



William Reynolds Primary School and
Nursery

School Emergency Plan

Approved by Governors June 2017

To be reviewed by June 2018

Information Page

These polices are referred to in the document
Telford & Wrekin guidance kept in the staff room

- Health and Safety Manual

School policies and documents

Health and Safety Policy

Risk Assessment Folder

Pupils' Medical Needs Document

Annual Health and Safety Audit and Action Plan

School Development Plan

Fire Risk Assessment

Fire Policy

Introduction

Purpose of the School Emergency Plan is to ensure that in the event of an incident which could be classed as an emergency, the school will provide an effective response to minimise the impact of the emergency and ensure the wellbeing and safety of all pupils and adults in school.

Telford & Wrekin Council's Civil Resilience Team, existing emergency response arrangements with the Local Education Authority and the Emergency Services, support this plan.

Definition of an Emergency:

An Emergency is an incident or crisis which is an unexpected event which affects the school community and causes disruption on a scale which is beyond the normal coping capability of the school. The incident may involve significant threat, damage or injury to property and individuals, and may have a long-term impact on pupils, staff, governors and parents.

The Following are examples of incidents that may impact on the school and require activation of this Emergency Plan:

- Fire or flood to buildings and contents
- Death, accident or assault to members of staff or pupils
- Natural major Emergency incident within the local community
- Missing Person(s) /abductions

This Emergency Plan does not list each type of situation but provides a framework for an emergency response that can be used in most emergency situations. It is important that those with the responsibility for implementation and activation understand the Emergency Plan.

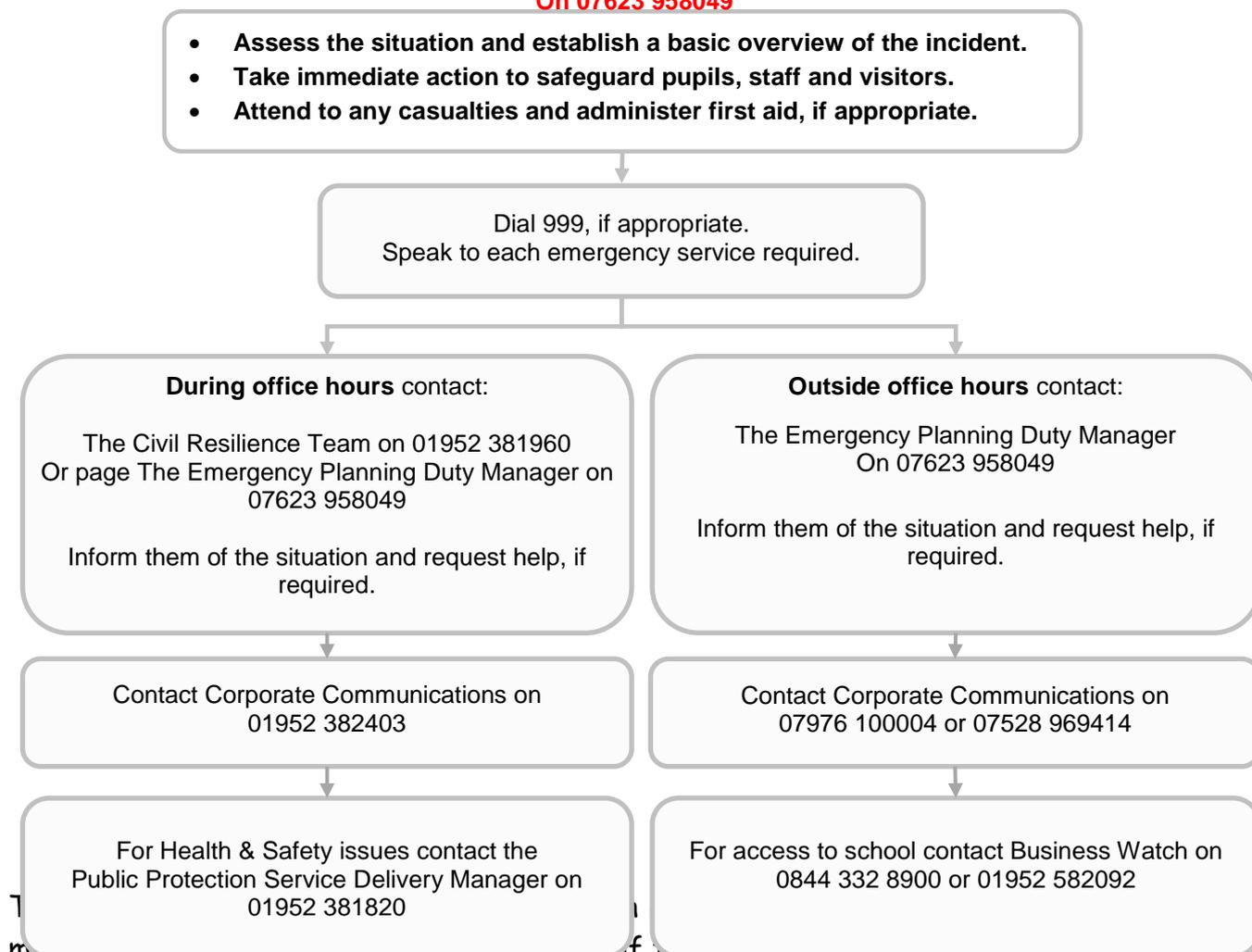
Initial action

In the event of an emergency, immediately inform the Head Teacher or nominated emergency contact. If neither is able to respond (they may be involved in the incident) the next senior person present should follow the instructions below.

- **Assess the situation and establish a basic overview of the incident.**
- **Take immediate action to safeguard pupils, staff and visitors.** (School Evacuation Routes and location of mains services - Appendix A)
- **Attend to any casualties and administer first aid, if appropriate.**
- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.

The Emergency Planning Duty Manager
On 07623 958049



- **Where possible, avoid closing the school and try to maintain normal routines.**
- **Know what equipment that may prove useful and know where to find it or have designated persons who know where to find equipment (e.g. first aid kit, Fire Emergency Box, individual pupil medication).**
- **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- **Refer to the list of emergency contact numbers for additional support if required.**
- **Log all communications and actions.**

School information

School details

Name of school	William Reynolds Primary School and Nursery
Type of school	Primary School
School address	Westbourne, Woodside, Telford TF7 5QW
School operating hours (including extended services)	7.00 – 18.00
Approximate number of staff	79
Approximate number of pupils	454
Age range of pupils	3 - 11

Office contact details

Office telephone number	01952 388280
Office email address	A2158@telford.gov.uk

Useful websites

School website / extranet	www.williamreynoldsprimary.taw.org.uk
Local authority	www.telford.gov.uk
Department for Education	www.education.gov.uk
Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

Once the appropriate people have been contacted

The Council's Emergency Help-line (see number above)

- Logs above information on proforma.
- Telephones Education and Training emergency contact to provide details of incident.

