all members of staff will be made aware of.

Schools designated safe rooms are as follows:

Area of School	Designated Room Number	Designated \Members of Staff for the Room
Key Stage 2	Hall (Y3, 4G and 5( or Dining Room (Y6 and 4A)	Member of SMT
Key Stage 1	Hall	Member of SMT

Each Class is guided towards their designated safe room by their classroom teacher ensuring that all pupils, members of staff and visitors are accounted for.

- When the invacuation procedure occurs during lunchtime or a lesson change over all members of staff will guide pupils towards the nearest safe room.
- Members of staff will instruct pupils to stay away from the windows and doors.
- Where necessary pupils will be informed to lie or sit on the floor.
- Pupils and members of staff are to remain in their designated rooms / positions until informed by the emergency services or the Principal has given an announcement to declare the emergency over and the school safe.
- When the invacuation procedure is over pupils will return to their classroom where a register will be taken.
- Throughout the invacuation procedure the school office will maintain contact with the emergency services ensuring the procedure is implemented correctly.

Following an occurrence necessitating the invacuation procedure the following actions will be taken:

- A follow up de-brief with members of staff and pupils will be delivered by the Principal.
- Support will be sought where necessary such as counsellors.

- Parents / carers and other stakeholders will be informed via letter.
- The response to the crisis will be evaluated and procedures amended where necessary.

**Lockdown – the procedure of locking external doors and windows before taking shelter in a secure location. Lockdown is typically enacted as a response to a security threat to pupils, staff and / or visitors.**

**Procedures:**

This procedure will be implemented as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety and wellbeing of pupils, members of staff and visitors.

The Principal will ensure that all members of staff understand when and how this procedure will be implemented.

Depending on the circumstances either a partial lockdown or full lockdown procedure will be implemented.

- The Principal will take all factors in to consideration when deciding whether to partially or fully lockdown the school. Where possible advice is to be sought from the emergency services.
- The partial lockdown procedure is a precautionary measure but puts the school in a state of readiness should the situation escalate. It will be used in the event of but not limited to the following:
  - A local risk of air pollution
  - A civil disturbance in the local community with the potential to pose a risk to the school
- The full lockdown procedure will be used in the event of but not limited to the following:
  - An intruder on the school site
  - A major fire in the vicinity of the school
  - The close proximity of a dangerous dog or other animal roaming loose
- The signal given for members of staff to implement the lockdown procedure is:

**To activate the LOCK DOWN ALARM:**

**To activate KS1 Lock Down Alarm (located in KS1 office)**

**Turn the inserted key clockwise from 0 to 1.**

**Unlike the fire alarm which is a continuous siren the Lock Down sound is a pulsing sound.**

**Pulsing alarm – Lock Down – STAY IN**

**Continuous alarm – fire – GET OUT**

**To activate KS2 Lock Down Alarm (located in KS2 office)**

**Turn the inserted key clockwise.**

**Unlike the fire alarm which is a continuous siren the Lock Down sound is a pulsing sound.**

**Pulsing alarm – Lock Down – STAY IN**

**Continuous alarm – fire – GET OUT**

**If Outside:**

The above signal will activate a process of children being ushered into the schoolbuilding as quickly as possible, unless this will endanger them and others. If members of staff and children remain outside during the implementation of a full lockdown they will hide in the designated safe area until the emergency services arrive. These are:

**KS1: In the woodland on the field**

**KS2: In the bottom corner of the field where the storage containers are**

Places of safety other than alternative school site are St Thomas's Church and The Greetland Community Centre – details for both are held within the emergency plan.

**If Inside:**

At the given signal staff and children must remain in the room they are in or will be guided to the nearest room.

