



# EMERGENCY PLAN

**If there is an  
EMERGENCY right now:**

**ONSITE GO TO PAGE 3**

**OFFSITE GO PAGE 4**

Written by	S Mackintosh
Date of policy review	May 2026
Next review date	May 2028

## Introduction

The aim of this plan is to provide a structured response to, and manage and coordinate an emergency and to ensure continuity of service.

This plan relates to:

- a) An event which threatens the safety of children and/or staff, or a crisis which might affect the public reputation of the school,
- b) Where the head teacher considers that the school will benefit from receiving additional (external) support for an incident affecting the school.
- c) Where the community in which the school is based is affected by an emergency.

The plan provides generic guidance on actions that should be considered by the Headteacher, his/her nominated deputy, the school duty officer and the school emergency management team (SEMT) in the case of an emergency in a school or the local community, or on an educational visit.

School emergency plans should cover the whole school site and all activities taking place there. Where schools share sites with other services, or hire our space to other organisations, it is important to involve these other parties in the planning process and make sure that all staff on site are aware of the plan and how it affects them.

Any emergency affecting a school may afterwards be the subject of a detailed inquiry. It is important that accurate written records are kept, and that no piece of information about either the planning or the response to the incident is lost. Records may also be in the form of a recording made via a CCTV camera, a telephone or on an answer machine. The records should be retained after the incident for future reference. While it is recommended to use a hardback notebook to prevent pages being easily discarded, a suggested template has been made available and can be found in appendix 4.

## School Information

### School Details

- School name: Roxeth Mead School
- Type of school: Independent Nursery (age 3m to 5 years)
- Headteacher: Mrs S Mackintosh
- Proprietors: Mrs Suzanne Goodwin  
Mrs Sarah Mackintosh  
Mrs Claire Blunt
- Approximate number of staff: 14
- Approximate number of pupils: 45
- Age range: 3 months to 5 years
- Address: Buckholt House, 25 Middle Road, Harrow-on –the-Hill,  
Middlesex HA2 0HW
- Telephone number: 0208 422 2092
- Email address: [info@roxethmead.com](mailto:info@roxethmead.com)

# Emergencies in School

## Activation

If appropriate, you should call 999 for the police, fire or ambulance. If in doubt, call 999.

Information about an incident affecting the school could come from a number of avenues including a member of staff, pupil, parent, the emergency services, the Local Authority.

Whoever receives the alert should ask for, and record, as much information as possible using the sheet below:

In the event of a bomb threat call, refer to action card 6.

If the incident happened on an educational visit please refer to section 4.

Exact location of the incident	
Type of the incident (including actual words used by informant)	
Hazards present or suspected	
Access – routes that are safe to use	
Number, type, severity of casualties	
Who else has been informed?	
Any action taken so far	
Name of contact at the scene	
Key Contacts	
Date / Time	
Name of the person informing of the incident	

Then immediately inform the Headteacher or the most Senior person on site

If none are able to respond (they may be involved in the incident) the senior person present must follow the instructions of initial action by the Headteacher or nominee on the next page.

## Initial Actions by Lead Co-ordinator (Headteacher or nominee)

- Assess situation
- Take immediate action to safeguard pupils and staff where necessary, as detailed in action card 1.
- Call 999 and Call for support
- Log all communications and actions.

If there are under 2s involved in the Emergency then we must contact OFSTED

## Emergencies on educational visits

The visit organisers have a **Party Leader** who travels with the group and a nominated School Duty Officer such as a Headteacher back at the school.

The Party Leader\* should immediately inform the School Duty Officer at the school, *\*or other suitable person if Party leader unavailable*

## Initial Actions by Party Leader for the School

- Start a log, as per the template further down this section.
- Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
  - Full Name
  - Contact telephone numbers
  - Name of the Group involved
  - Nature of the incident
  - If a fatality is involved, is it confirmed, and by whom?
  - Full name(s) and ages of the injured
  - Nature of injuries
  - Whether local emergency services have been informed
  - The name and number of the unobtainable School Party Duty Officer

