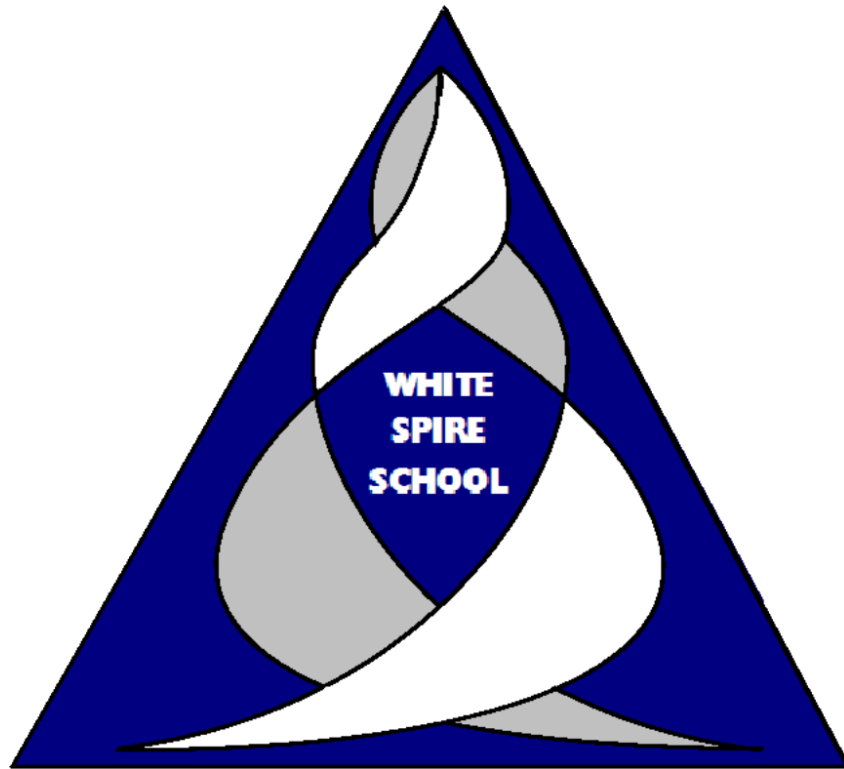


Emergency Plan Policy

White Spire School



Written by: Finlay Douglas

Last reviewed on: September 2023

Next review due by: September 2025

This plan will be amended according to legislation / changes to better practice and will be updated as and when required.

Preface

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Along with this template, we have part prepared an example of the Emergency Plan with explanations. The booklet, Coping with a School Emergency, and its associated resources have been designed to help schools:

- Develop and review an emergency plan
- Provide training to staff who could become involved in an incident
- Organise emergency planning exercises

These are based; on examples of good practice from local authorities across the country, local Enfield information, and were also developed in collaboration with the Department for Education and the Cabinet Office. If your school already has an emergency plan you may wish to use these resources to review your current arrangements.

The following link will take you to various resources i.e. the original template, training resources and other useful information; www.schoolemergencies.info

White Spire School

Emergency Plan

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

- Section 2 for school emergencies
- Section 4 for emergencies on learning activities or visits outside the classroom.

Plan administration	
Version number:	1
Date of issue:	September 2024/23
Date of review:	September 2023/25
Person responsible for review:	Headteacher
Copies of this plan are held:	Office, school electronic data base

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Section 1: Introduction

This plan relates to:

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

This plan provides a generic guide to actions that should be considered by the headteacher, his nominated deputy (Leadership Team), and the School Emergency Management Team (SEMT) (taken from Appendix 3) in case of an emergency in the school, local community or on a learning activity outside the classroom.

It also covers procedures for an incident occurring in school time, out of school hours and during weekends and school holidays.

Section 2: Emergencies in schools – activation

Information about an incident may come from a staff member, pupil, parent, member of the public, the emergency services or the local authority. Whoever receives the alert should ask for, and record, as much information as possible.

If you are dealing with a school emergency which has taken place on a learning activity or visit outside the classroom, please turn to page 7.