**Procedures:****Follow the CLOSE procedure:**

- Close all windows and doors
  - Lock up
  - Out of sight and minimise movement
  - Stay silent and avoid drawing attention
  - Endure. Be aware you may be in lockdown for some time
- 
- At the given signal, the children remain in their classrooms or other room they are in and the staff will ensure the windows and doors are closed/ locked and blinds closed where possible and children are positioned away from possible sightlines from external windows/doors. Lights to be turned off. Mobile phones are put on silent mode.
  - Instruct pupils to either sit on the floor, under a table or against a wall.
  - Children, adults (e.g. volunteers, visitors.) or staff not in class for any reason will proceed to the nearest occupied classroom and remain with that class and classteacher e.g. children using toilets when lockdown procedure is engaged.
  - No adult or child to leave the room for any reason whilst in lockdown.
  - Staff on PPA to lockdown in the staff room; remaining quiet with no kettles on.
  - Catering Staff to close the shutter to kitchen and turn off lights.
  - If practicable staff should notify the school office by email via the class iPad or computer that they have entered lockdown and identify those children not accounted for and of any extra children who are now in lockdown in their room with them.

**NO ONE SHOULD MOVE ABOUT THE SCHOOL**

- Staff to support children in keeping calm and quiet.
- Staff to remain in lockdown positions until informed by key staff e.g. Senior Leadership Team, Admin Staff or Emergency services in person that there is an 'all clear'.
- As soon as possible after the lockdown teachers return to their classrooms and conduct a register and notify the reception immediately of any pupils not accounted for.

**Staff Roles:**

Principal, Deputy Principal (or School Business Manager in their absence) will be nominated as the lockdown manager to initiate, manage and conclude the lockdown.  
Principal or SBM to call police and GHAT COO (JAYNE FIRFH).

If a class is out of school e.g. at swimming, church or on a trip/visit admin staff will call the class teacher and warn them that school is in lockdown. Advice will be given as to when it is safe to return to school.

Teachers will (as best they can) keep a calm atmosphere in the classroom, engaging in a quiet activity or read a story and keep alert to the emotional needs of the pupils, unless the situation deems the need for silence.

Do not allow anyone out of the classroom during a lockdown under any circumstances. Procedures for collating registers/visitors' books etc are the same as the regular fire evacuation procedures.

Procedures for sending pupils home if the situation becomes prolonged etc will be made by the Emergency Management Team at the time of the emergency.

### **Communication with Parents/Carers**

- Arrangements and information regarding evacuation, lockdown and evacuation procedures will be routinely shared with parents / carers by the school's web site and by letter.
- In the event of any of the procedures taking place due to a real emergency parents / carer will be informed of any developments as soon as practicable.
- Parents / carers will be informed not to ring or travel to school as this could interfere with the work of the emergency services and may also result in putting themselves in danger.
- School will contact parents / carers when it is safe for them to collect their child.
- Whilst talking to parents / carers it is important for the school to reassure them that they understand their concern for the child's welfare and that the school is doing everything possible to ensure the safety and wellbeing of pupils.

## Appendix 5

### Pandemic Influenza Plan

The decision to close the school due to pandemic would be made by the Principal or her nominated representative.

The school will then be required to notify the Local Authority and the Environmental Health Dept (more than 20% of pupils).

Any pupil showing symptoms of pandemic flu at school should be isolated from other pupils and arrangements made for them to be collected and taken home.

If the school is aware of a large number of children with specific symptoms information will be sent out to all parents to minimise the spread of infection whilst the school remains open.

Advice to follow to minimise infection:

- Cover nose and mouth when coughing or sneezing using a tissue when possible
- Dispose of dirty tissues promptly and carefully
- Wash hands frequently with soap and water to reduce the spread of the virus from hands to face or to other people
- Clean hard surfaces (eg door handles) frequently using a normal cleaning product
- Linking webpages & current reference documentation located on T drive in 'School Closure folder' as lessons learnt from COVID-19

If and when a school is directed for closure or partial closure, follow section 1 and section 4. Of note to cross reference:

