



Pennine Academies Yorkshire

Emergency Critical Plan

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Signed by:

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Chair of Trustees

Date:

24.03.2021

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2. Emergency Critical Plan – Aims, Objectives and Roles

2a. Plan Aim

The aim of this plan is to assist in mitigating and managing the effects of an emergency on the school, staff and pupils. It can also be utilised for responding to other incidents which may have serious or potentially distressing consequences for the school and those involved. There are various pages 2 appendices that need to be completed to ensure this policy is specific to your school.

2b. Plan Objectives

- Enable the school to provide a swift response to an emergency
- Prevent and minimise injury and in the worst case prevent death
- Alert staff, Emergency Services, the Council and parents
- Enable the school to take control of the situation until specialist assistance arrives
- Minimise the disruption to the normal school routine
- Detail support mechanisms for staff, pupils and parents following an emergency
- Facilitate effective working with the media

2c. Roles and Responsibilities

School

- Develop and maintain the school emergency plan and associated procedures
- Lead the response of the school during an emergency, use Appendix 1 –Critical Incident Flowchart for guidance.
- If appropriate alert the emergency services
- Advise the Education Team on 01274 431000 of any potential or actual situation which could lead to the emergency plan and procedures being activated
- Request support and assistance via the Education Team

Education Team

- Support schools in the development and maintenance of school emergency plans
- Maintain appropriate contact directories
- Education Team will be the lead Council department in response to school incidents, except in the event of Fatal/Serious Injury Incidents. In the event of an incident relating to work activity, the Occupational Safety Team would take the lead. The Occupational Safety Team would also be involved in the event of an external factor resulting in a school emergency but may not be the lead body.
- Support schools responding to emergencies including the facilitation and co-ordination of support from other Council Services e.g. Facilities Management, Press Office etc
- Assist schools regarding additional communication requirements e.g. managing calls from parents
- Advise the Emergency Management Team of school emergencies

Emergency Management Team

- Advise and assist schools regarding school emergency plans
- Support the Education Team during an emergency
- In the event of the emergency affecting the wider District
 - co-ordinate the wider emergency response of Council Services
 - liaise and respond in partnership with other responders e.g. the Emergency Services
 - liaise with the Council's Corporate Management Team and Elected Members

- activate the Council's Emergency Helpline Plan to support the wider response to the emergency and/or in exceptional circumstances to support the Education Team

Occupational Safety Unit

- Advise and support schools with regard to health and safety issues
- Be the lead Council department in response to school incidents in the event of Fatal/Serious Injury Incidents, support the Education Team in response to all other types of incident
- Advise and support schools with regard to accident investigation

Other Council Services

- Respond to support schools in line with Service areas responsibilities upon the request of the Education Team and/or Emergency Management Team.
- In the event of the emergency being declared a "major incident" the West Yorkshire Media Protocol will be activated and all media matters will be handled in the first instance by West Yorkshire Police in conjunction with the Council's Press Office.

3. CHALET and Logging

3a. CHALET Assessment

The CHALET Assessment form Appendix 3 is used widely by the emergency services for gathering and sharing key information about an emergency. Schools can use CHALET in the same way.

CHALET Assessments should be carried out at regular points during the emergency as they will help keep you informed.

3b. Keeping a Log

Keeping a log is vital and will assist in the management of the emergency, blank pieces of paper can be used instead of the log template if that is all that is to hand. All members of the School Emergency Management Team (listed on page 6) should maintain a log.

It is not necessary to record all dialogue or the contents of entire conversations, it is important however to record the following information:

- Times
- Names, roles/organisations and contact numbers
- Key information
- Decisions that are made and the reasons why

In the event that a situation changes having a log will enable the justification of decisions which may have subsequently had adverse consequences.

At the end of an incident all logs should be collated and securely stored. CHALET Assessments should be included.

Please use the Log Template in Appendix 4.

4. School Emergency Management Team

The purpose of the School Emergency Management Team (SEMT) is to co-ordinate the school's response to an emergency.

Head Teacher

The Head Teacher will direct and lead the School's response in line with this school emergency plan. For the initial response and corresponding management of the incident the potential response has been further broken down into four key areas.

- Welfare
- Communications
- Media Management
- Resources

Appendix 8 - indicates which staff are responsible for these key areas.

4a. Training, Exercising and Review

Training

The school is committed to ensuring staff receive the appropriate training regarding the school's emergency planning arrangements and this plan. Both the SEMT and whole school staff will receive appropriate training through the school year as necessary.

Exercises

The school is committed to ensuring that its emergency planning arrangements are robust. Regular exercises will take place throughout the school year, both with and without pupils to ensure they are fit for purpose.

Updates and Review

The school commits to ensuring that this plan is reviewed on an annual basis or following an emergency. The review of this plan will take place in the autumn term, where contact details for staff, Bradford Council, and pupil emergency contacts will also be checked.