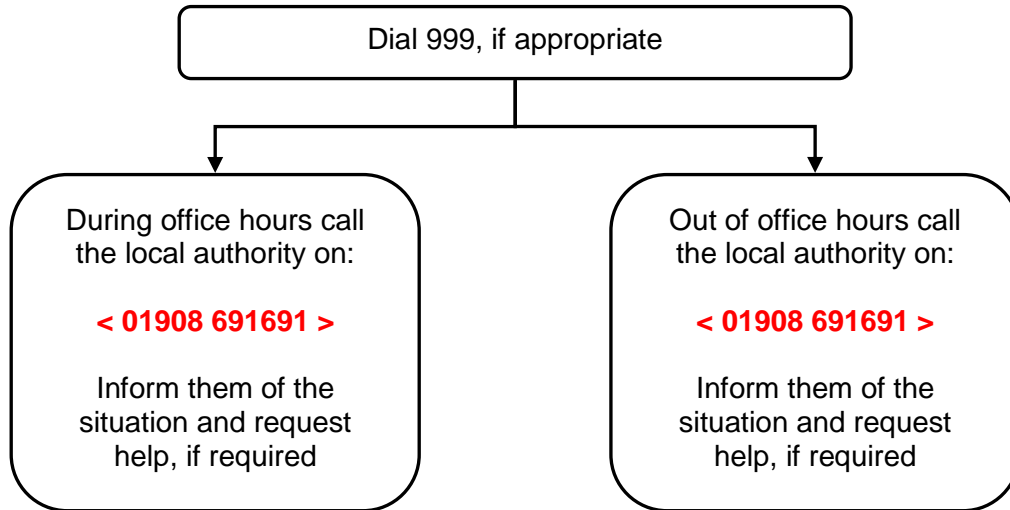
Name and contact details of the informant
Details of the incident (including actual words used by informant)
Who else has been informed?
Exact location of the incident
Casualties
Any action taken so far
Name of contact at the scene
Notes

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

Immediately inform Finlay Douglas or Paul Mayo. If neither is able to respond (they may be involved in the incident) the senior person present must follow the instructions from the checklist of initial action below.

Checklist of initial action by headteacher or nominee coordinating SEMT

1. Assess the situation.
2. Take immediate action to safeguard pupils and staff where necessary.
3. Call for support:



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

4. Log all communications and actions.
5. Assemble a School Emergency Management Team from pre-identified staff (see appendix 3) and relieve them of their normal duties.
6. Refer to the list of emergency contact numbers in appendix 3 for additional support, if required.
7. Where possible, avoid closing the school and try to maintain normal routines.
8. Having activated this emergency plan, go on to the next stage – implementation.

Section 3: Emergencies in schools – roles and responsibilities

Stage 1 – establishing the response

Action list for headteacher or nominee coordinating SEMT	Tick
Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire and ambulance services, the local authority, and other organisations who may become involved. Act as the main contact to coordinate the response and provide your contact details.	
Inform the chair of governors.	
Inform all staff and parents of injured pupils. Decide how to inform other parents.	
Ensure all staff maintain a log of actions and decisions.	
Allocate tasks amongst the SEMT as appropriate.	
Arrange administrative / secretarial support for your team, if required.	

Action list for SEMT – welfare	Tick
Take actions to secure the immediate safety of pupils and staff – this may include evacuation or keeping pupils and staff inside the building (sheltering).	
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.	
Consider any welfare needs for pupils with special needs.	

Action list for SEMT – communications	Tick
Consider emergency communications needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception.	
Line to be used for incoming calls only:	
Line to be used for outgoing calls only:	
In the event of a major emergency, seek support from your local authority – they may be able to establish a helpline for enquiries from the public.	

Action list for SEMT – media management	Tick
If possible, avoid responding to media enquiries and direct them to local authority communications staff (see appendix 3).	
Ensure that any media access to the site, staff and pupils 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 pupil / staff use of mobile phones.	

Action list for SEMT – resources	Tick
Ensure access to the site for emergency services.	
Turn off water, gas and electricity supplies if necessary.	
Open / close parts of the school as required.	
Ensure the security of the school premises.	

Stage 2 – ongoing response

Action list for headteacher or nominee coordinating SEMT	Tick
Provide regular briefings for staff, and continue to liaise with the emergency services and local authority.	
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 the local authority's health and safety staff 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 SEMT as appropriate.	

