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# flowchart (1).png

# Flowchart

# Disclaimer

This template and the accompanying guidance are meant to best help you set up your school’s emergency plans. If you have any questions about this document please do not hesitate to contact the CPU at 020 8583 85111

These plans are to be filled in either on the computer or (less recommended) by hand.

# School Information: Page 6 in the guidance

|  |  |
| --- | --- |
| **Name** |  |
| **Address** |  |
| **Telephone Number (in hours)** |  |
| **Telephone Number (out of hours)** |  |
| **Head Teacher** |  |
| **Chair of Governors** |  |
| **Type of School (i.e.: Community/Foundation/Voluntary/Special etc.; Nursery/Primary/Secondary/ with/without Sixth Form)** |  |
| **Pupils (male/female/mixed)** |  |
| **Number of Pupils** |  |
| **Number of Staff** |  |
| **Age Range of Pupils** **(e.g.:4+ to 11/11+ to 16/18)** |  |
| **Emergency Services Access****(Which entrances can accommodate emergency vehicles (e.g. large fire engines, ambulances)? Include street names for access.)** |  |
| **School Operating Hours** | From: | To: |
| **Core School Hours** | From: | To: |

## Daily Schedule: Page 7 in the guidance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Start of Morning Session** | **Morning Break** | **Lunch Time** | **Start of Afternoon Session** | **End of School** |
|   |   |   |   |    |

## Extended School Activities: Pg. 7 in the guidance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity** | **Location** | **Days and Times** | **Contact Name** | **Contact Information** |
|  |  |  |  |  |
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# Chain of Command: Pg. 8 in the guidance

Please insert your Chain of Command Documents here:

# Grab Bag Checklist: Pg. 9 in the guidance

 Date Grab Bag Last Checked: \_\_\_/\_\_\_/\_\_\_\_

 Locations of Grab Bags:

*This list is a suggestion of items that could be essential in the occurrence of an emergency.*

 *If there are any other items that you think should be included here, please add them to the list and make sure they have their own checking box.*

|  |  |
| --- | --- |
| **Grab Bag Contents**  | ✓ |
| A Bag |  |
| Hi-Visibility Vests for School Emergency Management Team |  |
| Emergency Plan (including school floor plans) |  |
| Blank Event Logs |  |
| Blank Registers |  |
| Full Contact Details for All Staff (paper copies or on a USB or CD) |  |
| Full Contact Details for All Pupils (paper copies or on a USB or CD) |  |
| Useful Local Authority or Other Agency/Organizational Contact Numbers/Names |  |
| Copies of any Key Information (i.e. details of insurance policy) |  |
| First Aid Kit (stored near to or in bag to be evacuated with grab bag) |  |
| Sugary Foods for Children With Diabetes |  |
| Emergency Contacts and Medical Details for all Student and Staff (updated regularly) |  |
| Individual Care Plans for Children with Medication, Specialist MedicinesE.g. asthma inhaler, ADT meds, etc. (check with school nurse and ensure each medicine container is clearly marked with child’s name) |  |
| Two-Way Radios (with chargers) |  |
| Torch and Spare Batteries |  |
| Wind-Up Radio or Radio with Spare Batteries (and mains power cable) |  |
| Personal Attack Alarm |  |
| Foil Blankets |  |
| Sun Cream |  |
| Paper Copy of School Restoration and Recovery Plan |  |
| Pens, Pencil |  |
| Note Pads |  |
| Bin Bags |  |
| Loud Hailer (and spare batteries) |  |
| Laptop Computer, Charger, and Power Lead/s |  |

# Students and Staff with Special-Needs: Pg. 9 in the guidance

Please input any information on any student or staffs with special needs into this section. Please also add who, if anyone, will help these students or staff members through the emergency

# Buddy School (REFERENCE) Pg. 9 in the guidance

|  |  |  |
| --- | --- | --- |
| **Name and Address of Buddy School** | **Telephone Number** | **How Will Pupils Get There?** |
|  |  |  |
|  |  |  |
|  |  |  |

# Risk Assessment: Pg. 10 in the guidance

|  |  |  |  |
| --- | --- | --- | --- |
| **Hazard or Potential Threat** | **Description of Risk** | **Current Risk Control Measures Implemented at School** | **Risk Rating****(Refer to Hounslow Risk Register)** |
|  |  |  |  |
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# Training & Evacuation Drills: Pg. 10 in the guidance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Drill** | **Person Responsible** | **Date Drill was Performed** | **Drill was Completed ✓** |
| **Term 1** |  |  |  |  |
| **Term 2** |  |  |  |  |
| **Term 3** |  |  |  |  |
| **Term 4** |  |  |  |  |

