

BOWDEN HOUSE SCHOOL

EMERGENCY/DISASTER PLAN

This plan is protected. Do not give any contact details or sensitive information to the media, students, parents/ carers/social workers or members of the public.

Plan administration	
Version number	6
Date of issue	May 2021
Electronic copies of this plan are available from	'One School' drive
Hard copies of this plan are available from	The Education Team; The Care Team & The Domestic Team
Location of emergency grab bag(s)	Main Office; ACE Department & the Care Team office
Date of next review	May 2022 There are no changes to the agreed arrangements between Bowden House and St. John's Schools in the event of an emergency/disaster. Changes are frequently made to the details of Social Workers; LA Officers and other external bodies. Should they need to be contacted, details are maintained in the school's Main Office
Person responsible for review	The Headteacher

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details

Name of school	BOWDEN HOUSE
Type of school	SPECIAL RESIDENTIAL
School address	FIRLE ROAD, SEAFORD, EAST SUSSEX, BN25 2 JB
School operating hours (including extended services)	24 HOURS MONDAY – FRIDAY (TERM TIME ONLY). Admin/Domestic and Premises staff are on-site during the school holidays
Approximate number of staff	65
Approximate number of students	The school can accommodate up to 40 students
Age range of pupils	9 – 16+

Office contact details

Office telephone number	01323 893138
Office fax number	01323 492057
Office email address	admin@bowdenhouse.towerhamlets.sch.uk

Useful websites

School website / extranet	www.bowdenhouse.towerhamlets.sch.uk
Local authority	London Borough of Tower Hamlets
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

1.2 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Mr. A. Sherwood	Headteacher	√	07763896965		First Aid trained
Mr. C. Sorrell	School Business Manager	√	01323 893138 or 07851251486		First Aid trained
Mrs. J. Hassell	Housekeeper		01323 893138		First Aid trained
Mr. R. Avenell & Mr. S. Hassell	Premises Manager & Contractor	√ √	07976652901 07905814007		First Aid trained
Mr. C. Dunsdon	Deputy Headteacher	√	07896709219		First Aid trained
Ms L. Haworth	Head of Student Welfare	√	07590862216		First Aid trained
Ms. E. Anderton	Student & Family Co-ordinator	√	07769975150		First Aid trained
Mrs W. Phillips	Chair of Governors	√	07533366010		
Mr. D. Jenner	Vice Chair of Governors	√	djenner@bowdenhouse.towerhamlets.sch.uk		
All parents/carers & Social Workers			Details kept in Main Office; SLT & Student & Family Co-ordinator		
All students			As above		

1.3 Contact details – Local Authority – London Borough of Tower Hamlets

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	Corporate Director, Children's Services	James.Thomas@towerhamlets.gov.uk		
Chief Executive	Will Tuckley	Will.Tuckley@towerhamlets.gov.uk		
Media / communications	Communications Officer	020 7364 4390		
Property	n/a			
Transport	For students from other LAs	Held in the Main Office		
Catering	In-house			
Educational visits	In-house			
Emergency planning	Corporate Health & Safety/Emergency Planning	020 7364 4291		
Health and Safety	Corporate Health & Safety Advisor	020 7364 4193		
Risk / insurance	Insurance Manager	020 7364 4493		
Legal	CSF Legal Services	020 7363 4486		
Human Resources	EPM	01480 421778		
Educational Psychology	Education Psychologist	020 7364 3079		
Occupational Health	Sussex Partnership NHS	01323 414913		

1.4 Contact details - other organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999 or 101		
Fire & Rescue Service		999 or 0845 130 8855		
Ambulance Service		999 or NHS Direct 0845 4647		
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		

Insurance company	Protector	Via LBTH 020 7364 4493		
Trade Unions	Unison GMB NAHT NUT	0845 355 0845 020 8947 3131 0300 30 30 333 secretary@towerhamlets.nut.org.uk		
Supplier (transport)	In-house			
Supplier (catering)	Brakes The Menu Fruiterers KD Catering (Butchers) Thomas Ridley	01273 542387 01273 841701 01323 488834 01359270536		
Supplier (cleaning)	In-house			
Supplier (temporary staff)	n/a			
Utility supplier (gas)	National Gas Emergency Service	0800 111 999		
Utility supplier (water)	Castle Water	01250 718700		
Utility supplier (electricity)	EDF	0800 783 8866		
Utility supplier (heating)	As above	As above		
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

1.5 Contact details - for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

SECTION 2 - ACTIVATION

2.1 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, student, 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 and a log book. You may wish to record any new contact details in section 1.**
- + **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
- Governors
- Students
- Parents/carers & social workers
- Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

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.....