5. Invacuation

In the event of an emergency:

STEP 1 Sound the alarm by ringing the school bell in short bursts of 3 rings. The bell is located in the admin office, grey and cream panel on the wall, by the side of door. Push the black button away from you to ring.

STEP 2 Any staff outside school will continually blow their whistle in short bursts of 3 rings. This is the signal to return directly into school.

STEP 3 Any member of staff who hears the whistle/bell will also sound their whistle in order to notify as many people as quickly as possible.

STEP 4 Staff inside school to assist bringing children indoors by opening fire exits where safe and appropriate.

STEP 5 Children to enter school via the appropriate door, or their own classroom door/cloakroom if this is accessible.

STEP 6 Close all doors and windows

STEP 7 Teachers to take register in order to check all children present.

STEP 8 The School Emergency Planning Team will walk building to check doors and windows.

STEP 9 The School Emergency Planning Team will account for all building users by checking each classroom and using signing in systems.

STEP 10 Communication between staff will be via Arbor text messaging, walkie talkies in each classroom/staffroom/offices and Skype/Facetime. Staff to check mobiles regularly for updates on Invacuation.

STEP 11 Building users to remain in their designated areas until the all clear is given by either School Emergency Planning Team or the emergency services.

STEP 12 Consideration to be given to informing parents what is happening, children are safe and that school is closed to all visitors via text service. School has undertaken Invacuation Procedures and is closed to all visitors. Further info to follow.

In any invacuation, staff to check their mobile phones for a lockdown message.

6. Invacuation with Lockdown

In the event of an emergency:

STEP 1 If bell alert can be sounded for invacuation, do so.

STEP 2 Text all staff 'Lockdown' in any invacuation, staff to check to their mobile phones for a lockdown/utilise thoughts if more appropriate.

STEP 3 If silence is required, email all staff 'Lockdown', use radios to deliver 'Lockdown' message, and send message via Hangouts Available members of Emergency Planning Team to notify each classroom/area with a red card showing the word LOCK - ONLY IF SAFE TO DO SO.

STEP 4 Any staff outside school will be contacted via radio. Staff outside should return into school with pupils IF SAFE AND POSSIBLE, or evacuate to agreed evacuation location.

STEP 5 Staff and children go to designated lockdown areas (page 9 - 'Lockdown - Where to Go')

STEP 6 Move to non classroom spaces if numbers require and sufficient adults are present.

STEP 7 In staffroom - remain in staffroom.

STEP 8 Close and lock all windows, doors and roller shutters.

STEP 9 Close blinds/curtains. Move away from external and any internal windows or doors. Lock internal doors

STEP 10 If possible, block internal doors with furniture/filing cabinet to prevent access.

STEP 11 Turn off the lights. Remain silent.

STEP 12 Sit on the floor, under tables or against a solid wall.

STEP 13 Communication between staff will be via google hangouts and text as available.

STEP 14 Building users to remain in their designated areas until the all clear is given by either Emergency Planning Team or the Emergency services.

STEP 15 Consideration to be given to informing parents what is happening, children are safe and that school is

8. Emergency Evacuation Protocol

In the event of an emergency:

STEP 1 Audible Alarm Procedure:

Sound the audible alarm via the Fire Alarm System **UNLESS:**

A bomb alert has been received or a gas leak is suspected. (In such cases follow school's specific protocols for such instances.)

Doing so may further endanger risk to pupils/adults e.g. aggressive intruder.

STEP 2 Silent Alarm Procedure:

The Head Teacher should arrange for a silent signal to be deployed in all school areas e.g. a member of staff travels around school with a visually recognised signal or verbal signal.

If it is unsafe to alert the Head teacher staff may use their judgement and undertake this.

STEP 3 On seeing/hearing teachers should immediately evacuate pupils to the designated assembly points. Staff working with pupils outside the classroom should NOT return to the classroom but immediately evacuate pupils to join their class at the designated assembly point. Assign on Evacuation Coordinator.

STEP 4 One member of staff should always be present in the office.

A daily print out of AM & PM registers should be placed in the Emergency Evacuation Bag.

Office staff should evacuate with the Emergency Evacuation Bag, Visitor, Staff signing in sheets.

STEP 5 On arrival at the designated assembly points teachers should check all pupils have been safely evacuated. IT IS NOT ENOUGH TO RELY ON A HEAD COUNT. When all pupils have been accounted for the teacher should raise their hand or folder in the air to give a visual signal to the Evacuation Coordinator. If a pupil cannot be accounted for the teacher should notify a member of SLT immediately for assistance.

STEP 6 The Evacuation Coordinator will accurately record the progress of the evacuation including details of any missing pupils/adults. NO ONE SHOULD RE - ENTER THE BUILDING TO SEARCH FOR MISSING PUPILS/ADULTS. The Emergency Evacuation Coordinator will relay details of any missing pupils/adults to the emergency services on their arrival.