# Emergency Management Team & Control Point Pg. 11 in the guidance

## Emergency Management Team Pg. 11 in the guidance

|  |  |  |
| --- | --- | --- |
| **Role** | **Who Carries This Out?** | **Responsibilities** |
| Head of EMT |  | · Ensures school-side continuity.· Receives information and makes decisions and delegations.· Leads or delegates EMT members for media interviews |
| Welfare |  | · Follows and distributes health and safety procedures or advice.· Assesses risk to human life.· Considers infection control.· Manages first aid considerations. |
| Logistics |  | · Keeps track of human resources.· Coordinates transportation options.· Gives support for ICT.· Supplies information from the maps and GIS.· Uses the printer.· Uses emergency signage.· Directs access to premises.· Negotiates mutual aid.· Keeps in mind forward planning. |
| Communications |  | · Maintains a communications and media log.· Establishes and maintains lines of communication with all stakeholders.· Uses social media to keep the public informed.· Liaises with Council PR and media.· Collates information about the incident for press statements. |
| Facilities |  | · Maintains a log of actions.· Ensures site security and safety during and following an incident.· Advises Head of EMT on infrastructure-related issues.· Acts as a point of contact for contractors. |
| Loggist |  | · Maintains incident log.· Ensures that all key decisions and actions related to the incident are recorded accurately.· Ensures that all other logs (e.g. communications or recovery logs) are also being maintained. |

## Activation of EMT Pg. 12 in the guidance

**To activate the school’s EMT use the call out list below starting from the top down**

*THIS SHOULD BE UPDATED IN RESPONSE TO CHANGES AND REVIEWE AT LEAST ANNUALY*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Holder✓ | Name | Status | School Extension Number(if appropriate) | Home Telephone and Mobile Phone  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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## Other School Contacts (including representatives from the Governing Body) Pg. 13 in the guidance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Key Holder✓ | Name | Status | School Extension Number(if appropriate) | Home Telephone and Mobile Phone  |
|  |  |  |  |  |
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## Control Point Pg. 13 in the guidance

|  |  |
| --- | --- |
| **First Location:** |  |
| **Second Location:** |  |
| **Offsite:** |  |
| **Required Equipment and Resources:** | **Where they are Normally Stored:** |
| TV and Video |  |
| Laptop(s) |  |
| White Board |  |
| Flip Chart |  |
| 2-Way Radios (if you have them already) |  |
| Pens and Paper |  |
| Phones |  |
| Fax Machine |  |
| Incident Logs |  |
| Copy(ies) of School Emergency Plan and Maps |  |
| Other |  |

# Useful Contact Information Pg. 15 in the guidance

|  |
| --- |
| **Utilities** |
| **Service** | **Provider** | **Working Hours** | **Phone Number** |
| **Gas** |  |  |  |
| **Water** |  |  |  |
| **Electricity** |  |  |  |
| **Data/Telecoms** |  |  |  |
| **Key Suppliers** |
| **Institution** | **Working Hours** | **Phone Number(s)** |
| **Cleaning Company** |  |  |
| **Catering Company** |  |  |
| **Contractor** |  |  |
| **Others** |
| **Institution** | **Working Hours** | **Phone Number(s)** |
| **Planning Team** | 24 HoursEmergency OnlyRegular Hours Non-Emergency | 0208 583 2222(Please ask for the ‘on-call emergency duty officer’)02085835111 |
| **Local Authority Education Emergency Helpline** | Regular Hours24 Hours |  |
| **Education Welfare service** |  |  |
| **Hounslow Corporate Communications Team** | Regular Hours24 hour | 0208 583 2180 0208 583 2222 |
| **Educational Psychology Service** |  | 0208 583 2800 |
| **Children’s Services and Lifelong Learning (Reception)** |  | 0208 583 2600 |
| **Counseling Service** |  |  |
| **School’s Usual Bus Company** |  |  |
| **Social Services Transport** |  |  |
| **Public Transport** |  |  |
| **Building Direct** |  |  |
| **Risk and Insurance Section** |  |  |
| **Education Safety Officer** |  | 0208 583 2610 |
| **Health and Safety Executive** |  | 0845 3009923 |
| **(Offsite Insurance) Emergency number** |  |  |
| **The Foreign Office (links with British Consulates)** |  | 020 7270 1500 |
| **Local Radio** |  |  |
| **Met Office (60p/min local forecast)** |  | 09014 722062 |
| **The Samaritans** |  | 08457 909090 |
| **Teacher Support Network**  |  | 08000 562 561 |