What the L.A. contact does:-

- Receives by telephone details of incident from council's Emergency Help-line.
- Supports those involved in the incident using the L.A. Response Plan.

It is important that clear, precise and accurate information is given immediately to the person making the call.

- What has happened?
- What are the risks involved?
- Which services are required - life and limb taking priority?
- The following information will be required:
 - The name of the caller.
 - The caller's telephone number, or contact number.
 - The location of the incident.
 - The time the incident occurred.
 - The nature of the incident.
 - The names (if known), condition and location of any injured.
 - The details of any assistance required.
 - What notification, if any, has been made to police, parents etc.

(Appendix D Emergency Log)

School emergency contact numbers are given to Gill Knowles in **Children and Young People Capital and Facilities, 01952 380934 (see Appendix E Key Holders)**

Each member of staff has an annually updated list of key school personnel so that a cascade system can operate so that all staff can be informed quickly (**see Appendix F Contact Cascade**). Also all Governors have each others numbers on a contact list. This supports communication between all staff.

School Emergency Management Team (SEMT)

In the event of a critical event the following persons will take overall responsibility, and their specific responsibilities will be outlined within this document:

Head Teacher

Deputy Head Teacher

Administrative staff

Caretaker (if available)

Should anyone not be available their places action will be taken by the next available staff member by seniority.

All first-aiders to co-ordinate any first aid until such time as the ambulance service takes over, then: **(For list of qualified First Aiders see Appendix G First Aiders)**

The Context in school

The Head Teacher will take overall control and call together the School Emergency Management Team (SEMT)

Decisions will be made in the light of:

- Immediate danger to life and limb.
- Knowledge of the incident from the Core Group.
- External information and advice.

The Head Teacher and SEMT will:

- Evaluate and assess the situation.
- Ensure that the Emergency Services, Staff and LA are contacted.
- Isolate/secure the incident area.
- Ensure relevant personnel are kept informed.

If external services are involved then their officers may be in a better position to take charge of the incident, with the SEMT offering knowledge, help and advice.

Communication

Good communications are essential to an effective response to an emergency. Typically, precise information is unavailable immediately, and details are unclear. Clear lines of communication and clearly identified contacts, whose names are immediately available and recorded for those who may require this information, are essential to reduce confusion and allow an effective response.

Internally:

- In the event of a fire or other internal hazard the fire alarm will sound and adults working with children will take to the identified muster points via previously designated routes. Muster point information and guidance is on display in all rooms and corridors (Appendix A - plan of the school to show fire exits)
- In some events it may be appropriate not to sound an alarm and the request to vacate the building will be given verbally so as to avoid undue panic or concern.
- Register print out sheets will be collected and taken out by the administrative staff and used by staff to check that all children are present.
- The "signing in and out" computer log and the Green Emergency Box will be taken out by the Administrative staff working by the main reception area.
- The absence of any children or adults who are marked present must be reported to the Head teacher.

A disabled person may need some assistance when evacuating the building. A Personal Emergency Evacuation Plan (PEEP) will need to be worked out for that person. (See Appendix B Pro-forma PEEP.)

Disabled people are defined as people with a physical, hearing or sight impairment, mental illness or learning difficulty and which in this case affects their mobility and use of buildings or their perception of being at risk.

PEEPs are discussed and agreed by the appropriate people and reviewed on an annual basis.

An "Accessibility Plan" is in place and reviewed on a regular basis. The plan identifies any adaptations which need to be made to the building to support people with a disability.

Externally:

- The school business manager will be responsible for contacting outside emergency service and the LA if appropriate.
- T&W Emergency phone numbers and procedures are kept permanently by telephones and in the Green Emergency Box.

Staff roles and responsibilities

The Head and SEMT

- Identify Crisis and begin Emergency Procedures
- To isolate any risk on the school site.
- Contact emergency services
- To make sure that emergency vehicles have access.
- To isolate electricity, gas if necessary. (Appendix A - plan of the school to show fire exits)
- To advise emergency services on location of utilities.
- The Head Teacher will inform the Chair of Governors
- Take out a mobile phone and keep log of all telephone calls.
- Manage incoming and outgoing calls
- Inform parents
- Coordinate transfers to other places e.g. hospital
- Possibly accompanying child to hospital.
- Record the names of anyone leaving the site.

Adults working with children:

On receiving advice (fire alarm or verbal) to calmly lead the children to the designated muster area.

- Check the register and to inform CMG of any children missing.
- Keep children safe and calm.
- To be available to comfort any children, who may be hurt, scared or worried

Parents/carers:

It is important that parents are given honest, clear and precise facts about the incident and how it is being handled. A clear statement will need to be drawn up with the help of the LA and either given verbally to parents or via the radio.

The updating of parents' contact numbers, especially with frequent changes to mobile telephone numbers is important. At the beginning of the Autumn term all parents are asked to update their contact details.

Care of Children:

Should the children need to be handed over to parents/carers before the end of the school day, then it is important that:

- Children are handed over only to their parents or known carer.
- Those other parents' offers of "I will take him home" are politely refused.

- Teachers will be asked to log every child's departure including who took the child on their class list.

Schools as evacuation rest centres

An agreement has been made with the Head and Governors at Woodlands Primary School that staff and children can be taken there as a rest centre if an emergency situation was prolonged. As a school we have offered this facility to staff and children at Woodlands School.

It is possible that the school could be asked to be used as a temporary rest centre in order to assist in the evacuation of local residents and to render immediate assistance to those who have been directly affected by an incident. This would need to be carried out with

- A decision by Police to evacuate an area.
- Officers of Telford & Wrekin.

Role of the Telford & Wrekin Emergency Planning Officer

The Emergency Planning Officer (EPO) manages the Emergency Planning Unit (EPU). The EPO is kept informed of any occurrence that has the potential to develop into a major incident, and will inform departments of Telford & Wrekin Council that could be affected. Out-of-hours and weekend cover is provided by a Duty office contacted through the Fire Brigade Control.

The EPO will render assistance to the Chief Executive as co-ordinator of the Council's response to a major incident, including the identification, location and procurement of resources. They also ensure that the Council and all its services have valid plans to respond to any incident which threatens to adversely affect their own or their clients' capabilities.