**Template**

Name:	Status:	Telephone number:	Additional Tel number(s):
Name of group involved			
Location and exact nature of incident			
Is a fatality involved? Confirmed? By whom?			
People affected	Full Name(s) & Age(s)	Exact nature of Injuries	
Local emergency services informed?			
Next of kin informed? If so, how?			
Any contact with British Embassy?			
Any contact with Foreign and Commonwealth Office?			
Any contact with Red Cross? If relevant (British Red Cross may be able to link into the Red Cross for the Country concerned who may be able to support with locating of missing persons and welfare).			
Depending on the scale of the incident, consider assembling a School Emergency Management Team from the list of staff from Section 3, to assist with the response.			
Where the affected people are / will be taken to			
Names and locations of hospitals involved			
Number of people on the visit	Pupils	Teachers	Other adults
Arrangements for pupils not directly involved in the incident			
Any ongoing risk? (i.e. conflict still occurring)			

## Implementation

For a local trip, have you completed a Risk Assessment and submitted it to the Headteacher and Proprietors at least a week in advance?	
For a trip of greater distance, have you completed a Risk Assessment and submitted it to the Headteacher and Proprietors at least two weeks in advance?	
If the visit requires transport and fees, have you given enough time to process the letter and the monies? Has the Headteacher seen the letter?	
Have you organised 'First Aiders' and checked that the First Aid kits are complete?	
Have you ascertained what medicines you might need to take with you and do you know how to administer them?	
Have you considered adult:child ratio with SEN children in mind?	
Do you need to organise anything special for the coach? Sick bucket etc?	
If going on a local visit, have you alerted the parents in advance?	
Do you have a mobile phone?	
Do you have a copy of all the phone numbers of the children and adults on the trip?	
Do you have a school camera? Is it charged?	
After the trip, have you completed a review of the activity?	

## School Emergency Management Team (SEMT) Role and responsibilities

The Headteacher, or in her absence, the most senior member of staff on site, will take overall responsibility for the school's response to an emergency. They should be supported by a School Emergency Management Team (SEMT) called together as soon as an incident occurs.

Role	Role Overview	Responsibilities
<b>Lead Coordinator (Headteacher)</b>	Directs the school's response to the emergency	<ul style="list-style-type: none"> <li>• Lead the response, assign roles and delegate tasks to appropriate staff</li> <li>• Set the strategy (i.e. lock down or evacuation)</li> <li>• Central contact point for information both internally and externally BUT leave most of the communications and disseminating information tasks to the person allocated to that role</li> <li>• Ensure relevant authorities are informed of the incident (e.g. Area Education Officer, Health and Safety Executive)</li> </ul>
<b>Welfare</b>	Focuses on the physical and emotional well being and safety of both pupils and staff (evacuation etc) If the incident is out of hours there may not be any immediate welfare actions however there may be a longer-term need for a welfare coordinator to help coordinate post-incident care and support.	<ul style="list-style-type: none"> <li>• Lead on the safe movement of all staff and pupils.</li> <li>• Ensure (as reasonably possible) safe shelter and basic needs met.</li> <li>• Deploy educational psychologists (if safe to do so)</li> <li>• Ensure that SEMT members take time out as appropriate</li> <li>• Establish a debriefing process</li> </ul>
<b>Communications and Media Management (Proprietor)</b>	Communicate with pupils, parents and visitors. SCC media team should be able to advise.	<ul style="list-style-type: none"> <li>• Lead on updates to web, school phone voicemails and text messages to parents.</li> <li>• Manage incoming calls from media and members of the public and if applicable direct media enquiries to SCC Media Team.</li> </ul>
<b>Continuity and Recovery (Proprietor)</b>	Identifies any critical areas (insurance, IT servers etc) that may be affected during/after incident	<ul style="list-style-type: none"> <li>• Lead on business continuity for school e.g. retrieve and restore data from backup tapes/systems</li> <li>• Focus on alternative arrangements (i.e. alternative buildings) and liaise with insurance for any new equipment or furniture needed.</li> <li>• Liaise with the relevant SCC Area Education Officer or SCC Area School Officer regarding long term school closure if applicable</li> <li>• Responsible for the salvage of critical documents/equipment if this can be done safely</li> <li>• Possess a list of critical items</li> <li>•</li> </ul>