# Facilities Fact Sheet Pg. 16 in the guidance

|  |
| --- |
| **Alarms** |
| **Type** | **Location**  | **Company** |
| **Fire** |  |  |
| **Security** |  |  |
| **Other** |  |  |
| **Utilities** |
| **Type** | **Shut off Points/Location** | **Service Provider** |
| **Gas** |  |  |
| **Water/Sprinkler System** |  |  |
| **Electricity** |  |  |
| **Data/Telecoms** |  |  |
| **Fire Hydrant** |  |  |
| **Key Elements** |
| **Type**  | **Count** | **Location** |
| **Keys (to Buildings)** |  |  |
| **Extinguishers** |  | **Date Last Checked:** |  |
| **Stretchers** |  |  |
| **First Aid Kits** |  |  |
| **Protective Clothing** |  |  |
| **Spillage Clean Up Equipment** |  |  |
| **Hazardous Items** |
| **Items** | **Description** | **Location** |
| **Flammable Materials** |  |  |
| **Toxic Materials** |  |  |
| **Chemicals** |  |  |
| **Other** |  |  |

# Parent Reception Centre Pg. 17 in the guidance

In an emergency that lasts several hours, parents will inevitably want to go to the school building, even if they have been advised not to do so. A Parent Reception Centre (PRC) should be set up in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (building or area). Police and staff should direct all parents to the PRC in the event that they come to the school. At **no point** should family members enter the affected area.

The main purpose of the PRC is to pass along factual information to the families of the affected about the status of the students and staff. The Welfare section of the EMT will be in charge of this site. It should also be noted that the PRC can also be a place for the families to be reunited with their children. It can also be used to inform the families if they need to pick up their relatives from the school.

# School Closure Pg. 18 in the guidance

Please input your school’s plans for closure here (See the Guidance for best practices and examples, REFERENCE)

# Evacuation plans Pg. 19 in the guidance

Please input your Evacuation plans below In addition to the Table.

|  |  |
| --- | --- |
| **Method of Activating Evacuation Procedures** |  |
| **Details of evacuation routes and locations need to be on school map or as a separate map. Theses must be familiar to all staff.** |
| **Evacuation Site** | **Sites to Evacuate to** |
| **Site 1 (Can be on School Grounds)** |  |
| **Site 2 (200m From the School)** |  |
| **Site 3 (400m From the School)** |  |

# Information Maps Pg. 21 in the guidance

PLEASE INSERT COPIES OF SCHOOL MAPS HERE:

# Off-Site School Emergency Pg. 21 in the guidance

If an emergency call is received from a group on an activity outside of the school:

1. **Acquire as much information as possible** from the table below:

|  |  |
| --- | --- |
| **Time:****Date:** | **Caller ID:** |
| **Number to Contact:**  |  |
| **Trip:**  |
| **What happened?**  |
| **When did it happen?**  |
| **Where did it occur?** |
| **Who is involved?** |
| **Number of injured/casualties?** |
| **Are emergencies services on the scene? (Identify who, e.g. Police, Fire Department, etc.)** |
| **What support do they need?** |
| **Intended actions of person in charge** |

1. Contact Emergency Services (ring 999)
2. Decide level of response. Activate Emergency Management Team if necessary.
3. Start Incident Log
4. Set up an Incident Control Room as a focal point for all information and decisions
5. Contact Local Authority see section **10**

## Information Management:

### Contact:

Please Contact each group when you deem necessary

* + Chair of Governors
	+ Parents
	+ Home contacts for staff/volunteers on the trip
	+ Transport and Insurance Provider
	+ *Foreign and Commonwealth Office (If abroad)*

### Based on the severity of the incident, establish a helpline for:

* + Governors
	+ Staff
	+ Pupils
	+ Parents
	+ Public
* **Create a Parent Reception Centre see section 12**
* ***For addressing media, refer to Handling Media see section 21.1***

# **Shelter in Place** Pg. 23 in the guidance

## Activation

Each school should have their own methods of activating shelter in place procedures.

Please input your procedures below:

## Actions

Please input your own actions in a Shelter in place situation. Please see the guidance for best practices and useful ideas.

# Business Continuity Pg. 25 in the guidance

REFERENCE. MTPD = Maximum Tolerable Period of Disruption

|  |  |  |
| --- | --- | --- |
| **Critical Function** | **Description** | **MTPD** |
|  |  |  |
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# Self-Auditing your Plans

## When to review/update the plans:

* **When there are changes in the facilities**
* **When there are important changes in the staff (e.g. head teacher, executive board members, key facilities team member, etc.)**
* **After a drill or an emergency**
* **Whenever there is a change in the Local Government structure or policy**

|  |  |
| --- | --- |
| **Date of last Audit:** |  |
| **Timeline** | **Date Accomplished** |
| **Weekly** |
| **Fire Alarm Functionality** |  |
| **Safety Items (grab bag, fire extinguishers, stretchers) are in place** |  |
| **Monthly** |
| **Test lanterns and emergency lights** |  |
| **First Aid kits are complete and no items expired** |  |
| **Internal fire doors and exits checked and in good condition (can be opened and closed with ease)** |  |
| **Evacuation sites are available in case of emergency** |  |
| **Bi-Annually** |
| **Check children contact information and health records are up to date** |  |
| **Practice drills on a school wide level** |  |
| **Annually** |
| **Review plans with school staff and administrators** |  |
| **Print and Replace emergency plan hardcopies with updated pupil and staff information** |  |
|  |  |

|  |
| --- |
|  |
| For any assistance on auditing or reviewing/updating your plans, contact the Contingency Planning Unit of the London Borough of HounslowNote: The following routine checks should be performed to ensure the effectiveness of the plans in place. *Note that NONE of these actions substitutes the legal inspection requirements for any safety system in the school.*  |

#  Specific Emergencies Pg. 26 in the guidance

Please insert your specific emergency plans here (Refer to the Guidance for good practices when writing your plans)

## General Emergency

## Animals

## Assaults or Fights Between Students

## Bomb

See the Checklist in the appendix

## Bus Incident

## Chemical/Toxic/Hazardous Material Spill

## Electricity or Water Utility Failure

## Fire

## Flooding in Building

## Gas Leak

## Industrial Incident Near School

## Loss of Key Suppliers, Partners, or Third Parties

## Pandemic

## Serious Injury or Death

## Severe Weather

## Student Unrest

## Violence

# **Appendix**

## Dealing with the Media Pg. 40 in the guidance

|  |  |
| --- | --- |
| **Action**  | **Date and Time Completed** |
| Identify Communications and Media Lead (should be done previously) |  |
| Start and maintain a log  |  |
| Liaise with emergency services and determine if they will be handling the media |  |
| Contact Hounslow’s Corporate Communication Team:Regular hours - 0208 583 2180 24 hour - 0208 583 2222 |  |
| Gather facts: who what when where why and how, and credibility of source  |  |
| Agree on statement with partner agencies (LA, Police, Fire) |  |
| Check statement with legal advisors, if necessary |  |
| If possible, alert staff that a statement will be released at an agreed time (better than giving “no comment” answer to media) |  |
| Type out press statement ready to be emailed or handed out on site (Communication unit should help with this) |  |
| Consider management of on-site media: parking and refreshments if appropriate |  |
| Identify all interested parties that may need informing and prioritize |  |
| Always use information provided by LA, Police, and Fire or other services to inform parents, carers, and the public |  |
| Designate a helpline number |  |
| Keep phone lines for Emergency Services/LA separate from the public or family/carers helpline |  |
| Set up phone message which be updated regularly |  |
| Contact those directly affected either through phone conversation or face-to-face if possible |  |
| Use text messages for quick transfer of information (not ideal in more sensitive situations) |  |
| Update the school website |  |
| Use the local radio as a communication resource |  |
| Use social media (Facebook, Twitter, etc.) to spread advice and information  |  |
|  |  |

### Media Checklist Pg. 40 in the guidance

Check (\_) as appropriate: District/District-wide School

Date: Time:

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

 Has just experienced a(n)

 The (students/employees) [(are being) or (have been)] accounted for.

 No further information is available at this time.

 Emergency medical services [(are here) or (are on the way) or (are not available to us)].

 Police [(are here) or (are on the way) or (are not available to us)].

 Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

 \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [(Are here) or (are on the way) or (are not available to us)].

 Communication center(s) for parents (is/are) being set up at

to answer questions about individual students.

 Communication center(s) for families (is/are) being set up at

to answer questions about individual employees.

 Injuries have been reported at and are being treated at the site by

(staff/professional medical responders). (#) reported injured.

 Students have been taken to a safe area, , and are with [(classroom

teachers/staff) or ( )].

 (#) Students have been taken to the local emergency room for treatment of serious injury.

Parents of injured students should go to the emergency room at

 (#) Confirmed deaths have been reported at

Names cannot be released until families have been notified.

 Structural damage has been reported at the following sites: .

Release restrictions No Yes

If yes, what?

Released to the public as Public Information Release #

Date/Time:

## Bomb Threat Checklist Pg. 41 in the guidance

INSTRUCTIONS: (To be filled out electronically)

* Record the call if possible
	+ If not copy down the exact wording of the call, both yours and the callers (If handwriting, use the back of page, if need be)
* Tell the caller which town/ district you are answering from
* Be calm, be respectful
* Listen
* Do not interrupt
* Keep caller talking
	+ Pretend you cannot hear, within reason
* Notify superiors discretely, whilst still on call
	+ Make sure that Head Teacher is notified
		- They will call the Police and other Category one responders

DO NOT PULL FIRE ALARM

DO NOT USE THE PA SYSTEM

|  |  |
| --- | --- |
| **Date** |  |
| **Time** |  |
| **Length Of Call** |  |
| **Number they Called (& ext)** |  |
| **Sex Of Caller** |  |
| **Approx. Age** |  |
| **Nationality** |  |
| **Language** |
| **Type** | X | **Type** | X |
| **Excellent** |  | **Good** |  |
| **Fair** |  | **Poor** |  |
| **Foul** |  | **Other** |
| **Voice Characteristics** |
| **Type** | X | **Type** | X |
| **Loud** |  | **Soft** |  |
| **High Pitch** |  | **Deep** |  |
| **Raspy** |  | **Pleasant** |  |
| **Intoxicated** |  | **Other** |
| **Speech** |
| **Type** | X | **Type** | X |
| **Fast** |  | **Slow** |  |
| **Distinct** |  | **Distorted** |  |
| **Stutter** |  | **Nasal** |  |
| **Slurred** |  | **Lisp** |  |
| **Clearing Throat** |  | **Other** |
| **Accent** |
| **Type** | X | **Type** | X |
| **Local** |  | **Not Local** |  |
| **Foreign** |  | **Other** |
| **Accent Cont.** |
| **Question** | **Answer** |
| **Familiar? If so who did it sound like?** |  |
| **Could you tell their race?** |  |
| **Can you identify the region?** |  |
| **Can you identify their nationality?** |  |
| **Manner** |
| **Type** | X | **Type** | X | **Type** | X | **Type** | X |
| **Calm** |  | **Angry** |  | **Rational** |  | **Irrational** |  |
| **Coherent** |  | **Incoherent** |  | **Deliberate** |  | **Emotional** |  |
| **Righteous** |  | **Laughing** |  | **Crying** |  | **Other** |
| **Background Noises** |
| **Type** | X | **Type** | X | **Type** | X | **Type** | X |
| **Factory Machines**  |  | **Office Machines** |  | **Street Traffic** |  | **PA System** |  |
| **Bedlam** |  | **Animals** |  | **Mixed** |  | **Quiet** |  |
| **Trains** |  | **Voices** |  | **Party** |  | **Airplanes** |  |
| **Music** |  | **House Noises** |  | **Booth** |  | **Voice** |  |
| **Static** |  | **Crockery** |  | **Other** |  |
| **Questions to Ask** |
| **Question** | **Response** |
| **Is there any code word?** |  |
| **Where is the bomb right now?** |  |
| **When Is it going to go off?** |  |
| **What does it look like?** |  |
| **What will cause it to explode (mobile phones radios Etc.)** |  |
| **Did you place the bomb (y/n)?** |  |
| **If yes why?** |  |
| **What Is your name?** |  |
| **What is your address?** |  |
| **What is your telephone number?** |  |
| **Where are you right now?** |  |
| **What kind of bomb is it?** |  |

INSTRUCTIONS: (to be printed out)