The Media:

Depending on the nature and seriousness of the emergency, a response to media interest will almost certainly be required. Telford & Wrekin Council Public Relations is ready to handle enquiries from the media. However direct contact between the media and school personnel is also very likely. Consideration needs to be given to whom among the staff and/or the Governing Body, is to act as spokesperson in dealing with the media. This may include the Head but may need to include others. Telford & Wrekin Council support is available in responding to media enquiries (with the involvement of Telford & Wrekin Public Relations Unit, if necessary) and will assist in keeping media demands satisfied.

No one else must speak to the media and any inquiries referred back to those listed above.

Those dealing with the media will follow the simple rules set out below:

- All those dealing with the media must be fully briefed about the incident.
- Stick to facts and avoid speculation where facts are unclear or unknown.
- Do not say 'No comment' but be ready to say 'I don't know' and to come back later with the answer - if there is one.
- Never admit liability of any sort.

Procedure for declaring the school/site safe

The SEMT present will declare the school / site safe after consultation with appropriate external agencies. This will then be conveyed to appropriate staff and others with an interest in the information e.g. parents, media etc.

Types of Emergency

A) Fire and Arson:

- All staff should be aware of the fire drill and where the alarm buttons are. A fire drill is carried out once per term.
- Fire Alarm bells are checked on a weekly basis.

Staff should be familiar with;

- The method of raising the alarm
- Checking the escape routes
- The actions to be taken in the event of fire including the taking of roll calls at assembly points

When major damage occurs to a school building as a result of vandalism, or there is a failure of essential services to the building such as water or electricity supply, immediate contact should be made with **Telford & Wrekin Building Surveyor responsible for the school**. Action will be taken as quickly as possible to repair the building and restore the school to normal operation. **If a school closure is unavoidable, Children & Young People should also be informed as quickly as possible.**

B) Bomb Threats and Hoaxes:

- The building must be evacuated immediately.
- Children and adults must be kept as far away as possible from the building and in particular windows because of the danger of flying glass and debris. Everyone needs to be facing away from the building.
- The Head and Deputy will decide whether children and adults need to be evacuated any further.
- The contents of the Green emergency Box will be used to contact parents.
- Follow the procedures for contact the emergency services

C) Lockdown (i.e. danger on school grounds)

The signal for lock-down will be by word of mouth by 2 to 3 members of staff (this will include kitchen staff). The trigger phrase is "Lock-down in" or "Lock down out" depending on the threat.

The signal for all clear will be by word of mouth and the trigger word is "all-clear"

Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.

Entrance points (e.g. doors, windows) which should be secured
Dial 999. Dial once for each emergency service that you require.

Ensure people take action to increase protection from attack:

- Block access points (e.g. move furniture to obstruct doorways)
- Sit on the floor, under tables or against a wall
- Keep out of sight
- Draw curtains / blinds
- Turn off lights where possible
- Stay away from windows and doors, secure the doors shut with a door wedge

Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.

If possible, check for missing / injured pupils, staff and visitors.

Remain inside until the all-clear has been given, or unless told to evacuate by the emergency services.

D) Terrorist Acts

A. For Suspect envelopes:-

- DO NOT OPEN THE ENVELOPE OR PACKAGE
- LEAVE IT and EVACUATE the room if that is practical and keep others from entering.

- Alternatively place the envelope in a plastic bag and place that in another bag and seal it.
 - NOTIFY the Head, who should call the local police or 999 who will advise on any further action.
 - DO NOT take the letter/package to the police.
- B. For Packages that are OPENED and which contain Suspicious Material:-
- Notify the Head who should call the local police or 999.
 - Prevent the contents of the package being disturbed or spread further.
 - Close the package or envelope to limit additional exposure. Do not clean powder up; keep others away.
 - Close off the room (doors and windows). Do not allow anyone other than qualified emergency personnel to enter.
 - Do not touch your eyes, nose or any other part of your body.
 - Wash your hands thoroughly with soap and water.
 - If clothing is heavily contaminated, don't brush vigorously.
 - If possible, close down the building's heating/air conditioning/ventilation system. Turn off fans.
 - Make a list of all people who had actual contact with the powder, for investigating authorities.

E) ***Environmental Hazards:***

- These occur typically as a result of an industrial accident or factory fire that produces airborne pollution of some sort. It will be a matter of judgement, taking account of all the circumstances, what the most appropriate course of action will be: the officer from the relevant emergency service in charge of the incident will advise, having taken any specialist advice on the nature of the incident in question.
- If external all windows and doors to be shut and all occupants to remain within the building until told it safe to go outside.

F) ***Infectious Disease:***

In the event of an outbreak of either a notifiable disease such as mumps, rubella, meningitis, or highly contagious diseases such as influenza pandemic the school has a duty to act in the interests of the pupils, staff and local community. There may also be legal requirements and restrictions and guidance from local or central government and health authorities.

Prevention

The spread of infectious diseases can be slowed by simple hygiene measures.

Staff and children should be encouraged to use tissues and to wash their hands carefully and often and to keep their hands away from their faces. The school will provide tissues and a lined lidded bin in each classroom and staff area when required for used tissues. Guidance on the disposal of tissues is expected to be provided by the LA in the event of a serious disease outbreak but they should be treated as hazardous and handled as appropriate.

Clearly, anyone who is showing signs of illness should go or be taken home at once. If a child is unwell they should be kept away from other children with minimal contact with staff while their parent/guardian should be contacted at once using the existing systems. Staff who are ill should not "struggle on" but go or be taken home at once.

A letter should be sent to parents explaining the steps the school is taking as well as asking that sick or suspect children should not be sent to school "in the hope they'll feel better".

Closure

The school will normally remain open, but may be closed as below.

Reason	Decision taken by	Notes
Direct order from LA	Head	Governors to be informed
Insufficient staff	Head	Governors and LA to be informed
Other serious concerns	Governors	In consultation with head and LA

If the Head and Deputy Head are both absent and no cover is available, the Governors should meet at once to discuss the continued running of the school.

In the event of the school closing, staff would be expected to attend work as normal if possible, and if closed for an extended period a method of setting work to pupils may have to be devised. Guidance can be expected from LA and central government on this matter.

Parents will need to be informed of a school's closure. If the decision is taken during a school day then parents/carers must be contacted using the existing system to collect their children from school.

Re-opening

The school will remain closed until the LA authorises reopening.

In the event that decontamination is required by the LA or PCT or other body the school shall take such steps as necessary to ensure the school is safe to be used again.

