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# Emergency Plan

‘Educational Inclusion’ is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils’

Developed by **West Sussex Model Policy**

In consultation with **Staff and Governors**

Responsible Committee **R&F (Resources and Finance)**

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Review Date **31/1/27**

**If you are dealing with an emergency right now, go straight to:**

- **[Section 2](#) for ON SITE emergencies; or**
- **[Section 4](#) for OFF SITE emergencies on learning activities.**



<b>Plan administration</b>	
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Person responsible for review:	Will McDonald (Headteacher) & Governing Body
Copies of this plan are held:	In Staff Common and in Offsite Teacher/helper packs

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## **West Sussex County Council's response**

West Sussex County Council (WSCC) provides specialist support to help educational establishments to manage the response to an emergency which includes:

- activation of WSCC's 'Welfare Plan'
- activation of WSCC's 'Educational Establishments Emergency Response Plan'
- provision of an Area Support Team
- provision of a Travelling Team
- help to manage the media
- provision of practical resources such as transportation
- help to establish a Family and Friends Reception Centre
- assistance with arrangements for welfare support and counselling
- liaison with the emergency services and other agencies as required

Support will be provided via three groups dependent upon the scale of the emergency. These are:

### **The Incident Management Team (IMT)**

The Incident Management Team, led by a WSCC Director or Head of Service, will manage and coordinate the response. It will liaise with other WSCC services and agencies to ensure effective management.

### **The Area Support Team**

The Area Support Team will attend the educational establishment to provide advice and identify the support needs of the establishment.

Where requested, it will:

- establish a Family and Friends Reception Centre
- help to manage the media
- lead arrangements for welfare support and counselling
- liaise with other agencies as required

### **The Travelling Team**

The Travelling Team will travel to the vicinity of the emergency if off-site to provide support to the group leader, staff and group. It will:

- support family and friends attending the vicinity
- liaise with local emergency services, the British embassy, and other organisations
- assist with the repatriation of the group and staff, including the injured and deceased where appropriate

## **Section 1: Introduction**

This plan relates to:

- An event which threatens the safety of children, staff or the educational establishment premises.
- An incident which affects the community within which the educational establishment is based.
- A crisis which might affect the public reputation of the educational establishment.

This plan provides a generic guide to actions that should be considered by the head of establishment, their nominated deputy, and the establishment's Emergency Management Team (EMT) in case of an emergency in the educational establishment, local community or during an off-site activity.

It also covers procedures for an incident occurring during the working day and out of hours.

### **Levels of Emergency**

#### **Sad Event**

An event, such as the unexpected death of a teacher or child, which was not directly witnessed by those affected. Managed by establishment staff under normal day-to-day arrangements with appropriate support as necessary from WSCC.

#### **Critical Incident**

More serious events affecting people or premises such as:

- a tragic or shocking event directly witnessed by those affected, for example, a serious road traffic accident or the sudden death of a young person or member of staff; or
- serious fire, flood, or damage to premises.

Cannot be managed without some assistance from WSCC or other agencies.

#### **Serious Emergency**

Emergencies where children, young people, or staff have suffered a traumatic event, life-threatening injuries or are in danger whilst in the care of the establishment, whether on or off-site.

These are managed by establishment staff but may require considerable support from WSCC the emergency services and other agencies.

## Section 2: On site emergencies – activation

Information about an incident may come from a staff member, child, parent, member of the public, the emergency services, or West Sussex County Council. Whoever receives the alert should ask for, and record, as much information as possible.

**If you are dealing with an emergency which has taken place during an off site visit, please turn to [Section 4](#).**

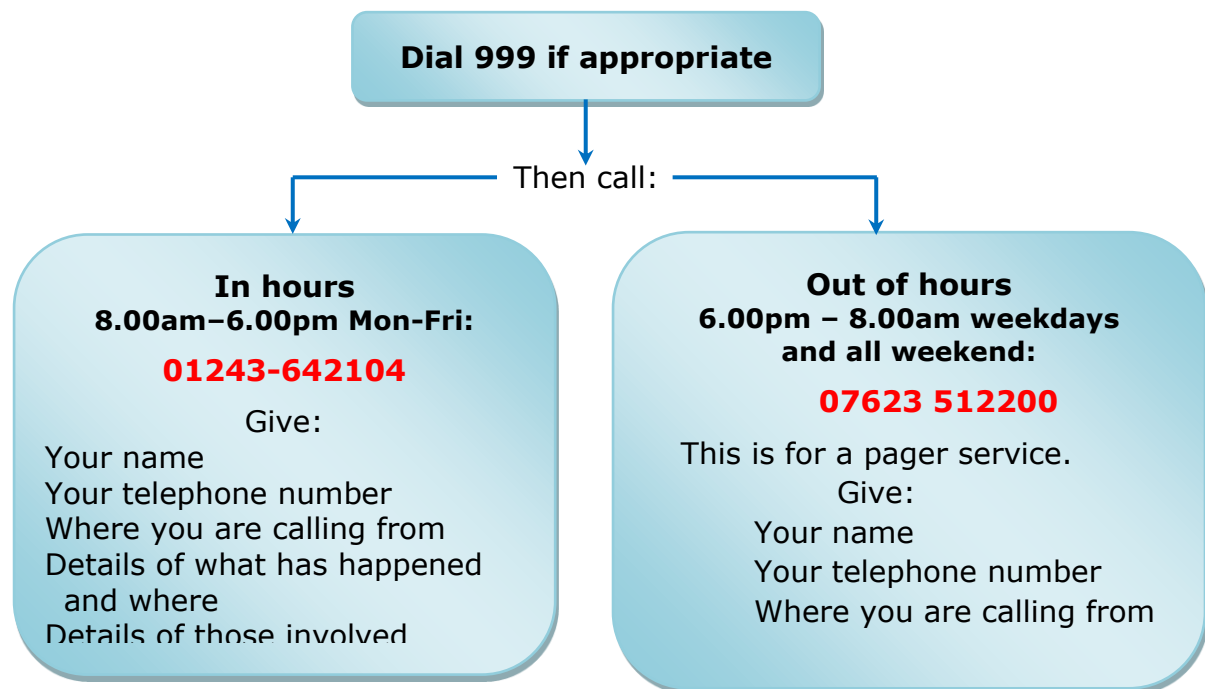
<b>Name and contact details of the caller (Try to authenticate caller)</b>
<b>Details of the incident (Including actual words used by caller)</b>
<b>Who else has been informed?</b>
<b>Exact location of the incident</b>
<b>Casualties</b>
<b>Any action taken so far</b>
<b>Name of contact at the scene</b>
<b>Notes</b>

If appropriate, call 999 for the police, fire or ambulance service, giving the information above. If in doubt, call 999.

Immediately inform the Headteacher. If neither is able to respond (they may be involved in the incident) the Deputy Head present must follow the instructions from the checklist of initial action below. Should neither of these be available a Headteacher from any of the STARS Primary Schools should be contacted.

## Checklist of initial action by head of establishment or nominee

1. Assess the situation.
2. Take immediate action to safeguard children and staff where necessary.
3. Determine whether or not to implement the school evacuation procedures where necessary.
4. Call for support:



**Note:** These numbers should only be used in an emergency. Do not give them to the press, parents or members of the public.