Actions	✓
Establishing core teams to react – Emergency Teams as per section 1	
Establishing lines of communication, expectations from stakeholders and contact points – ensure phone diversions or additional phone needs are planned for	
Collaboratory establish safe working teams to protect key delivery aspects of effective business continuity – payroll, insurance, H&S, HR, contractors etc	
Identify 'home working options' gaps in provision and resource needs – adapt, arrange or deliver materials or resources in order to be able operate safely as a business	
Collaboratory establish working patterns in consideration of any Implementing social distancing or additional directed actions – continuously adapt, review and reshape with your leadership teams	
Plan for the supporting wellbeing of staff and pupils – bespoke to needs	
Ensure DSL and safeguarding measures are still covered and lines of communication clear	
Plan for equity of your support offer for all vulnerable pupils, staff and community	
Keeping in contact and communication with all – use chains of control, reporting and recording logs	
Set up shared resources in response to changing needs and time frames: online home learning for staff, pupils and Governors, well-being and H&S updates, cascading of praise and points of pride, reference to the bereavement information if/ when required	
Review and amendment of school risk management materials and register – adjust financial positioning in response and track impact ready for re-opening	
Plan for business continuity and recovery using section 4 guidance	
H&S, Premises, HR and communication pre re-opening plans in place and signed off as safe to re-operate at the designated capacity. Set review dates.	
Re-establish missed yearly timetabled events – plan for delivery and a schedule for delivery	

## Appendix 6

### Bomb Threats and Suspect Packages

Bomb threat prompt card for reception staff (sheets are available in the office for completion of the following information).

If you take a telephone call from someone who claims to have information about a bomb:

Actions	✓
Stay calm	
Let them finish the message without interruption. Try to record EXACTLY what they say, especially any code word they might give	
Make a note of: <ul style="list-style-type: none"> <li>• The exact time of the call</li> <li>• The caller's sex and approximate age</li> <li>• Any accent the person has, or any distinguishing feature about their voice e.g. speech impediment, state of drunkenness etc.</li> <li>• Any distinguishable background noise</li> </ul>	
When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> <li>• Where is the bomb?</li> <li>• What time is it due to go off?</li> <li>• What kind of bomb is it?</li> <li>• What does it look like?</li> <li>• What will cause it to explode?</li> <li>• Why are you doing this?</li> <li>• What is your name?</li> <li>• What is your address?</li> <li>• What is your telephone number?</li> </ul>	
Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
Report the call to the police and the Principal/nominated deputy <b>immediately</b> . In the extreme unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police and then notify the Principal.	

### Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil



- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

If you suspect that a letter or a package may contain a bomb:

	√
Stay calm	
Put the letter or package down gently and walk away from it DO NOT PUT THE LETTER OR PACKAGE INTO ANYTHING (INCLUDING WATER) AND DO NOT PUT ANYTHING ON TOP OF IT	
Ask everyone to leave the area (including classes if necessary)	
Notify the police and the Principal/nominated deputy immediately DO NOT USE MOBILE PHONES OR SOUND THE ALARM USING THE BREAK GLASS CALL POINTS	

If you suspect that a letter or a package may contain a biological or chemical treat

	√
Stay calm	
Do not touch the package further or move it to another location	
Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination	
Notify the Principal/nominated deputy immediately	

The Principal/nominated deputy should then:

	√
Notify the police immediately on 999	
Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed	
Evacuate the building, keeping people away from the contaminated room as far as possible	
Keep all persons exposed to the material separate from others and available for medical attention	
If anyone is experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) seek medical attention immediately	

If **anyone** believes they have been exposed to biological/chemical material, they should be encouraged to:

- Remain calm
- Do not touch eyes, nose or any other part of the body
- Wash your hands in ordinary soap where facilities are provided

## Appendix 7

### Log Keeping

#### Basic Principles

Notes must be **contemporaneous or made as soon as reasonably practicable after the incident** (that is, within 24 hours)

**They must be:  
Clear  
Intelligible and  
Accurate**

#### What to use to record your log

- Hardback book
- Numbered pages
- Bound so that pages cannot easily be removed (i.e. not ring or spiral bound)
- Ideally a specially produced 'official log book' but any book confirming to the above
- Permanent black pen