.....

Are any other actions required?

.....

.....

.....

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

Name of staff member:

.....

Number of students on educational/external visit:

.....

Nature of educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

.....

.....

.....

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

.....

.....

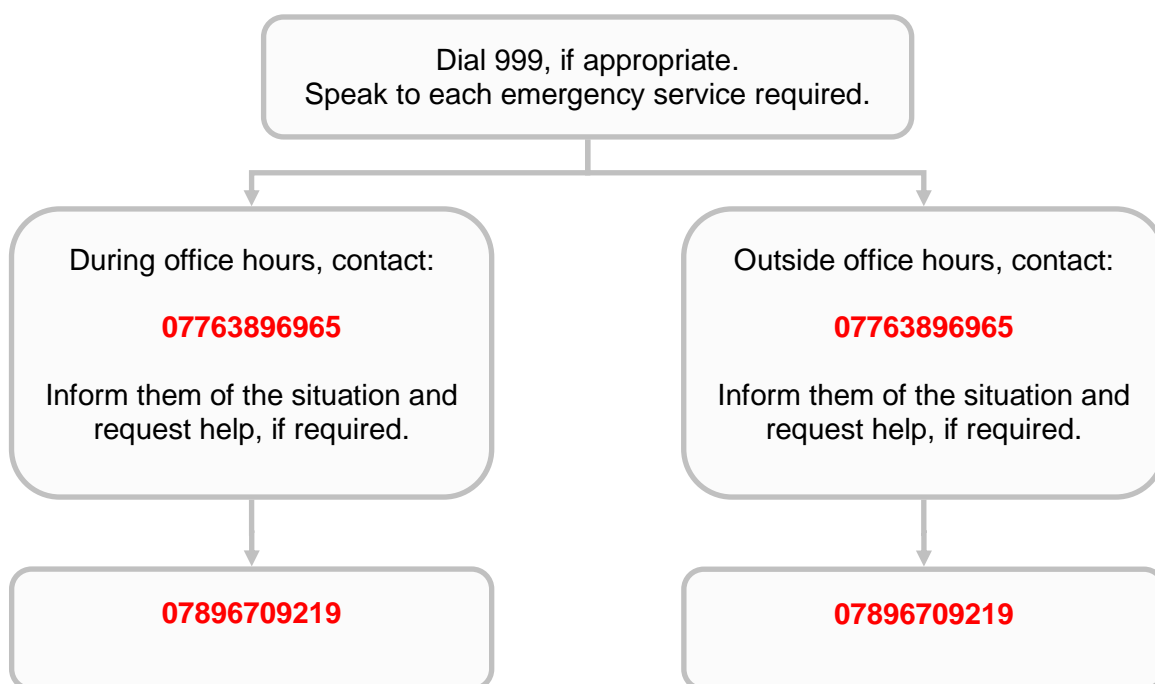
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2.2 Initial action

Immediately inform the Headteacher or another senior member of staff (SLT) to respond to the incident and follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard students, 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, students, parents/carers/social workers 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 the SLT to assist with the response and assign tasks to them.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the school and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

Ref ⁿ	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit or off-site activity: <ul style="list-style-type: none"> ▪ liaise with the relevant staff on a regular basis ▪ consider sending extra staff for support ▪ discuss with the SLT and staff involved about the arrangements for notifying parents / carers / Social Workers ▪ consider how parents/carers and students will be reunited. 	
C3	The school's Senior Leadership Team (SLT) will co-ordinate all emergencies, including: <ul style="list-style-type: none"> ▪ Business Continuity ▪ Communications ▪ Log-keeping/admin. support ▪ Media management ▪ Resources ▪ Welfare. 	
C4	Remember to: <ul style="list-style-type: none"> ▪ allocate tasks amongst the SLT ▪ ensure that staff are clear about their designated responsibilities ▪ establish the location and frequency of SLT / staff briefings ▪ ask staff to maintain a log of actions made and decisions taken ▪ assign a member of the administrative team to provide administrative support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks, if appropriate) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all students, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform Governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of students / 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
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SLT. Work closely with other members of the SLT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotas/shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Students ▪ Parents/carers /Social Workers ▪ Governors ▪ Extended services 	
C15	Work closely with the member of the SLT assigned the 'media management' role and the relevant local authorities in providing regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	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
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SLT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to Appendix 1 for more information).	
C22	Work closely with the member of the SLT assigned the 'resources role' and/or the Premises Manager/School Business Manager in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the Headteachers of nearby schools to inform them	

of any important issues relating to the incident.