It is to be expected that reopening will have conditions attached, such as reporting of sickness and providing stats to the LA. It will be the responsibility of the head to collate such data and arrange for the school to adhere to any restrictions.

G) Severe Weather:

Borough of Telford & Wrekin's policy is that each Head Teacher, in consultation with the school's Chair of Governors, should decide, in the light of the circumstances prevailing in its own area, whether a closure is necessary. Schools are asked to consider very carefully whether it is essential to close.

Where mechanical breakdowns or water leaks have resulted in the loss of heating then it is generally accepted that partial or full school closure is inevitable. It is also accepted that where the police advise people to stay at home unless journeys are essential there may be reduced staffing levels which may necessitate partial or full closure. However, the need for staff to get to work is considered an essential journey, and only in exceptional circumstances is it accepted that this is not achievable. Every effort should be made to get to work unless it is known that the school has been closed.

Staff shortfalls, as a result of severe weather, are not necessarily a justifiable reason for school closure. Alternative arrangements to the normal school day can be made, with staff arriving later.

Notification of closure decisions must be made to local radio stations as early as possible, by 7.45 a.m. at latest (see Appendix C).

You can access it as follows:

1. Navigate to
<https://torch.taw.org.uk/Lists/Snow%20Line/AllItems.aspx>
2. Click Sign In and enter your usual logon username & password
3. Click the name of your school
4. Click Edit Item

5. Complete the form, adding any Additional Notes and specifying the date your school is shut in the Closed field
6. Click Save
7. Navigate to <http://apps.telford.gov.uk/snowline> to verify

H) Threats to the Person:

- First priority is the safety of the children.
- Stay calm.
- Talk to the person.
- Ask what they want.
- Try to get help if possible.
- All adults working in school have completed Police Background Checks.

I) On an educational visit

- Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.
- Contact the Head Teacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.
- Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.
- Establish arrangements to meet the immediate welfare needs of pupils and staff.
- Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.
- Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.
- Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.
- Keep a log of important information, actions taken and decisions made.

Remember to retain any important items / documents. E.g.:

- Contact details
- Consent forms (including medical and next-of-kin details)
- Maps

- Tickets
- Insurance policies
- Proof of identity
- Passports (if abroad).

Avoid making comments to the media until parents / carers have been informed.

Do not discuss legal liability with others.

- Act as the main contact for co-ordination of the response and work closely with the head teacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.
- Continue to brief staff and allocate tasks on a regular basis.
- Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.
- Consult the head teacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.
- Liaise with the tour operator / provider, if appropriate.
- Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.
- If abroad, contact the Foreign & Commonwealth Office for support.
- If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).
- Retain any receipts / documentation for insurance purposes. E.g. Records of expenditure, Medical certificates / hospital admission forms, Police incident number.
- Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.
- Ask the head teacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.
- Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).

H) Other Property Related Emergencies

e.g. failure of essential services such as water or electrical supply

- Immediate contact will be made to Telford and Wrekin Council's Building Surveyors.
- If school closure is unavoidable Education & Training Services should be informed as quickly as possible
- A log is kept of all break-ins and acts of vandalism - this is communicated to both the Police and L.A.
- School subscribes to "School Watch Scheme".

After the event - the recovery phase:

The Civil Resilience Team should be notified of any occurrence that has the potential to develop into an emergency. If requires, they will invoke the Councils Emergency Plan to respond to the incident 24/7 cover is provided by the Emergency Planning Duty Manager (EPDM) who can be contacted by ringing 07623 958049. If appropriate a recovery group may need to be established, e.g. after a fire. This will be set up through consultation with Head, Governors and L.A.

Immediate:

- Loss of use of the building - alternative accommodation, even on the day of the crisis - e.g. Park Lane Centre
- Ensure comfort and well being of all persons within safety criteria.
- Continue to give honest information.

Medium Term:

- Reunite families as soon as possible.
- Continue briefings and information with support of LA.
- Possible need for support and care services.
- Be sensitive to traumatised condition of those involved.
- Documentation "School's Emergency Log sheet". (Appendix B Pro-forma Emergency Log)

Longer Term:

Counselling and support for staff, pupils and families may need to be provided. (Principal Educational Psychologist - 01952 3 85216)

Both the Occupational Health Service and Social care provided by Telford & Wrekin Council can provide counselling services.

Depending on the incident it would be useful to consider a range of support options,

- Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.

- Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.
- Consider providing relevant books in the school library.
- Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.
- Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.
- Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).
- Send a letter to parents / carers with information on:

The nature of the incident

How their child was notified of the incident

Arrangements for support organised by the school

Who to contact if they would like additional support

- Maintain regular contact with parents / carers.
- Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.
- Consider organising an event for parents / carers to discuss any issues or concerns they might have.
- If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the head teacher of the new school.
- Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.
- Consider requesting support from other organisations. e.g.: Teacher Support Network and Samaritans
- Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention
- Cancel or rearrange any events which are inappropriate.
- Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.

Funeral arrangements

Contact bereaved families to express sympathy on behalf of the school. Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.

Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service.

It may be useful to consider:

- Closing the school on the day of the funeral as a mark of respect
- A senior member of staff attending the funeral on behalf of the school
- If staff and pupils can be allowed time off school to attend the funeral
- Providing transport to take pupils and staff to the funeral
- Providing pupils with information about what happens at funerals
- Arranging floral tributes and / or donations

Remembrance

Taking into account the wishes of the family, consider providing a suitable memorial at the school:

- Garden
- Seating area / bench
- Tree
- Book of condolence
- Fountain
- Sculpture

Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.:

- Commemorative service
- Special assembly
- Concert
- Display
- Sports event

Links to other school documents

- Risk Assessment Folder (T-drive)
- Health and Safety Policy (Office)
- Accident Book (Office)
- L.A. Health and Safety Manual (Staffroom)
- DfES - Health and Safety of Pupils on Educational Visits (Staffroom)
- "When Crisis Calls" Stirling Council Education Services (Head's Office)

Policy Review

This policy will be reviewed on an annual basis and amended in the light of new information or suggestions.

Next steps

To create quick to read procedure cards for the different types of emergency

School Emergency Procedures - Appendices

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Appendix B	Pro-forma PEEP
Appendix C	Emergency Contact List
Appendix D	Emergency Log Sheet
Appendix E	Emergency Log Key Holders
Appendix F	Contact Cascade Staff
Appendix G	First Aiders
Appendix H	Training

Utility supplies	Location of Meter / Shut off point	Notes / instructions
Gas	In cupboard next to the boiler room by the meter	Key for the gas cupboard is hanging up in the boiler room
Water	In the boiler room	Marked with a big arrow, on left hand side as you enter, at floor level, signed
Electricity	In the boiler room	Straight ahead at eye level on right hand above meters - labelled
Heating	In the boiler room	Controlled by big orange gel panel separate to main switch off.

