



Newton  
Abbot  
College

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# Business Continuity Management Plan

## February 2024

Newton Abbot College, part of Ivy Education Trust  
An 11-19 college  
Old Exeter Road, Newton Abbot, Devon TQ12 2NF  
01626 367335  
DfE URN: 137124  
LA Number: 8785404  
Company No: 07717015

**Next review date:** February 2025 or earlier if there is a significant change in the college status.

### POLICY HISTORY

Plan date	Summary of changes	Contact	Version date	Review date
Jan 2024	Changes to staffing updated	AGA	Jan 2024	Feb 2025

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## Statement of intent

This document sets out the framework for our college's business continuity management and emergency response arrangements.

A business impact assessment has been undertaken to identify our critical activities and the measures we have put in place to mitigate the effects of disruptions.

This plan will be activated in the event of an incident or an emergency which impacts upon the delivery of our critical activities and where normal responses and procedures are deemed insufficient to deal with the effects.

The plan should be read in conjunction with:

- The Ivy Education Trust Health & Safety Policy
- The Newton Abbot College Fire & Emergency Evacuation Plan

The procedures and critical activities have been discussed and agreed by the college Senior Leadership Team (SLT) and signed off by the Governing Body.

# 1. Plan Control

## Plan Remit

The following college functions are covered by this plan: To prepare the business to cope with the effects of an emergency

The following college premises are covered by this plan: Exeter Road, Dyrans Site, Dyrans House, Rosehill House, outside areas contained within the boundaries of the above

## Plan Owner

The Headteacher is this plan's owner and responsible for ensuring that it is maintained and updated in accordance with college policy for reviewing business continuity response plans.

## Plan Distribution

This Business Continuity Management Plan is distributed as follows:

Name	Role	Issue Date	Plan Ref No.
Amy Grashoff	Headteacher		
Ali Phillips	Head of Student Services & Business Support		
Zahra Bhiwandiwalla	Deputy Headteacher		
Rebecca Blackshaw	Deputy Headteacher		
Jamie Salter	Assistant Headteacher		
Mike Dicks	Assistant Headteacher		
Katy Quinn	Trust CEO		
Christine Candlish	Chair of Local Governing Body		
Laura Pearl	Head of Safeguarding		
Nuala O'Brien	Reception		
Peter Rowe	Snr Maintenance Tech		
Matt Bradley	IT Manager		
Jon Newman	Trust CFO		
Natasha Rowe	Finance Officer		

## Plan Storage

All parties on the distribution list are required to safely and confidentially store a copy of this plan at their regular place of work and off-site.

## Plan Review

This plan will be updated as required and formally reviewed annually with updates made to the plan when significant events or changes occur with the college and Trust.

## 2. Critical Activities

The table below shows activities that are crucial to run the college. Each has been rated with its likelihood of happening and the impact if it were to happen.

Risk Matrix Score

B = Low Likelihood & High Impact	A = High Likelihood & High Impact
D = Low Likelihood & Low Impact	C = High Likelihood & Low Impact

Critical Activity	Effect on Service					Resource Requirements to rectify				Risk Matrix Score
	4 Hours	24 Hours	48 Hours	One Week	Two Weeks	Relocation	Staff	Equipment	Data	
Student Support Service	Student whereabouts  Register Collation	Lack of Student Support  Damage to student morale		Impact on staff workload	Reputational damage	Reception Office	All	PCs and desks	Registers  SIMS	B
Reception being staffed	Missed phone calls  Visitors not attended to  Whole site safety  Loss of paper files	Communications not sent out  Loss of contact with parents/carers		Reputational damage		Hub One, Hub Two	All  Staff member to stay outside of main reception if safe to greet visitors	PCs	Contractor details  SIMS  Parents/carers contact details  GroupCall Messenger	B

Finance Department	Loss of paper files	Loss of contact with suppliers  Documents and items stored in the safe			Reputational damage  Loss of contractor files  Loss of contracts	Hub One, Staff Room	All	PCs  Use of online system limits risk of loss of data	Access Accounting & Budgeting online	B
Data Management & Exams	Loss of paper files – admissions and students  Loss of Exam files			Reputational damage – could be earlier depending on time of year		Exeter Rd Staff Room  Hub One Exams Store	All	PCs  Filing Cabinets	SIMS  Online data systems	B
Removal of large number of teaching rooms		Loss of teaching space  Loss of access routes  Loss of teaching materials & equipment  Loss of IT	Increased disruption  Bad behaviour	Reduction in learning  Impact on families – students at home	Significant damage to student learning  Reputational damage	Sports Halls DCA New Hall  Local Schools and larger facilities  Bring in temporary classrooms	All relevant teachers	Desks Chairs IT equipment – laptops/PCs  Network points Wi-Fi	SIMS  Network – teaching documents  Parent and Carer contact details  LA contacts  Risk Assessments	B
IT infrastructure	Failure of email  Safeguarding – unable to record registers	Impact on quality of teaching & learning	Large scale impact on whole	Lack of communication  Damage to reputation	Severe impact on college operation	Use of other Server Room – eg Exeter Rd or		Access to servers held on Exeter Rd and Dyrans site	Paper based registers  Support from Scomis	B

	Impact on teaching resources  Failure of internet  Unable to contact people outside NAC		college operation  Lack of financial management systems	Lack of support to Primary Schools		Dyrons – back up held on both				
Leisure Centre		Unable to teach indoor PE	Reduction in quality of Teaching PE  Weather dependant PE	Impact on staff morale  Reduced activities on offer	Impact on team training  Reduced clubs	Field Astro Turf DCA & New Hall Other Schools	All	PE equipment relevant to the teaching areas  Signage for students	Timetables  Weather forecasts  Parent & Carer contacts  New Risk Assessments	D
Loss of Staff – Teaching and/or Support Staff	Spread of illness	Lack of ability to cover lessons and maintain supervision	Impact on teaching & learning  Impact on exam results  Impact on behaviour	Reduced timetable – students at home more  Financial impacts – supply and agency staff	Damage to reputation	No	All  Additional staff required  Staff undertake different roles	Access to communication routes  Access to staff log on and files	SIMS for timetabling and rooms  Staff emails  Staff network folders	B