STEP 7 All staff must implicitly follow the instructions of the emergency services. No one should re - enter the building unless directed that it is safe to do so.

STEP 8 If instructed to evacuate to a temporary alternative site, staff should safely escort pupils to the designated location. Pupil contact sheets should be taken (stored in the Emergency Evacuation Bag). Pupils and staff should remain at the alternative evacuation site until it is advised it is safe to return to school OR to

STEP 9 The Head Teacher should alert the Chief Executive, Local Authority Director of Education and Chair of Trustees.

STEP 10 No press briefing should be made unless directed by the Police with the input of the Local Authority Crisis Team.

STEP 11 The Head teacher and Executive team should arrange an emergency meeting to advise of the situation and review safeguarding policy, protocols and arrangements.

9. Emergency Evacuation – Suspected Gas Leak Protocol

In the event of an emergency:

STEP 1 THE AUDIBLE ALARM SHOULD NOT BE USED

DO NOT SWITCH LIGHTS OR ANY ELECTRICAL EQUIPMENT ON/OFF.

Telephone the gas provider emergency service line to advise a gas leak is suspected.

Telephone the Fire Service 999 to advise a gas leak is suspected and that the gas provider has been notified.

Relay any information given to school by the gas provider.

STEP 2 Conduct a **SILENT EVACUATION** of the building. Ensure the Emergency Evacuation Bag is taken.

STEP 3 Provide up to date, accurate information to the emergency services on arrival.

STEP 4 On advice from the officer in charge either:

Re enter the building as it has been deemed safe to do so. Debrief staff, reassure pupils and evaluate efficacy of procedures.

OR

Deputy and Assistant Head teachers to evacuate pupils and adults to school's alternative site. Contact sheets should be taken (copies stored in the emergency evacuation bag).

Head Teacher, Ops Manager and Site Manager to remain with emergency services at a designated safe location.

Head Teacher to advise the CEH Local Authority Emergency Crisis Support Team and Executive Team.

STEP 5 Pupils and adults should not return to school until the Head Teacher has been advised it is safe to do so. If the site cannot be made safe the Head Teacher will instruct the SLT to contact parents to arrange for pupils to be collected.

STEP 6 No press briefing should be made unless directed by the emergency services. This should include input from the trust & Local Authority Media Relations Office.

STEP 7 POST EVENT: The Head Teacher and SLT should complete school's critical incident paperwork. The Head Teacher & SLT to hold a staff debriefing meeting as soon as possible. Ensure all staff are aware of information sharing protocols particularly press/media.

STEP 8 The Head Teacher and Executive Team should arrange a review of school's safeguarding arrangements.

10. Bomb Alert Protocol

In the event of an emergency:

STEP 1 Whoever receives the alert should try to record all details of the message (see Bomb Threats by telephone form see Appendix 7).

STEP 2 The person who has received the alert should (in person) inform the Head Teacher relaying the exact language used in the alert. The Head Teacher should then inform the CEH.

STEP 3 The Head Teacher should arrange for the silent signal to be deployed in all school areas. This is a SILENT EVACUATION to account for all pupils and adults. THE FIRE ALARM MUST NOT BE USED. As radio waves can detonate a bomb MOBILE PHONES OR WALKIE TALKIE DEVICES **MUST NOT** BE USED. ALL SUCH DEVICES SHOULD BE SWITCHED OFF NOT TURNED TO SILENT MODES.

STEP 4 The Head Teacher or a delegated member of SLT must inform the Police immediately by dialing 999 from a school LANDLINE.

STEP 5 The Head Teacher/SLT must follow the instructions given by the Police. This is likely to involve evacuating pupils and adults to the school's nominated alternative site.

STEP 6 If evacuating to the alternative site, the pupils should be accompanied by the Deputy and Assistant Head Teachers. The Head Teacher, Ops Manager and Site Manager should remain in a safe proximity to the school. This will be agreed with the emergency services.

STEP 7 The Site Manager or Ops Manager should ensure the emergency evacuation bag is taken out of school unless it is safe to do so. The bag should be given to and remain with the Head Teacher.

STEP 8 POLICE INSTRUCTIONS SHOULD BE IMPLICITLY FOLLOWED.

STEP 9 THE ALTERNATIVE EVACUATION SITE: There should be NO MOBILE PHONE CONTACT made to the Head Teacher, Ops Manager or Site Manager unless the emergency services confirm it is safe to do so. The Head Teacher should alert the CEH and Local Authority Director or Education. Pupils and staff should remain at the alternative evacuation site until advised it is safe to return to school OR arrangements are made for pupils to return home.

STEP 10 No press briefing should be made unless directed by the Police with the input of the CEH Local Authority Media Relations office.

STEP 11 POST EVENT: The Head Teacher and SLT should complete school's critical incident paperwork. The Head Teacher & SLT to hold a staff debriefing meeting as soon as possible. Ensure all staff are aware of information sharing protocols particularly press/media. If required, the Head teacher should discuss arrangements for post trauma counselling with the Local Authority.