<b>Premises and Resources (Caretaker with Proprietor)</b>	School site management Location arrangements for visitors, SEMT	<ul style="list-style-type: none"> <li>• Lead on property management, ensure access for relevant individuals.</li> <li>• Has knowledge of the site, access and exit points</li> <li>• Knows how to shut electricity, gas and water supplies to make the site as safe and secure as possible.</li> <li>• Compile a list of damages property or resources for insurance purposes.</li> <li>• Procure resources to respond to the emergency if required, liaising with SCC as required</li> </ul>
<b>Administrative Support</b>	Provide generic administrative support	<ul style="list-style-type: none"> <li>• Keep a record of costs incurred by the school or individuals</li> <li>• Maintain an incident log</li> <li>• Ensure that SEMT's decisions are recorded</li> </ul>

### Co-ordination room / Control Point for SEMT

This is the place where the School Emergency Management Team will congregate following an incident.

Primary Location	Headteacher's Office
2 <sup>nd</sup> Location	Staff Room
Off-site	Pub Opposite

### Key Contacts

#### School Emergency Management Team Contacts

Primary/ Secondary member of SEMT	Name	Business As Usual Role	Mobile	Home telephone	Key Holder (YES/NO)
Primary	Sarah Mackintosh	Proprietor	07971 683844	01483 490159	
Secondary	Suzanne Goodwin	Proprietor	07771 875020	0208 421 2012	Yes
Secondary	Claire Blunt	Proprietor	07818 064497	0208 429 3966	Yes

## Stand-down and Recovery

When the emergency services have left the school, or in the case of an incident on a school trip, when pupils and staff have returned home and media interest has subsided, the school can begin the recovery process.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the cooperation and support of school staff, pupils and parents.

Some elements that should be considered or undertaken include:

### Recovery plan

<b>As soon as possible after the emergency:</b>
Liaise with parents regarding plans for attendance/representation at funeral/memorial services.
For those who cannot attend and would like to, consider marking the occasion in school in some way eg: silent reflection.
Arrange debriefing meetings for staff and pupils.
Arrange debriefing meetings for the Headteacher and SEMT
Identify and support high-risk pupils and staff.
Arrange for the removal of deceased pupil's personal items. This is particularly important in primary schools where pupils tend not to move about the school as much. Consider such things as coat peg and name label, PE bag/kit and book bag, books/ pencils/ trays/ desk, work on display.
Promote discussion of the emergency in class. <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 dead person</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> Remember that supporting another's loss and grief can touch upon one's own losses and associated feelings – staff will need specific support from colleagues and may also need professional advice and support
Consider the need for individual or group support.
Identify and consider legal implications and seek advice appropriately.
Initiate a review of the school emergency plan, evaluating the school's response and feeding in any lessons learnt.
Help affected pupils and staff to come back into school.
<b>In the longer term:</b>
Consult and decide on whether and how to mark anniversaries. It may be beneficial to identify a place for people to place flowers and other tributes. If possible, seek the views of the family/families involved.
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected.
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school.
Remember to make any new staff aware of which pupils were involved and how they were affected.

## Training and Exercising

Training arrangements with regards to implementing the school emergency plan are discussed regularly and sheltering and evacuating are practised regularly.

## Establishing the Response

These are not exhaustive lists of actions; the Headteacher or nominee and the SEMT should continue to consider their response with the aim of returning the school to normality as quickly as possible.

### Action list for Headteacher or nominee coordinating SEMT

Identify SEMT Co-ordination Room	
Assign roles to SEMT and agree priorities	
Liaise with the police, fire and ambulance services and other agencies as applicable. Act as the main contact to coordinate response and give your contact details.	
In liaison with Police inform all staff, and parents of injured pupils. Decide how to inform other parents.	
Ensure all staff maintains a log of actions and decisions.	
Identify who will record staff personal and school costs and collect incident logs.	
Ensure that accurate, factual information is available for those arriving at the scene.	
Inform Proprietor	