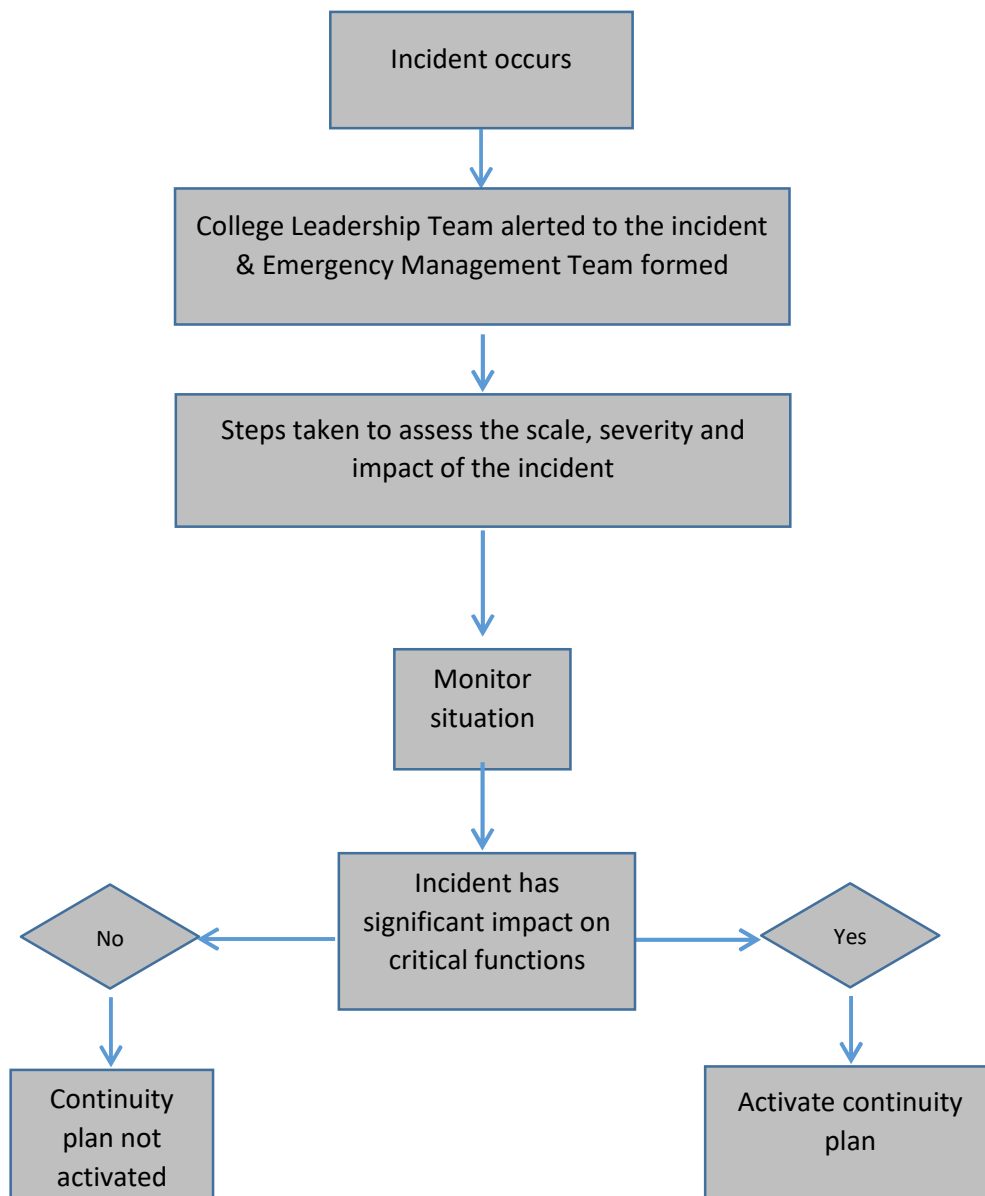
### 3. Key Hazards

Hazard	Effect on Service	Mitigation in place	Further Mitigation	Risk Matrix Score
Flooding	Loss of teaching & office areas Financial Cost Slip/Trip Hazards	Cleaning gutters & drains Checking weather forecasts	Purchase sandbags as a precaution	D
Fire	Threat to life Financial impact Reduction in facilities available	Regular Fire Risk Assessments undertaken Actions identified, prioritised and rectified Regular fire drills Awareness to keep a look out for hazards		B
Gas Leak	Threat to life Financial impact Reduction in facilities available	Regular checks of gas appliances Repairs undertaken as necessary when identified Emergency evacuations procedures No smoking site	Advice notices in all rooms with gas appliances  Reminders to staff and students what to do if they smell gas	B
Loss of electricity	Major impact on internal and external communications  Lack of lighting and heating	Maintenance of electrical systems CLT mobile phones Access to GroupCall Messenger on Headteacher and BM laptops for communication Radios available for communication. Headteacher to determine course of action re teaching and contact the Local Authority - 0345 155 1015 or 0845 155 1015	Ensure electricity supply is maintained as much as possible  Contact Chair of Governors	B
Severe illness	Impact on health of students and staff Reduction in service delivery Financial implications of temporary staff Impact on student behaviour	Awareness of outbreaks of illness in the local area Targeted cleaning Staff and students informed of the potential illness	Further encouragement to avoid the spread of illness Handwashing, stay home if vomiting etc	B
Chemical Leak	Impact on health of students and staff Reduction in service delivery Impact on student behaviour	Upon discovery inform line manager immediately Science Department informed if their department for decision on the severity	Remove chemicals no longer required	B



		<p>HOD to contact Emergency Services</p> <p>Follow emergency evacuation procedure of internal leak</p> <p>Students and Staff remain in buildings – lock down – if external leak</p> <p>Checking of internally held chemicals</p>		
<p>Serious incident, eg assault, stabbing, shooting</p>	<p>Impact on health and safety of students and staff</p> <p>Impact on teaching and learning</p> <p>Psychological impact</p> <p>Damage to reputation</p>	<p>Trained first aiders</p> <p>School counsellor</p> <p>Monitoring of visitors</p> <p>Staff on duty at lesson changeover and break times</p> <p>Contact Local Authority - 0345 155 1015 or 0845 155 1015</p>	<p>Training on restraint – if this is deemed suitable?</p>	B
<p>Serious road accident or external incident</p>	<p>Use of the college as an emergency centre</p> <p>Impact on teaching and learning due to disruption</p> <p>Inability to get in and out of college</p> <p>Timescale can impact on food and water availability for staff and students kept in college</p> <p>Split site and inability to access both sides</p>	<p>Follow emergency procedure for evacuation or lock down</p> <p>Liaising with emergency services to support their needs</p>		B

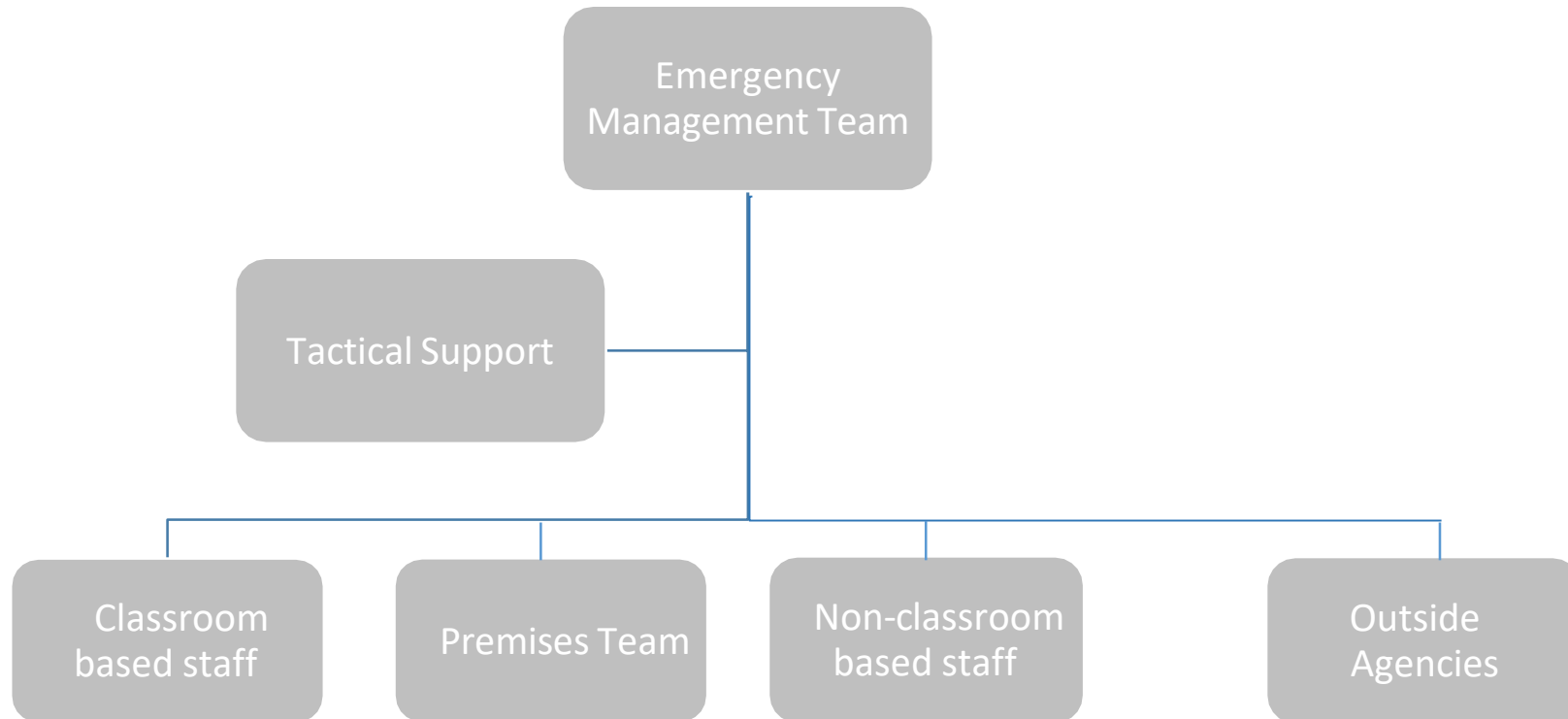
## 4. Plan Activation



### Responsibility for Plan Activation

A member of the college Senior Leadership Team will activate and stand down this plan.

## 5. Incident Management Structure



## 6. Strategic Decisions

An Emergency Management Team will be established at the onset of an incident to assist the Headteacher in managing the response.

Emergency Management Team		
Name	Position	Responsibilities
Amy Grashoff	Headteacher	<ul style="list-style-type: none"> <li>Overall responsibility for the day-to-day management of the school, including Headteacher decision-maker in times of crisis.</li> <li>Ensuring that the school has sufficient capacity to respond to crisis.</li> <li>Determining the School's overall response and recovery strategy.</li> </ul>
Zahra Bhiwandiwalla Rebecca Blackshaw Jamie Salter Mike Dicks Laura Pearl Ali Phillips Sara Chapman Natasha Martin Sam Groves Harriett Buchanan Jenna Loosemore	Senior Leadership Team	<ul style="list-style-type: none"> <li>Supports the Headteacher in the day-to-day management of the school, including in times of crisis.</li> </ul>
Katy Quinn	CEO Trust	<ul style="list-style-type: none"> <li>Liaises with the Headteacher in response to a crisis</li> <li>Coordinates with the Headteacher to provide strategic direction in planning for and responding to a crisis.</li> <li>Supports the school's crisis response and subsequent recovery.</li> </ul>
Christine Candlish	Chair of Local Governing Body	<ul style="list-style-type: none"> <li>Liaises with the Headteacher in response to a crisis</li> <li>Coordinates with the Headteacher to provide strategic direction in planning for and responding to a crisis.</li> <li>Supports the school's crisis response and subsequent recovery.</li> <li>Ensures that the School Business Continuity Plan remains fit-for-purpose.</li> <li>Reporting to parents on the resilience of the School Business Continuity Plan.</li> </ul>

Jon Newman	Ivy Education Trust CFO	<ul style="list-style-type: none"><li>• Supports the Headteacher, Assistant Headteachers and CEO of Trust and LGB in ensuring business functions remain in place in accordance with this plan</li></ul>
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## 7. Tactical Decisions

The EMT will create a tactical group to help coordinate the crisis response.

Tactical Team		
Name	Position	Responsibilities
Laura Pearl	Head of Safeguarding	Managing the welfare of students and safeguarding
Natasha Martin Charlotte Tonge	Sixth Form Leadership Team	Managing Sixth Form students and communicating with providers of vocational subjects and students who may be studying off site
	Teaching Subject Team Leaders	Management and control of students
Peter Rowe	Senior Maintenance Technician	Liaison with external contractors, supporting room allocation and site safety and movement of equipment etc
Kate Ochiltree	HR & Marketing Officer	Supporting staff in the event of a crisis
Matt Bradley	IT Manager	Managing IT System and the maintenance and provision of services
Ali Phillips	Head of Student Services & Business Support	Managing communications with parents, carers and the Local Authority

## 8. Operational Support

Other teachers, staff members and external contractors may be utilised to support the tactical team with the response.

## 9. Incident Management

	Action	Details	Responsibility	Actioned?
1.	<ul style="list-style-type: none"> <li>Initial assessment</li> </ul>	<ul style="list-style-type: none"> <li>Survey the incident scene and disseminate information.</li> </ul>	Headteacher	<input type="checkbox"/>
2.	<ul style="list-style-type: none"> <li>Call the emergency services (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Provide as much information about the incident as possible.</li> </ul>	Headteacher	<input type="checkbox"/>
3.	<ul style="list-style-type: none"> <li>Evacuate the school building if necessary.</li> <li>Ascertain whether students should remain within the school grounds at a relative place of safety indoors.</li> <li>If it is safe, consider the recovery of vital assets to sustain critical school activities.</li> <li>Inform relevant stakeholders of site evacuation.</li> </ul>	<ul style="list-style-type: none"> <li>Use standard fire evacuation procedures.</li> <li>Consider staff members and students with special needs and/or disabilities.</li> <li>If remaining within the school grounds, ensure that the assembly point is safe</li> <li>Take advice from emergency services as appropriate.</li> </ul>	Headteacher  APH  SLT	<input type="checkbox"/>
4.	<ul style="list-style-type: none"> <li>Ensure that all students, staff members and school visitors report to the identified assembly point.</li> </ul>	<ul style="list-style-type: none"> <li>Exeter Rd Astro Turf</li> <li>Dyrons Site field</li> </ul>	APH  Headteacher	<input type="checkbox"/>
5.	<ul style="list-style-type: none"> <li>Check that all students, staff members and visitors have been evacuated.</li> <li>Consider the safety of all students, staff members and visitors as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>Follow Emergency Evacuation Procedure</li> </ul>	APH  Headteacher	<input type="checkbox"/>
6.	<ul style="list-style-type: none"> <li>Ensure that the emergency service vehicles have access to the incident site.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure any required actions are safe by undertaking a risk assessment.</li> </ul>	APH Headteacher  Premises Manager	<input type="checkbox"/>
7.	<ul style="list-style-type: none"> <li>Establish a contact point for all supporting personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the availability of staff members and who may be best placed to communicate information.</li> </ul>	SLT	<input type="checkbox"/>

9.	<ul style="list-style-type: none"> <li>Ensure a log of key decisions and actions is started and maintained throughout the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Use the template in the appendix.</li> </ul>	<p>APH Headteacher</p>	<input type="checkbox"/>
10.	<ul style="list-style-type: none"> <li>Where appropriate, record names and details of any staff members or visitors who may have been injured or affected by the incident.</li> </ul>	<p>This information should be held securely as it may be required by emergency services or other agencies either during or following the incident.</p>	<p>LPE  Patroller with responsibility for First Aid</p>	<input type="checkbox"/>
11.	<ul style="list-style-type: none"> <li>Assess the impact of the incident.</li> <li>Identify and agree next steps.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to record key decisions and actions in the incident log.</li> </ul>	<p>Headteacher  APH</p>	<input type="checkbox"/>
12.	<ul style="list-style-type: none"> <li>Log details of all items lost by students, staff members and visitors as a result of the incident, if appropriate,</li> </ul>		<p>Head of Learning Team Business Support Staff</p>	<input type="checkbox"/>
13.	<ul style="list-style-type: none"> <li>Consider the involvement of other teams, services or organisations that may be required to support the management of the incident.</li> </ul>		<p>Headteacher  SLT</p>	<input type="checkbox"/>
15.	<ul style="list-style-type: none"> <li>Assess the key priorities for the remainder of the working day and take relevant action.</li> </ul>	<ul style="list-style-type: none"> <li>Consider actions to ensure the health, safety and well-being of the school community at all times.</li> <li>Consider your business continuity strategies to ensure that the impact of the disruption is minimised.</li> <li>Consider the school's legal duty to provide free school meals and how this will be facilitated.</li> </ul>	<p>Headteacher</p>	<input type="checkbox"/>



16.	<ul style="list-style-type: none"> <li>Ensure staff members are kept informed about what is required of them.</li> </ul>		Headteacher SLT	<input type="checkbox"/>
17.	<ul style="list-style-type: none"> <li>Ensure parents and students are kept informed as appropriate to the circumstances of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Consider communication strategies and additional support for students with special needs.</li> <li>Agree arrangements for parents collecting students at an appropriate time.</li> <li>Consider the notification of students not currently in school.</li> </ul>	SLT Head of Learning Team	<input type="checkbox"/>
19.	<ul style="list-style-type: none"> <li>Ensure Governors are kept informed as appropriate to the circumstances of the incident.</li> </ul>	<ul style="list-style-type: none"> <li>Headteacher's PA to keep the Chair of Governors informed of all actions and regular updates</li> </ul>	Headteacher	<input type="checkbox"/>
20.	<ul style="list-style-type: none"> <li>Consider the wider notification process and the key messages to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>Local radios may be useful in broadcasting key messages.</li> </ul>	Headteacher	<input type="checkbox"/>
21.	<ul style="list-style-type: none"> <li>Communicate the interim arrangements for delivery of critical school activities.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all stakeholders are kept informed of any contingency arrangements. Through Department Heads, Subject Team Leaders and All Staff Emails.</li> </ul>	Headteacher  SLT	<input type="checkbox"/>
22.	<ul style="list-style-type: none"> <li>Log all expenditure incurred as a result of the incident</li> </ul>	<ul style="list-style-type: none"> <li>Record all incident-related costs incurred in the attached financial expenditure log.</li> </ul>	NRO/JN	<input type="checkbox"/>
23.	<ul style="list-style-type: none"> <li>Seek specific advice/inform your insurance company.</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle insurance held for college vehicles</li> <li>All other insurance is via the EFA Risk Protection Arrangement</li> </ul>	Jon Newman	<input type="checkbox"/>
24.	<ul style="list-style-type: none"> <li>Ensure recording process is in place for staff members and students leaving the site.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure the safety of staff members and students before they leave site and identify suitable support and risk control measures.</li> </ul>	APH	<input checked="" type="checkbox"/>

## 10. Continuity

The purpose of the continuity phase is to ensure that critical activities are resumed as quickly as possible and/or continue to be delivered during the disruption. Non-critical activities may need to be suspended.

No.	Action	Details	Responsibility	Actioned?
1.	Identify any other stakeholders required to be involved in the business continuity response.	Depending on the incident, you may need additional/specific input in order to facilitate the recovery of critical activities. This may require the involvement of external partners.	Headteacher	<input type="checkbox"/>
2.	Evaluate the impact of the incident	Take time to understand the impact of the incident on the normal operations of the school.	Headteacher	<input type="checkbox"/>
3.	Log all decisions and actions, including what you decide not to do and include your decision making rationale.	See the attached activity log.	Headteacher SLT	<input type="checkbox"/>
4.	Log all financial expenditure incurred.	See the attached financial expenditure log.	NRO/JN	<input type="checkbox"/>

5.	Allocate specific roles as necessary.	Roles allocated will depend on the nature of the incident and the availability of staff members.	Headteacher	<input type="checkbox"/>
6.	Secure resources to enable critical activities to continue or be recovered.		Headteacher NRO/JN	<input type="checkbox"/>
7.	Deliver appropriate communication actions as required.	Ensure methods of communication and key messages are developed as appropriate to the needs of your key stakeholders	Headteacher SLT	<input type="checkbox"/>

## 11. Recovery

The purpose of the recovery phase is to get operations back to normal as soon as possible.

	Action	Details	Responsibility	Actioned?
1.	Agree and plan the actions required to enable recovery of normal school operations.	Agreed actions will be detailed in an action plan and set against timescales with responsibility for completion clearly indicated.	Headteacher SLT NRO/JN	<input type="checkbox"/>
2.	Respond to any ongoing and long-term support needs of staff members and students.	Depending on the nature of the incident, the Emergency management team may need to consider the use of counselling services.	Headteacher SLT	<input type="checkbox"/>
3.	Once recovery actions are complete, communicate the return to normal school operations.	Ensure all staff members are aware that the business continuity plan is no longer in effect. Either through an All Staff email, face toface communication, staff meeting etc	Headteacher	<input type="checkbox"/>
4.	Debrief staff members (possibly with students) about the incident.		Headteacher SLT	<input type="checkbox"/>
5.	Complete a report to document opportunities for improvement and any lessons identified.	<ul style="list-style-type: none"> <li>The incident report should be reviewed by all members of the Emergency management team.</li> <li>Governors may also have a role in monitoring progress in completing agreed actions to further develop the resilience of the school.</li> </ul>	Headteacher SLT	
6.	Review this continuity plan in light of lessons learnt from the incident and the response to it.	<ul style="list-style-type: none"> <li>Implement recommendations for improvement and update this plan.</li> <li>Ensure any revised versions of the plan are read by all members of the business continuity team.</li> </ul>	Headteacher	<input type="checkbox"/>

## 12. Activity Log

### Guidelines

	Monday, 20/05/2019
19.40	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.
	Rang Philip Healy. Number engaged.
19.50	Rang Philip Healy. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for
19.55	8.15pm.
	Received text message from Jane Sutcliffe- someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew Taylor: 07802 388 07802 338 202.
20.05	
	Arrived at school, Philip Healy and Andrew Taylor 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 08.00).
20.20	
	Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed

Notes should be recorded in chronological order.

If you make a mistake don't try to overwrite

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

# ACTIVITY LOG TEMPLATE

Completed by:		Sheet number	
Incident		Date	
Time		Log details	

### 13. Financial Expenditure Log

Completed by:		Incident	
Date		Time	

Details	Cost (£)	Transaction Method

## 14. College Information

School details	
Name of school / college	Newton Abbot College
Name of Trust	Ivy Education Trust
Type of school / college	Secondary School with Sixth Form
School / College address	Old Exeter Road, Newton Abbot, Devon TQ12 2NF
Reference Codes	DfE URN: 137124 LA Number: 8785404 VAT Ref: 133488506 Company No: 07717015
School / college operating hours	8.30am – 4.30pm (lessons 8.35am – 3.05pm)
Approximate number of staff	150
Approximate number of students	1350
Age range of students	11-19



## 15. Key Contacts

Contact	Telephone No.	Email address
<b>School contacts</b>		
Katy Quinn, CEO	07727 868366	<a href="mailto:katy.quinn@ivyeducationtrust.co.uk">katy.quinn@ivyeducationtrust.co.uk</a>
Amy Grashoff, Headteacher	07811 175409	<a href="mailto:agrashoff@nacollege.devon.sch.uk">agrashoff@nacollege.devon.sch.uk</a>
Zahra Bhiwandiwalla, SLT	07796 401529	<a href="mailto:zbhiwandiwalla@nacollege.devon.sch.uk">zbhiwandiwalla@nacollege.devon.sch.uk</a>
Rebecca Blackshaw, SLT	07732 896106	<a href="mailto:rblackshaw@nacollege.devon.sch.uk">rblackshaw@nacollege.devon.sch.uk</a>
Jamie Salter, SLT	07932 235449	<a href="mailto:jsalter@nacollege.devon.sch.uk">jsalter@nacollege.devon.sch.uk</a>
Ali Phillips, SLT	07792 966001	<a href="mailto:aphillips@nacollege.devon.sch.uk">aphillips@nacollege.devon.sch.uk</a>
Mike Dicks, SLT	07397 222995	<a href="mailto:mdicks@nacollege.devon.sch.uk">mdicks@nacollege.devon.sch.uk</a>
Christine Candlish, CofG	07931 931959	<a href="mailto:ccandlish@nacollege.devon.sch.uk">ccandlish@nacollege.devon.sch.uk</a>
<b>Key local authority contacts</b>		
0345 155 1015 or 0845 155 1015	0345 155 1015 or 0845 155 1015	<a href="mailto:customer@devon.gov.uk">customer@devon.gov.uk</a>
0345 155 1071	0345 155 1071	
<b>Other local authority contacts</b>		
01392 382027	01392 382027	<a href="mailto:healthandsafety@devon.gov.uk">healthandsafety@devon.gov.uk</a>
01364 631500	01364 631500	<a href="mailto:Brendan.Stone@babcockinternational.com">Brendan.Stone@babcockinternational.com</a>
		<a href="https://new.devon.gov.uk/roadsandtransport/safe-travel/winter-travel/">https://new.devon.gov.uk/roadsandtransport/safe-travel/winter-travel/</a>
0845 301 1034	0845 301 1034	<a href="mailto:Radio.devon@bbc.co.uk">Radio.devon@bbc.co.uk</a>
0117 966 6107 0333 240 7107	0117 966 6107 0333 240 7107	<a href="mailto:southdevon@thebreeze.com">southdevon@thebreeze.com</a>
01392 444444 0345 373 7777	01392 444444 0345 373 7777	<a href="http://www.heart.co.uk/exeter/contact/">http://www.heart.co.uk/exeter/contact/</a>
01626 336600	01626 336600	<a href="mailto:editorial@middevonadvertiser.co.uk">editorial@middevonadvertiser.co.uk</a>
01803 676223	01803 676223	<a href="mailto:newsdesk@heraldexpress.co.uk">newsdesk@heraldexpress.co.uk</a>
<b>Other useful contacts</b>		
999	999	
01626 324500	01626 324500	
01626 201 120	01626 201 120	
0370 000 2288	0370 000 2288	
020 7008 1500	020 7008 1500	<a href="mailto:fcocorrespondence@fco.gov.uk">fcocorrespondence@fco.gov.uk</a>
03708 506 506	03708 506 506	
0370 900 5050	0370 900 5050	
		<a href="https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather">https://www.gov.uk/browse/environment-countryside/flooding-extreme-weather</a>
0845 300 9923 (Incident Contact Centre - fatal and major injuries only) 0151 922 9235 (Out of Hours)	0845 300 9923 (Incident Contact Centre - fatal and major injuries only) 0151 922 9235 (Out of Hours)	
01626 832882	01626 832882	
03458118111	03458118111	

## 16. Procedures for handling bomb threats

Most bomb threats are made over the phone and the overwhelming majority are hoaxes, often the work of malicious jokers, although terrorists do make hoax calls with the intent of causing alarm and disruption. Any hoax is a crime and, no matter how ridiculous or unconvincing, must be reported to the police.

Calls may be of two kinds:

- Hoax threats designed to disrupt, test reactions or divert attention
- Threats warning of a genuine device – These may be attempts to avoid casualties or enable the terrorist to blame others if there are casualties. However genuine threats can provide inaccurate information about where and when a device might explode.

### Principles

Base bomb threat procedures on the following principles:

Ensure that all staff who could conceivably receive a bomb threat are trained in handling procedures or have ready access to instructions. This applies particularly to courts, banks, hotels, hospitals, news agencies, public transport organisations and those offering any sort of emergency service. Switchboard operators should be familiarised with procedures.

Draw up a clear list of actions to follow upon receipt of a call. Even though staff may be unable to assess a threat's accuracy or origin, their impressions of the caller could be important.

Consider that the member of staff who receives the threat may not be prepared – receiving such a threat may be the closest that many people ever come to acts of terrorism – so offer some basic advice for staff on handling a threat, for example:

1. Stay calm and listen.
2. Obtain as much information as possible – try to get the caller to be precise about the location and timing of the alleged bomb and whom they represent. If possible, keep the caller talking.
3. Ensure that any recording facility is switched on.
4. When the caller rings off, dial 1471 (if that facility operates and you have no automatic number display) to see if you can get their number.
5. Immediately report the incident to the CFO and SLT, also inform your line manager to decide on the best course of action and notify the police. If you cannot get hold of anyone, and even if you think the call is a hoax, inform the police directly. Give your impressions of the caller and an exact account of what was said.
6. If you have not been able to record the call, make notes for the security staff or police. Do not leave your post – unless ordered to evacuate – until the police or security arrive.

See more at: <http://www.cpni.gov.uk/security-planning/business-continuity-plan/bomb-threats/#sthash.70dda4r7.dpuf>

# CHECKLIST FOR DEALING WITH A TELEPHONE BOMB THREAT

In the event of receiving a bomb threat by telephone, directly from an individual or alleged terrorist organisation, remain calm and use the following checklist to obtain as much information as possible.

Immediately alert the establishment manager but:

**DO NOT PUT DOWN THE HANDSET OR CUT OFF THE CONVERSATION**

Motion to a colleague to call the Incident Control Officer or the police directly on 999 to get the call traced. Complete this form as you go along:

Telephone number of caller (if your telephone displays it) .....

Message (exact words)

.....  
.....  
.....

Ask for any code words

.....

Where is the bomb? .....

What time will it go off? .....

What does it look like? .....

What type of bomb is it? .....

Why are you doing this? .....

Time of call .....

As soon as the call has finished complete the tick sheet overleaf and give this form to the person responsible for security, or the establishment manager who will decide what to do.

**Information to be provided immediately to the person responsible for security, or the establishment manager after having received a telephone bomb threat**

**Details of Caller**

Man  
Woman


Old / young  
Not known


**Speech**

Intoxicated  
Rational  
Rambling  
Speech impediment  
Accent  
(specify if possible)


Laughing  
Serious  
Message read or spontaneous  
Disguised e.g. electronically


**Distractions**

Noise on the line  
  
Call box pay tone  
or coins  
Operator


Interruptions  
Anyone in background?


**Other Noises**

Traffic  
  
Talk  
Typing  
Machinery  
Aircraft


Railway station  
Music  
Children  
Other  
Any clue as to identity of


caller and/or location of call?

Person receiving the call: .....

Number of telephone on which call was received: .....

Try dialling 1471 to identify the number the call came from: .....

Date of incident: .....

## 17. Lockdown

Lockdown procedures may be activated in response to any number of situations, these may be:

1. A reported incident, disturbance in the local community
2. An intruder on the site(s)
3. Concerns over allowing staff and students to cross from one site to the other
4. A warning being received regarding a local risk of air pollution (smoke plume, gas cloud etc)
5. A major fire in the vicinity of the college
6. The close proximity of a dangerous animal

Management and Control	
Nominated person	Responsibility
Headteacher	Initial contact with the emergency services and informing Deputy Headteacher, Assistant Headteachers, CFO, Student Support Team and Head of Sixth Form
Assistant Headteachers	Liaison with staff and parents
Ali Phillips/Peter Rowe/Laura Pearl	Site Security
HOL Team/Rebecca Blackshaw/Jamie Salter	Student Behaviour
Head of Sixth Form	Student Behaviour, movement of staff and students in Dyrans House
Headteacher's PA	Communication with staff and emergency services
Reception Staff	Sounding and silencing the Lockdown alarm

Procedure	Responsible Person
<p><b>Notification of lockdown</b></p> <p>Upon notification of the need to Lockdown, the Headteacher must be informed by mobile phone and they will inform reception staff to sound the Lockdown signal. Sixth Form Leadership and Headteacher's PA also informed.</p> <p>A continuous sound lasting 30 seconds will be activated from the Yellow Call Point in reception. This involves a staff member manually pressing the button and then stopping it 30 seconds later. If the incident means the reception staff have to leave their area, then the continuous sounder will not be deactivated until that area is safe to enter.</p> <p>The front doors at college reception will be locked from the reception desk if safe to do so.</p> <p>Remaining SLT informed by mobile phone call or text or radio call.</p>	<p>Headteacher</p> <p>Reception Staff</p> <p>Reception Staff</p> <p>Headteacher, Headteacher's PA Headteacher, Headteacher's PA</p>

<p>Phone call to Leisure Centre to inform NAC PE Department</p> <p>All Staff Email issued– subject heading – LOCKDOWN TAKE SHELTER</p> <p>Dial 999 and call the appropriate Emergency Service with details of the Lockdown and Threat</p>	<p>Headteacher, Headteacher’s PA Headteacher, Headteacher’s PA</p>
<p><b>Upon notification of lockdown</b></p> <p>All outside activity to cease immediately and staff and students to go inside at the nearest safe building.</p> <p>Anybody in toilets or corridors should go immediately to the nearest classroom or office to be with a staff member.</p> <p>Staff member to explain we are in a “lockdown situation” and that the following actions need to be completed, if able to do so:</p> <ul style="list-style-type: none"> <li>• Close and lock all windows and doors, keep out of sight and close blinds/curtains if fitted.</li> <li>• Turn off lights.</li> <li>• Block access points to rooms, eg put tables in front of doors.</li> <li>• Mobile phones (if already turned on) should be put into silent.</li> </ul> <p>Staff and students are to remain in their internal area, keeping away from the windows and low to the floor, under tables if possible. Everyone to remain silent, unless giving instructions.</p> <p>Staff member to retain access to laptop/PC (if safe to do so) as update messages will be communicated through this method.</p> <p>If a specific threat exists to a specific area this will be communicated through email or site walk and where safe to do so staff and students will be removed from the affected area to a place of safety.</p> <p>Remain inside the room until you receive an ALL CLEAR email or unless told to evacuate by the emergency services.</p>	<p>This section applies to all staff</p>
<p><b>Signal for all-clear</b></p> <p>Decision for All Clear to be made</p> <p>SLT informed by mobile phone call or text that the lockdown is over</p> <p>Email sent to all staff – subject: ALL CLEAR – LOCKDOWN OVER</p> <p>SLT walk the site to check All Clear release is occurring as it should.</p> <p>If continuous sounder is on this can be deactivated when the All Clear is given</p>	<p>Headteacher, SLT</p> <p>Headteacher, Headteacher’s PA Headteacher, Headteacher’s PA</p> <p>SLT</p> <p>Reception Staff</p>

## Parental Communication

In the event of an actual lockdown, any incident or development will be communicated to parents as soon as is practicable. This will be through the Groupcall text and/or email system which is available on the Headteacher and APH's laptops as well as in reception and on the Business Services Office Data and Reception PCs. The college social media feeds will also be updated where possible.