5. Log all communications and actions.
6. Depending on the scale of the incident, consider assembling an Emergency Management Team from pre-identified staff (see [Appendix 3](#)) to assist with the response and relieve them of their normal duties.
7. Refer to the list of emergency contact numbers in [Appendix 3](#) for additional support, if required.
8. Where possible, avoid closing the educational establishment and try to maintain normal routines.
9. Having activated this emergency plan, go on to [Section 3](#).



## Section 3: On site emergencies – roles and responsibilities

### Stage 1 – establishing the response for the Emergency Management Team

Check list for Lead Coordinator (head of establishment or nominee)	Tick
Ensure you have an overview of the situation and don't become bogged down in responding – try and delegate tasks to appropriate staff.	
Act as a central contact point for information both internally and externally BUT leave most of the communications and disseminating information tasks to the person allocated that role.	
Take time out if you need it – this is YOUR emergency and you won't be able to respond effectively if you burn out.	
Ensure relevant authorities are informed of the emergency (e.g. Fire, Police and Ambulance).	
Ensure that accurate, factual information is available for those arriving at the scene.	
Have a designated person to meet emergency services to give information - exact location of the emergency, who may need rescuing and their location and any individual hazards (e.g. chemicals) that may be present.	
Liaise with the police, fire and ambulance services, West Sussex County Council, and other organisations who may become involved. Act as the main contact to coordinate the response and provide your contact details.	
Allocate tasks amongst the Emergency Management Team (Headteacher, Deputy Head, SBM, Secretary) as appropriate, immediate focus on safeguarding.	
Inform the chair of governors.	
Consult with the emergency services / West Sussex County Council regarding informing parents of injured and non-injured children. Ensure parents of any injured children are immediately informed of what has happened and where their son / daughter is. In event of a major incident, the police will give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Ensure all staff maintain a log of actions and decisions.	
Arrange administrative / secretarial support for your team, if required.	
Hold regular Emergency Management Team meetings to keep everyone up to date with current information.	

<b>Check list for Welfare Coordinator</b>	<b>Tick</b>
Remain calm, as this will then calm other staff and children.	
Take actions to secure the immediate safety of children and staff – this may include evacuation or keeping children and staff inside the building / classroom (sheltering).	
Establish the whereabouts of all children, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for. Pass this information on to the emergency services.	
Consider any welfare needs for children with special needs and medication.	
Consider any welfare needs and support to staff. If a prolonged response, ensure a rota is established to ensure proper rest.	

<b>Check list for Communications Coordinator</b>	<b>Tick</b>
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. Use designated emergency centre / room.	
Line to be used for incoming calls only: <b>01903 740176</b>	
Line to be used for outgoing calls only: <b>07727634009</b> <b>(Will McDonald Headteacher)</b>	
West Sussex County Council's Communications team may be able to assist dealing with enquiries from the public. During office hours, call them on: <b>01243-642104</b> Outside office hours call: <b>07623 512200</b>	
Inform people quickly, simply and factually to prevent rumours which can cause great distress in a crisis situation.	

<b>Check list for Media Coordinator</b>	<b>Tick</b>
West Sussex County Council can give advice on briefing the press and help with the preparation of statements and press releases. During office hours, call them on: <b>01243-642104</b> Outside office hours call: <b>07623 512200</b> (See also <a href="#">Appendix 4</a> ).	
Ensure that any media access to the site, staff and children is controlled. In a major emergency, the police may deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through children / staff use of mobile phones.	
If applicable, try to direct media enquiries to WSCC's Communications team.	
It may be appropriate and beneficial for the Headteacher or a nominated representative to make a press statement or be interviewed after liaising with WSCC.	

Do not allow the press onto establishment premises or give them access to children unless there is a specific reason and permission and consents are in place – the police may help with this in a major emergency.	
If there is likely to be a high media presence at the establishment, it may be appropriate to pre-designate an area for media vans and journalists if they arrive at the establishment and from which interviews can be given (Trinity Church). This may prevent the media blocking access routes to the establishment or intimidating children and staff.	

<b>Check list for Resources Coordinator</b>	<b>Tick</b>
Activate the designated emergency centre / room.	
Ensure access to the site for emergency services.	
Turn off water, gas and electricity supplies if necessary.	
Open / close parts of the educational establishment as required.	
Ensure the security of the educational establishment premises.	
If there is damage to property or resources then a list will need to be made of what has been damaged or destroyed for insurance purposes. Ensure the Insurance Team at West Sussex County Council have been notified of the incident as early as practicable, as a loss adjuster may need to be instructed.	
It may be necessary to procure resources for use in the emergency – WSCC may be able to help with this.	

## Stage 2 – Ongoing response

<b>Check list for Lead Coordinator (head of establishment or nominee)</b>	<b>Tick</b>
Provide regular briefings for staff and continue to liaise with the emergency services and West Sussex County Council (Incident Management Team or Area Team).	
Consider implementing Recovery Team – See <a href="#">Section 7</a> .	
Try to maintain normal routines as far as possible.	
Tell the staff involved to prepare a written log of their involvement, noting events and times. Inform West Sussex County Council's health and safety staff (01243-752025) who will advise on reporting procedures and inform trade unions if necessary. In the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	
Allocate tasks amongst the Emergency Management Team as appropriate.	

<b>Check list for Welfare Coordinator</b>	<b>Tick</b>
Establish a staff rota and ensure that staff take regular rest periods.	
Identify children and staff who are badly affected by the incident and may require extra support.	
Make arrangements for reuniting children with their parents.	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including children, to attend. Liaise with the police.	

<b>Check list for Communications Coordinator</b>	<b>Tick</b>
Inform children, in groups as small as practicable, considering the best way to impart tragic news – educational psychology department may be able to assist. Supported by Headteacher.	
Inform parents of children not directly involved in the incident, as decided by the Headteacher/Assistant Head. Use any existing arrangements, such as a telephone tree, for contacting parents quickly and efficiently.	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	

<b>Check list for Media Coordinator</b>	<b>Tick</b>
Liaise with West Sussex County Council communications staff to prepare a press statement, to be agreed by the head of establishment and Children's Services. Decide an ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	

<b>Check list for Resources Coordinator</b>	<b>Tick</b>
Establish a safe and secure base for the Emergency Management Team.	
Arrange an appropriate place to receive parents and guardians of children involved.	
SBM: Obtain approval from West Sussex County Council Insurance Team to source suppliers/contractors. The Resilience and Emergencies Team or the Insurance team can procure disaster recovery specialists to attend. Insurance team can provide advice and manage your expectations of the claim, betterment and mitigation works are not covered.	

## Section 4: Off-site emergencies – activation

The Group Leader will immediately inform the designated emergency contact person (or head of establishment) of any off site activity emergency that occurs.

### **Initial action by the designated emergency contact person (or Headteacher)**

1. Maintain a written record of your communications and actions using this pro forma and a logbook.
2. Offer reassurance and support. Be aware that all involved in the incident (those at the site, your establishment and you) may be suffering from shock or may panic.
3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident? Try to authenticate the caller. (It could be a child, parent, member of the public or staff, emergency services or West Sussex County council.)