Action list for SEMT – welfare	Tick
Establish a staff rota and ensure that staff take regular rest periods.	
Identify pupils and staff who are badly affected by the incident and may require 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.	

Action list for SEMT – communications	Tick
Inform pupils, in groups as small as practicable, considering the best way to impart tragic news.	
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 tree, for contacting parents quickly and efficiently.	
Receive visitors to the school, ensuring they sign in and out and are issued with identification badges.	

Action list for SEMT – media management	Tick
Liaise with local authority communications staff to prepare a press statement, to be agreed by the headteacher and strategic director of the Children’s Services department. Decide an ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	

Action list for SEMT – resources	Tick
Establish a safe and secure base for the SEMT.	
Arrange an appropriate place to receive parents and guardians of children involved.	

Section 4: Emergencies outside the classroom – activation

For emergencies on learning activities outside the classroom, the headteacher (or the pre-agreed nominee) should be immediately informed of any incident by the group leader.

Initial action by headteacher or nominee

1. Maintain a written record of your actions using this pro forma and a log book.
2. 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.
3. Find out what has happened. Obtain as clear a picture as you can. Who informed you of the incident?

Initial contact	
Name:	
Telephone number:	
Additional telephone numbers:	
Where are they now and where are they going?	
Notes:	

4. Discuss with the group leader what action needs to be taken and by whom.
5. Record the details of the off-site activity / visit during which the incident occurred:

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

6. 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 pupils not directly involved in the incident:	
Name of person in charge of your group at the incident (include telephone numbers):	

7. Depending on the scale of the incident, consider assembling a School Emergency Management Team (SEMT) to assist with the response.

8. Having activated this emergency plan, go on to the next stage – implementation.

Section 5: Emergencies outside the classroom – roles and responsibilities

Action list for headteacher or nominee

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:	
Line to be used for outgoing calls only:	
Consult with the emergency services / local authority regarding informing parents of injured and non-injured pupils. Ensure parents of any injured pupils 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 pupils 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 school (or from the party leader), 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.	
During office hours, call your local authority emergency contact: 01908 254555 Outside office hours, call the local authority emergency helpline: 01908 311773 – Ask for Duty Emergency Planning Response Officer	
Support from other organisations may be required (please see section 7). Contact details are available in appendix 3. Examples of support include: <ul style="list-style-type: none"> • Assistance at the school or site of the incident • Help with arranging transport between the incident, parents and the school • Help with media management, including press statements and interview briefing. 	
If the visit is abroad, and the incident results in substantial medical or other expense, risk and insurance staff at the local authority should be informed as soon as possible.	
Inform pupils 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, consider seeking support from the	

educational psychology service about the best way to inform pupils and to support them afterwards. Staff and pupils should be asked to avoid talking to the media.	
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Media management	Tick
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries; these could be directed to local authority communications staff.	
Liaise with local authority communications staff as early as possible, and work with them to prepare a press statement, to be agreed by the strategic director of the Children's Services department and the headteacher before release.	

Resources	Tick
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.	

Reporting of accidents	Tick
Tell the staff involved to prepare a written log noting events and times. Inform local authority health and safety staff 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.	

Section 6: Activity / visit leader's action card

Immediate action in an emergency	Tick
Assess the situation and take immediate action to ensure the safety of pupils 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
During school hours contact the headteacher or nominee: 01908 373266	
Outside school hours contact the headteacher or nominee: 07458306577	
Give clear details of what has happened and who is involved.	
Discuss with the headteacher or nominee who should inform parents and next-of-kin of pupils and staff.	
The headteacher or nominee should contact the local authority if necessary – if they are unavailable you may have to do this. During office hours, call your local authority emergency contact: 01908 311773	
Outside office hours, call the local authority emergency helpline: 01908 311773 – Ask for Duty Emergency Planning Response Officer	
Avoid speaking to the media – if necessary direct them to your local authority communications staff: 01908 253678 (Out of hours or no response then contact 01525 214802)	
Staff and pupils should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
Make notes of what has happened and your actions.	
Keep in contact with the headteacher or nominee.	