Emergency Evacuation Questionnaire

1 Why you should fill in this form

Telford and Wrekin Council has a legal responsibility to protect you from fire risks and other hazards and to ensure your health and safety at work. To do this properly we need to know;

If you require information about our emergency evacuation procedures and if you need assistance during an emergency

2 What will happen when you have completed the form?

We will be able to provide you with any information you need about the emergency evacuation procedures in the building(s) in which you work

If you need assistance we will be able to work out a "Personal emergency Evacuation Plan" for you. To do this we will discuss the best ways of getting you out quickly and comfortably. We will involve you, your manager and the person(s) in charge of the building(s) in which you work. You are neither a problem nor a safety risk. The problem belongs to us and the building in which you work.

Name:

Job title:

Business unit/school:

Brief description of duties:

Location

1 Where are you based for most of the time?

2 Will your job take you to more than one location in the building in which you are based?

Awareness of Emergency Evacuation Procedures

3. Are you aware of the emergency evacuation procedures for the buildings in which you work?

4. Do you require a copy of these procedures in writing?

5a. Do you require written emergency procedures to be supported by BSL interpretation?

5b. Do you require the emergency evacuation procedures to be in Braille, tape or in large print?

6 Are the signs which mark the emergency exits and routes to the exits clear enough?

Emergency Alarm

7 Can you hear the fire alarm(s) provided in your place(s) of work?

8 Could you raise the alarm if you discovered a fire?

Assistance

9 Do you need assistance to get out of your work place in an emergency? If not, please go to question 13)

10 Is anyone designated to assist you to get out in an emergency? (If not please go to question 12) If yes, please give their name(s) and location(s).

11 Is the arrangement with your assistant formal? (i.e. written down or included in your job description)

11a Are you always in easy contact with those designated to help you?

12 In an emergency could you contact the person(s) in charge of evacuation the building(s) in which you work and tell them where you are?

Getting out

13 Can you move quickly in the event of an emergency?

14 Do you find stairs and steps difficult to use?

15 Are you a wheelchair user?

Thank you for completing this questionnaire. The information you have given us will help us to meet any needs for information and assistance you have. Please return the completed form to the Head Teacher

Format for Personal Emergency Evacuation Plan

Name	
Location	
Base	
Other	

Awareness of Procedure

I have received the emergency evacuation procedures

Braille		Tape		BSL	
Print		Large print		Explained by staff	

Alarm System

I am informed of an emergency situation by:

Existing alarm		Pager	
Visual alarm		Other (specify)	

Designated Assistance

The following people have been designated to give assistance when I need to get out of the building in an emergency:

Methods of assistance

E.g. transfer procedures, methods of guidance etc.

Equipment provided

Evacuation procedure

A step by step account beginning from the first alarm

Diagram of safe routes

Appendix C

Telford & Wrekin Council

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	24hr Routine Enquiries	08451 559955		
Children's services	Jim Collins / Jo Britton	07976 100844 / 07528 979334		
Media / communications	Nigel Newman	01952 382403		
Property	Mal Yale	01952 380931		
Transport	Nicola White	01952 384606		
Catering	Lorna Hicks	01952 380959		
Educational visits	Jim Collins / Jo Britton	07976 100844 / 07528 979334		
Emergency planning	Civil Resilience Team	01952 381960	In the event of an emergency contact the Emergency Planning Duty Manager via Shropshire Fire & Rescue Service on 01743 260290	
Health and safety	Tracy Guy	01952 381107		
Risk	Sarah Daffern	01952 383112		

Insurance	Paul Meakin	01952 383738		
Legal	Matthew Cumberbatch	01952 383233		
Human resources	Sue Wilson	01952 383510		
Educational psychology	Simon Wellman	01952 385216		
Occupational health	Gill Bowie	01952 383630		

Local Radio Stations

To identify the call as genuine please quote Cost Code and school telephone number. Beacon Radio has also issued all Telford & Wrekin schools with a password which should be given. (Snowman)

password,

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

Radio station	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes (e.g. coverage, frequency)
BBC Radio Shropshire 96FM	Newsroom	01743 237008		
Free Radio 103.1FM	Newsroom	0121 566 5420		
Signal 107 107.4FM	Newsroom	01952 571072		

Other Useful Organisations

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Police		999	0300 333 3000	
Fire & Rescue Service		999	01743 260200	
Ambulance Service		999	01384 215506	
Department for Education		Enquiry line: 0370 000 2288		
Foreign & Commonwealth Office		Consular assistance: 020 7008 1500 (24 hour)		If abroad, please ring: +44 20 7008 1500

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Environment Agency		Floodline: 0845 988 1188 (24 hour)		
Met Office		Customer centre: 0870 900 0100 (24 hour)		
Health and Safety Executive		Infoline: 0845 345 0055 Incident contact centre: 0845 300 9923 Duty officer: 0151 922 9235 (24 hour) Duty press officer: 0151 922 1221 (24 hour)		
Teacher Support Network		England: 08000 562 561 (24 hour) Wales: 08000 855 088 (24 hour) Scotland: 0800 564 2270 (24 hour)		The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families.

Emergency contacts

In the event of an in-hours emergency you should in the first instance contact

Capital & Facilities, Education and Culture:

Mal Yale	01952 380931
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Outside office hours (from 5pm to 8am weekdays and 24hours Saturday and Sunday) the Council's emergency contact is the Emergency Planning Duty Manager (EPDM). In order to contact them, ring Shropshire Fire & Rescue Service Control on 01743 260200 and ask for the EPDM to be paged.