Parents should be given enough information about what will happen so that they:

- Are reassured that the college understands their concern for their child's welfare, and that it is doing everything possible to ensure his/her safety
- Do not need to contact the college. Calling the college could tie up telephone lines that are needed for contacting emergency providers
- Do not come to the college. This could interfere with emergency provider's access to the college and may even put themselves and others in danger
- Wait for the college to contact them about when it is safe for them to come to get their children, and where this will be from

Parents will be told '...the college is in a full lockdown situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out...'

## Emergency Services

Communication will be kept open with Emergency Services as they are best placed to offer advice as a situation unfolds. The college site may or may not be cordoned off by Emergency Services depending on the severity of the incident that has triggered the Lockdown. Emergency Services will support the decisions of the Headteacher regarding the timing of any communication to parents.

## 18. Initial Response Appendix Documents

- A.** School Closure Initial Response
- B.** Suspicious Packages Initial Response
- C.** Roles and Responsibilities
  - Co-ordination
  - Business Continuity
  - Communication Log
  - Keeping
  - Media Management
  - Resources
  - Welfare
  - Educational Visit Leader
- D.** Post Incident Support



## A. SCHOOL CLOSURE INITIAL RESPONSE

Ref	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>Ensure that everyone who needs to be aware of the closure is notified. It may be appropriate to inform:</p> <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The Local Authority and/or School Closures Website.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
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 pupils, parents / carers, governors and the media are regularly informed of developments.	

SC9	Consider how pupils with Special Educational Needs & Disabilities (SEND) or medical needs 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.	

**School Closures** should be reported via the School Closure Website.

Online: <https://www.devon.gov.uk/schools/>

Then complete the on-line form by:

- Click on the “Temporary school closures” - <https://www.devon.gov.uk/schools/closure/>
- Click on the “school closures” icon to right hand side of the screen  
<https://www.devon.gov.uk/schools/myaccount/>

Enter the user name and password as required,

User Name:   **your Username or Email Address**

Password:   **your password (if you have forgotten this you can request another via “Lost Password Reset”**

- Click on School closure form
- Enter the school DfE number or select school from drop down box and press 'search'
- Complete the emergency closure form and press 'submit'

The school closure information will automatically be updated on the DCC website.

**Notes:** If you leave the “To” date empty on the closures form then you must remember to come back and update information when your school reopens. Your school will appear as ‘closed’ until you do so. If circumstances change e.g. school is to be closed for a longer period than first reported please log in again to update/re-complete the form.

Keep User Name and Password details in a nominated and secure location.

### **Emergency Contact Information**

For further advice or should you be unable to access the closures website please call “The School Emergency Team” who will be able to support you as follows:

**Normal Working Hours** - 8am to 8pm on Monday to Friday and

..... 9am to 1pm on Saturday, excluding Bank Holidays.

**Telephone:** 01392 383369 or **Email:** [peopleandschoolsemergency-mailbox@devon.gov.uk](mailto:peopleandschoolsemergency-mailbox@devon.gov.uk) (emails will be answered within 24 hours Monday to Friday)

## B. SUSPICIOUS PACKAGES INITIAL RESPONSE

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"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
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) and the headteacher / nominated emergency contact immediately.	
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.	

## C. ROLES AND RESPONSIBILITIES

### Roles and responsibilities - co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident and commence personal log of all factual information received, actions taken and the time of those events, using a 24hr clock.	
C2	If the incident has occurred on an educational visit: <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and pupils will be reunited.</li> </ul>	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Welfare.</li> </ul>	
C4	Remember to: <ul style="list-style-type: none"> <li>▪ Allocate tasks amongst the SEMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of SEMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
C4.1	Remember to inform staff to: <ul style="list-style-type: none"> <li>▪ Not undertake media interviews until contact with County Council's Communications Team has been established</li> <li>▪ Not to identify the names of those involved (or not known if involved) in the incident to anyone, before those identities are <u>formally</u> agreed and parents are informed.</li> </ul>	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) 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 pupils, 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 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.	
<b>Ref</b>	<b>Co-ordination - ongoing response</b>	<b>Tick / sign / time</b>
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 SEMT. Work closely with the SEMT 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 rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
C15	Work closely with the 'media management' role to provide 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 SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to Section 3.16 for more information).	
C22	Work closely with the 'resources' role 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 or Local Resilience Forum).	
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.	



## Roles and Responsibilities - business continuity

Ref	Business continuity - initial response	Tick / sign / time
BC1	<p>Assess the nature of the incident, e.g.:</p> <ul style="list-style-type: none"> <li>▪ Loss of personnel</li> <li>▪ Loss of premises</li> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of telecommunications</li> <li>▪ Severe weather</li> <li>▪ Fuel Disruption</li> </ul>	
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 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. influenza and D&V), 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.	

## Roles and responsibilities - communications

Ref	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
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"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services</li> <li>▪ DCC</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers. Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
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 pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

## Roles and responsibilities - log-keeping

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

Ref	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
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	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).	

## 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 pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are 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 have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). 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 SEMT, 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 (and other organisations as appropriate).	

M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

<b>Ref</b>	<b>Media management - recovery</b>	<b>Tick / sign / time</b>
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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.	

## 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 / egress the school without hindrance. 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	<p>Work with other staff and the emergency services to control access to the school:</p> <ul style="list-style-type: none"> <li>▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

Ref	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	<p>Establish safe and secure areas to assist the response. E.g.:</p> <ul style="list-style-type: none"> <li>▪ SEMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
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 'co-ordination' role 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.	

## Roles and responsibilities - welfare

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li> </ul>	

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 pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	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.	
W6	Where possible, every child should 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 community for support.	
W8	Ensure that staff take regular rest periods.	

Ref	Welfare - recovery	Tick / sign / time
W9	Please refer to Section 3.16 for information on post incident support after the emergency response.	

## Roles and responsibilities - educational visit leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils 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 pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil 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"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils 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 pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
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"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
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 have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils 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 visit leader - recovery	Tick / sign / time
E25	Please refer to Section 3.14 for providing welfare arrangements and post incident support, Section 3.16, after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

## D. POST INCIDENT SUPPORT

Ref	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils 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 at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the school</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
P10	Maintain regular contact with parents / carers.	

P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	
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"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
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 pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. 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, which pupils 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).	
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	

P23	<p>Consider if any additional support could be provided which would make the return easier. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that pupils could use if upset during the schoolday.</li> </ul>	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	<p>Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for:</p> <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	
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 community for support.	
P28	<p>Consult parents / carers 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"> <li>▪ A senior member of staff attending the funeral on behalf of the school</li> <li>▪ If staff and pupils can be allowed time off school to attend the funeral</li> <li>▪ Closing the school on the day of the funeral as a mark of respect</li> <li>▪ Providing transport to take pupils and staff to the funeral</li> <li>▪ Providing pupils with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	



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"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's day</li> <li>▪ Father's day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	<p>Be aware of renewed media interest near anniversaries of the event.</p>	

## 19. EMERGENCY PLAN GUIDANCE

### THE PLAN CAN BE ACTIVATED:

- On activation of the fire alarm
- On receipt of a telephone call by the emergency point of contact
- On being informed of a bomb threat
- On being informed of an external threat
- On being informed of an intruder within the college
- On being informed of a sudden illness in the college

### INTRODUCTION

This document, with the HSA0017 Emergency Guidance Note, is designed to provide assistance to Headteachers and governors in developing a suitable response to an emergency situation. Although it is impracticable to prepare for all and any possible emergency, some forethought and planning will provide a framework that could limit damage to people, buildings or the reputation of an college.