Section 7: Stand-down and recovery

As soon as possible after the emergency	Tick
Visit injured pupils / staff.	
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 pupils.	
Arrange debriefing meetings for the headteacher and School Emergency Management Team (SEMT).	
Identify and support high-risk pupils and staff.	
Promote discussion of the emergency in class.	
Consider the need for individual or group support.	
Help affected pupils and staff to return to school.	
Seek advice on legal issues from local authority legal staff.	

In the longer term	Tick
Arrange an incident debrief for staff who were involved in the response.	
Initiate a review of the school emergency plan, evaluating the school's response 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 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.	

Section 8: Support from other organisations

The following agencies may provide support and assistance:

White Spire School

School Emergency Management Team (SEMT):

- Coordinate the school's response to an emergency
- Fulfil specific roles as outline in Section 3 and 5.

Teaching staff:

- Follow procedures for evacuation, shelter or lockdown (outlined in appendix 5) when necessary to secure the safety of pupils
- Provide pupils with information and reassurance
- Assist SEMT in carrying out tasks relating to emergency response as far as they are able.

School governors:

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

Milton Keynes Council

Children's Services department:

- Coordination of assistance throughout the local authority
- School transport
- Administrative support
- Welfare services / emotional support
- Additional accommodation
- Health and safety advice.

Emergency planning staff:

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

Communications staff (press office):

- Press statements
- Advice and assistance with media management.

Legal staff:

- Legal advice.

Occupational health staff:

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

Police

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

Fire and rescue service

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

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 the school due to extreme weather

1.

- Approx 6:30am – Site Manager to contact Headteacher re: access to school, Health & safety risks
- Headteacher to contact MK Council to announce closure of the school www.milton-keynes.gov.uk/closures
- MK Council will announce the closure on local radio, MKWeb and text alert parents and staff who are signed up to Alerts
- IT Manager will post announcement on the school website
- Staff are encouraged to subscribe to alerts from MK Council <http://www.milton-keynes.gov.uk/Closures/Subscribe>

2. Headteacher to contact SMT to announce closure of the school

3. Advise that the school is ONLY closed for the communicated number of days (Headteacher will decide)

4. If **NOT** contacted after that communicated number of days, then assume school is open

[PLEASE REFER TO MILTON KEYNES COUNCIL SEVERE WEATHER GUIDANCE](#)

Appendix 2: School site information and risk assessment

This section could include:

- Persons authorised to isolate utility services within the school – Paul Mayo and Finlay Douglas
- Details of how to reset the fire alarm system – Paul Mayo and Finlay Douglas
- School telephone number – 01908 373266
-

Specific information relating to any hazards on the school site, including:

- The location of chemical stores and any radioactive materials stored on site – Cleaning cupboard in corridor leading from dining table store, Cleaning cupboard in Enigma, science store, Food Tech Room
- Details of where information on hazardous chemicals is stored (e.g. CLEAPPS guidance if relevant) CoSHH Assessments and Data Sheets - Cleaning cupboard in corridor leading from dining table store, cleaning cupboard in Enigma, science store, site manager's office.
- Details of hazards such as asbestos in the fabric of the buildings – identified in Management Asbestos Survey-and M Manuals, with site manager, and capped

Appendix 3: Emergency contacts list

School 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	Finlay Douglas	Headteacher	07511666434	07511666434	
Yes	Paul Mayo	Site Manager	07730887823	07730887823	
Yes	Michelle Bartle	Deputy Head	07854632497	07854632497	

Other school contacts

Key holder?	Name	Role	Home telephone	Mobile phone	Notes

External contacts

You may wish to add in other important numbers specific to your school 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
Local authority – emergency contact	01908 691691
Local authority – outside office hours emergency contact	24 hour – 01908 311773
Local authority – emergency planning	01908 254555
Local authority – educational psychology / welfare service	01908 253414
Local authority – human resources (Schools Personnel Service) SPS	01908 252609/07702819267
Local authority – occupational health	01908 253772
School's usual bus company	Ladybird Travel – 07811110824/01908 377488 24/7 Taxis – 01908 676767 MKHT – 07456220525 MKS – 07828468618+ TWK – 01296 630402
Local authority – school travel assistance	01908 252526/ 254269 /01908 254406
Local authority – communications (press office)	01908 251413 / 252413 / 07885469178 OHH 01525 214802 / 07931644675
Local authority – risk & insurance	01908 252315 / 07808064791
Local authority – health and safety	01908 253839
Off-site insurance emergency number	0800 335500 (Out Of Hours: 0800 0280336)
The Foreign Office (links with British Consulates)	020 7008 1500
Met Office Weathercall (60p per minute from a UK landline)	09068 575 571
The Samaritans	01908 667777/116123
Teacher Support Network (trained support and counsellors available 24hrs)	08000 562 561