3.2 Roles and responsibilities - Business Continuity

A member of the SLT will be responsible for Business Continuity. Please refer to Appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ loss of utility supply ▪ loss of supplier ▪ loss of premises ▪ loss of personnel ▪ loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the member of the SLT assigned the 'communications' role to ensure staff, students and parents / carers / social workers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity – recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities - communications

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

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> ▪ Students ▪ Parents / carers / social workers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting students and parents / carers / social workers (please refer to appendix 6). Ensure that records of calls made to parents / carers / social workers are maintained.	
CO7	Liaise with the member of the SLT assigned to the 'media management' role about contact with the media	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the SBM in sending a letter home to parents / carers / social workers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How the student was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications – recovery	Tick / sign / time
CO11	Provide regular briefings to students parents/carers/social workers.	
CO12	Assist the Education Team in providing remote/virtual learning – see Live on-line learning policy.	
CO13	Check that any information in the public domain (e.g. website content) is	

	accurate and up-to-date.	
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3.4 Roles and responsibilities - log-keeping

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

Ref ¹	Log-keeping - initial response	Tick / sign / time
LK1	Attend SLT briefings. Keep a log of important information, actions taken and decisions made.	
LK2	Ensure that each member of staff keeps an incident log.	

Ref ¹	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative support to the SLT	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services	
LK5	Record details of any expenditure incurred by the school.	

Ref ¹	Log-keeping – recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	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).	

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and students is controlled. Do not let the media onto the school site or give them access to students unless there is a specific reason for doing so and permission / consent is in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers / social workers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson. If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SLT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services, the local school's and students' local authorities	
M10	Advise staff on where to direct media enquiries. Ask staff, students and parents / carers / social workers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management – recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access the school without hindrance including manning/opening of the electronic gates. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. e.g.: <ul style="list-style-type: none"> ▪ SLT briefing room ▪ Briefing area for parents / carers / social workers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources – recovery	Tick / sign / time
R10	Work closely with the member of staff assigned the 'co-ordination' role and/or the Premises Manager/SBM in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of students, staff, parents / carers / social workers, visitors and/or others.	
W2	Identify students who may require additional support: <ul style="list-style-type: none"> ▪ those with medical needs ▪ 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
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting students with their parents / carers / social workers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform students 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 students	
W6	Where possible, every student should to be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the students' communities for support.	
W8	Ensure that staff take regular rest periods.	

Ref'	Welfare – recovery	Tick / sign / time
W9	Please refer to Appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities – External activities

Ref'	Educational visits or off-site activities - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all students and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of students and staff.	
E5	Identify anyone who may be particularly vulnerable. Inform the emergency services of any students or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any students to hospital but remember the safety of everyone else, even if unharmed. Do not leave anyone on their own and try to maintain an adequate adult / student ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents, e.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers / social workers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visits or off-site activities - ongoing response	Tick / sign / time
E12	Continue to assess any risks to students and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the Headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure students. Make arrangements for the longer-term welfare needs of students and staff.	
E16	Consult the SLT about arrangements for notifying parents / carers / social workers and reuniting them with the students.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. e.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers / social workers have been notified.	
E23	Ask the Headteacher or member of the SLT to assist with developing a media statement, with support from the local authorities as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask students and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visits or off-site activities – recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for students and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor students and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer students and staff the opportunity for psychological support and counselling. Ensure staff and students know that support is available and arrange access to these services as necessary.	
P3	Consider which students need to be briefed, how and by whom.	
P4	Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or in the hospital). Ask for consent from parents / carers / social workers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on students (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers / social workers with information on: <ul style="list-style-type: none"> ▪ the nature of the incident ▪ how the student was notified of the incident ▪ arrangements for support organised by the school ▪ who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers / social workers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by students and parents / carers / social workers.	
P12	Consider organising a meeting for parents / carers / social workers to discuss any issues or concerns they might have.	
P13	If students who were particularly affected by the incident leave school, consider, sensitively and confidentially, what support might be required/could be offered.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations, e.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions students might have about the incident.	
P19	Ensure that if additional tasks are given to staff during the incident, that this does not place too great a burden on them. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident in which students were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers / social workers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. e.g.: <ul style="list-style-type: none"> ▪ initial part-time attendance ▪ alternative methods of teaching ▪ a sanctuary that students could use if upset during the school day. 	
P24	Brief students who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ missed work ▪ rescheduling projects ▪ exams. 	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the students' communities for support.	
P28	<p>Consult parents / carers / social workers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ closing the school on the day of the funeral as a mark of respect ▪ a senior member of staff attending the funeral on behalf of the school ▪ if staff and students can be allowed time off school to attend the funeral ▪ providing transport to take students and staff to the funeral ▪ providing students with information about what happens at funerals ▪ arranging floral tributes and/or donations. 	