#### How to write the log

- Note all relevant facts
- In chronological order
- Stick to the FACTS – do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- Note down non-verbal communication as well as what is said
- If you make a mistake, cross it out with a single line so that what is underneath is still visible and initial it
- Do not tear pages out
- Do not leave blank spaces – or if you do, rule them out with a line
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not write between lines
- Do not write in the margins (except for dates, times or initials)
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed
- Record important statements, questions, comments and answers in direct speech
- Sign, date and time each series of entries at their close
- Make a note of the time the log began and ended
- Record where the log was made
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed
- Use plain language and as best you can correct grammatical English
- Avoid approximations and abbreviations
- Do not miss out key words
- Do not use arrows or dashes

## Appendix 8

### Working with the Media

#### **COMMUNICATION IS KEY**

Working with the media can protect the Academy's reputation and public image. **HOWEVER, Statements relating to the incident should be cleared with a Press Communications officer first.**

The media can be intrusive and will be keen to get information as quickly as possible.

#### **MEDIA LOG SHEET**

Logged by:

Date:

Name of Caller:

Organisation Name:

Time of Call:

Line of questioning:

Further information required:

Media Tips:

- Don't say 'No'
- Always ask them what they are going to ask you
- Ask for 5 minutes before you respond
- Pity/Praise/Promise
- Don't let press onto premises, or if they are, establish a dedicated area where they are supervised
- Be aware of pupils spreading rumours and using their mobile phones

**Note: Do not offer to call anyone back**

## Appendix 9

### The Greetland Academy - ALARM CODES

#### KS1

##### Main Entrance:

To unset: Key in code 1999 Ent

To set: Key in: code 1999A

##### Year 2 Block

To unset: Key in code 1999 Ent

To set: Key in code 1999A

#### Password

#### OWLS

#### KS2

To set all Key in code 2304 or present alarm fob

To unset all Key in code 2304 or present alarm fob

Password

Owls

S = set

R = ready

U = unset

F = fault/fail

Red door by Year 4 classrooms Code **1213**

Red door at end of Year 4/5 corridor Code 1234

## Appendix 10

### RESPONDING TO A SUSPECTED CYBER ATTACK/DATA BREACH

It is not uncommon for a data breach to occur. Here are a number of examples:

Types of data breaches include:

- Malware: a virus on your device
- Ransomware: hacker gains control of the system and leaves a ransom note
- Password attack: hacker tries multiple passwords to gain access
- Phishing – email or phone call that seems official to get you to respond with financial or personal information
- Loss or stolen device or memory stick containing sensitive information.
- Misplaced pupil information on a school visit with pupil details/medical information
- Sending personal data to the incorrect email recipient

Staff **MUST** never try and cover up and hope no one finds out. They must always report any incident no matter how insignificant they think it. This must be instilled to ALL staff.

If you suspect a data breach of any sort you **MUST** inform the COO immediately. If the COO is not available then a member of the Trust Central Team. **If it does constitute a data breach the Trust will have 72 hours in which to inform the Information Commissioner Officer (ICO).**

Once reported please ensure:

- You log as much information as possible:  
Date, Time, Details of incident, those involved, type of breach:
  - Digital e.g. hacking, virus, ransomware, file corruption
  - Electronic e.g. lost laptop, phone, USB
  - Verbal e.g. wrong information given over the phone
  - Paper: eg. Lost or misplaced file
- You take photographs of any messages you receive that are suspicious and share with the COO.
- Do not delete anything – preserve the evidence
- Do not switch anything off – you may need to disconnect the internet or disable remote access but seek advice
- Assess the Breach: Can you determine what information may have been lost/taken? Make a list of all possibilities.
- If applicable, check around site to see if anyone has been affected.
- Reassure staff that they have done the right thing reporting it

The COO/Central Team will direct you on next steps and will report to the respective agencies.