Appendix 5: Evacuation and shelter plan

Name	Responsibility	Replacement if named person is absent
Office Staff	Collect registers and Visitors' Register (take radio)	Office Staff
Class Teachers & TAs	Ensure pupils (+ visitors/supply staff in lesson) quickly and safely exit from the classroom/teaching area) and register them at the Assembly Point on the playground or front car park. (See map). Close doors behind you. All pupils must be silent on leaving the teaching area until clearance has been given by Headteacher.	Cover/Supply Staff
All Staff Sally Seminerio - Car Park	Check all pupils, staff and visitors are present at Assembly Point	Lil Sharples
Paul Mayo	Kitchen, Office, Heads office, Parenting Room, Dining Room, Meeting Room, Toilets Liaise with Fire Brigade & Headteacher	Finlay Douglas
Mandy Brown	Main school gate to guide emergency services onto school premises	Sally Seminerio
Katy Cozens	Exam/EHC Office, Offices, Reading Room, Lift, Medical Room, Library, IT office, store cupboards, Toilets	Geraldine Osborne
Emily Spear	Food Tech, Room 19, Room 18, Attendance Office, Room 17, Room 16, Toilets, S & L Office, Top corridor	Jayne Oliver
Susan Marshall	Enigma Building - E10, E11, E12, E13, E14, E15, Toilets, Lift, Common Room & Store Cupboards	Emily Spear
Anna Williams	Primary Department - Rooms 1, 2, 3, 4, 5, 6 & 6a, toilets, Staff Workroom, Store Cupboards, Exams Safe Room, Staff Room	Alison Lockwood
Geraldine Osborne	Room 9, changing rooms, science store, sports hall, store rooms, gym, toilets, School Shop	Mandy Brown
Michelle Bartle	Room 7, construction room, Finance Officer office, Behaviour Support office, Deputy Head office, toilets & store rooms	Katy Cozens