Ref'	Post incident support – remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the school:</p> <ul style="list-style-type: none"> ▪ Garden ▪ Seating area / bench ▪ Tree ▪ Book of condolence ▪ Fountain ▪ Sculpture ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children). 	
P30	<p>Be aware of important dates which may need to be prepared for, e.g.:</p> <ul style="list-style-type: none"> ▪ Birthdays ▪ Christmas ▪ Mother's day ▪ Father's day ▪ Anniversary of the event. 	
P31	<p>Discuss with governors, staff, parents / carers / social workers and students how to mark anniversaries and other important dates. e.g.:</p> <ul style="list-style-type: none"> ▪ Commemorative service ▪ Special assembly ▪ Concert ▪ Display ▪ Sports event. 	
P32	Be aware of renewed media interest near anniversaries of the event.	

APPENDIX 2 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Individual Classrooms	Long-term	Copy coursework and store in locked metal cabinet under the stairs
Examination papers	Assistant Headteacher	Short-term	Duplicates requested
Asset registers / equipment inventories	Main Office	Short-term	Copies with the local authority
Insurance documentation	Main Office	Short-term	Copies with the local authority

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	In classrooms	Short-term	Shared staff or student network
Contact details	Main Office	Short-term	Memory stick; details re-listed
Financial information	Main Office	Short-term	Copies with the local authority
Medical information	Student & Family Co-ordinator	Short-term	Seaford Health Centre

Remote learning	Notes / instructions
Website / extranet	n/a
Email	Limited access
Post	Work programmes will be sent to students' homes via School Ping; Zoom calls or visits made by staff for support

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	SBM/LBTH	
Water	SBM/LBTH	
Electricity	SBM/LBTH	
Heating	SBM/LBTH	

Internal hazards	Location	Notes / instructions
Asbestos	n/a	
Chemical store(s)	ACE Store & Science classroom/storeroom	

Pre-designated areas	Location	Notes / instructions
SLT briefing area	Conference Room	
Media briefing area	Conference Room	

APPENDIX 4 - EVACUATION

Signals

Signal for fire evacuation	Fire Alarms
Signal for bomb evacuation	Fire Alarms and hand bells
Signal for all-clear	Emergency Services to pronounce 'all clear'

Assembly points - fire evacuation

Fire evacuation assembly point A	Car Parks
Fire evacuation assembly point B	School Quadrangle

Assembly points - bomb evacuation

Bomb evacuation assembly point A	As above or safe area designated by emergency services
Bomb evacuation assembly point B	As above or safe area designated by emergency services

If the school has been evacuated and students 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 place of safety

Name of premises	St. John's School
Type of premises	Special residential school
Contact name and details of key holder(s)	Mrs. K. Grist, Interim, CEO & Principal; Mrs. Fran Pass, Headteacher
Address	Firle Road, Seaford, East Sussex
Directions / map	Situated within the same road
Estimated travel time (walking, with students)	5 minutes
Estimated travel time (by coach, with students)	n/a
Capacity	All students and Bowden House staff for support
Capacity (sleeping)	12
Facilities / resources	6 external portakabins which could be used for teaching
Notes	This arrangement has been confirmed again as of May 2021. The priority would be to return the students to their home rather than to an unfamiliar environment where they could have a negative impact on others.

APPENDIX 5 - SHELTER

Signals

Signal for shelter	2-way radio communication alert
Signal for all-clear	2-way radio contact

Upon hearing the shelter signal, take the action below.