<b>Initial contact</b>	
Name:	
Telephone number:	
Additional telephone numbers:	
Where are they now, where are they going?	
Notes:	

4. Record the details of the off-site activity / visit during which the incident occurred:

<b>Details of off-site activity / visit</b>	
Location and nature of visit:	
Name of person in charge of visit:	
Telephone number(s):	
Number of staff on the visit:	
Number of children on the visit:	
Number of other people present:	

5. Record the details of the incident:

Details of incident	
Date and time of incident:	
Location of incident:	
What has happened?	
People affected (including names, injuries, where they are / will be taken to):	
Emergency services involved and advice they have given:	
Names and locations of hospitals involved:	
Arrangements for children not directly involved in the incident:	
Name of person in charge of your group at the incident (include telephone numbers):	

6. Discuss with the person in charge of the group what action needs to be taken and by whom. Enter this information into your logbook.
7. Contact West Sussex County council for support

**In hours**  
**8.00am–6.00pm Mon-Fri:**  
**01243-642104**

Give:

Your name  
Your telephone number  
Where you are calling from  
Details of what has happened and where

**Out of hours**  
**6.00pm – 8.00am weekdays and all weekend:**  
**07623 512200**

This is for a pager service. Give:

Your name  
Your telephone number  
Where you are calling from

**Note:** These numbers should only be used in an emergency. Do not give them to the press, parents or members of the public.

8. Depending on the scale of the incident, consider assembling an Emergency Management Team to assist with the response.

9. Having activated this emergency plan, go on to [Section 5](#)

## Section 5: Off-site emergencies – roles and responsibilities

### Action list for the emergency contact (or Headteacher)

Communication	Tick
Inform school staff as appropriate, depending on the time and scale of the incident.	
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support if required.	
Line to be used for incoming calls only: 01903 740176	
Line to be used for outgoing calls only: <b>07727634009 (Will McDonald Headteacher April 2022)</b> <b>School mobile to be purchased asap.</b>	
Consult with the emergency services / West Sussex County Council regarding informing parents of injured and non-injured children. Ensure parents of any injured children are immediately informed of what has happened and where their son / daughter is. Record what their plans are, e.g. to travel to their son / daughter, any assistance they need and any means of communications with them. In event of a major incident, the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next-of-kin of any staff who have been involved.	
Inform parents of any other children on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Wherever possible, parents should first hear of the incident from the educational establishment (or from the person in charge of the group), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents / next-of-kin are informed.	
Inform the chair of governors if applicable.	
During office hours, call the West Sussex County Council emergency contact: <b>01243-642104</b> Outside office hours, call West Sussex County Council's Resilience and Emergencies Team: <b>07623 512200</b>	
Support from other organisations may be required (please see <a href="#">section 8</a> ). Contact details are available in <a href="#">Appendix 3</a> . Examples of support include: <ul style="list-style-type: none"> <li>• Assistance at the educational establishment by the WSCC Area Support Team or the WSCC Travelling Team at the site of the incident.</li> <li>• Help with arranging transport between the incident, parents and the educational establishment.</li> <li>• Help with media management, including press statements and interview briefing.</li> </ul>	
If the visit is abroad, and the incident results in any medical or other expense, the Council's travel insurers or appropriate tour operator's emergency helplines, should be informed as	

soon as possible. (Collaboration with any applicable tour operator's emergency response plan will be important.) The emergency helplines can also provide general assistance such as political evacuation, instability, liaison with embassies, loss of luggage, airport assistance and so on.	
Inform children and staff at school and their parents. Remember that information given must be limited until the facts are clear and all involved parents / next of kin are informed. In the event of a tragic incident, seek support from the WSCC Educational Psychology Service about the best way to inform children and to support them afterwards. Staff, children and parents should be asked to avoid talking to the media.	
Consider implementing Recovery Team – See <a href="#">Section 7</a> .	

<b>Media management</b>	<b>Tick</b>
Introduce, if necessary, controls on school entrances and telephones.	
Designate a senior member of staff as primary liaison person.	
Liaise with WSCC's Communications staff as early as possible, and work with them to prepare a press statement, to be agreed by Operations Director of WSCC Learning Service, and the head of establishment before release.	

<b>Resources</b>	<b>Tick</b>
Refer to your establishment's plan of buildings and pre-designated rooms / spaces for incident response centre, family and friend's reception area, quiet area, media – if appropriate - and so on.	
Arrange a quiet space to receive parents of the children involved as they arrive at the school and ensure someone is there to meet and greet them.	

<b>Reporting of accidents</b>	<b>Tick</b>
Tell the staff involved to prepare a written log noting events and times. Inform local authority health and safety staff (During office hours, call 01243-642104, outside office hours, call 07623 512200) who will advise on reporting procedures. Any serious injury or fatality must be reported immediately to the Health and Safety Team who will notify the Health and Safety Executive. Staff may wish to submit draft reports to trade union legal officers.	



## Section 6: Activity Card for off-site Leader in Charge

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of children and staff.	
Establish if anyone is injured and how.	
Call the emergency services if necessary.	
Be aware that you and others may be suffering from shock.	

Next steps	Tick
Give clear details of what has happened and who is involved.	
Discuss with the emergency contact person (or head of establishment) who should inform parents and next-of-kin of children and staff. The police will inform next of kin if there have been fatalities.	
The emergency contact person (or head of establishment) should contact West Sussex County Council if further help is required – if they are unavailable you may have to do this. During office hours, call them on: <b>01243-642104</b> Outside office hours call: <b>07623 512200</b>	
Avoid speaking to the media – if necessary direct them to West Sussex County Council’s communications staff. During office hours, call them on: <b>01243-642104</b> Outside office hours call: <b>07623 512200</b>	
Staff and children should be told to avoid talking to the media or spreading what has happened unnecessarily (particularly via use of mobile phones – consider confiscation).	
Make notes of what has happened, any phone calls made and your actions.	
Keep in contact with the emergency contact person (or head of establishment).	

## Section 7: Post incident welfare, stand-down and recovery

As soon as possible after the emergency	Tick
Visit injured children / staff.	
Consult with and involve parents in the aftermath of an emergency. It is particularly important to communicate with parents of children who have been involved, and ensure that their needs and wishes are taken into account.	
Liaise with parents regarding plans for attendance at funerals.	
Liaise with parents regarding plans for attendance / representation at memorial services.	
Arrange debriefing meetings for staff and children. Staff should not be expected to perform a counselling role unless they are trained to do so. It is also important not to underestimate the impact of an emergency on staff, which in some cases may be greater than the impact on children.	
Arrange debriefing meetings for the Headteacher and Emergency Management Team.	
Identify and support high-risk children and staff.	
Promote discussion of the emergency. Staff can help children by being aware of the most frequent and normal reactions of children to a traumatic emergency (fear, guilt, anger, confusion) and other normal reactions that may be seen (such as withdrawal, aggression, nervousness, depression). Some of the following responses may be appropriate: <ul style="list-style-type: none"> <li>Do not minimise the effect of loss upon the child – recognise the uniqueness of the child's feelings</li> <li>Listen to the child – do not attempt to stop his / her references to the emergency</li> <li>Show that you are prepared to listen and offer reassurance</li> <li>Show that you care by offering genuine support and empathy.</li> </ul>	
Consider the need for individual or group support.	
Help affected children and staff to return to the educational establishment.	
Seek advice on legal issues from West Sussex County Council legal staff.	
Continue to liaise with the Insurance team in respect of any potential insurance costs arising from the incident.	

In the longer term	Tick
Arrange an incident debrief for staff who were involved in the response.	
Initiate a review of the educational establishment emergency response plan, evaluating its effectiveness and incorporating any lessons identified.	
Consult staff and decide whether and how to mark anniversaries.	

The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both children and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the educational establishment.	
Remember to make any new staff aware of which children and staff were involved and how they were affected.	
Complete the relevant paperwork and supply invoices in relation to any insurance claim arising from the incident to the insurance team or appropriate tour operator's insurer.	