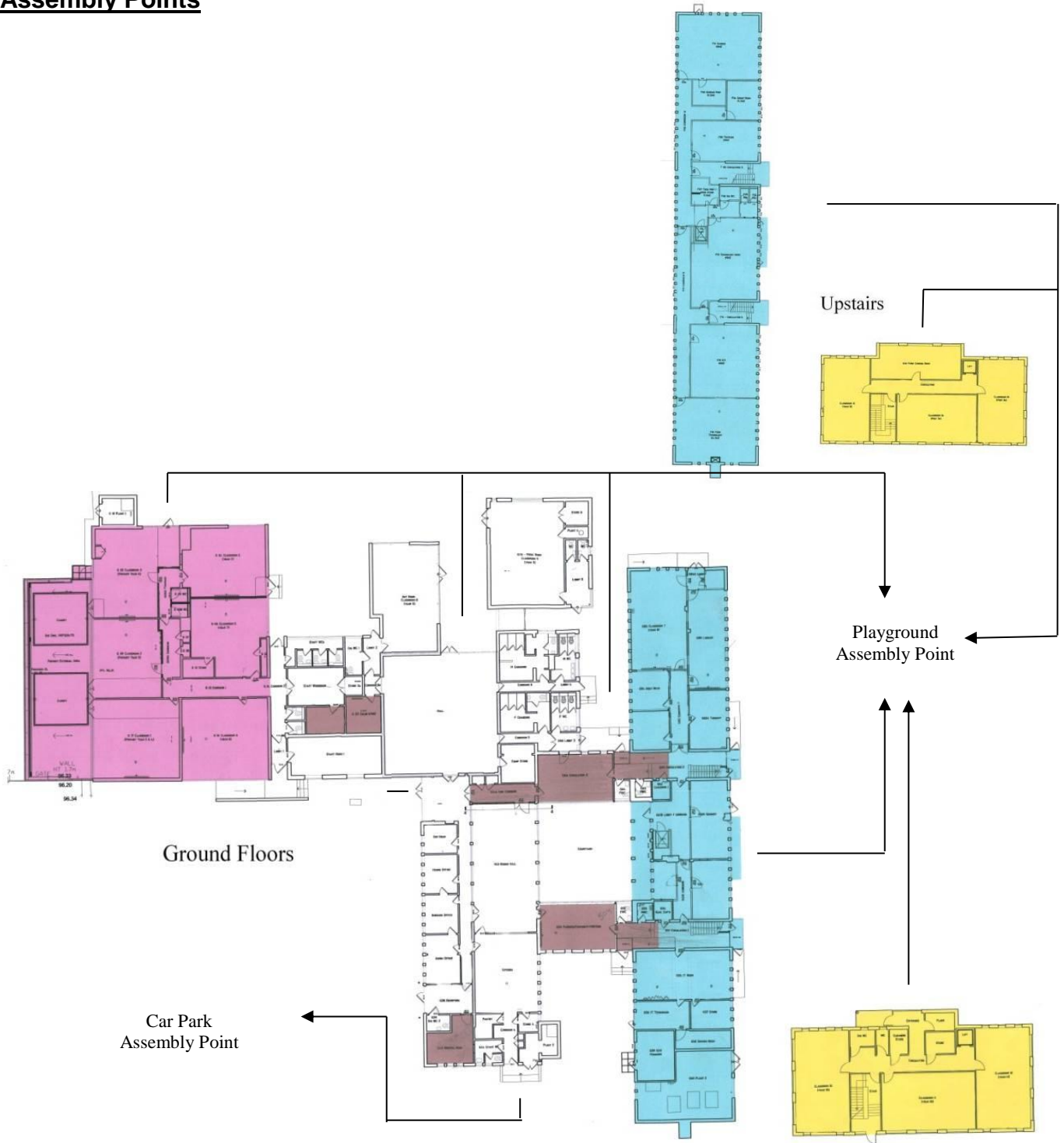
- Fire marshals are to carry radios at all times. Radios are to be switched on when the fire alarm sounds
- Upon hearing the fire alarm evacuate your allocated area
- Once your allocated area is clear evacuate to the nearest evacuation/meeting point
- Code word: Emergency

Fire marshals that are not allocated an area will help supervise on the playground with all pupils, staff & visitors - thank you

Substitution Pool in case of multiple absences:

- Member of staff to escort and wait with any temporary/permanent named person
- Visitors to be escorted with relevant member of staff
- Headteacher or Site Manager to give all clear to return to teaching areas.
- If Main Building is incapacitated then return to Enigma and vice versa.
- If whole building is incapacitated then staff and pupils will go to Rickley Park Primary School, when instructed by Headteacher.

Assembly Points



Appendix 6: Business continuity inventory

Equipment inventory

Description	Make	Model number	Serial number	Notes	Purchase date	Location
Safe	Dudley Harlech	587CS	56098452-1	Can hold up to £1500	Unknown	School office
Safe	Sentrysafe	Unknown	Unknown	No cash kept inside	Unknown	Exams Office

Data / IT systems

Data / IT system	Users requiring access	Backed up?	Where is the back up held?
Headteacher's electronic files	1	Yes	Backed up daily onto the school network
Staff electronic files	84	Yes	Backed up daily onto the school network

Paper-based records

Document	Location	Duplicated?	Where are duplicates held?
School emergency plan	School office/School network	Yes	Off-site with Headteacher and Assistant Head Teacher
Pupil records	School office	Yes	Some on school network and LA network
Staff Records	School office	Yes	Some on school network and LA network

Appendix 7: Pandemic influenza plan

EXCLUSION GUIDELINES

The decision to exclude students who have an infectious disease from school should be made in conjunction with the LA, health care professionals, and/or parents/guardians. Students should be allowed to return to school once the exclusion period is met, or a health care provider clears the student. Generally, if any of the following conditions apply, exclusion from school should be considered:

- If the student does not feel well enough to participate comfortably in usual activities.
- If the student requires more care than school personnel are able to provide.
- If the student has a high fever, behaviour changes, persistent crying, difficulty breathing, lack of energy, uncontrolled coughing, or other signs suggesting a severe illness.
- If the student is ill with a potentially contagious illness and exclusion is recommended by a health care provider, the state or local public health agency, or these guidelines.