* Record the call if possible
	+ If not copy down the exact wording of the call, both yours and the callers (If handwriting, use the back of page, if need be)
* Tell the caller which town/ district you are answering from
* Be calm, be respectful
* Listen
* Do not interrupt
* Keep caller talking
	+ Pretend you cannot hear, within reason
* Notify superiors discretely, whilst still on call
	+ Make sure that Head Teacher is notified
		- They will call the Police and other Category one responders

DO NOT PULL FIRE ALARM

DO NOT USE THE PA SYSTEM

Date\_\_\_\_\_\_\_\_\_\_\_ Time \_\_: \_\_\_ Length of call \_\_\_\_\_\_\_\_\_\_\_\_\_

Number they called (& ext.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sex of caller: M / F / Unknown Approx. Age: \_\_\_\_\_\_\_\_\_\_\_\_\_ Nationality \_\_\_\_\_\_\_\_\_\_\_\_

(For each of the below, if there is an “Other” write it down somewhere on the page)

Language Voice Characteristics Speech

\_\_Excellent \_\_ Loud \_\_ Soft \_\_Fast \_\_Slow

\_\_ Good \_\_High Pitch \_\_Deep \_\_Distinct \_\_Distorted

\_\_Fair \_\_Raspy \_\_Pleasant \_\_Stutter \_\_Nasal

\_\_ Poor \_\_Intoxicated \_\_Other \_\_Slurred \_\_Lisp
\_\_ Foul \_\_Clearing Throat \_\_Other

\_\_ Other

Accent Manner Background Noises

\_\_Local \_\_Calm \_\_Angry \_\_Factory Machines

\_\_Foreign \_\_Rational \_\_Irrational \_\_Bedlam \_\_Trains

\_\_Not Local \_\_Coherent \_\_Incoherent \_\_Music \_\_Animals

 \_\_Deliberate \_\_Emotional \_\_Office Machines

 \_\_Righteous \_\_Laughing \_\_Mixed \_\_Quiet

 \_\_Crying \_\_Other \_\_Street Traffic

 \_\_Voices \_\_Party

 \_\_Airplanes \_\_PA system

 \_\_House Noises

 \_\_Booth \_\_Voice

 \_\_Static \_\_Crockery

 \_\_Other

Accent:

Familiar? If so who does it sound like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Race\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Region\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Nationality\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASK THE FOLLOWING QUESTIONS (space for quick reference to the answers, Can be filled in using transcript of call, afterwards):

Is there any code-word? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where is the bomb right now? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When is it going to go off? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does it look like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What will cause it to explode? (mobile phones, radios, motion, etc.)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did you place the bomb? Y/N

If no, how did you find out about the bomb? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

If yes, why? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your name? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your address? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your telephone number? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where are you right now? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What kind of bomb? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## ACTION CARDS EMERGENCIES IN SCHOOLS – IMPLEMENTATION STAGE 1 – ESTABLISHING THE RESPONSE Pg. 43 in the guidance

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| --- | --- | --- |
| Head/EMT Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Start a log of events, decisions taken, and times |  |  |
| Mobilize the School EMT, brief them on the situation and allocate tasks |  |  |
| Remind all EMT staff to maintain a log of (timed) actions and decisions |  |  |
| Ensure that accurate, factual information is available for those arriving at the scene  |  |  |
| Liaise with the Police, Fire, and Ambulance services, Hounslow Council, and other organizations and/or agencies. Act as the main contact to coordinate response and give your contact details |  |  |
| Inform the Chair of Governors (or Deputy Chair if Chair unavailable) |  |  |
| Authorize any additional expenditure and keep a log or authorize another member of the team to do so |  |  |
| If necessary, inform all staff, and parents/carers of injured pupil. Decide how/when to inform other parents/carers |  |  |

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| EMT Welfare Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Start a log of events, decisions taken, and times |  |  |
| Take actions to secure the immediate safety of pupils and staff (e.g. keep pupils safe and secure in the main hall or dining room area until all clear given by Head/EMT lead/Senior Officer Emergency Services) |  |  |
| Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor’s book – make a list of those unaccounted for and ensure that Head/EMT lead/Emergency Service Coordinator(s) informed |  |  |
| Arrange catering as necessary in association with facilities |  |  |
| Make accommodations for any pupils who need to remain in the school |  |  |