### Action list for SEMT

<b>Welfare</b>	
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or invacuation/shelter i.e. keeping pupils and staff inside the building.	
Establish the whereabouts of all pupils, staff, and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.	
<b>Communications</b>	
Communications systems are put under enormous pressure in the immediate aftermath of an emergency, but are vital to ensuring a well-managed response.	
Rumours spread quickly within a school community, and can cause great distress in a crisis situation. The best way of preventing rumours is to inform people quickly, simply and factually	
Consider emergency communication needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception. If necessary, see support from SCC Contingency Planning Unit, who can set up a public helpline for enquiries from the public in the event of a major emergency.	
Agree who is the most appropriate main point of contact with the affected family/families.	
An early decision should be made about how to inform parents. Make use of telephone trees or other methods to ensure parents are informed quickly and efficiently. It is important to agree a pre-prepared factual statement or the telephone tree will distort the message. <b>However, in the case of a fatal incident, the police will normally inform the parents of the</b>	

<b>child or children involved.</b>	
All staff should be informed as soon as possible, being given the same, accurate information, as should the school governors.  Agree a process for communicating the information with all members of staff, including those who are not working today.  Inform staff of any agreed changes to the regular school timetable or cancellation of normal school events.	
<b>Media Management</b>	
If possible, avoid responding to media enquiries and direct them to the Police if they are present It may be appropriate and beneficial for the Headteacher or a nominated representative to make a press statement or be interviewed. Ensure that there is an agreed official spokesperson that is well briefed and prepared should an interview become necessary.	
Do not allow the press onto the school premises or give them access to children/staff unless there is a specific reason and permission and consents are in place.	
Ensure that any media access to the site, staff and pupils is controlled. If there is likely to be a high media presence at the school site, it may be appropriate to pre-designate an area for media vans and journalists if they arrive at the school and from which interviews can be given. This may prevent the media blocking access routes to the school or intimidating pupils and staff. In a major emergency, the police can deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through pupil and/or staff use of mobile phones.	
<b>Premises and Resources</b>	
Ensure access to site for emergency services	
Open/close parts of school as required, and turn off water, gas and electricity supplies if necessary	
Establish a safe and secure base for the SEMT also referred to as co-ordination room – refer to section 5.2.	
Ensure the security of the school premises	
<b>Continuity and Recovery</b>	
Are any critical areas impacted?	
Look at alternative arrangements	
Use Business Continuity Matrix Table – see appendix 5.	

## Ongoing Response

### Action list for Headteacher or nominee

Provide regular briefings for staff, and continue to liaise with the emergency services	
Try to maintain normal routines as far as possible.	
Tell the staff involved to keep a log of their involvement, noting key events, actions and times.	
If relevant an accident report should be completed and, in the event of serious injuries or a fatality, the Health and Safety Executive should be informed within 24 hours.	
Allocate tasks listed below between SEMT	

Inform the Proprietors as soon as reasonable	
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**Action list for SEMT**

<b>Welfare</b>	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those pupils and/or staff who are badly affected, and who need extra support.	
Make arrangements for reuniting pupils with their parents.	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including pupils, to attend.	
Advise staff to be aware of their feelings and support each other. If the school has bought-in to the service, provide staff members with the telephone number for Employee Assistance Programme.	
<b>Communications</b>	
Consult with the Educational Psychologist, prepare teachers to deal effectively with informing pupils. It may be helpful to draw up a script and model how pupils should be told.	
Pupils should be informed in small groups, again by being given accurate, age appropriate, factual information – considering the best way to impart tragic news. If possible, this should be done the same day as the incident. In the case of a fatality, the educational psychology service will be able to advise on the best way to inform pupils. Encourage teachers to allow time for classroom discussion.	
Inform parents of children not directly involved in the incident, as decided by the Headteacher or nominee. Use any existing arrangements, such as a telephone cascade, for contacting parents quickly and efficiently. You might also want to consider changing the answer phone message on telephones, amend website, use parent text system to contact parents etc.	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	
<b>Media Management</b>	
Prepare a press statement and decide the ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	
<b>Premises and Resources</b>	
Establish a safe and secure base for the SEMT.	
Arrange an appropriate place to receive parents of children involved	
<b>Continuity and Recovery</b>	
Established continuity and recovery lead(s) ensures parts within the response (above) are covering any critical areas that could/have been affected.	