Occasionally school personnel become ill with an infectious disease. When this occurs, the affected staff member should consult with their doctor to determine if they can work. If ill with diarrhoea or vomiting, school personnel should not work until the illness is over and only return to work 48hrs after the last bout. This is especially important for staff that work in the kitchen or handle food in any manner.

REPORTING REQUIREMENTS

All cases must be reported to the Headteacher. When a case is reported, public health agencies may conduct an investigation to confirm the diagnosis, treatment, and cause of the illness, and determine the appropriate methods of disease control. Group outbreaks resulting from any cause, including food borne outbreaks, must be reported to the state or local public health agency within 24 hours. This should assist the school in preventing further spread of the illness and to try to determine the cause of the outbreak.

To the extent it is available, the following information should be reported: diagnosis, patient's name, date of birth, sex, ethnicity, address, phone number, name and address of the doctor, and pertinent test results (if applicable).

HOW ILLNESS SPREADS

Infectious diseases can be spread in a variety of ways, referred to as transmission routes.

DROPLET TRANSMISSION / INFECTIOUS DISCHARGES

Diseases with respiratory tract symptoms (runny nose, cough, sore throat) are often spread by droplets containing viruses or bacteria or by surfaces contaminated with nose/throat discharges. Droplets are generated during coughing, sneezing, or talking. These "large" droplets travel less than three feet before falling to the ground and do not remain suspended in the air. Before falling to the ground, droplets may be deposited on the mucous membranes of the eye, nose, or mouth of another person within three feet, resulting in disease transmission. In addition, sick students will often contaminate their hands and other objects with infectious nose/throat discharges. When another student comes in contact these objects and then touches their eyes, mouth, or nose, they can become infected. This type of transmission route is common in school settings. Some of the infections passed in this way are the common cold, chickenpox, influenza, meningitis (viral and bacterial), mumps, rubella, pink eye (conjunctivitis), strep throat, and whooping cough (pertussis),

AIRBORNE TRANSMISSION

This mode of transmission is rare and only a few diseases are spread by this route (measles, tuberculosis). Airborne transmission occurs when an infected person coughs, sneezes, or talks and generates very small respiratory particles (droplet nuclei) containing virus or bacteria. These small

particles remain suspended in the air for long periods and can be widely dispersed by air currents. When another person inhales these small particles, they can potentially become ill.

FAECAL→ORAL

Intestinal tract infections are often spread through oral ingestion of viruses, bacteria, or parasites found in the stool of an infected person or animal. This type of transmission happens when objects contaminated with microscopic amounts of human or animal faeces are placed in the mouth. In school settings, the sites most frequently contaminated with faeces are hands, classroom floors, faucet handles, toilet flush handles, toys and table tops. Faecal oral transmission can also occur when food or water is contaminated with microscopic amounts of human or animal faeces and are then ingested. Organisms spread by this transmission route include: *Campylobacter*, *Cryptosporidium*, *E. coli* O157:H7, *Giardia*, hepatitis A, *Salmonella*, *Shigella*, and a variety of intestinal viruses. Other infections like hand, foot and mouth disease and viral meningitis can also be spread through the stool of an infected person.

SKIN CONTACT / DIRECT CONTACT

Some infections can be spread directly by skin-to-skin contact or indirectly by contact with contaminated surfaces like clothing. Chickenpox (varicella), shingles (herpes zoster), impetigo, head lice, ringworm, and scabies are all spread this way.

BLOOD / BODY SECRETIONS CONTACT

Some infections are transmitted when a cut or mucous membranes (linings of various body parts and internal organs) comes in contact with an infected person's blood or other body secretions like saliva, urine, and seminal and cervical fluids. This type of transmission is very rare in school settings. Diseases such as hepatitis B, hepatitis C, and the human immunodeficiency virus (HIV) can be spread by contact with infected blood. Infected students can possibly transmit these infections through biting if there is visible blood mixed with their saliva (i.e. from bleeding gums). CMV (cytomegalovirus) can be spread by body secretions like urine and saliva, and mononucleosis can be spread by saliva.