STEP 12 The Head Teacher and Executive Team should arrange a meeting to review the critical incident paperwork and the school's safeguarding arrangements.

11. Stay Safe: Terrorist firearms and weapons attacks

Firearms and Weapons attacks are rare in the UK. The 'STAY SAFE' principles tell you some simple actions to consider at an incident and the information that armed officers may need in the event of a weapons or firearm attack:

RUN

- Escape if you can
- Consider the safest options
- Is there a safe route? RUN if not HIDE
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you
- Leave belongings behind

HIDE

- If you cannot RUN, HIDE
- Find cover from gunfire
- If you can see the attacker, they may be able to see you
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls
- Be aware of your exits
- Try not to get trapped
- Be quiet, silence your phone and turn off vibrate
- Lock / barricade yourself in
- Move away from the door

TELL

- Call 999 - What do the police need to know? If you cannot speak or make a noise listen to the instructions given to you by the call taker
- Location - Where are the suspects?
- Direction - Where did you last see the suspects?
- Descriptions – Describe the attacker, numbers, features, clothing, weapons etc.
- Further information – Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so

For more information, please see –

<https://www.gov.uk/government/publications/recognising-the-terrorist-threat/recognising-the-terrorist-threat>

12. Accident whilst on Educational Visit Protocol

As soon as you discover a pupil or adult supporting the visit has been involved in an accident take the following action:

STEP 1 Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. (Mobile telephones MUST be exchanged prior to commencement of the visit). A staff member qualified in first aid should accompany every off-site. (Refer to Educational Visits Policy).

STEP 2 The Visit Leader should be delegate an adult to seek assistance from the venue.

STEP 3 The first aider should triage any pupils/adults, administer any temporary first aid measures and report findings to the visit leader.

STEP 4 Should the injury warrant, the Visit Leader should phone 999 and request an ambulance. Where a pupil has been injured it is essential to advise that paediatric care is needed.

STEP 5 The injured party should be monitored at all times by the qualified first aider. As this will adjust staffing ratios, the Visit Leader should reallocate pupil groups and ensure all supporting adults know who is now in their care.

STEP 6 The visit leader should initiate and maintain contact with the Head Teacher / SLT to advise of the current and on - going situation. The HT should inform the CEH.

STEP 7 On arrival of the ambulance, the Visit Leader and first aider should ensure all known facts are given. If any pupils/adults from the school's party are to be taken to hospital they should be accompanied by a member of staff. The Visit Leader should record which hospital will be receiving the casualty and notify the school. Ideally the first aider should remain with the school party.

STEP 8 The Head Teacher / SLT should contact parents/guardians then the Executive Team to advise of the situation as known.
The Head Teacher / SLT should commence an incident log and accurately record all actions/relevant factual information. (Ensure dates and times of action are recorded).

STEP 9 The Head Teacher / SLT will decide if the visit should continue or if the party should return to school. If to return to school, Ops Manager should arrange transport.

13. Child Absconding during/from an Educational Visit Protocol

In the event of an emergency:

STEP 1 Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. Mobile telephone numbers **MUST** be exchanged prior to the commencement of the visit - see Educational Visit Policy.

STEP 2 Where possible, one adult (preferably a staff member) should follow the child at a distance. They should remain in contact with the Visit Leader at all times whilst following. As soon as possible, and if staffing ratios allow, one further adult should be directed to locate and accompany the original staff member is following.

STEP 3 The Visit Leader should contact and inform the Head Teacher / SLT of the situation as soon as possible. If the child has returned complete steps 5, 7, 12 and notify the Executive Team.

STEP 4 If a child has absconded and will not return the Head Teacher / SLT should be advised. The HT will immediately inform the CEH. They will inform the Police immediately or delegate someone on the visit to dial 999 and provide relevant information.

STEP 5 Head teacher / SLT should inform parents/guardians by telephone of the current status.

STEP 6 - On arrival of the Police ensure all known facts are given to officers. A request can be made for Police assistance with parent liaison.

STEP 7 Head Teacher / SLT to commence incident log and accurately document all actions/telephone conversations together with relevant factual information. (Ensure times and dates are recorded).

STEP 8 Head teacher / SLT to alert the Local Authority Director of Education and Executive Team

STEP 9 Police instructions should be implicitly followed.

STEP 10 No press briefing should be made unless directed by the Police with the input of the Local Authority Media Relations Office.

STEP 11 Head Teacher & SLT to hold a staff briefing when possible to advise of current situation. Ensure staff are aware of information sharing protocols.

STEP 12 On return to school:
Head Teacher, SLT & Visit Staff members to complete school's critical incident paperwork. A case review should be conducted as a priority together with a meeting with parents/guardians. Ideally this should be conducted **PRIOR** to the child returning to school.