The Headteacher has overall responsibility for the college's response to an emergency; however, they may need support from a Emergency Management Team (EMT). The EMT should consist of senior staff who can take on key roles in an emergency such as: communications, media management and welfare. The EMT may need to be supported by administrative, caretaking and facilities staff. The health authority, emergency services and voluntary agencies may also provide advice or support.

As part of this planning process, staff should be consulted in the initial stages and when the plan has been finalised. A simulation exercise may help determine any training issues. Consideration should be given to how and where the plan will be kept and who should have access to it. It is good practice for the Headteacher and any other nominated persons to keep a copy at home. As part of the SLA with The Devon Health and Safety Service advice and practical assistance in the event of a serious incident is available.

### TYPES OF INCIDENTS

For ease of planning, incidents can be split into three groups:

#### **Level 0 – local incidents**

These are incidents which are disruptive to the normal routine of the college but not an immediate threat to life or well being. These incidents can be dealt with locally and may, at most, require a limited closure of the college. Examples of this would be: severe weather, power cuts, flooding, fallen trees, notifiable infectious outbreak, disruption to telephone or internet services, local industrial action, flight restrictions preventing return of a school group.

#### **Level 1 – local emergencies**

These are more critical events which disrupt normal routines and involve a real threat of or actual injury or death. This would be a situation where external agencies will need to be involved such as the police or fire brigade. Examples of this would be a fire or laboratory explosion, deliberate act of violence such as the use of a knife or gun; student or teacher being taken hostage; gas leak; transport related accidents involving a large number of students; death or serious injuries on college journeys; civil disturbances; epidemics.

#### **Level 2 – major community emergencies**

These are events that affect whole communities such as an aircraft crash, terrorist action; serious

road/rail accident or spillage; factory explosion; an epidemic leading to national alerts. Some colleges have already been designated as rescue centres by the local authority.

## **GUIDANCE ON ACTIONS TO BE TAKEN BY THE HEADTEACHER IN THE EVENT OF A SERIOUS INCIDENT**

### **Stage 1 - Initial actions**

- Maintain a personal log of factual information, actions taken and timings of events
- Endeavour to maintain normal routines and timetables
- Consider whether outside agencies need to be informed
- Contact the Devon Health & Safety service
- Inform insurers if possibility of liability or negligence

### **Stage 1 - Initial actions outside term time or college hours**

- Arrange for the caretaker to open certain parts of the college and to be available
- Think about clothes as you may be drawn into a TV interview
- Do not release any names of people involved in an incident before those identities have been formally agreed and parents informed
- Inform the chair of governors
- Call in the EMT members and nominate one to oversee the team
- Contact the Devon Health & Safety service

### **Stage 2 – during the emergency**

- Agree appropriate identification of staff eg badges
- Set up arrangements to manage visitors and record their names
- Regularly brief all staff and monitor how they are coping
- Set up communication arrangements, ensuring that: calls are recorded; brief up-to-date prepared statements; media calls being re-routed to appropriate person
- Ensure that there is an independent telephone line available for outgoing calls only
- Inform students with accurate, factual information in small groups
- Discourage staff and students from speaking to the media
- Maintain contact with parents. If appropriate, ask parents to come into the college for a briefing
- Seek police advice if the incident is away from the college
- Identify a member of staff to ensure that absenteeism is recorded correctly

### **Stage 3 – after the emergency**

- Seek support, where appropriate, from local clergy on special assemblies/funerals or memorial services
- Prepare report on the event
- Ensure that staff or students in hospital are contacted by the college
- Consider the arrangements needed for staff or students on return to the college

### **Stage 4 – longer term issues**

- Monitor students informally
- Clarify procedures for students who may need individual help
- Be aware that staff may need help
- Provide information to staff and students

## **GUIDANCE ON ACTIONS TO BE TAKEN BY EMT**

### **Stage 1 – initial actions**

- Obtain full facts from Headteacher
- Maintain a personal log of information received, actions taken and the timings of these actions

- Assist in assessing the emotional needs of staff and students
- Inform staff and students and provide support
- Assist class teachers who will undertake classroom briefings

### **Stage 2 and 3**

- Assist Headteacher as instructed

### **THINGS TO CONSIDER DURING AN INCIDENT**

#### **Telephone calls**

- The college's phone system is likely to be inundated; ensure that there is a line dedicated to incoming calls
- Brief the person/people answering the phone so that they are clear on what to say
- Ensure that there are enough people to answer calls
- Have one (properly briefed) person to deal with the media
- Never release personal information about students or staff without ensuring that identities have been formally agreed and parents informed
- Log incoming calls, remembering some calls can be malicious

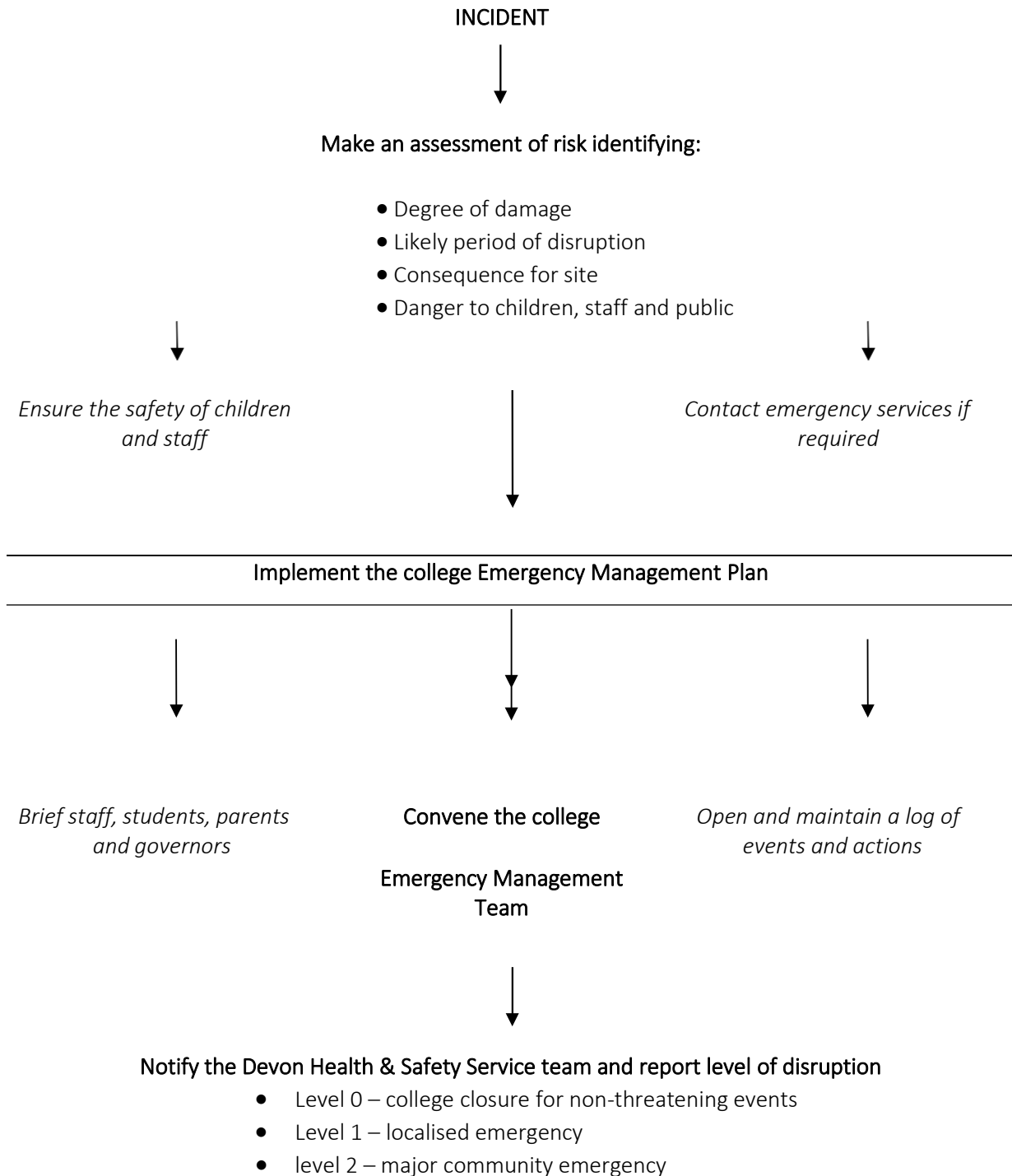
#### **Staff**

- Keep staff well informed
- Be available to staff
- Some staff may be badly affected by the incident and not able to assist in supporting students
- The EMT team will be under particular strain