In addition, the out-of-hours contact procedure telephone number is **07623 958049** and if that number is unavailable you should contact one of the following **Building Maintenance** Staff below:

Mechanical Engineer Heating, Pipework, Electrical	Gareth Jones	Mobile: 07976 100281 01743 345375
Mechanical Engineer Heating, Pipework, Electrical	John Withington	Mobile: 07976 100257 01952 619688
Area Building Surveyor Building	Andy Collier	Mobile: 07976 100278 01952 503198
Building Surveyor Building	Martin Davies	Mobile: 07976 100279 01952 246953

If you cannot contact one of the above, or in the event of a major buildings related incident please contact:

Chris Goulson, Property Manager	Mobile: 07976 100797
Hugh Rodger, Architecture, Landscape & Building Manager	Mobile: 07976 100340

Business Watch Guarding Ltd

01952 582092

School's Emergency Logsheet

Appendix D

This sheet is to record incoming calls alerting the school of incidents that affect the school

Date	
Time of Call	
Call from: (including name of Council Emergency Helpline)	
Name of Caller	
Caller's contact number	
Nature of incident	
Time of incident	
Location of Incident Details for Assistance required	
Emergency Services Called	Police Fire Service Ambulance
Names, condition and location of any injured	
What other notifications, if any, have been made? (e.g. contacting parents, LA)	
Any other information	

Key holders
Revised following the new main entrance after the merger

Name of person	Post Held	Main Door and Master Key	Main door tag	Named as call out	Gate	Safe Key	Received Keys	Returned Keys
Irene Baxter	Head Teacher	Yes	Yes	Yes	Yes	yes	September 2012	
Julie Marriott	Deputy Head	Yes	Yes	Yes	Yes	No	January 2014	
Jane Waters	Business manager	Yes	Yes	yes	Yes	yes	September 2012	
Mick Evans	Caretaker	Yes	Yes	Yes	Yes	No	January 2016	
School Watch		Yes - Kept at School Watch Office	Yes	Yes	Yes	No	September 2012	

Emergency cascade telephone calls in the event of unexpected school closures

We will then notify **BEACON RADIO 103.1 FM** and **BBC RADIO SHROPSHIRE 96/95 FM** or **1584 MW** and **HEART RADIO FM 100.7 FM**

Irene Baxter

In discussion with the Chair of Governors

Ruth Blud (10)	Nikki Tuffnell (11)	Liza-Jane Rawlings (10)	Hayley Lakin (10)	Julie Marriott (11)	Jane Waters (10)	Richard Wood (10)	Mick Evans
Courtney Bewick Rachel Bailey Sonya Bladen Yvonne Parsons Teresa Edge Ellie Bauld Steph Spencer Yvonne Sleath Rachel Nash Jennifer Foster	Jennie Hewins Karen Pooler Tazeem Mushtaq Julie Wood Deborah W Whitney Rebecca Hartshorne Lisa Pearce Jenny Banks Nicola Brayne Megan Bourton Lyndsey Cosby	Lisa Lloyd Sarah Dent Carol Smith Rachel Allen Sue Smith Fiona Bolland Fiona Reilly Julie Bailey Brenda Smith Emma Davies	Alex Bridgwater Marta Golda Emma Richards Jessica Langley Gemma Dyson Louise Chantler Jane Chandlin Zoe Hill Zoe Humphries Kathy Luff	Leanne Burrows Andrew Raybould Wendy Bowen Hayley Jones James Tagg Caroline Langham Clair Barker Matthew Perry Julie Wilson Lucy Chadwick Charlotte Horne	Jo Mabbott Kimberley Ray Diane Holford Sam Wincott Sharon Walker Gemma Couston Tracy Billsberry Trudy Allworth Joan James Isla Watton	Emma Shankland Heidi Jones Ginny Hartwright Cheryl Davies Tracy Houlders Eileen Copeland Karen Smart Debra Groucott Pat Bailey Jo Barnard	Debra Ferris (to inform cleaning staff) Sandra Overton (to inform kitchen staff)

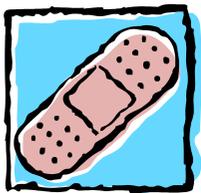
- The Caretaker and Head will come in to school to ensure the safety of any children who may not have heard the radio announcement and come to school.

BUSINESS WATCH GUARDING Ltd
SCHOOL WATCH MOBILE

01952 582092
07957 217392

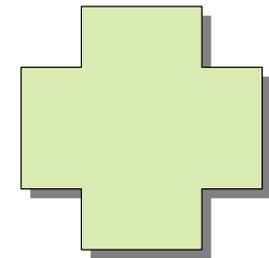
First Aiders

Mrs Barnard (KS2)	Mrs Davies (LTS)
Mrs B Smith (KS2)	Mrs Park (LTS)
Miss Richards (KS2)	Mrs Watton (LTS)
Mrs Bladen (KS2)	Mrs Bailey (LTS)
Miss Foster (KS2)	Mrs Pearce (LTS)
Miss Bailey (KS2)	Mrs Ray
Ms Houlders (KS1)	Mrs H Jones
Ms Dyson (KS1)	
Mrs Z Humphries (KS1)	
Ms N Tuffnell (FS)	Mrs Banks (FS)
Mrs Hewins (FS)	Mrs Westbrook-Whitney (FS)
Mrs Pooler (FS)	Ms Brayne (FS)
Miss Cosby (FS)	Mrs Gibson (FS)
Mrs Bourton (FS)	Miss Mushtaq (FS)



List of Staff Qualified to Administer Medication

Mr Bridgwater	Mrs Ray
Mrs Bladen	Mrs Bourton
Mrs Nash	Miss Brayne
Mrs Smart	Mrs Hewins



First Aid Box Locations

1	Y1 Sink Area
2	KS1 Playground
3	Well Being Room
4	KS1 Hall
5	KS2 Hall
6	Y5 Corridor
7	B8 Classroom sink area
8	B12 Classroom sink area
9	Y3 Corridor
10	Sparklers Room
11	KS2 Playground
12	Mrs Ray's desk

Health and Safety training 2016/17 to date

Course	Date	Cost	Adult	Impact
Diabetic training	7 th September 2016	Free	Cheryl Davis (TA)	To understand diabetes and recognise the signs and the impact on learning. To be shown how to carry out blood tests.
Paediatric First Aid	14 and 15 th September 2016	£125	Jenny Banks (Keyworker)	Refresh and update for first aid procedures within the school day.
Paediatric First Aid	4 th and 5 th October 2016	£125	Karen Pooler (Keyworker) Rachel Bailey (TA)	Refresh and update for first aid procedures within the school day. New First Aid person to add to the team.
Managers refresher for Health and Safety	05/10/16	£75	Irene Baxter Head teacher	An update on changes to health and safety legislation. Update risk assessments Aware of when to complete Riddor forms
Diabetic training	6 th October 2016	Free	Cheryl Davis (TA)	Assessed in testing blood and insulin injection procedures
Safeguarding training for governors	03/11/16	£75	Kerry Brownhill (Governor with responsibility for safeguarding)	This was useful in keeping me up to date with appropriate questions to ask within school and to clarify my role as the link governors for safeguarding.
Ollie Course - Health and Safety	09/11/16	Free	Hilary Baxter (Governors Health, Safety and Safeguarding committee)	This gave me an insight into how staff can minimize risks to themselves and others including lifting and carrying items. It also gave advice about who was responsible for various aspects of providing a safe and healthy place to work. It reminded me of aspects of First Aid provision, training and emergency evacuation procedures.
Paediatric First Aid	9 th and 10 th November 2016	£125	Brenda Smith (TA) Jo Barnard (Lunchtime supervisor)	Refresh and update for first aid procedures within the school day.