## Section 8: Support and assistance

The following agencies may provide support and assistance:

### **Thakeham Primary School**

Emergency Management Team:

- Coordinate the educational establishment's response to an emergency.
- Fulfil specific roles as outline in [Section 3](#) and [Section 5](#).

Establishment staff:

- Follow procedures for evacuation, shelter or lockdown (outlined in [Appendix 5](#)) when necessary to secure the safety of children.
- Provide children with information and reassurance.
- Assist Emergency Management Team in carrying out tasks relating to emergency response as far as they are able.

School governors/Management Committee:

- Support the school during the incident and throughout the recovery process.

### **West Sussex County Council**

Children's Support Services:

- Coordination of assistance throughout West Sussex County Council (Incident Management Team / Area Support Team / Travelling Team).
- School transport.
- Administrative support.
- Educational Psychologists.
- Welfare services / emotional support.
- Additional accommodation.
- Health and safety advice.
- Insurance advice.

Communications:

- Press statements.
- Advice and assistance with media management.

Fire and Rescue Service:

- Fire fighting.
- Life saving and rescue.
- Chemical spillage clean-up.

Insurance:

- Confirmation of cover available under the policies.
- Manage claim expectations.
- Instruct loss adjuster and advise insurers.
- Instruct disaster recovery specialists.
- Claim management.

Legal:

- Legal advice.

Occupational health:

- Advice and support on health issues.
- Counselling service for staff.

Resilience and Emergencies Team:

- Operational / logistical support.
- Emergency planning support.
- Communications support.
- Debriefing.
- Activation of specific emergency plans if required.

**Police**

- Overall control of the emergency response (depending on emergency).
- Media relations.
- Contact with bereaved families.
- Criminal investigation.

**Ambulance service**

- Emergency medical response.
- Transportation of casualties to hospitals.
- Access to other health services.

**Trade unions**

- Information resource & support services for members.
- Health & safety responsibilities (consultation, investigation and joint inspection).
- Will be informed by health & safety staff of incidents causing / threatening injury.

## **Appendix 1: Closing your school due to extreme weather**

This section describes the policy and associated arrangements related to closing the school due to extreme weather conditions, both before the start of the school day and during the school day.

Schools are expected to remain open in all but the most extreme circumstances. Closing at short notice may cause difficulties for families if they need to make arrangements for children to be cared for during the school day. Any children at the school should remain there until the Headteacher is satisfied that appropriate alternative arrangements have been made.

Head teachers are best able to judge the severity of the journeys faced by both children and staff but should always consider safety in arriving at a decision. When to take the decision to close the school is important; it must balance the benefits of an early decision (avoiding unnecessary journeys and providing parents with enough time to arrange childcare) against the drawbacks (finding that the situation is not as bad as initially feared).

### **Monitoring information about travelling conditions from the emergency services and weather warnings from the Met Office**

The Headteacher will consult with the Premises Manager and Chair of Governors regarding local weather conditions and safety of the site/local routes.

### **Keeping the school open with fewer staff present than usual**

- Classes may be combined if needed.
- The Headteacher will provide cover
- HLTA may be deployed to provide cover
- Locally known supply teachers may be sought

Headteacher and Assistant Head to organise arrangements.

### **Resources available to prevent the school closure, mitigate the effects of the weather or reduce risk**

Paths and playground will be gritted by Premises Manager in low temperatures where there is a risk of freezing conditions making surfaces icy/slippery.

### **Publicising the school closure to relevant parties**

In the event of a decision being taken to close a school because of deteriorating weather, the school will contact:

- The media (e.g. local radio. If the decision has been made after 3.30 p.m. to close on the following day (for example, where it is a

question of waiting to see if electrical power will be restored) please contact them straight away. You should be prepared to say "THIS IS THE WEST SUSSEX EMERGENCY CLOSURE PROCEDURE. THE SCHOOL NAME IS THAKEHAM PRIMARY SCHOOL. OUR DfE NUMBER IS 938/2069".

- Parents / guardians / children / staff
- The Emergency School Closure Dedicated Telephone Number, and when to use it, is :  
Customer Service Centre on **03330 142 903**  
Give full details including the school DfE number.  
The Customer Service Centre opening hours are from 8.00 a.m. to 6.00 p.m. Monday to Friday. (The public and the media will often contact Customer Service Centre if they have any difficulty contacting a school.)

The school will also:

- Update its website (Secretary).
- Arrange for a recorded message on the school telephone giving information on the closure for parents/guardians
- The Headteacher will contact the Chair of Governors
- The Headteacher will contact the Premises Manager
- The Headteacher will contact the Secretary/SBM
- The Secretary/SBM will send a text to all parents/record a message on the school phone
- The Secretary /SBM will contact the WSCC Contact Centre and local radio stations
- The Secretary/SBM will contact any volunteers due in that day
- The Secretary will cancel diary appointments
- The Headteacher will contact the Assistant Head
- The Assistant Head will contact other teachers working that day
- The Headteacher will contact any visitors/agencies etc due to attend
- The teachers contacted will inform any TA/HLTA linked to their class
- The Assistant Head will inform any MMS
- The Headteacher will contact Chartwells

Re-opening of school. Decision made by Headteacher in liaison with Chair of Governors and Premises Manager. Roles and duties for re-opening as for closure.

### **Special arrangements to ensure examinations can still take place**

Alternative facilities could be used include Trinity Church/St Mary's Church, Thakeham/Thakeham Village Hall.

### **Reassuring children and guardians if examinations cannot take place**

- Headteacher to contact Secretary/SBM to send text to parents.
- Secretary/SBM to update website.
- Headteacher to inform LA Advisor.

- Headteacher / Assistant Head / Class teacher to discuss with children affected.

### **Emergency arrangements in case children / staff are stranded at the school**

- Secretary/SBM to send text to parents to ask them to pick up children if possible.
- School Hall/Trinity Church could be used as temporary accommodation if needed.

### **HR issues associated with staff absence (e.g. payment of staff unable to get to work)**

Staff need to be able to show they have made every reasonable effort (without compromising their own safety or that of others) in attempting to travel to work. They should make their own personal dynamic risk assessment taking into account local weather conditions and road conditions. They should inform the Headteacher/Assistant Head if they are unable to get to work. If they are unable to get to work they should work from home.

Staff will be paid when the above conditions have been satisfied.