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| EMT Communication Office Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Start a log of events, decisions taken, and times |  |  |
| Consider emergency communications needs (e.g. Dedicate phone lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from the Local Authority, who can set up a public helpline for enquiries from the public in the event of a major emergency)Telephone line/Mobile to be used for incoming calls only number (named holder/contact):\_ \_ \_ - \_ \_ \_ \_ - \_ \_ \_ \_Telephone line/Mobile to be used for outgoing calls only number (named holder/contact):\_ \_ \_ - \_ \_ \_ \_ - \_ \_ \_ \_(NOTE: Make sure that a land-line phone or charging facilities available for mobile phones) |  |  |
| If possible, avoid responding to media enquiries directly – direct them to Hounslow Corporate Communications Team 020 8583 2222 ask for on-call press officer |  |  |
| 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 information through pupil and/or staff use of mobile phones |  |  |

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| EMT Facilities officer lead actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Start a log of events, decisions taken, and times |  |  |
| Ensure access to site for emergency services |  |  |
| Open/close parts of school required, and turn off water, gas and electricity supplies if necessary |  |  |
| Ensure the security of the school premises |  |  |
| Ensure that appropriate equipment and resources are made available promptly |  |  |

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| EMT Logistics Officer Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Start a log of events, decisions taken, and times |  |  |
| Liaise with other EMT members (and Emergency Services and Hounslow Council incident response coordinators) – confirm logistical needs (e.g. incident response) |  |  |
| Find/source emergency contractors (e.g. plumbers, electricians) |  |  |
| Arrange alternative staff/pupil transport |  |  |
| Work with Facilities Lead and Emergency Services to arrange for services for pupils/staff/other members of the school community remaining on site (e.g.* Suitable safe and secure accommodation facilities (preferably away from main incident site – possible in neighboring community facilities/ Buddy Schools)
* Catering/refreshments
* Clothing/blankets/(use sports mats – for sleeping/resting on)
* Books/games/paper and wiring material to occupy those been held on/unable to leave site
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## ACTION CARDS EMERGENCIES IN SCHOOLS – IMPLEMENTATION STAGE 2 – ONGOING RESPONSE

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| Head/EMT Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Provide regular briefings for staff, and continue to liaise with the Emergency Services and Education Department |  |  |
| Try to maintain normal routines as long as possible |  |  |
| Monitor the health and safety of school personnel and pupils |  |  |
| If major incident consider longer term recovery issues |  |  |
| Tell the staff to:* Prepare a written report of their involvement, noting events, who involved and times (NOTE: Inform the LA’s Education Safety Officer (ESO) who will advise on reporting procedures, and inform relevant Trade Unions/professional associations if necessary)
* (In the event of an accident or other serious incident) complete relevant accident report forms
 |  |  |

Notes:

Tasks to Allocate – EMT Member Allocated to:

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| EMT Communication Officer Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Inform pupils, in groups as small as possible, considering the best way to impart tragic news (advice is available from the Educational Psychology Service). Liaise with Welfare Office |  |  |
| Inform parents of children not directly involved in the incident, as decided by the head teacher or nominee. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently |  |  |
| Receive visitors to the school, ensuring the sign in and out and are issued with identification badges |  |  |
| Liaise with Hounslow corporate communications to prepare a press statement, to be agreed upon by the head teacher and director of education, and to decide the ongoing strategy for dealing with the press |  |  |
| Be prepared to be interviewed by the press if necessary (HOWEVER SEEK GUIDANCE FROM CORPORATE COMMS BEFORE YOU DO – 020 8583 2180) (or out of hours call 24hrs number on-call press officer ring 020 8583 2222) |  |  |

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| EMT Welfare Officer Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| 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 |  |  |
| Contact the school psychologists for advice regarding ongoing welfare issues |  |  |
| 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 |  |  |

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| EMT Facilities and Logistics Officers Lead Actions | Cleared (CHECK / TIME) | Comments (i.e. named contact details; follow/up/incomplete actions etc.) |
| Establish a safe and secure base for the EMT |  |  |
| Arrange a safe and quiet place to receive parents of children involved (ensure refreshments and suitable toilet and rest facilities available) |  |  |
| Consider school premises and infrastructure (i.e. ICT, power, water, lighting, heating, etc.) recovery and restoration issues and make respective plans |  |  |

## Incident Response Log Sheet Pg. 45 in the guidance

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| Incident Name: | Sheet Number: |
| **Date** | **Time** | **Event** | **Action** | **Date/Time Completed** | **Entry By** |
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