Ref'	Initial response – shelter	Tick / sign / time
S1	Ensure all students are inside the school building.	
S2	If appropriate, move students away from the incident (e.g. to the other side of the building or in an alternative area of the school/residential blocks).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	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.	
S5	Check for missing / injured students, staff and visitors.	
S6	Reassure students and keep them engaged in an activity or game.	
S7	Notify parents / carers / social workers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	2-way radio contact
Signal for all-clear	2-way radio contact

Lockdown	
Rooms most suitable for lockdown	Common Rooms/Dining Room/ Gym
Entrance points (e.g. doors, windows) which should be secured	All entrance/exit points
Communication arrangements	<ul style="list-style-type: none"> ▪ Two-way radios ▪ 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 ⁷	Initial response – lockdown	Tick / sign / time
L1	Ensure all students are inside the school building. Alternatively, ask students to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ 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. 	
L5	Ensure that students, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured students, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> ▪ partially opening the school to some students ▪ asking a local school for assistance ▪ purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SLT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> ▪ Students ▪ Parents / carers / social workers ▪ Staff ▪ Governors ▪ The school's local authority and the students' local authorities 	
SC5	If the closure takes place during the school day, transport arrangements to be made for students, as necessary.	
SC6	If the closure takes place outside school hours, students to be informed of the closure and negotiation with parents / carers / social workers to check that they are able to return home during the evening/night. Transport to be arranged	
SC7	Make alternative arrangements for exams if necessary.	

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

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure students, parents / carers / social workers, Governors and the media are regularly informed of developments.	
SC9	Consider how may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01323 893138	Main Office
Outgoing calls	01323 893138	Main Office

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

Methods of communication	Notes / instructions
Answer phone	a pre-recorded message can only be made on the school site and will provide appropriate details from the Headteacher
School website / extranet	<ul style="list-style-type: none"> ▪ log-in details – not to be disclosed ▪ Headteacher; Deputy Head & SBM will up-date the website via the web provider ▪ the website can only be up-dated on-site
Text messaging system	<ul style="list-style-type: none"> ▪ this will only be used between staff who have school mobile phones
Local radio stations	n/a
Telephone tree	n/a
Sign at school entrance	n/a
Newsletter	When appropriate
Email	This will depend upon the emergency but will not be appropriate for all parents/carers, etc
Letter	Used to follow up telephone contact
School notice board	To inform students, when appropriate

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

Group	Preferred method of contact	Contact details are available from
Students	Via parents/carers/social workers or mobile telephones	Head of Student Welfare & Student & Family Co-ordinator
Parents / carers / social workers	Telephone	Head of Student Welfare, Student & Family Co-ordinator & Main Office
Governors	Telephone/e-mail	Main Office
Extended services	Telephone	Headteacher/Main Office

APPENDIX 9 - 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?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

+ Try dialling 1471. You may get information on where the phone call was made from.

Did dialling 1471 work?

Time the call ended:

.....

.....

+ **Contact the Police (999), Headteacher or member of the SLT immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- 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?

- | | | |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Well spoken | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Quiet | <input type="checkbox"/> Deep | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched | <input type="checkbox"/> Slurred |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Hoarse | <input type="checkbox"/> Other |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | |

At what pace did the caller speak?

- | | | |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- | | | |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Upset | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Angry | <input type="checkbox"/> Muddled |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Rational | <input type="checkbox"/> Other |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational | |

Were there any distinguishable background noises?

.....
.....

Notes:

.....
.....

APPENDIX 10 - SUSPICIOUS PACKAGES

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

- excessive wrapping
- grease marks or oily stains on the envelope / wrapping
- an unusual odour including (but not restricted to) ammonia, almonds or marzipan
- discolouration, crystals or powder-like residue on the envelope / wrapping
- visible wiring / tin foil
- heavy weight for the size of the package
- uneven weight distribution
- too many stamps for the weight of the package
- poor hand writing, spelling or typing
- delivery by hand from an unknown source
- wrongly addressed or come from an unexpected / unusual source
- no return address or a postmark that does not match the return address.

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

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ 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. 	
SP3	Note its exact location.	
SP4	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.	
SP5	Notify the Police (999), the Headteacher or other member of the SLT .	
SP6	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
SP7	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.	
SP8	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.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

APPENDIX 11 - LOG-KEEPING GUIDELINES

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

Notes should be recorded in chronological order.

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

Only include times, dates or initials within the margins.

- + Notes should be clear, intelligible and accurate.
- + Include factual information.
- + Use plain and concise language.
- + Keeps records of any expenditure.
- + Do not remove any pages.
- + Do not use correction fluid.

A series of 30 horizontal dotted lines spanning the width of the page, serving as a template for handwriting practice.

School: Bowden House

Policy: Emergency/Disaster Plan

Agreed:
Up-dated: May 2021

Responsibility: Governing Body

Review Date: Summer Term 2022

Signed by:
Chair of Governors

Date: