Truro and Penwith Academy Trust

Business Continuity & Emergency Procedures Plan (BCEP)

MITHIAN SCHOOl

Version Control

Version	Plan Owner (Headteacher	Date of Issue	Next Review Date	Location of Copies	Oversight (Head of H&S)
1	Evey Evison	Sept 2026	Sept 2027	Website	Chris Pickles

Table of Contents

2. TRUST GOVERNANCE MODEL (GOLD / SILVER / BRONZE) 3
3. WHEN THIS PLAN IS ACTIVATED 3
4. SCHOOL/ACADEMY INFORMATION 3
5. INCIDENT MANAGEMENT TEAM (IMT) 4
6. EMERGENCY SCENARIOS COVERED 5
7. INITIAL STAFF ACTIONS – ACCESSIBLE 6-STEP RESPONSE 5
8. SPECIFIC EMERGENCY PROCEDURES 5
9. COMMUNICATIONS PROTOCOL 6
10. SCHOOL CLOSURE DECISION-MAKING 6
11. BUSINESS CONTINUITY ARRANGEMENTS 6
12. RECOVERY AND STAND-DOWN 6
13. SECTIONS REQUIRING ..... **Error! Bookmark not defined.**
ANNEX A – STAFF QUICK-ACTION GUIDE (PRINTABLE) 8
ANNEX B – INCIDENT MANAGEMENT TEAM CHECKLIST 11
Annex C – Emergency Contacts Template (local adaption required) 12
ANNEX D – INCIDENT FLOW 13
ANNEX E – INCIDENT SPECIFIC TEMPLATES 23

1. PURPOSE OF THIS PLAN

This Business Continuity & Emergency Procedures Plan (BCEP) sets out how the school will:

- Protect pupils, staff, visitors and contractors during any emergency
- Maintain or rapidly restore essential education operations (ISO 22301 requirement)
- Comply with TPAT Trust-level Business Continuity governance
- Meet expectations from local authorities and national guidance (e.g., Cornwall Council template, Civil Contingencies)
- Provide **simple, clear, accessible** instructions for all staff to follow in the moment

This plan covers emergencies **during the school day, before/after school, wraparound care, clubs, trips and events**.

2. TRUST GOVERNANCE MODEL (GOLD / SILVER / BRONZE)

(Fixed TPAT section — no school edits needed)

LEVEL	PURPOSE	LED BY
GOLD (Strategic)	Overall Trust command; national media, major Trust -level decisions	CEO (may delegate to Dep CEO)
SILVER (Tactical)	Trust leadership (including delegated closure authority) – multi agency liaison, deployment of operational resource	Dir Ops/Dep CEO (or delegate)
BRONZE (Operational)	Onsite operational leadership	Headteacher (Plan Owner), School/Academy SLT, nominated deputies

Settings are encourgage to operate similar models. i.e. in a school setting the Headteacher could normally act as SILVER lead with Deputy Heads, SLT, Senior Leaders stepping into Bronze Lead.

3. WHEN THIS PLAN IS ACTIVATED

The BCEP is activated when:

- An event **risks life** or **serious harm** (fire, violent intruder, medical emergency)
- An incident disrupts the **normal function of the school** for more than 1 hour
- A **lockdown** or **evacuation** is required
- The **school cannot operate safely** (e.g. utilities failure, severe weather)
- The school must be **closed or partially closed** per TPAT BCP guidance
- A **critical incident** occurs on or off site (accident, fatality, major safeguarding event)

The Headteacher (BRONZE) or Trust SILVER may also pre-emptively activate the plan if critical and time-sensitive decision are required.

4. SCHOOL/ACADEMY INFORMATION

ITEM	DETAIL
Full School Name & URN	Mithian School
Address and Key Site Access Points	Buckshead St Agnes Cornwall
Aoperating hours (core & extended services i.e. wraparound)	Core: 8:30am – 3:15pm Breakfast Club: 7:45am – 8:30am After School Club – 3:15pm – 4:30pm
Approx numer of students/staff	72 students 13 staff
SEN/Medical Considerations affecting procedures	SEN needs of children are all in their plans. PEEP Plans in place for key children that need them.
Location of: • Grab Bag(s) • Site Plans • Utility shut-off points	Grab bags – in classrooms. Site plans – in foyer Utility Shut off points – on site plan and Mitie staff lead this.
Link to Fire Evacuation Plan	*https://www.mithian.cornwall.sch.uk/web/school_policies_/616487*

5. INCIDENT MANAGEMENT TEAM – School Level (IMT)

Complete table below:

Role	Name	Contact	Deputy
Headteacher (Silver Lead)	**Evey Evison**	eevison@mithian.tpacademytrust.org	Dom Faint
(Bronze Lead) – see section 2	**Dom Faint**	dfaint@mithian.tpacademytrust.org	Charlotte Calloway
Deputy Head / SLT Lead	**Evey Evison**	eevison@mithian.tpacademytrust.org	Dom Faint
Safeguarding Lead	**Evey Evison**	eevison@mithian.tpacademytrust.org	Dom Faint
Site Manager	**Charlotte Calloway**	mithian@tpacademytrust.org	Dom Faint
Office Manager / Communications Lead	**Charlotte Calloway**	mithian@tpacademytrust.org	Dom Faint
ICT Lead	**Dom Faint**	dfaint@mithian.tpacademytrust.org	Evey Evison
Pastoral Lead	**Evey Evison**	eevison@mithian.tpacademytrust.org	Dom Faint
TPAT Director of Operations	*Fixed*	Chris Pickles	Head of H&S
TPAT Director of Education	*Fixed*	Chris Gould	
CEO	*Fixed*	Jenny Blunden	

IMT responsibilities are shown in **Annex B**.

6. EMERGENCY SCENARIOS COVERED

This BCEP covers all scenarios required by TPAT and local authority templates, including:

- Fire & building evacuation
- Full & partial lockdown (security threat, animal on site, environmental hazard)
- Severe weather (storms, snow, extreme heat)
- Loss of utilities (electricity, gas, water, heating)
- ICT or data loss (as per TPAT BCP Annex C2)
- Hazardous substances / contamination
- Bomb threat / suspicious package response (Cornwall template)
- Missing child
- Medical emergency / major injury
- Pandemic / infection control disruption (TPAT Annex C7)
- Loss of site / partial building failure (TPAT Annex C3)
- Critical incident involving pupils/staff

7. INITIAL STAFF ACTIONS – ACCESSIBLE 6-STEP RESPONSE

This is your "Staff Always Do This" quick sequence. Inspired by Annex A simple guide.

1. **STOP** – pause and ensure safety of students
2. **ASSESS** – what is happening? any danger?
3. **ALERT**
    - **999** for any life-threatening situation
    - Otherwise notify **Office / SLT** immediately
4. **ACT** according to the correct procedure (fire, lockdown, medical, etc.)
5. **SUPERVISE** pupils; keep them calm and accounted for
6. **DO NOT TAKE RISKS**

This appears again as a printable staff quick-action card in **Annex A**.

8. SPECIFIC EMERGENCY PROCEDURES

Evacuation routes

- ✓ Evacuation routes are on the Emergency plan (see link above). All classrooms apart from Wheal Luna have an external door that they can leave from. Luna class go out of the staffroom, which is their closest exit.
- ✓ Assembly point is in the playground.
- ✓ Lockdown rooms are in the four classrooms.
- ✓ Communication methods – for lockdown – SLT to walk around and state 'lockdown'. Fire – fire bell.
- ✓ SEND adaptions are in place for all children who need it with a PEEP plan shared with all staff and parents.

8.1 Fire & Evacuation

- **Always evacuate** unless explicitly instructed otherwise by SLT.

8.2 Full Lockdown

- Used when staying inside is **safer** – 'CLOSE', 'LOCK', 'COVER', 'CONCEAL', 'STAY QUIET'

8.3 Partial Lockdown

- Used for external but low-immediate-risk events.

8.4 Medical Emergency

- Call 999 → notify office → apply first aid → safeguarding supervision.
- Defibulator is found in the secretary office.

8.5 Missing Child

- Immediate office/SLT activation → local search → perimeter → call police if not found promptly.

8.6 Hazardous Substances / Gas Leak

- Ventilate if appropriate → evacuate → isolate → 999

8.7 Bomb Threat / Suspicious Package

- Record as much information as possible.
- Stay calm. Being cautious, and without provocation, ask key questions
- Contact the Police (999) and headteacher / nominee immediately
- Carry out further actions based on Police advice.

9. COMMUNICATIONS PROTOCOL

Who communicates what?

- **Internal (staff)** – Office/SLT cascade
- **Parents/carers** – Class Dojo, email, website
- **Trust** – Notify SILVER (Ops/Education) for any major incident
- **Emergency services** – SLT lead or nominated IMT member
- **Media** – **ONLY** GOLD Lead or Head of Communications
  (No school staff may engage with media directly)

10. SCHOOL CLOSURE DECISION-MAKING

Decision requires:

- Headteacher **AND** TPAT SILVER authorisation
- Immediate closure without approval is permitted is there is **an imminent risk to life**.

11. BUSINESS CONTINUITY ARRANGEMENTS

Core continuity actions include:

- Relocate essential operations (buddy school, alternative rooms)
- Remote learning plan
- Prioritised timetable
- SEND and vulnerable pupil arrangements
- Staff redeployment
- ICT backup and restoration processes

12. RECOVERY AND STAND-DOWN

- Confirm “all clear” with emergency services

- Debrief IMT
- Provide emotional support / educational psychology
- Log expenditure and actions
- Insurance liaison via Trust Ops & H&S
- Restore normal operations
- Review the BCEP within 10 working days

ANNEX A – STAFF QUICK-ACTION GUIDE (PRINTABLE)

School Emergency Procedures Guide
A simple, step-by-step guide for staff in Primary & Secondary Schools

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1. Core Principles

- Keep yourself, pupils, and others **safe**.
- Stay **calm**, act **quickly**, and follow the steps below.
- Use the **nearest phone** or **two-way radio** to alert the School Office/SLT.
- Do not take unnecessary risks.

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2. When an Incident Occurs
Immediate Actions (All Staff)

1. **Stop** what you are doing.
2. **Assess** the situation — What is happening? Who is involved?
3. **Raise the alarm**:
    - If life-threatening → **Call 999 immediately**.
    - Otherwise → Contact **School Office** or **SLT**.
4. Follow the relevant procedure below (Fire, Lockdown, Medical Emergency, etc.).
5. Keep pupils **reassured and supervised** at all times.

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3. Fire & Evacuation Procedure
When a fire alarm sounds
This always means **evacuate**, unless told otherwise by SLT.
Staff Responsibilities

- Lead pupils **calmly** to the nearest safe exit.
- Take your **class register** if immediately accessible.
- Close doors behind you.
- Move to the **assembly point**.

At the Assembly Point

- Take the **register immediately**.
- Report **missing or extra pupils** to the Fire Marshall/SLT.
- Keep pupils together and quiet.
- Await instructions — **do not return to the building** unless authorised.

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4. Lockdown Procedure
Lockdown is used when it is safer to **stay inside** than evacuate (e.g., dangerous person nearby, environmental hazard, animal on site).
How lockdown is signalled

- Specific **lockdown alarm** or
- Announcement from SLT/Office: *"Lockdown – this is not a drill."*

Staff Actions

1. Bring everyone **inside** your room immediately.
2. **Lock** doors and **close** windows and blinds.
3. Move pupils away from sightlines.
4. Turn off lights if appropriate.
5. Maintain calm — keep students **quiet**.
6. Check email/notifications for instructions (if safe).
7. Do not open the door for anyone until *officially* told to.
8. Await "**All Clear**" from SLT or the emergency services.

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5. Partial Lockdown

Used when the threat is **external** but not immediate (e.g., police incident nearby, smoke in the area).

Actions

- Bring all pupils indoors.
- Lock external doors only.
- Continue classes with caution.
- Follow SLT instructions.

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6. Medical Emergency Procedure

For life-threatening situations

- Call **999** immediately.
- Alert the **School Office/SLT**.
- Provide first aid if trained and safe to do so.
- Do not move the casualty unless necessary for safety.

For non-life-threatening injuries

- Contact the **School Office** to request a first-aider.
- Record the incident using school process.
- Inform parents as required.

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7. Missing Child Procedure

If a pupil is unaccounted for

1. Inform **School Office/SLT** immediately.
2. Staff check:
    - Last known location
    - Toilets / changing rooms
    - Outdoor areas / playground
3. Office contacts:
    - On-site teams
    - Perimeter access points
    - Home (if instructed by SLT)
4. SLT coordinates full site sweep.
5. If child is not found promptly → **Call 999**.

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8. Hazardous Substances or Environmental Incident

Examples: gas leak, chemical spill, smoke, environmental hazard nearby.

Actions

- Move people **away from the source**.
- Ventilate the area if appropriate.
- Notify **Office/SLT** immediately.
- Follow instructions (Evacuation or Lockdown).
- Call **999** if risk of harm.

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9. Utility Failure (Power, Water, Gas, Heating)

- Inform the **School Office/SLT**.
- Staff await instructions — lessons may continue if safe.
- SLT decides whether to:
    - relocate classes,
    - partially close the site, or
    - close the school (following Trust procedures).

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10. Severe Weather Procedures

On site during severe weather

- Keep pupils indoors unless authorised.
- Close blinds if there is windborne debris risk.
- Follow Evacuation or Lockdown instructions as needed.

Before/after school

- Decisions on closure made by SLT/Trust.
- Parents informed via normal channels.

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11. Violent, Aggressive, or Threatening Behaviour

If the threat is inside your classroom

- Move pupils to a safe space.
- Use calm, assertive tone.
- Summon help via:
    - Internal phone
    - Radio
    - Sending a responsible pupil (primary only)

If the threat is external

- Follow **Lockdown**.

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12. Bomb Threat or Suspicious Package

If you receive a threat

- Keep caller talking (if safe).
- Note key details (voice, noises, exact message).
- Contact **SLT/Office** immediately.
- **Do not touch** suspicious items.

SLT will determine:

- Evacuation to **bomb-threat alternative assembly point**, or
- Partial/Full Lockdown.

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13. After the Incident (All Staff)

When the incident is over

- Resume lesson once the “All Clear” is given.
- Write a brief factual account if requested.
- Monitor pupils for distress and notify pastoral staff if needed.

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14. Quick Reference Summary

Evacuate → Fire, gas leak, unsafe building
Lockdown → External danger
Partial Lockdown → Nearby but not immediate risk
Call 999 → Any life-threatening situation
Tell SLT/Office → All incident

ANNEX B – INCIDENT MANAGEMENT TEAM CHECKLIST

Before / At Activation

- Confirm nature of incident
- Activate BCEP
- Assemble the IMT
- Assign roles (coordination, comms, log, welfare, resources)
- Notify Trust GOLD

During Response

- Set information rhythm (every 20–30 minutes)
- Maintain logs
- Manage communications
- Ensure safeguarding & supervision
- Coordinate with emergency services

Recovery

- Liaise with insurers / contractors
- Arrange debriefs
- Review BCEP

Annex C – Emergency Contacts Template

Internal School Contacts (IMT Members)	
Headteacher (Silver)	Evey Evison
Deputy Headteacher or nominated staff member (Bronze lead)	Dom Faint
Facility Manager	Charlotte Calloway
Safeguarding Lead	Evey Evison
Administrative Lead (local)	Charlotte Calloway

TPAT Contacts	
Director of Operations	Chris Pickles
Dep CEO/Director of Education	Chris Gould
Director of Secondary	Jan Woodhouse
Head of Health & Safety	Chris Pickles
Head of Communications	David Teasdale
Head of IT Ops	Jamie Pilcher

External Agencies & Key Services	
Police/Fire/Medical	999 or 101 if non-urgent
Utilities – Gas	
Utilities - Water	SWW - 0800 2300561
Utilities - Electricity	National Grid: Power cut: 105 02000096 3080
Local Authority	schoolclosures@cornwall.gov.uk
Local Authority - Transport	0300 1234 222 studenttravel@cornwall.go.uk
Catering Provider	Aspens – Beccy Robinson
Cleaning Provider	Mitie Company

ANNEX D – INCIDENT FLOW

D.1 Notification of Incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

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

Name of informant:

.....

Date and time of call:

.....

Contact details of informant:

.....

Date and time of incident:

.....

Exact location of incident:

Details of incident:

Where is the informant now and where are they going?

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

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

What advice have the emergency services given?

Who has been informed?

- ❑ **Headteacher**
- ❑ **School staff**
- ❑ **TPAT SILVER**
- ❑ **Trustees**
- ❑ **Pupils**
- ❑ **Parents / carers**
- ❑ **Extended services**
- ❑ **Police**
- ❑ **Fire & Rescue Service**
- ❑ **Ambulance Service**
- ❑ **Local authority**
- ❑ **Health and Safety Executive**
- ❑ **Foreign, Commonwealth & Development Office**
- ❑ **Media**
- ❑ **Insurance company**
- ❑ **Trade unions**

Does anyone else need to be informed?

Are any other actions required?

.....

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

Name of educational visit leader:

.....

Nature of educational visit:

.....

Number of pupils on educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

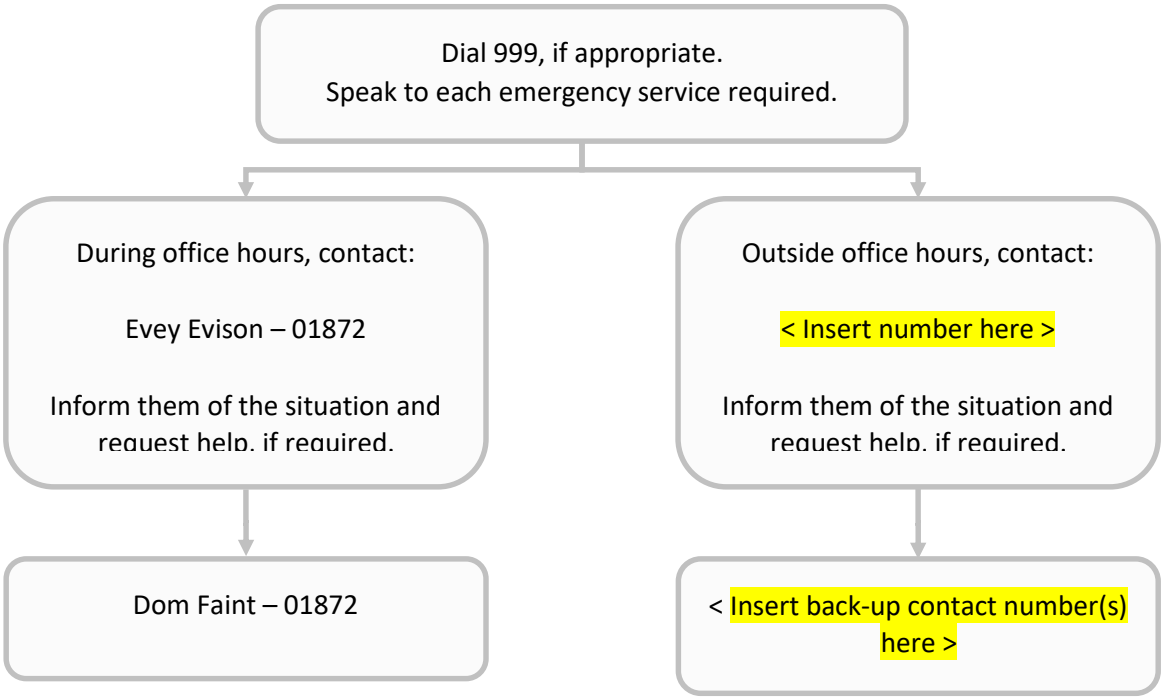
If the incident happened abroad, do the Foreign, Commonwealth & Development Office need to be notified?

D.2 Initial Action

Immediately inform the headteacher or nominated emergency contact. If neither can respond (they may be involved in the incident), the senior person present should follow the instructions below.