#### **Media**

- Decide on what information should be released to the media
- Do not allow the media onto the college premises or give them access to the students without a specific reason and only with permission and consents in place. In most serious cases, the police will lead on this
- Ensure students, staff, governors and parents are given accurate, up-to-date information at regular intervals and discourage them from speculating or spreading rumours
- If being interviewed, have someone else with you if possible to monitor the interview and try to decide beforehand what to say but be prepared to think on your feet
- Remember that anything you say in an interview could be quoted including something that was not part of the interview
- Be prepared to say 'no comment'
- Don't be over elaborate with answers
- Refuse permission for photographs or schoolwork of students/staff involved
- Check where the interview/camera team go when the interview is over

## KEY TASKS AND ACTIONS FLOWCHART





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## Plan Management of Incident

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*Set up arrangements to deal with public and press, communications and enquiries*



*Provide regular updates to Business Support Team, staff, students, parents and governors*



**Instigate Recovery Plan**



*Make immediate arrangements to support children and adults*

*Plan for longer term support, ie: counselling, memorials and commemorations*

## PREPARING FOR SEVERE WEATHER

It is the governing body and Headteacher who will make the decision on whether or not to keep a college open. This decision should be based on whether there is a significant risk of severe injury, ill-health or inability to comply with relevant legislation; every effort should be made to remain open for examination candidates even if the rest of the college is closed.

The attendance of students will depend on local road conditions and the decision of transport providers on whether or not to operate. Colleges should liaise with transport contractors before making any decision as this will provide information on how many students to expect if the college remains open. If the college decides to close, the bus contractors will need to be informed as soon as possible; if they have already begun their journeys, college staff will need to stay on site until all children have returned home.

If the decision is to close during the college day, communication to parents, transport services and local radio stations is important.



Staff, parents and students should know the college's procedures in the event of bad weather before the winter season starts.

Colleges can use school notice boards; messages via local media; college website, staff telephone cascade; parent telephone cascade; text messaging and social networking sites such as Twitter to inform parents and students.

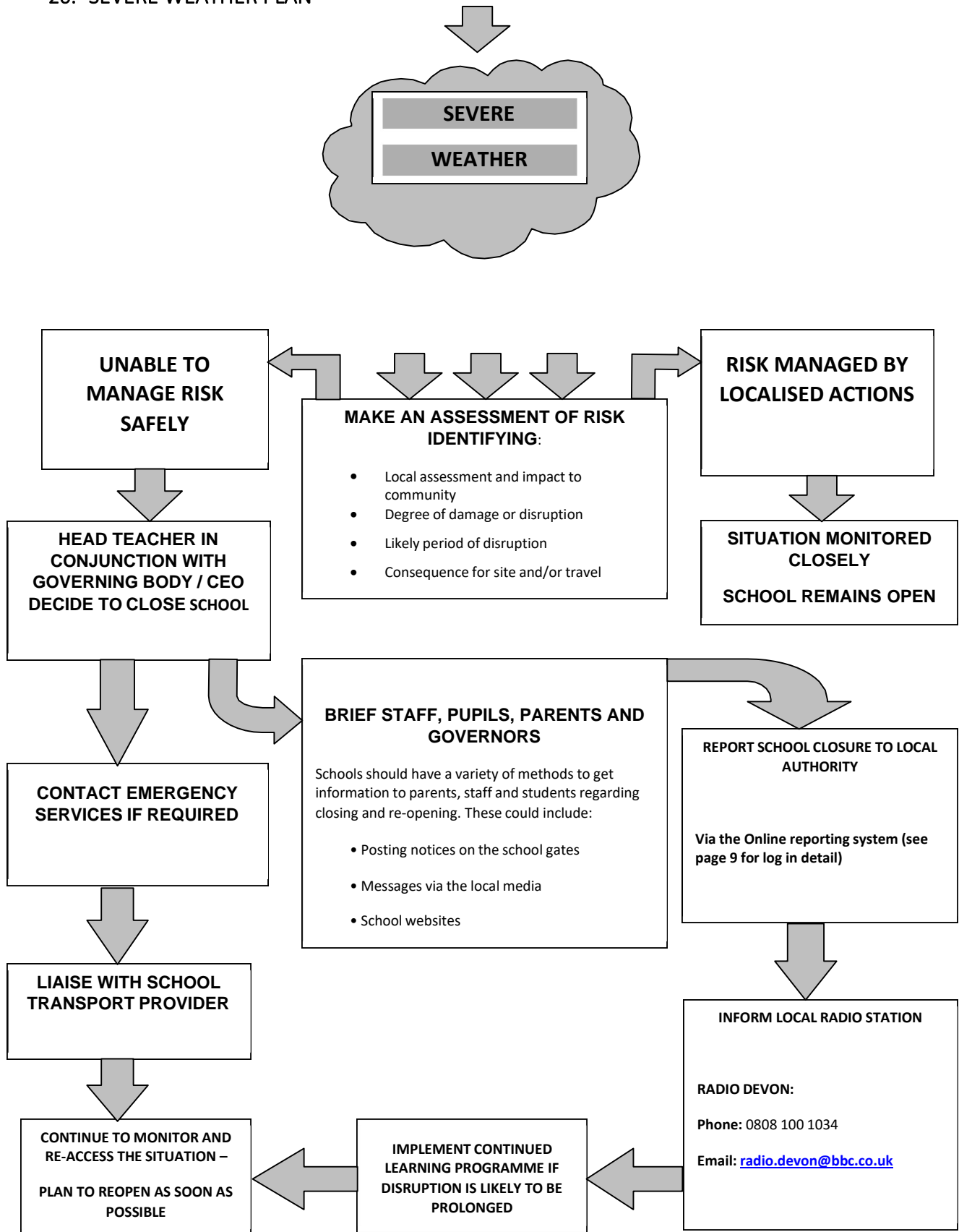
Things to consider if keeping the college open during bad weather:

- How to contact students' families and staff
- Stocks of salt or grit
- Identifying areas which need to be gritted
- Estimating how many staff members need to be in to run the college safely
- How to inform students, staff and parents on closures and re-openings
- College transport
- Difficulty of staff getting into work

Things to consider if closing the college due to bad weather:

- Remote learning – colleges should ensure that a reasonable level of education is provided if students are unable to attend due to the premises being closed
- Keeping accurate student contact details
- Student access to a computer and internet at home
- Can the college's IT facilities be accessed by students from home
- Personal addresses, e-mails and telephone details of staff should not be made available to students or their parents

## 20. SEVERE WEATHER PLAN





## 21. THE OBJECTIVES OF THE EMERGENCY PLAN ARE TO DESCRIBE OR IDENTIFY:

- The locality in general, especially with regard to key locations
- The college geography with particular regard to key locations
- Key responders (and deputies) including the Emergency Management Team
- Possible hazards and identify appropriate strategies for managing the response
- Potential triggers for plan activation
- How the Emergency Management Team will communicate with the extended college community
- The immediate actions of the responders and college community
- Key locations relevant to the implementation of the plan
- Training and exercise schedule
- Critical contact information
- A plan audit and review process