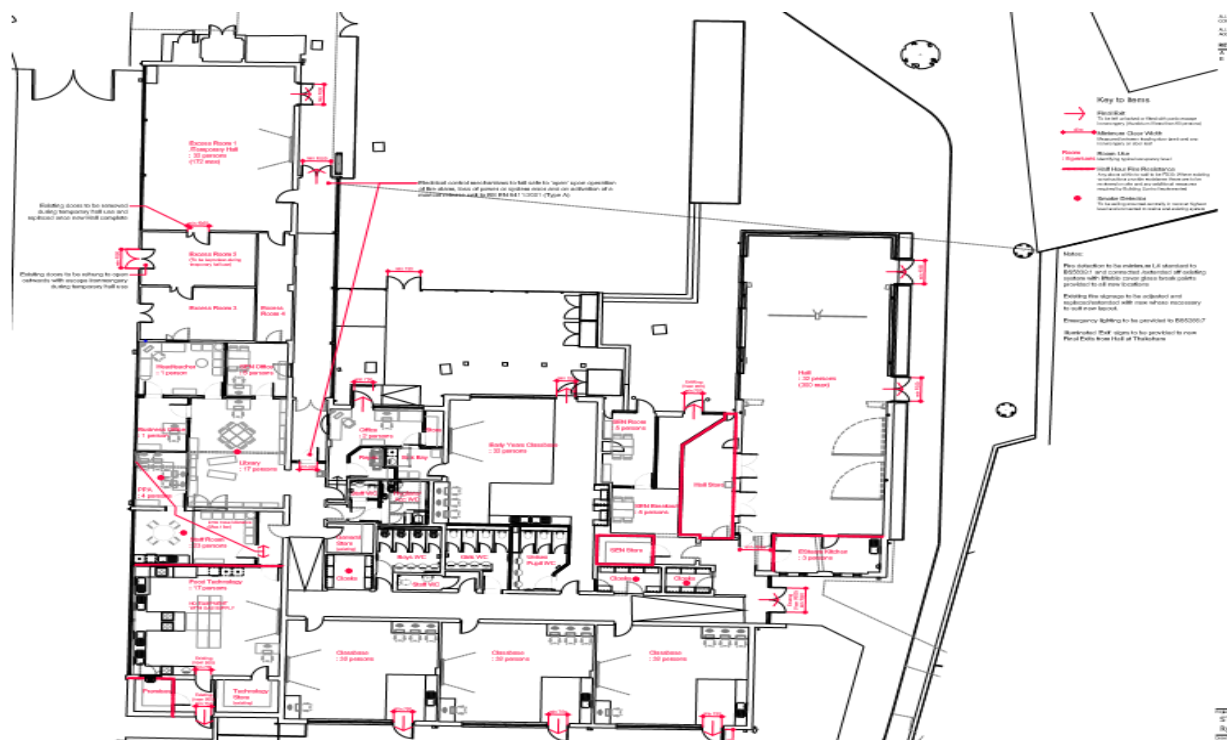
### **Provision of remote learning**

Responsibility of class teachers:

- Setting of Homework and use of online Maths activities set through Google Classroom (Y1-6) and Tapestry (EYFS).
- Project based internet research project for those children who have access to the internet
- Reading/Spelling/Times Tables practice



## Appendix 2: Establishment site information and risk assessment



The Premises Manager, Headteacher, Assistant Head, SBM and Secretaries are authorised to isolate utility services.

### Instructions on how to reset the fire alarm



To reset the fire alarm first you should use the white key shown and insert it in the reset button at the bottom of the call point and turn it anticlockwise, The key is located in the key safe in the school office. Then at the fire alarm panel which is located next to the front entrance you must make sure the control key is in the enable position. Then you must press SILENCE followed by MUTE and then RESET.

The school can be accessed from Rock Road

Contact details of school:  
01903 740176

## **Specific information relating to on-site hazards**

All chemicals are stored in Premises Manager's cleaning cupboards in Premises Manager's office off the Cookery Room.

Details of any hazardous materials e.g. cleaning materials are in the COSHH risk assessment file.

The only asbestos in school is low grade and found in the floor tiles under the floor covering in the cloakroom opposite Oak and in the damp proof course underneath the building.

Fuel for the lawn mower is stored in a locked shed at the side/back of the school.

## **Specific information and procedures relating to off-site external hazards**

Traffic on Rock Road/Thakeham Road.

## Appendix 3: Emergency contacts list

### Staff identified for incident response

This should be updated in response to changes and reviewed annually.

Key holder ?	Name	Role	Home telephone	Mobile phone	Notes
Yes	Will McDonald	Headteacher		07727 634009	
Yes	Emma Hopkins	Acting Head (Spring 2022) / Assistant Head	/	07766 562225	
Yes	Georgina Ritchie	SBM	01403 786169	07946529620	Works Mon-Thurs
No	Kirsten Campbell	Secretary	/	07710 537752	Works Mon-Fri

### Other contacts

Key holder?	Name	Role	Home telephone	Mobile phone	Notes
Yes	AM Fire & Security Group	Key holder & maintenance of alarm	<b>01273 740400</b>	<b>07812 212255</b>	

### External contacts

You may wish to add in other important numbers specific to your establishment that you may need during an emergency, such as contact details to access your place of safety or those of key suppliers.

Organisation	Contact number
West Sussex County Council – to obtain <b>emergency support</b> from any of the following: Resilience and Emergencies Team Communications (Press Office) Outdoor Education Adviser Educational psychology / welfare service Human resources Occupational health School travel assistance Insurance & Risk Health and safety	<b>In hours</b> 8.00am–6.00pm Mon-Fri: <b>01243-642104</b>  <b>Out of hours</b> 6.00pm – 8.00am weekdays and all weekend: <b>07623 512200</b>
School's usual bus company	01903 690025 (Compass Bus Company)

Off-site insurance emergency number Lifeline Plus (AIG)	+44 (0) 1273 552922
The Foreign Office (Links with British Consulates) <a href="http://www.fco.gov.uk">www.fco.gov.uk</a>	020 7008 1500
Local radio station	Spirit FM: 01243 773600 BBC Sussex Main switchboard: 01273 320400  News desk: 01273 320441
Met Office Weathercall (60p per minute from a UK landline) <a href="http://www.weathercall.co.uk">www.weathercall.co.uk</a>	09068 500 400
The Samaritans <a href="http://www.samaritans.org">www.samaritans.org</a>	116 123
Teacher Support Network (Trained support and counsellors available 24hrs)	08000 562 561
Right Management Corecare (Independent counselling service subscribed to by WSCC)	0800 1116 387
West Sussex County Council – to obtain <b>day-to-day advice</b> from any of the following: Resilience and Emergencies Team Communications (Press Office) Outdoor Education Adviser Educational psychology / welfare service Human resources Occupational health School travel assistance Insurance & Risk Health and safety	 03302-222400 03302-228090 03302-228344 01903 839308 01243-642666 01243-642666 03302-228344 03302-222721 01243-752025

## Appendix 4: Communications

Seek support from – they may be able to assist dealing with enquiries from the public. Contact West Sussex County Council's Communications team:

During office hours, call them on: **01243-642104**.

Outside office hours call: **07623 512200**

### Telephone lines

Incoming calls: Contact 01403 740176

Outgoing calls: 07497 045511.

Mobiles to be used

### Communicating with parents

In the event of an emergency during the school day the following means will be used to communicate with parents:

- Text
- Email
- Website
- FOTS Facebook page
- Local radio

In the event of an emergency before/after the school is open/at weekend/holidays the following means will be used to communicate with parents:

- Text
- Website
- FOTS Facebook page
- Local radio

Text/Phone/Email will be used to communicate with companies affected by a closure/emergency.

To set the answer phone:

With the handset down,

Press Menu

Press Enter, Enter

Press Next, next

Press the scroll down key (upside down triangle)

Record Day message

Repeat to record Night message

## **Appendix 5: Evacuation and shelter plan**

Evacuation routes and assembly points

In the event of a bomb alert school to be evacuated via Thakeham Road to Trinity Church.

Emergency shelter: As above. Stay indoors, close doors and windows.

Lockdown of school in case of an intruder: See Lockdown Policy.

Storrington Primary School to act as buddy establishment. Contact Mrs Smith: 01903 742047

Children to be accounted for via paper registers.

Staff and visitors to be accounted for via signing in system.

Children who are sent home to be accounted for on paper register.

## Appendix 6: Business continuity

### Business continuity planning

#### Our priorities

This table lists the key activities / services we provide and the maximum time within which they need to be restored.