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

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



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

+ **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
+ **Log all communications and actions.**
+ **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**

+ **Refer to the list of emergency contact numbers for additional support if required.**

+ **Where possible, avoid closing the school and try to maintain normal routines.**

IF CLOSING THE SCHOOL

Before School Starts **During School Time**

Inform the Local Authority and Radio Stations

To confirm your closure of your school, an e-mail (from any e-mail account) **must** be sent to: schoolclosures@cornwall.gov.uk

The 'Subject' of your e-mail **must** read: School Name / 4-Digit DfE Number / Closed or Opening Late or Closing Early
NB if you are closing more than one school in a multi academy trust you must send an email for each school separately

Your e-mail should contain a brief explanation of your reason(s) for closing. You will be sent an automated reply confirming receipt. Please note however that **emails which do not comply** with the agreed format **will not** be accepted, and **will not** be published on the Cornwall Council on website at www.cornwall.gov.uk/schoolclosures or the social media feeds. This measure is in place to verify legitimacy and prevent hoaxes.

Providing your e-mail complies with the agreed format, a copy will automatically be forwarded to all relevant Council departments, including the Transport Coordination Service. **Please note that we are no longer able to automatically inform local radio stations.**

Transport will receive a copy of your e-mail; however, it is essential that each school informs its own provider(s) of their decision to close, open late and / or close early. Please note, the ability to meet alternative times rest solely with each transport and catering operator; schools must appreciate that providers may be unable to adjust timetables due to commitments elsewhere.

Inform Parents

We recommend that you inform parents directly, and include on your social media feeds.

Providing it safe to do so, a member of staff should be at the school gate at the usual start time to inform parents who may not have heard or received the closure notification.

We recommend that you inform parents directly, and include on your social media feeds.

Your priority must be to ensure that all children within your care are kept safe. A member of staff **must** remain at the school until all children have been collected.

D.3 Roles & Responsibilities – co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
D.3.1	**Establish a basic overview of the incident.**	
D.3.2	**If the incident has occurred on an educational visit:** ▪ **Liaise with the educational visit leader on a regular basis** ▪ **Consider sending extra staff to support the educational visit leader** ▪ **Discuss with the educational visit leader the arrangements for notifying parents / carers** ▪ **Consider how parents / carers and pupils will be reunited**	
D.3.3	**Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:** ▪ **Business continuity** ▪ **Communications** ▪ **Log-keeping** ▪ **Media management** ▪ **Resources** ▪ **Welfare**	
D.3.4	**Remember to:** ▪ **Allocate tasks amongst the SEMT** ▪ **Ensure that staff are clear about their designated responsibilities** ▪ **Establish the location and frequency of SEMT / staff briefings** ▪ **Ask staff to maintain a log of actions made and decisions taken** ▪ **Assign a log-keeper to provide administrative / secretarial support**	
D.3.5	**Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.**	
D.3.6	**Take action to protect property.**	
D.3.7	**Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.**	
D.3.8	**Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.**	
D.3.9	**Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.**	

Ref'	Co-ordination - ongoing response	Tick / sign / time
D.3.10	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
D.3.11	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
D.3.12	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
D.3.13	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
D.3.14	Check that everyone who should have been notified of the incident has been informed.	
	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible. **TPAT Responsibility via Head of Health & Safety – detailed info set to be prepared**	
D.3.15	Seek advice on legal and insurance issues, if appropriate. **Via – TPAT Director of Operations**	
D.3.16	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
D.3.17	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
D.3.18	Work closely with the respective TPAT Facility Manager in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
D.3.19	Complete any necessary forms / paperwork.	
D.3.20	Arrange a debrief for school staff involved in the response.	
D.3.21	Initiate a review of the school emergency plan.	

D.4 Roles & Responsibilities – Record Keeping

Ref’	Log-keeping - initial response	Tick / sign / time
D.4.1	Attend SEMT briefings. Keep a log of important information, actions taken and decisions made.	
D.4.2	Ensure that each member of staff keeps an incident log.	

Ref’	Log-keeping - ongoing response	Tick / sign / time
D.4.3	Provide administrative / secretarial support to the SEMT.	
D.4.4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
D.4.5	Record details of any expenditure incurred by the school.	