Governors role in Health and Safety	16/11/16	£75	Hilary Baxter John James (Governors Health, Safety and Safeguarding committee)	<p>Actions for the committee</p> <ul style="list-style-type: none"> • H and S alerts to be added as an agenda item • Check COSHH includes nappies • Advice for staff to have breaks from display screen safer an hour • Staff to sign to say that they have understood the Health and Safety Policy • Copy of the Fire risk in fire box
MAPA training	23/11/16 and 07/12/16	£250	Support staff J Bailey P Bailey J Barnard F Bolland J Candlin L Chantler C Davies J Foster T Allworth M Golds Z Humphries J Langley K Luff Y Parsons E Richards Y Sleath B Smith S Spencer	<p>"It has boosted our confidence to defuse potentially challenging situations. We are further equipped with the skills to appropriately intervene and have developed our understanding of how to support children with our body language, use of personal space, tone of voice and remaining calm and respectful throughout. We now feel more confident to assist our children in maintaining their dignity and provide a positive and respectful environment. The strategies we now have will assist us in supporting and guiding our children towards making positive behaviour choices and develop their coping skills for difficult situations."</p>
Future In Mind	24/11/16	£300 for the SLA	Irene Baxter (Head teacher)	All agencies such as schools, Educational Psychologists, CAFs, health visitors, GPs and other agency workers attended the course with the

			Julie Marriott (Deputy head)	<p>aim of supporting each other with emotional health and wellbeing. The first part of the course focused on the mental health of staff. The message was clear - people who are mentally healthy experience stress, frustrations, feelings of self-doubt, failure and rejection. What distinguishes the mentally healthy from someone who is not mentally healthy is resilience. Resilience is a person's ability to recapture their sense of emotional wellness within a reasonable time using a variety of coping strategies. Mental illness is thoughts and emotions that decreases a person's capacity to cope with the challenges of everyday life.</p> <p>It is so important to ensure our staff are mentally well in order for children to make progress in school. Therefore the first part of the project will focus around our staff using part 1 of The Wellbeing Tool Kit: understanding your mental health and wellbeing. Staff will be asked to complete a wellbeing self-checklist as a starting point of the project. Once this is complete I will identify topics to start with from the toolkit. This should support staff with understanding more about mental health and ensure that the school is supporting them with their wellbeing.</p>
DSL update	07/12/16	free	Irene Baxter (DSL)	<p>NSPCC talked through their latest resources on offer to school. As a school we have signed up for the 2 year rolling programme for KS1 and KS2 assemblies the next year will be 2017/18</p> <p>There is a useful booklet for parents. We need to plan an event for internet safety day on 8th February.</p> <p>New Section 11 audit. Need to complete this and send back by 6th January 2017</p> <p>Training about the role of LADO and guidance for DSLs.</p>
MAPA training	11/01/17 and 18/01/17	£250	Kerry Leddington Teresa Edge Karen Smart Eileen Copeland Rachel Bailey	<p>We have developed our skills and confidence, which will enable us to appropriately intervene when children are finding situations difficult and help them make a positive behaviour choice both at the time and for further situations. It has been of great benefit in understanding how our own body language, use of personal space and tone of voice</p>

			<p>Zoe Hill Suzanne Smith Sonya Bladen Emma Davies Tracy Houlders Alex Bridgewater Ginny Hartwright Rachel Nash Debra Groucott Courtney - Lea Bewick Yvonne Sleath Carol Smith Ellie Bould</p>	<p>can have an impact in defusing situations. The biggest thing we have learnt is about maintaining respect and being calm at all times.</p>
DSL training	25 and 26 January 2017	£150	<p>Nikki Tuffnell (EYFS Lead)</p> <p>Hayley Lakin (Assistant Head)</p>	<p>What we know We now have an understanding and overview of how the process works The importance and role of Family Connect, perspective of time frames and information we would need prior to contacting Case studies were useful in putting a context to situations Discussion about how to frame conversations with parents and when parental consent is required An understanding of data protection and information sharing What forms a safeguarding record and to be very clear and factual with the language you use. Next steps An internal DSL meeting to discuss some of our in school processes- location and recording, how do we set up CAF/ TAC Access to CMIS Consider pros and cons of using CPOMS Establish a visible Safeguarding display (we have some resources) Have we got Encompass? Print - The Child's Journey and The Integrated Working Toolkit Remind staff about locking iPads away and not using personal media Remind that face to face training is free once a year if we have any new staff who have not had basic training or once a month at the</p>

				<p>Ramada</p> <p>Do visitors have information about who are DSL's particularly after school clubs</p>
DSL Networking meeting	26/01/17	free	Julie Marriott (DSL)	<p>Jeff Mason led the update and started by sharing that the numbers of Children in Care is rising - in particular unaccompanied asylum seekers.</p> <p>PEPs</p> <p>Jeff explained that social workers should be completing the following sections on the PEP: Attendees at PEP meeting, review of previous targets, recording of new targets and future planning. School should plan for the social worker to leave the meeting with copies of sections 1 and 2 and the review and targets in section 3. The social worker then puts the information on to protocol. Jeff said it would be useful if school would send him an email of the PEP so that he is aware it has been completed.</p> <p>Exclusions</p> <p>Should a school be considering an exclusion for a looked after child they need to ensure that Jeff Mason has been part of the discussions.</p> <p>Support from the Virtual School</p> <p>Should the school feel there is a need for the child to receive some support for the CIC team, school should contact Jeff Mason and request a referral form. The support is a free service and can be used for a variety of reasons. The learning mentors can do Lego Express, Drawing & Talking and TA advice / guidance and training.</p>
EVC Network Meeting	17/02/17	free	Julie Marriott (EVC coordinator)	<p>A new website has been set up www.twcommercial.co.uk/educationalvisits</p> <p>This will be updated regularly with the information schools require about educational visits.</p> <p>Transportation of children in staff cars</p> <p>Every car that is used to transport must be checked that it is road worthy. Should a member of staff be using their car to transport children to an event EVC/Headteacher must check their: - MOT & TAX</p>