Activity number	Key activity / service	Description	Is this a statutory duty?	When do you aim to have this reinstated by?	When must it be reinstated by?
1	Provide catering	Lunches are provided to 65 students each day.	a) Yes for EYFS/KS1 students b) No for others	< 1 day	a) < 1 day for eligible students b) < 3 days for others

#### Impact of failing to deliver key activities / services

This table describes what will happen if the key activities / services are not provided and the likelihood and impact of the failure to occur. Provision could be interrupted by a loss of people, premises, technology, information, supplies or stakeholders.

Activity number	Description of failure to deliver activity / service	Likelihood Low/Medium/High	Impact Low/Medium/High	Evaluation
1	Lunches will not be provided for students. Failure to meet statutory requirement regarding eligible students.	a) Low	a) High	a) High

## Actions to be taken in the event of disruption affecting key activities / services

Disruption to People		
Timeframe	Business continuity strategy	Actions list
< 4 hours	Ascertain how many teachers are unavailable and from which areas	Arrange for supply teachers to attend Amalgamate classes to ensure student safety Send students home / set up Home Learning if applicable.
< 24 hours	To ensure normal staff levels are restored	Ensure alternative staff have been sourced
< 1 week	Review and update relevant risk assessment	
< 1 month		

Disruption to premises		
Timeframe	Business continuity strategy	Actions list
< 4 hours	Decide whether or not to open or / keep open all or part of establishment or to close all or part of it.	Ascertain which parts of the establishment have been affected Inform staff, students and parents / guardians and media if school is closed
< 24 hours	If closed, decide when each area will be reopened	Inform staff, students and parents / guardians and media if school when the school is expected to be fully opened again and if it will be done in stages Assess damage and instruct repairs to be carried out
< 1 week	If repairs unable to be carried out, ensure alternative premises are found	Hire alternative premises / porta cabins Discuss with WSCC
< 1 month	Review and update relevant risk assessments	



### Disruption to technology

Timeframe	Business continuity strategy	Actions list
< 4 hours	Fall back to paper record keeping and work with IT services (JSPC) to establish recovery time	Ensure people are aware of expected recovery time
< 24 hours	Determine scale of problem and potential impact	Record potential / real impacts Purchase / source equipment as required Place order with suppliers
< 1 week	Ensure recovery on is track	Chase suppliers
< 1 month	Ensure recovery is complete	Request notification when delivered and installed / repaired

### Disruption to information

Timeframe	Business continuity strategy	Actions list
< 4 hours	Determine scale of problem and potential impact	Contact families if their personal information is lost. Advise them to contact their banks / change passwords etc as appropriate
< 24 hours		
< 1 week		
< 1 month		

### Disruption to supplies

Timeframe	Business continuity strategy	Actions list
< 4 hours	Instigate rationing wherever possible	Inform staff that supplies are low and should be conserved.
< 24 hours	Utilise supplies from elsewhere	Contact STARS school group for short term assistance
< 1 week	Instruct alternative supplier	Purchases ordered.
< 1 month		

Disruption to stakeholders		
Timeframe	Business continuity strategy	Actions list
< 4 hours	Determine who else will be affected by the incident.	Check who else is using the establishment, adult education classes, independent nursery school. Clubs / Volunteers
< 24 hours	Contact stakeholders and work with them to find alternative premises.	Inform all stakeholders of disruption and likely reinstatement date.
< 1 week		
< 1 month		

## Inventory

### Equipment inventory - Inventory (See Asset Registers held by SBM/Secretary/Premises Officer)

Description	Make	Model number	Serial number	Purchase price	Purchase date	Location

### Data / IT systems

Data / IT system	Users requiring access	Backed up?	Where is the back up held?
Establishment's electronic files	1	Yes	Backed up daily to cloud system and checked each morning by JSPC.

### Paper-based records

Document	Location	Duplicated ?	Where are duplicates held?
School emergency plan	School office	Yes	Off-site with head of establishment, deputy head of establishment and caretaker
Paper based only: Staff Personal Files, Pupil Records, Finance Records, Premises documents	School office / SBM office / HT office / Premises office		Paper based only: Staff Personal Files, Pupil Records, Finance Records, Premises documents – related information is held electronically

## **Appendix 7: Pandemic influenza plan**

### **Pandemic influenza action check list**

#### **School Closures**

Depending on the circumstances at the time, schools may be advised to close for children for some, or all, of a pandemic. The school will receive this information from central Government via WSCC. Department of Education (DfE) advice, however, is that staff should still be asked to continue to work if they are not ill, caring for dependants or authorised to work at home. This is consistent with Government advice to employers across all employment sectors.

In West Sussex a safe staff-working ratio has been determined as at least one teacher/teaching assistant per class, with one other person spare for health and safety purposes. Class ratios should be based on one adult per 30 children.

For short periods of emergency lasting no longer than 1-2 hours, larger staff/pupil ratios may be acceptable, but must be based on any ratio of staff to children the school's leadership team considers appropriate and fit for purpose, e.g. while it might be appropriate for the head of establishment to take a large number of children all together, at the same time, it would not be appropriate for that number to be taken by a non-qualified teacher.

The following people are empowered to make a decision on the closure of the school:

- 1) Will McDonald (Headteacher)
- 2) Emma Hopkins (Deputy Head) in his absence
- 3) Tom Gray (Chair of Governors)

Kirsten Campbell (Office Manager) or Georgina Ritchie (Operations Manager) will inform WSCC of the closure in the absence of the Headteacher. Otherwise, the Headteacher will inform WSCC.

#### **Infection control guidance**

The DfE guidance on infection control has been provided to all staff and added to the curriculum. This will be repeated each term.

<https://www.gov.uk/government/publications/wuhan-novel-coronavirus-infection-prevention-and-control>

See also Covid19 Risk Assessments / Contingency Plan

Georgina Ritchie has been tasked with the provision of infection control materials / equipment as recommended in the DfE guidance and the following arrangements have been put in place:

Antibac solution is used to clean tables and sides down, disinfectant floor cleaner is used and the floors mopped. Toilet cleaner is used for the toilets

and urinals and washroom disinfectant spray is used for all toilet and bathroom surfaces.

Shield Cleaning Group is solely responsible for all cleaning throughout the school.

If a member of staff or child arrives at school with flu-like symptoms, or develops them during the day, they should be removed from lessons immediately. The member of staff should be sent straight home and told to seek medical advice. The child should be isolated in the Medical Room until arrangements can be made to get them home.

Good personal hygiene must be maintained by everyone at the school.

### **Personal protective equipment (PPE)**

Our daily-required PPE is kept in the Medical Room/Office.

PPE related to Covid19 PPE requirements are kept in the Excess Hall.

Dave Meacher/Georgina Ritchie are responsible for issuing PPE and ensuring that stocks are replenished as they get low or approach their expiry date.

### **Training in the use of PPE**

Health and Safety Officers delivered training on the correct use and disposal of PPE to the whole staff 3/9/21 and who will, in turn, train other staff when it is issued.

### **Safe disposal of PPE**

Existing procedures for disposal of PPE are:

- General disposal in the Medical Room area
- Covid19 related disposal in black sacks in Excess Hall

### **Communication and provision of information**

During a pandemic the school will communicate with staff, students, parents / carers via the following systems / arrangements;

- Text
- Website
- Letter

Draft letters and information sheets have been prepared in advance and included at the end of this section.

Remote learning arrangements have already been described in [Appendix 1](#).