Ref’	Log-keeping - recovery	Tick / sign / time
D.4.6	Collate all incident logs, making copies if necessary.	
D.4.7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

D.5 Roles & Responsibilities – Welfare

Ref'	Welfare - initial response	Tick / sign / time
D.5.1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
D.5.2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident)	

Ref'	Welfare - ongoing response	Tick / sign / time
D.5.3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
D.5.4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
D.5.5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
D.5.6	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
D.5.7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
D.5.8	Ensure that staff take regular rest periods.	

Ref'	Welfare - recovery	Tick / sign / time
D.5.9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

D.6 – Business Continuity – Record Keeping

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a	n/a	n/a
Examination papers	Office locked cupboard – SATS papers	None – apply for more	Apply for more
Asset registers / equipment inventories	Online	None	None
Insurance documentation	Online	None	None

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	n/a	n/a	n/a
Contact details	Arbor – online system		
Financial information			
Medical information	Google Drive – online system		

ANNEX E – INCIDENT SPECIFIC TEMPLATES

E.1 – Evacuation

Signals	
Signal for fire evacuation	Fire bell
Signal for bomb evacuation	Fire bell
Signal for all-clear	Bell stops

Assembly points - fire evacuation	
Fire evacuation assembly point A	Playground
Fire evacuation assembly point B	n/a

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Playground
Bomb evacuation assembly point B	n/a

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Mithian School Field
Type of premise	Field
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (Walking, with pupils)	2 minutes walk
Estimated travel time (By coach, with pupils)	n/a
Capacity	200 people
Capacity (sleeping)	n/a

E.2 – Shelter

Signals	
Signal for shelter	‘Lockdown’ stated in classrooms.
Signal for all-clear	‘all clear’ stated in classrooms.

Upon hearing the shelter signal, take the action below.

Ref’	Initial response - shelter	Tick / sign / time
E.2.1	Ensure all pupils are inside the school building.	
E.2.2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
E.2.3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
E.2.4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
E.2.5	Check for missing / injured pupils, staff and visitors.	
E.2.6	Reassure pupils and keep them engaged in an activity or game.	
E.2.7	Notify parents / carers of the situation.	
E.2.8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

E.3 – Lockdown

Signals	
Signal for lockdown	‘Lockdown’ stated in classrooms
Signal for all-clear	‘All clear’ stated in classrooms.

Lockdown	
Rooms most suitable for lockdown	All classrooms
Entrance points (e.g. doors, windows) which should be secured	Main door as an entrance and exit point. Blinds down Doors and windows secured.
Communication arrangements	▪ Two-way radios ▪ Classroom telephones ▪ Mobile phones ▪ Instant messaging / email ▪ Other
Notes	

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

Ref’	Initial response - lockdown	Tick / sign / time
E.3.1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
E.3.2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
E.3.3	Dial 999. Dial once for each emergency service that you require.	
E.3.4	Ensure people take action to increase protection from attack: ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors	
E.3.5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
E.3.6	If possible, check for missing / injured pupils, staff and visitors.	
E.3.7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

E.4 - BOMB THREATS

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

    - Time of call:

        - Telephone number you were contacted on:

        - Exact wording of the threat:

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

Where is the bomb right now?

When will it explode?

What does it look like?

What kind of bomb is it?

What will cause it to explode?

Did you place the bomb? If so, why?

What is your name?

What is your telephone number?

What is your address?

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

What sex did the caller sound?

❑ Male
❑ Female

Approximately how old was the caller?

Did the caller have an accent?

Did the caller use a codeword?

Did the caller sound familiar?

What sort of voice did the caller have?

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

At what pace did the caller speak?

❑ Normal
❑ Quick
❑ Slow

What manner did the caller have?

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

E.5 – SUSPICIOUS PACKAGES

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

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

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
E.5.1	Remain calm.	
E.5.2	Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it.	
E.5.3	Note its exact location.	
E.5.4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
E.5.5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
E.5.6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
E.5.7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
E.5.8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	

E.5.9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	