STEP 13 Under the direction of the Head Teacher /SLT, all staff should ensure parents/guardians are supported.

14. Child missing/Abducted from an Educational Visit Protocol

In the event of an emergency:

STEP 1 Alert all adults supporting the visit. If groups are in different locations, recall all groups to an agreed central meeting point. Mobile telephone numbers **MUST** be exchanged prior to the commencement of the visit - see Educational Visit Policy.

STEP 2 If the pupil is missing the Visit Leader should instigate a controlled search of the last known location/building.

STEP 3 If the pupil is located the Visit Leader should immediately inform the Head teacher / SLT who may direct the party to return to school or give permission to complete the Educational Visit.
If directed to return refer to school's child missing/Abducted Protocol and complete steps 6, 8, 11 and notify the Chair of Governors (in their absence the Vice Chair should be notified).
If the pupil is not located or is known to have been abducted the Visit Leader should immediately telephone to advise the HT / SLT of the situation.

STEP 4 Head Teacher / SLT to inform the Police and CEH immediately or delegate someone to dial 999 and provide relevant information. **Police instruction should be implicitly followed.**

STEP 5 Unless otherwise directed by the Police the HT/SLT should inform parents/guardians (by telephone) of current status. This conversation should be carefully managed and pertinent details shared with the Police.

STEP 6 On arrival of the Police the Visit Leader should ensure all known facts are given to officers. A request can be made for the Police to assist with further school and parent/guardian liaison.

STEP 7 HT/SLT to commence incident log and accurately document all actions/relevant factual information. Ensure times and dates are recorded.

STEP 8 If the child is not located or known to have been abducted the HT/SLT should alert CEH Local Authority Director of Education and Executive Team

STEP 9 No press briefing should be made unless directed by the police with the input from the CEH Local Authority Media Relations Office.

STEP 10 HT/SLT to hold a staff briefing when possible to advise of the current situation. Ensure staff are aware of information sharing protocols.

STEP 11 Under the direction of the HT/SLT/CEH, all staff should work with multi-agency partners to ensure parents, guardians and family members are supported.

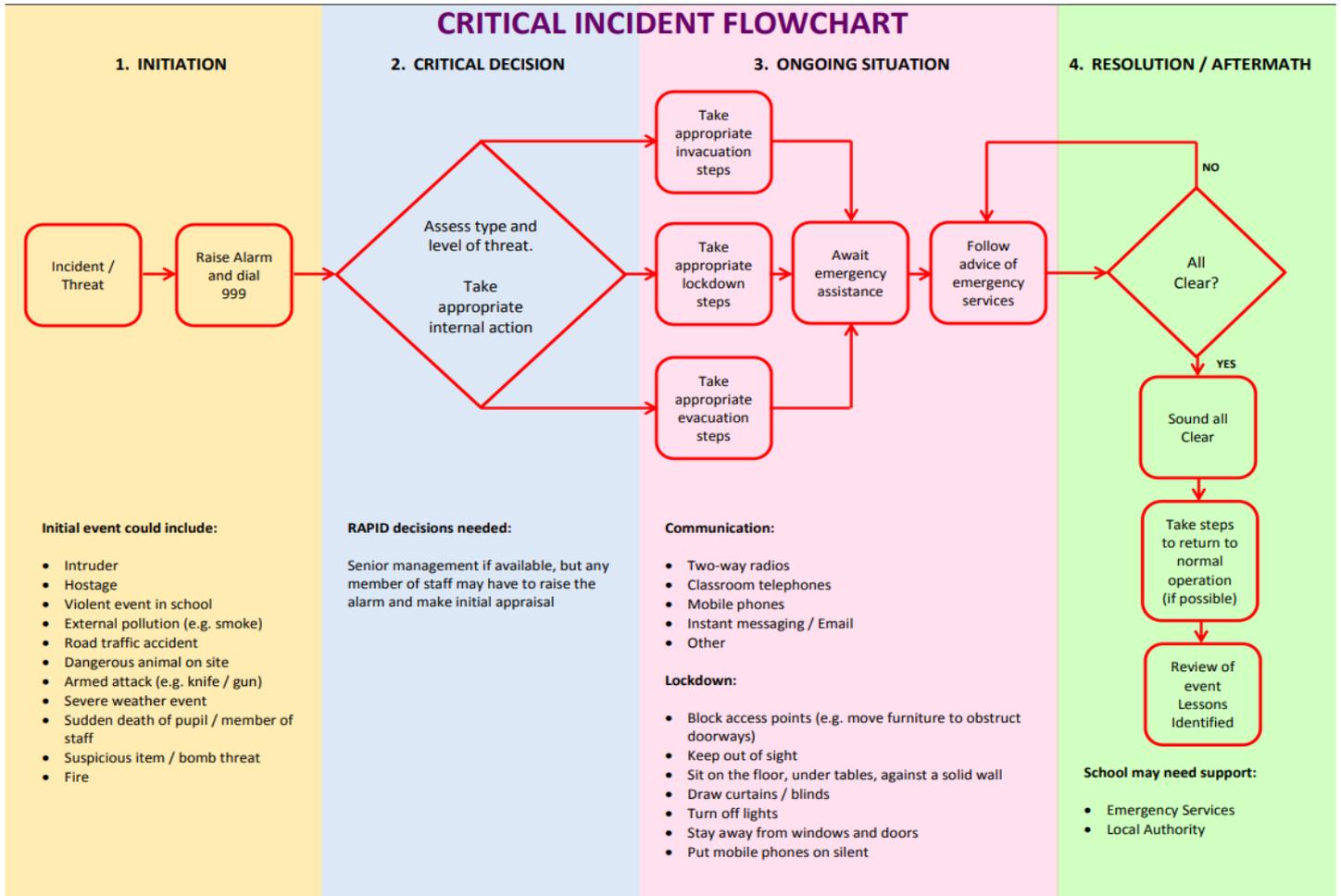
STEP 12 Head teacher / SLT to discuss arrangements for post trauma counselling with the LA.

STEP 13 HT/SLT to arrange an emergency meeting to advise of the situation and review safeguarding policy, protocols and arrangements.

15. What to do now

- Complete '6 - Lockdown Where to Go' --- decide on an External Evacuation Location E.g. Local Church etc.
- Complete Appendix 2, 8 and 9
- Organise an Emergency Evacuation Bag.

Appendix 1 - Critical Incident Flowchart



Appendix 2 - School Site Details

School Site Details

Name of School

Location – Street Name

City:

Postcode

Telephone Number

Email Address

Description of building

	Description / Amount
Type of Building	
Classrooms	
Additional Teaching Rooms	
Offices	
PPA Rooms	
Staffrooms	
Libraries	
DSP	
Nurture Rooms	
School Kitchen	
Key Stage One Toilet Block	
Key Stage Two Girls Toilets	
Key Stage Two Boys Toilets	
Disabled Toilets	
Female Staff Toilets	
Unisex Toilets	
Site Manager	
Playgrounds	
Public Pathway	

Emergency Access

Where?

Utility Cut off Points

	Location
Gas Cut Off Point	
Electric Cut off Point	
Keys to Gas Point	
Keys to Electric Point	

Evacuation Point – Where?

School Closure Procedure

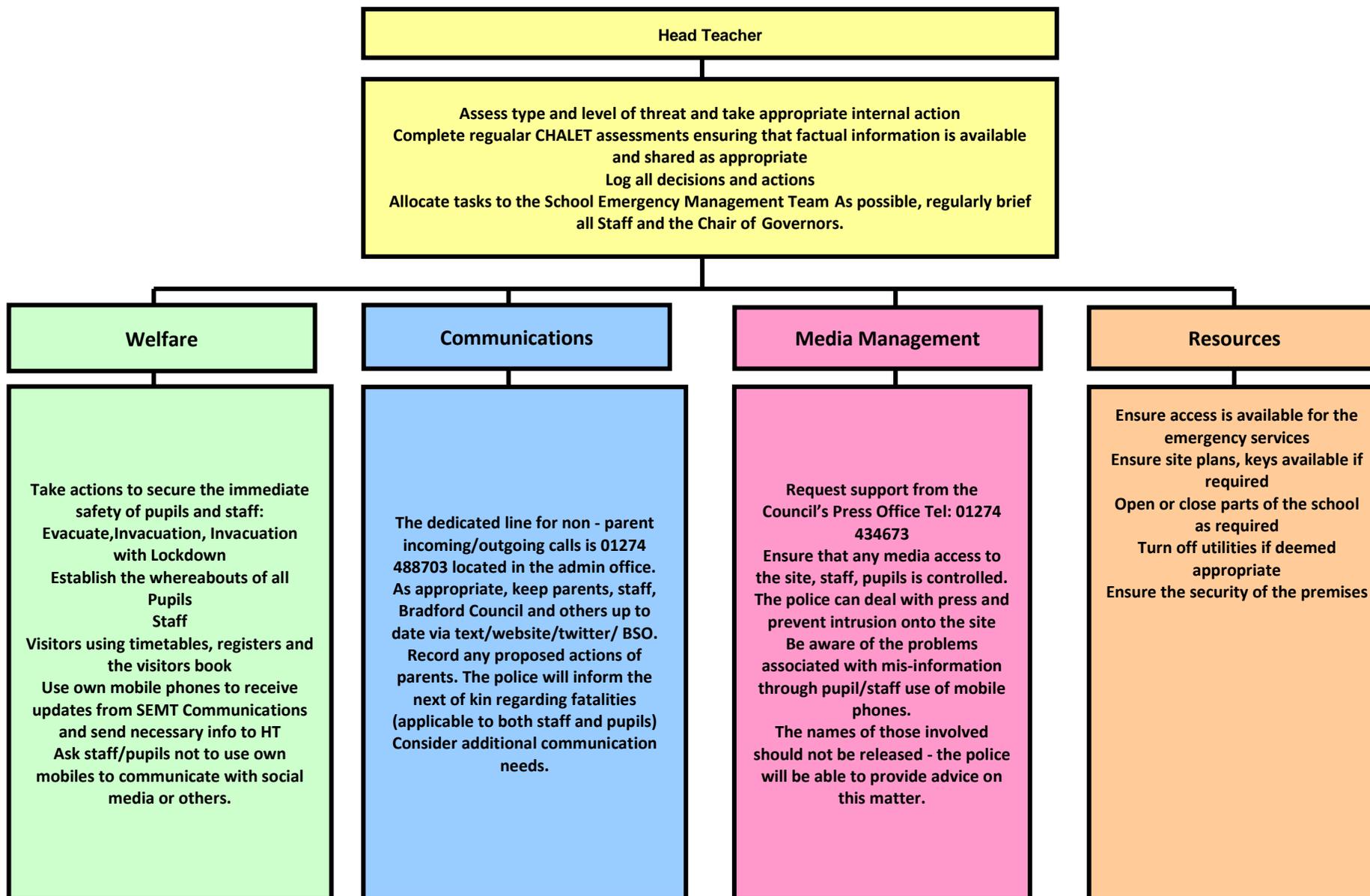
1. Verbally inform all staff on site, including kitchen staff and site manager (if not in school building)
2. Text and email all parents and staff via Arbor system. Detail where they should collect children.
3. Update school website
4. Check calendar and inform expected visitors to site – music teachers, PE, clubs, afterschool club staff.
5. Inform Bradford Council via BSO and inform local radio stations.
6. Liaise and inform Chair of Governors