Alison Mullieneuve (InCo) has been asked to consider how relevant information will be made available to students who are hearing or sight impaired and for those with special educational needs

A paper copy of staff contact details, including email addresses, is held in the school file in the office and with the Headteacher in case computer systems are unavailable and are updated by Kirsten Campbell (Secretary).

A paper copy of students, parents / carers contact details, including email addresses, is held in the office in case computer systems are unavailable and are updated by Kirsten Campbell (Secretary).

### **Business continuity arrangements**

Cover for absent teaching staff will be arranged by:

- 1) The Headteacher or in his absence
- 2) Emma Hopkins (Assistant Head)

The Headteacher / Assistant Head has been asked to list non-teaching jobs in priority order and consider job shadowing so that the highest priority jobs can be maintained in the event of staff absences.

Premises Officer/First Aiders  
School Cook  
TAs  
SBM

Cover for absent non-teaching staff will arranged by:

- 1) The Headteacher or in his absence
- 2) Emma Hopkins (Assistant Head) or in her absence
- 3) Kirsten Campbell (Secretary)

### **Pastoral arrangements**

The Headteacher / Assistant Head / INCo have been asked to consider what pastoral arrangements need to be put in place for students and staff during or following a pandemic and whether any additional facilities or training could be put in place in advance.

### **Volunteers**

A list of willing volunteer helpers who have been DBS checked is maintained by Kirsten Campbell. It is kept in the school office.

## **Pandemic influenza recovery plan**

The following people are empowered to make a decision on the re-opening of the school:

- 1) The Headteacher or in his absence
- 2) Emma Hopkins (Assistant Head) or in her absence
- 3) Kate Nolan (Chair of Governors)

The school will re-open on Insert date.

The Headteacher will inform WSCC of the reopening.

The following teaching staff will be available to return to work:

>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<

The following non-teaching staff will be available to return to work:

>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<  
>>> Insert name <<< will return on >> Insert date <<

Year groups will return on the following dates:

Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<  
Year group >>> Insert year group <<< will return on >> Insert date <<

The curriculum will be adjusted in line with the above.

The following facilities will not be available until:

>>> Insert facility <<< will be unavailable until >> Insert date <<  
>>> Insert facility <<< will be unavailable until >> Insert date <<  
>>> Insert facility <<< will be unavailable until >> Insert date <<  
>>> Insert facility <<< will be unavailable until >> Insert date <<

>>> Insert name <<< will discuss the provision of transport with contracted provider if applicable.

>>> Insert details <<<

The secretary will discuss the provision of meals with provider if applicable.

Staff, students and parents / carers will be informed that the school is reopening by the following methods: email, local media, text message.

The secretary will record details of the reopening on school answer-phone.

Shield Service Group will ensure that all areas are disinfected prior to reopening to staff or students.

The Headteacher will consider whether there may be a need for bereavement counselling for both staff and students.

The Headteacher will consider if there is a need for a memorial service.



## Appendix 8: Training and exercising

### Training record

Training title	Areas covered	Date	Attendees

### Exercise record

Date	Brief details of exercise	Aspects of plan tested	Actions identified	Outcome of actions

## Appendix 9: Bomb threats and suspicious packages

### Bomb threat prompt card for reception staff

If you receive a telephone call from someone who claims to have information about a bomb, perform the following actions:

Actions	Tick
1. Stay calm.	
2. Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.	
3. Make a note of: <ul style="list-style-type: none"> <li>• The exact time of the call</li> <li>• The caller's sex and approximate age</li> <li>• Any accent the person has, or any distinguishing feature about their voice (e.g. speech impediment, state of drunkenness)</li> <li>• Any distinguishable background noise.</li> </ul>	
4. When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: <ul style="list-style-type: none"> <li>• Where is the bomb?</li> <li>• What time is it due to go off?</li> <li>• What kind of bomb is it?</li> <li>• What does it look like?</li> <li>• What will cause it to explode?</li> <li>• Why are you doing this?</li> <li>• What is your name?</li> <li>• What is your address?</li> <li>• What is your telephone number?</li> </ul>	
5. Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller.	
6. Report the call to the police and the head of establishment / nominated deputy immediately. In the extremely unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and then notify the head of establishment.	

### Guidance on suspicious packages

The likelihood of a school receiving a postal bomb or suspected biological / chemical package is very low. However, you should be aware of the immediate steps to be taken if you receive a suspicious package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including (but not restricted to) almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological / chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package.

If you suspect that a letter or a package may contain a bomb:

Instructions	Tick
Stay calm.	
Put the letter or package down gently and walk away from it.	
Do not put the letter or package into anything (including water) and do not put anything on top of it.	
Ask everyone to leave the area (including classes if necessary).	
Notify the police and the head of establishment / nominated deputy immediately.	
Do not use mobile phones or sound the alarm using the break glass call points.	

If you suspect that a letter or a package may contain a biological or chemical threat:

Instructions	Tick
Stay calm.	
Do not touch the package further or move it to another location.	
Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination.	
Notify the head of establishment / nominated deputy immediately.	

The head of establishment / nominated deputy should then:

Instructions	Tick
Notify the police immediately on 999.	
Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed.	
Evacuate the building, keeping people away from the contaminated room as far as possible.	
Keep all persons exposed to the material separate from others and available for medical attention.	
Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention immediately.	

If anyone believes they have been exposed to biological / chemical material, they should be encouraged to:

- Remain calm
- Avoid touching their eyes, nose or any other part of their body
- Wash their hands in ordinary soap where facilities are provided.

## **Appendix 10: Emergency arrangements for other services using the school site**

Follow Lockdown Policy where applicable. If need to evacuate leave building via Rock Road and walk to Trinity Church Car Park.

Register of children at club to be taken with the club leader and contact to be made with Headteacher/Assistant Head/Premises Manager.

## **Appendix 11: Log keeping**

### **Basic principles**

Notes should be contemporaneous or made as soon as reasonably practicable after the incident (that is, within 24 hours). They must be clear, intelligible and accurate.

### **What to use to record your log**

- Hardback notebook
- Numbered pages
- Bound so that pages cannot easily be removed (i.e. not ring-bound or spiral-bound)
- Use permanent black ink.

### **How to write the log**

- Note all relevant facts in chronological order
- Stick to the facts – (if you are using assumptions to show your reasoning for making a decision, make it clear)
- If you make a mistake, cross it out with a single line (so that what is underneath is still visible) and initial it
- Do not overwrite – if you make a mistake, cross it out, initial it and start again
- Do not leave large blank spaces between words or between entries
- Do not use correction fluid
- Unused space after the end of a series of entries should be ruled through with a 'Z' then signed in full, dated and timed
- Record important statements, questions, comments and answers in direct speech
- Sign, date and time each series of entries at their close
- Make a note of the time the log began and ended
- Record where the log was made
- Check the log for mistakes immediately afterwards – if a mistake is found it should be crossed out in red ink, and an alphabet notation should cross refer to the corrected entry which should be made on the next available page, signed, dated and timed
- Use plain language and correct grammatical English
- Avoid approximations and abbreviations
- Do not miss out key words
- Do not use arrows or dashes.

**Ensure initial details of the incident are properly recorded in Section 2 for ON-SITE emergencies; or Section 4 for OFF-SITE emergencies before using the continuation form below.**

[illegible]

[illegible]



## Appendix 12: Heatwave Plan

*(This appendix has been written specifically with schools in mind, but many of the actions will be applicable to other educational establishments and should therefore be adapted for use by them.)*

### 12.1 Met Office Heat-Health Watch

The Met Office, in association with the Department of Health operates a Heat-Health Watch system in England and Wales from 1st June to 15<sup>th</sup> September each year.