## Evacuation

Evacuation is required when there is a threat to the safety and security of staff and pupils if they were to remain on site or in a building. This may be evacuating to another area of the school building or an evacuation of the whole site.

<b>Signal for fire evacuation</b>	Fire bells will ring
<b>Signal for bomb (threat) evacuation</b>	Fire bells will ring
<b>Signal for all-clear</b>	Direction from SEMT to Teachers

<b>Assembly points fire evacuation</b>	The grass area of the playground.
<b>Assembly points bomb (threat) evacuation</b>	Pub Car Park or John Lyons School up the road (depending on the threat)

Protected spaces in permanent structures may offer the best protection against blast, flying glass and other fragments.

<b>Protected space</b>	Pub across the road or John Lyons School up the road (depending on the threat)
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- When evacuating, children and adults are advised to exit via the nearest door and to assemble on the multi-use games area towards the rear of the property. Should this be impossible, we assemble at the most appropriate point depending on the threat. . If the school site needed to be evacuated, we would assemble in the Pub Car Park opposite.
- When there is a need to shelter, the whole school community will stay indoors, close doors and windows. Children and adults will gather in the hall, if this is felt to be advisable, dependent upon the nature of the threat.
- In case of a fire, the fire bells will ring and children and adults will leave the school using the practised routes, as appropriate. Nobody is to return to the building for any reason and whenever possible, the last person to leave will close the door behind them.
- In case of sheltering, the Headteacher will alert each class with the old school bell. If the children are on the playground when the bell is rung, they are to re-enter the school via the nearest door and to go immediately to the school hall.
- We have a signing in book and visitor badge, so that we are aware of who is on the school site in addition to staff and pupil registers. In case of evacuating and sheltering, the office staff carry all registers to the assembly points in order to verify the head count.
- Evacuating is practised regularly and the results reported to the Proprietors.

## Lock Down

Lockdown procedures should be initiated to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school.

<b>Signal for lockdown</b>	Verbal via the Headteacher who will visit each class
<b>Signal for all-clear</b>	Verbal

<b>Partial lock down</b>	<b>Full lock down</b>
All outside activity to cease immediately, pupils and staff return to building. (There needs to be a means of communicating the alert to duty staff at break times).	All pupils/staff stay in their classroom or move to the nearest classroom.  Office staff should remain in their office.
All staff and pupils remain in building and external doors and windows locked.  In the event of an air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.  Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants.	External doors locked. Classroom doors locked (where a member of staff with key is present). Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in).  Lights, smartboards and computer monitors turned off.
Free movement may be permitted within the building dependent upon circumstances.	Pupils/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls). Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).
Check for missing pupils, staff and any injured persons.	Check for missing pupils, staff and any injured persons.
Staff should await further instructions. Remain in place until all clear has been given, or unless told to evacuate by the emergency services.	Staff should await further instructions. Remain in place until all clear has been given, or unless told to evacuate by the emergency services. Reassure pupils and keep them engaged in an activity or game

Notify parents/carers of the situation.

## Bomb threat prompt card for staff

If you take a telephone call from someone who claims to have information about a bomb:

Actions to be taken on receipt of a bomb threat:	
<ul style="list-style-type: none"> <li>• Stay calm</li> <li>• Switch on recorder/voicemail if connected</li> <li>• Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give.</li> <li>• 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, eg: speech impediment, state of drunkenness etc.</li> <li>• Any distinguishable background noise.</li> </ul> </li> </ul>	
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:	
Where is the bomb right now?	
When is it going to explode?	
What does it look like?	
What kind of bomb is it?	
What will cause it to explode?	
Did you place the bomb?	
Why are you doing this?	
What is your name?	
What is your address?	
What is your telephone number?	
Record time call completed :	
Where automatic number reveal equipment is available, record number show:	
Dial 1471 you may find out the last number that called – unless the caller withheld their number.	
Report the call to the police and the Headteacher/nominated Deputy <b><u>immediately.</u></b>	
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 Headteacher.	
Time Police notified:	

Time Headteacher notified:

the exact time of the call  
the caller's sex and approximate age  
any accent the person has, or any distinguishing feature about their voice eg speech impediment, state of drunkenness etc.  
any distinguishable background noise.