Appendix 3 - Chalet Assessment

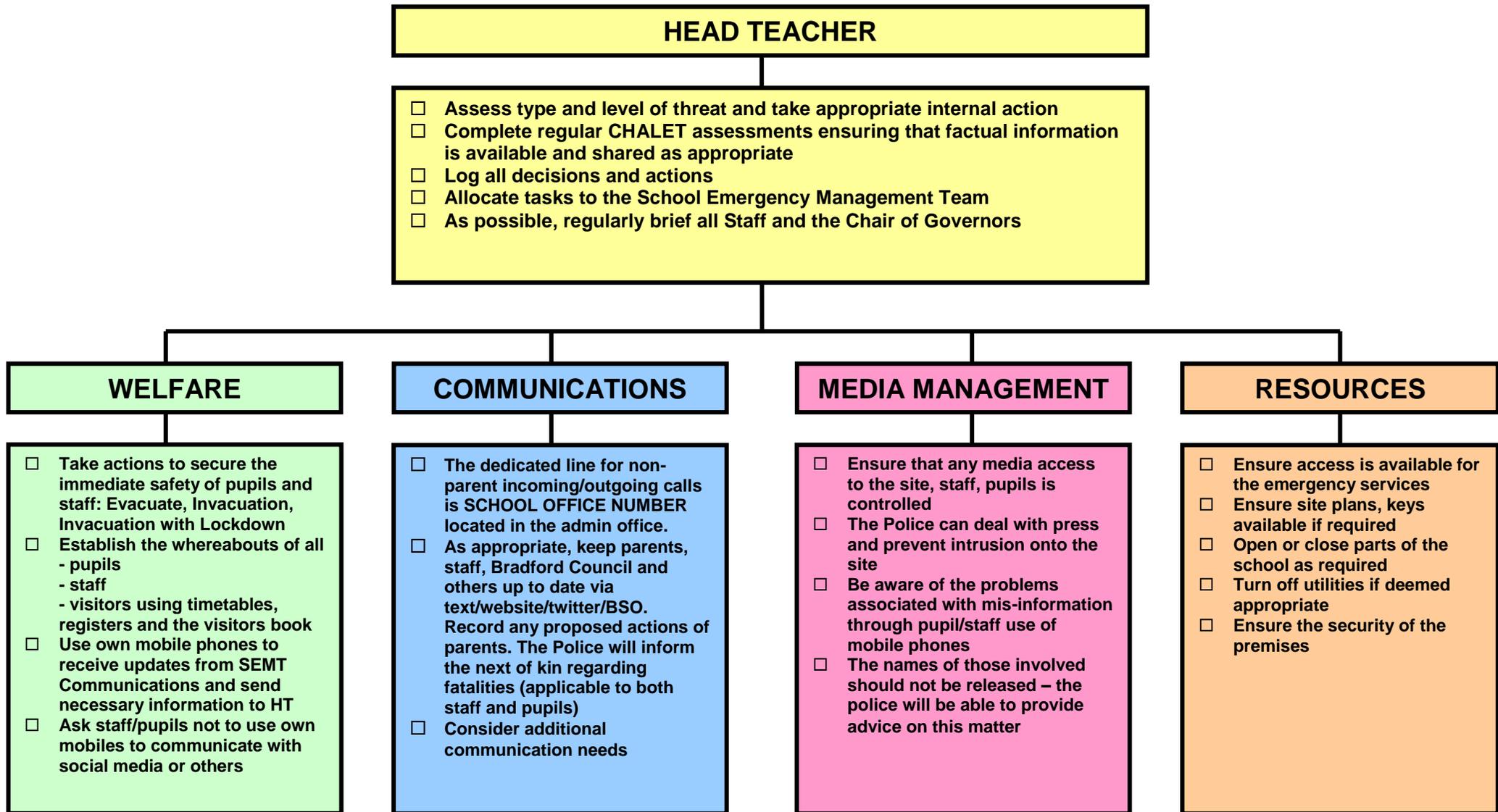
CHALET is a good way to capture the key aspects of an emergency and will help you in responding to the emergency and sharing information. Regular assessments will help maintaining an overview of the incident.