There are four alert levels:

- Level 1 - Summer preparedness and long-term planning
  - This is the minimum state of vigilance during the summer.
- Level 2 - Alert and readiness
  - Triggered as soon as threshold temperatures are forecast for at least two to three days ahead or forecast that there is a 60 per cent chance of temperatures being high enough (31°C daytime and 16°C at night for the south east) on at least two consecutive days to have significant effects on health. This is an important stage at which to act and reduce harm from a potential heatwave.
- Level 3 - Heatwave action
  - Triggered when the Met Office confirms threshold temperatures have been reached for one day and the following night. The forecast will include the likely duration and temperatures of the heatwave.
- Level 4 - Emergency
  - Reached when a heatwave is so severe and/or prolonged that its effects extend outside the health and social care system. At this level, illness and death may occur among the fit and healthy, and not just in high-risk groups.

### 12.2 Impact

High temperatures affect people of all age groups and climate change is likely to lead to an increase in heatwaves throughout the UK. Temperatures both outdoors and indoors may rise to such an extent that precautions to prevent children suffering from heat stress or heat exhaustion may need to be taken.

Higher temperatures can also affect children's ability to learn. In hotter temperatures, we will see:

- Adverse effects on reading and maths skills
- Reduced reading speeds
- Reduced performance on complex tests

#### **Which children are likely to be most affected by high temperatures?**

Children's susceptibility to high temperatures varies; those who are overweight or who are taking medication may be at increased risk of adverse effects. Children under four years of age are also at increased risk.

Some children with disabilities or complex health needs may be more susceptible to temperature extremes. Contact the school nurse, community health practitioner, family health visitor or the child's specialist health professional for advice on the particular needs of the individual child. Schools need to provide for children's individual needs. Support staff should be made aware of the risks and how to manage them.

### **Actions to take if heat stress or heat exhaustion is suspected**

Teachers, assistants and school nurses should look out for signs of heat stress and heat exhaustion.

#### **Heat stress**

Children suffering from heat stress will show general signs of discomfort (including those listed below for heat exhaustion). These signs will worsen with physical activity or if left untreated and can lead to heat exhaustion or heat stroke.

#### **Heat exhaustion**

Signs of heat exhaustion include the following.

- Irritability
- Fatigue
- Dizziness
- Headache
- Nausea
- Hot, red and dry skin.

#### **Heatstroke**

Sweating is an essential means of cooling and once this stops a child is at serious risk of developing heatstroke. Heatstroke can develop if heat exhaustion or heat stress is left untreated, but it can also occur suddenly and without warning.

The following steps to reduce body temperature should be taken at once.

- Move the child to as cool a room as possible.
- Sponge the child with cool, (not cold) water and, if available, place cold packs around the neck and in the armpits.
- Place the child near a fan.

If a child shows signs of confusion, follow the steps above. If a child loses consciousness, place the child in the recovery position and follow the steps above. **In both cases, call 999 or 112 for emergency medical assistance.**

## **12.4 Response actions**

**If sensible precautions are taken children are unlikely to be adversely affected by hot conditions.**

#### **Communication and provision of information**

During a heatwave the school will communicate with staff, students, parents / carers via the following systems / arrangements;

- Text
- Website
- Letter

Draft letters and information sheets have been prepared based on the following information in advance and included at the end of this section.

## **The school sun policy**

### **Outdoors**

- On very hot days (i.e. where temperatures are in excess of 30°C) children should not take part in vigorous physical activity.
- Children playing outdoors should be encouraged to stay in the shade as much as possible.
- Loose, light-coloured clothing should be worn to help children keep cool and hats of a closed construction with wide brims should be worn to avoid sunburn.
- Thin clothing or sun cream should be used to protect skin if children are playing or taking lessons outdoors for more than 20 minutes.
- Children must be provided with plenty of cool water (the temperature of water supplied from the cold tap is adequate) and encouraged to drink more than usual when conditions are hot.

### **Indoors**

Measures to avoid classrooms and other teaching spaces becoming unnecessarily hot are as follows.

- Windows and other ventilation openings should be opened during the cool of early morning or preferably overnight to allow stored heat to escape from the building. It is important to check insurance conditions and the need for security if windows are to be left open overnight.
- Windows and other ventilation openings should not be closed, but their openings reduced when the outdoor air becomes warmer than the air indoors. This should help keep rooms cool whilst allowing adequate ventilation .
- Use outdoor sun awnings if available, or indoor blinds, but do not let solar shading devices block ventilation openings or windows.
- Keep the use of electric lighting to a minimum during heatwaves.
- All electrical equipment, including computers, monitors and printers should be switched off when not in use and should not be left in 'standby mode'. Electrical equipment, when left on, or in 'standby' mode generates heat.

### **Maintaining children's health during hot weather conditions**

- Encourage children to eat normally.
- Encourage children to drink plenty of cool water on hot days.

Other actions that can be taken include the following:

- If possible, rearrange school start and finish times to avoid teaching during very hot conditions.
- Use classrooms or other spaces which are less likely to overheat in preference to others, and adjust the layout of teaching spaces to avoid direct sunlight on children.
- Oscillating mechanical fans can be used to increase air movement if necessary.

## Appendix 13: Considerations for impacts of changing climate

Our climate is changing. We anticipate hotter, drier summers and warmer, wetter winters. Studies have shown that the impacts of extreme weather on children are often underestimated. Below is a table that shows potential impacts and how these might affect our school. It has been completed to show what we can start to do about it now to make sure we're prepared for the future.

### Coastal Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could do about them
Coastal flooding (inundation as a result of higher sea levels)	Limited impact	No action
Coastal infrastructure & building damage	Limited impact	No action
Sea level rise	Limited impact	No action

## Temperature Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Increased infrastructure temperatures : melting roads, buckling rail lines,	Reduced time outside, shades to be made available. Risk assess journeys to school.	Provide shade/indoors.
Higher internal building temperatures	Assess ventilation.	Fans.
Higher outdoor temperatures and solar exposure	Reduced time outside, shades to be made available.	No action (other than Green Force work and curriculum education)
Demographic changes / migration		
Increased heat-related health impacts	School nurse involvement	No action (other than Green Force work and curriculum education)
Increased numbers and new species of vermin/pests	Risk assess dangers.	WSCC liaison
Weather related business impacts: e.g. civil disturbance	NA	WSCC liaison

## Water availability

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Water shortages /drought	Bottled water.	Liaison with supermarkets and businesses, charities.
Long term infrastructure & building damage, e.g. subsidence from clay substrate drying out	Building assessments with surveyor.	WSCC building contact liaison.

## Rainfall Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Flooding	Risk assessments	Follow emergency plan & risk assessments. Email & text service.
Health and safety considerations e.g. slippery surfaces,	Risk assessments	Follow risk assessments. Email & text service.
Transport disruption e.g. roads closed due to flooding	Risk assessments	Follow risk assessments. Email & text service.

## Storm Impacts

Examples of effects	How these might these impacts affect what we do and how we do it?	What we could you do about them
Infrastructure damage	See business continuity.	See business continuity.
Buildings damage	See business continuity.	See business continuity. See Emergency Plan
Health and Safety impacts e.g. trees falling	See business continuity.	Risk assessment.
Transport disruption e.g. power lines down due to storms	See business continuity.	WSCC liaison travel dept.