PREVENTION: HANDWASHING

Handwashing is one of the best tools for controlling the spread of infections. All students and staff should perform effective handwashing, which will reduce the amount of illness in schools.

HANDWASHING TECHNIQUE

- Use SOAP and warm RUNNING WATER.
- Rub hands vigorously as you wash them.
- Wash ALL surfaces including the backs of hands, wrists, between fingers and under fingernails.
- Rinse hands well.
- Dry hands with a paper towel.
- If using paper towels, turn off the water using a paper towel instead of bare hands.

The school provides soap and paper towels in all bathroom facilities and sanitising gel in all classrooms. There are also closed bins in every area for the disposal of tissues.

WHEN TO WASH YOUR HANDS

- After coughing, sneezing, wiping your nose, and cleaning up messes.
- After using the toilet.
- Before eating or drinking.

- After handling animals.
- Whenever hands are dirty.
- Food handlers should wash hands before handling food and when hands are soiled.
- Students who are unable to wash their own hands should have assistance from staff.

Sanitizing hand gels have increased in popularity. It is recommended that these products be used in addition to regular hand washing and not in place of hand washing unless facilities are not readily available.

TEACHING HANDWASHING

Because students often learn by watching adults, the school promotes use good hand washing technique. When young students are not washing their hands properly, it is necessary to show them proper technique in addition to telling them. It is also good to remind students that hand washing will stop the spread of germs that might cause illness.

PREVENTION: IMMUNIZATIONS

CHILDHOOD IMMUNIZATIONS

Immunizations help prevent serious illnesses. Suggested immunizations include: diphtheria, tetanus, whooping cough (pertussis), polio, measles, mumps, rubella, hepatitis B, and chickenpox (varicella). Hepatitis A, influenza, and bacterial meningitis vaccines are available but not required for school attendance.

ADULT IMMUNIZATIONS

It is strongly recommended that school personnel be vaccinated against diphtheria, tetanus, mumps, measles, polio, chickenpox (varicella), and rubella (German measles). It is especially important for women of childbearing age to be immune to rubella as this infection can cause complications for the developing foetus.

PREVENTION: THE SCHOOL ENVIRONMENT

CLEANING AND SANITIZING

In house cleaners are responsible for most of the cleaning that occurs in schools. Individual classes can also take steps to clean and sanitize to help prevent transmission of infectious diseases. Common areas, desks/tables, doorknobs and handles, and drinking fountains are examples of areas that are kept clean and periodically sanitized.

ANIMALS / PETS AT SCHOOL

Animals in the classroom can be beneficial in the education process; however some animals can transmit infectious diseases to humans. For example, many animals, especially reptiles, shed *Salmonella* bacteria in their faeces without being sick themselves. People can contaminate their hands with faeces when they handle or clean up after the animal, and disease can spread through the faecal oral route explained above. Some animals are not appropriate for the classroom, such as: poisonous animals (like poisonous spiders, snakes, and insects); wild, stray, or aggressive animals; or animals from an unknown source. To minimize the risk of students and staff acquiring an infectious disease from animals, simple precautions should be taken:

- No animals are allowed on site except by permission from the Head Teacher
- Students and staff should always wash their hands after any contact with animals, and after visiting places with animals such as zoos or farms.
- Students should never “kiss” animals or have them in contact with their faces.

Appendix 8: Training and exercising

Training record – see CPD training records

Exercise record – see Fire log

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"> • 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 (e.g. speech impediment, state of drunkenness) • Any distinguishable background noise. 	
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"> • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? • What is your name? • What is your address? • What is your telephone number? 	
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 headteacher / nominated deputy immediately. In the extremely unlikely event that there was a code word 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.	

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 headteacher / 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 headteacher / nominated deputy immediately.	

The headteacher / 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 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 should 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 – do not include any assumptions (if you are noting down assumptions to show your reasoning for making a decision, make this clear)
- Note down non-verbal communication as well as what is said
- 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 tear pages out
- Do not leave blank spaces – or if you do, rule them out with a line
- 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 write between lines
- Do not write in the margins (except for dates, times or initials)
- 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.