Date & Time		Informant:
Assessor:		Contact:
Consider		Assessment
C	Casualties	<ul style="list-style-type: none"> Approximate number of staff/pupils/others affected Approximate numbers of people injured
H	Hazards	<ul style="list-style-type: none"> Time of incident or time began Cause of the incident (if known) Hazards associated with the incident
A	Access	<ul style="list-style-type: none"> Access restrictions to the area affected
L	Location	<ul style="list-style-type: none"> Where exactly the incident occurred Where are people now – if they have moved where have they gone to?
E	Emergency Assistance (required/on scene)	<ul style="list-style-type: none"> Emergency services on scene / required Education Team Other services
T	Type of Emergency	<ul style="list-style-type: none"> What type of emergency is it e.g. Health and Safety / Security etc
Next Steps		
<ul style="list-style-type: none"> Contact Emergency Services (if appropriate) Follow the School's Emergency Plan Liaise with appropriate Council Service 		

Appendix 5 - Initial Response Checklist



Appendix 6 – Ongoing Checklist



Appendix 7 - Bomb Threats by Telephone Form

THE CALL

1. Switch on recording equipment (if available).
2. Tell caller the name of the building and town you are answering from.
3. Record the exact working of the threat (let the caller pass the message without interruption):

4. Ask the following questions:

- a. where is the bomb right now? _____.
- b. when is it going to explode? _____.
- c. what does it look like? _____.
- d. what kind of bomb is it? _____.
- e. what will cause it to explode? _____.
- f. Why did you place the bomb? _____.
- g. what is your name? _____.
- h. what is your address? _____.
- i. what is your telephone number? (check caller display) _____.

5. Record time call completed. _____.

DO NOT HANG UP THE CALL

6. Inform security (or appropriate senior manager).

- name of person informed. _____.
- telephone number of person informed. _____.

7. Contact the police on 999.

- time informed. _____.
- crime number. _____.

8. Record the following information:

- time and date of call. _____.
- length of call. _____.
- telephone number call received on. _____.

ABOUT THE CALLER

The following part can be completed once the call has ended.

- sex? Male/Female/Unsure_____.
- nationality? _____.
- age? _____.
- language? (tick)
 - Well spoken?
 - Irrational?
 - Taped message?
 - Offensive?
 - Incoherent?
 - Message read by threat-maker?
 - Did person sound to be forced to speak?
- caller's voice? (tick)
 - Calm?
 - Crying?
 - Clearing throat?
 - Angry?
 - Nasal?
 - Slurred?
 - Excited?
 - Stutter?
 - Disguised?
 - Slow?
 - Lisp?
 - Accent? If so what type_____.
 - Rapid?
 - Hoarse?
 - Laughter?
 - Multiple speakers? If so, how many_____.
- background sounds? (tick)
 - Street noises?
 - House noises?
 - Animal noises?
 - Crockery?
 - Motor?
 - Clear?
 - Voice?
 - Static?
 - Music?
 - Factory machinery?
 - Office machinery?
 - Well spoken?
 - Other? (specify)_____.

PERSON RECEIVING CALL

Name. _____ . Position _____ .

Signature. _____ . Date _____ .

Appendix 8 - School Emergency Team

Name	Role	Telephone Number	Role
	Head Teacher		e.g. Welfare
	Assistant Head Teacher		
	Business Partner		

Appendix 9 – External Emergency Contacts

Organisation	Office Hours	Out of Hours
Fatal/Serious Injuries	01274 431007	01274 431000
Learning Services Team	01274 431000	24 hours number
Electrical Emergency	105	
Gas Emergency	0800 111 999	
Yorkshire Water Emergency	0800 573553	

In the event of loss of water, electricity or gas, contact provider in the first instance:

Company Name	Reason	Telephone	Website
e.g. Gas Energy Company	Smell gas or suspected leak		
Water Company	Report a leak		