				<p>- insurance which includes business - they must have contacted their insurers to make them aware that business is transporting children</p> <p>- adults must be fit to drive and have no medical conditions. If they are taking regular medication the information given must be checked for side effects. This must be added to the policy to ensure all adults are aware of this.</p> <p>- Check driving licence has correct details including address</p> <p>If an adult is regularly transporting children then a licence check needs to be gained from the DLV. This needs to happen at least once a year and if someone has 6 points on their licence it needs to be checked every 3 months.</p> <p>Should a child require a booster seat then one must be provided. They could bring in one from home but it is up to the adult driving to check the quality of the seat.</p> <p>Transportation on coaches</p> <p>The coach driver is required to sign a form to say that they have checked the coach and it is road worthy. T & W are going to get a proforma written so that all schools have the same template. <i>In the meantime it might be wise to get a space on current risk assessments where they can sign.</i></p> <p>When on a coach, teachers must check that the fire exit is unlocked. An adult must sit at the back of the bus near the exit to ensure children are safe.</p> <p>Transportation in taxis</p> <p>If using taxis, we must check the driving licence, id and that the car is taxed. No child must sit in the front seat of a taxi.</p> <p>Arthog</p> <p>A 16A risk assessment form must be completed and sent to Jo at least 2 weeks before going. All blue sections must be completed. All foreseeable risks must be included on the risk assessments for travel and self-led activities in the evening.</p> <p>Risk Assessments</p> <p>Jo agreed that EVC's can now sign the risk assessments as well as headteachers. Risk assessments need to include a section about what</p>
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				to do in the event of a breakdown. Next meeting: 24 th May 2017
Risk Assessments	22/02/17	£90	Hilary Baxter John James (Governors Health, Safety and Safeguarding committee)	The course gave us greater understanding of the methodology behind the assessments. This will be useful when monitoring risk assessment in school.
Diabetic training	13 th February 2017	Free	Courtney-Leigh Bewick (TA)	To understand diabetes and recognise the signs and the impact on learning. To be shown how to carry out blood tests.
Diabetic training	1 st March 2017	Free	Courtney Leigh Bewick (TA)	Assessed in testing blood and insulin injection procedures
Epipen training	3 rd March	Free	Ruth Blud and Andrew Raybould (Teachers), Emma Richards (LTS)	Recognise the signs of symptoms of anaphylaxis and the administration of epipens.
Epipen Training	29 th March	Free	Emma Davies (LTS/TA), Cheryl Davis (HCA)	Recognise the signs of symptoms of anaphylaxis and the administration of epipens.
Epipen Training	29 th March	Free	Kimberley Ray (Admin), Rachel Nash (CS), Liza-Jane Rawlings (SENDco), Pat Bailey (LM)	Annual Refresher - Recognise the signs of symptoms of anaphylaxis and the administration of epipens.
Tracheostomy training	27/04/17 03/05/17	Free	Tracy Houlders Kimberley Ray Anne Flynne Fiona Reilly	In preparation to support a pupils due to start school in September 2017.
MAPA training	03/05/17 16/05/17	£250	Tazeem Mushtaq Karen Pooler Julie Wood Jennie Hewins Jennifer Banks Megan Bourton Lyndsey Cosby Becky Hartshorne Deborah Westbrook - Whitney	

			Nicola Brayne Sarah Dent James Tagg Emma Shankland Matthew Perry Lucy Chadwick Leanne Burrow Wendy Bowen Julie Wilson Clair Barker Charlotte Horne Lisa Lloyd	
Governors role in Safeguarding	10/05/17	£75	Heather Freeman (Governors Health, Safety and Safeguarding committee)	<p>The Governors role in overseeing how the school safeguards children, prevention of problems arising, procedures, and the role of the Local Authority.</p> <p>There was lots of discussion about DSLs,</p> <ul style="list-style-type: none"> • how many are needed • there must be one on site at all times • out of hours presence was discussed eg for clubs, activities etc • school trips • meetings for DSLs- should governors attend • training updates every 2 years • they should be able to challenge each other <p>Various harrowing cases were presented, showing lessons learned. Even trusted people or powerful people can be perpetrators, so vigilance and questioning is needed at all times, and by everyone. Close adherence to procedures and policies to avoid risks, and keep updating them.</p> <p>Up to date Disclosure certificates</p>

				<p>Safer recruitment policies Staff induction pack Governor induction pack Visitor leaflet Some schools have different coloured tags for different types of visitor, and children are taught to challenge. E safety policies PREVENT course on extremism</p> <p>There was discussion about mobile phones, how to prevent use of them in the school setting, and the difficulties presented by contractors working within a school during term time. Sources of information and the role of the T&W Safeguarding Children Board, the Section 11 Toolkit</p>
Educational Visits update	24/05/17	free	Julie Marriott (EVC coordinator)	<p>Following the recent terrorist events, advice was given to support the planning of educational visits - as a result of this information we need to:</p> <p>Share the counter terrorism policing documentation (Action Counter Terrorism - ACT) with staff to support them with staying safe and what to do if they see anything suspicious. Include with this the video - stay-safe-film - this is not suitable for our primary children to watch it is about the workplace. Ensure staff have a checklist to take with them on educational visits to tick off in an emergency Add a section on the risk assessment about what to follow in an emergency and a safe place to go should it be needed As a SLT decide what would happen should planned transport no longer be available due to an incident Review the practice for the Year 6 going to West Midlands Safari Park to ensure they are with an adult to go round the park with them and reminders of the rules for each ride</p>

				<p>EVC to look at risk management for rides at West Midlands Safari Park</p> <p>Look in to the cost to have a trained party leader to take the Y3 children up the Wrekin</p> <p>EVC to receive more detailed information from teachers about the visit they will be going on</p> <p>Add a section to the code of conduct to remind staff that mobile phones must not be used on visits other than to contact school</p> <p>Check the EV policy to ensure that it has the legal duty of employers information (1974) and common law duty of care information</p>
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Log Keeping Guidelines

	<i>Thursday, 19/05/2011</i>
<i>7.40pm</i>	<i>Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.</i>
<i>7.50pm</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55pm</i>	<i>Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.</i>
<i>8.05pm</i>	<i>Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338 202.</i>
<i>8.20pm</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).</i>
<i>8.40pm</i>	<i>Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.</i>

Notes should be recorded in chronological order.

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

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Only include times,