The following part should be completed once the caller has hung up and the Police and Headteacher have been informed:

Time and date of call:	
Length of call:	
Number at which the call was received:	
<b>About the caller:</b>	
Sex:	
Age:	
Nationality:	

**LANGUAGE**

- Well spoken
- Irrational
- Taped message
- Offensive
- Incoherent
- Message read by threat-maker

**CALLER's VOICE**

- Clam
- Crying
- Clearing throat
- Angry
- Nasal
- Slurred
- Excited
- Stutter
- Disguised
- Slow
- Lisp
- Accent

Type of accent

.....  
.....

- Rapid
- Deep
- Hoarse
- Laughter
- Familiar

If so, whose voice did it sound like?

.....

.....

**BACKGROUND SOUNDS**

- Street noises
- House noises
- Animal noises
- Crockery
- Motor
- Clear
- Voice
- Static
- PA System
- Booth
- Music
- Factory machinery
- Office machinery
- Other (specify)

.....  
.....

**OTHER REMARKS**

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Print name: \_\_\_\_\_

## Closing the school

When facing school closure or early dismissals the school will communicate with parents through telephone / text / website.

For pupils whose families cannot be contacted, or if there is not adequate time to send pupils home, the staff will ensure the safety of the pupils by keeping them at school, or in an alternative safe place.

## Managing a disease outbreak (pandemic flu, norovirus, coronavirus etc.)

Depending on the pandemic severity a potential 25-50% of the population could be infected.

The risk of a human influenza / coronavirus pandemic is distinct from seasonal flu, (ie: standard flu, the type which affects the population as a matter of course and which occurs every year during the winter). Nor is it avian influenza (bird flu).

Coronavirus symptoms are: high temperature, new continuous cough, shortness of breath, loss of taste and smell.  
Coronavirus Dfe helpline: **0800 046 8687**

Once a pandemic arrives, it is likely to spread throughout the country in a matter of weeks. It may come in two or more waves, several months apart, with each wave potentially lasting two to three months across the UK as a whole.

The Government recommends that organisations be as prepared as possible now, so that plans can be activated when a pandemic arrives. Consideration to pandemic flu planning is incorporated in the emergency plan for the school, taking into account the business continuity element of school closure and staff absenteeism.

The DfE have produced a range of guidance documents to assist and encourage prudent planning for a possible pandemic, such as general planning guidance for different sectors and model plans for schools. There are also Frequently Asked Questions to make key information easily available. The above are accessible via Teachernet.

1. Who takes the decision to close the school:
    - Headteacher
  2. Procedures for dealing with a child who shows symptoms of pandemic influenza/norovirus at school:
    - isolate them from other pupils and arrange for them to be taken home
  3. Outline systems to minimise the spread of infection if the school stays open during a pandemic:
    - hand-washing, disposal of tissues. Deep-cleaning of key areas (i.e. toilets, surfaces)
  4. The critical level of staff absenteeism resulting in required school closure
    - 50%
-

## Incident Logging

Each member of staff involved in dealing with the emergency should log decisions made and reasoning behind it where applicable, telephone calls made and received and tasks carried out.

Essential considerations for log keeping:

- Notes should be contemporaneous or made as soon as reasonably practicable after the incident (within 24 hours). They should be clear, intelligible and accurate.
  - Use plain language and correct grammatical English (avoid approximations, abbreviations, arrows and dashes)
  - Record date and time; who made and who received the phone call, email, answer phone message etc; what information was given; any actions required; key decision(s) and rationale behind the decision(s)
  - Stick to the facts – don't include assumptions (unless you are noting assumptions to show your reasoning for making a decision, if so make this clear)
  - Number pages
  - Use permanent black ink
  - Do not leave blank spaces between words or between entries – if you do rule them out with a line
  - Do not overwrite and do not use correction fluid – if you make a mistake, cross it out, initial it and start again
-

<b>Date/Time</b>	<b>Name</b>	<b>Information</b>	<b>Action required</b>	<b>Key decisions/Rationale</b>
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			
	From / To			

Page number: