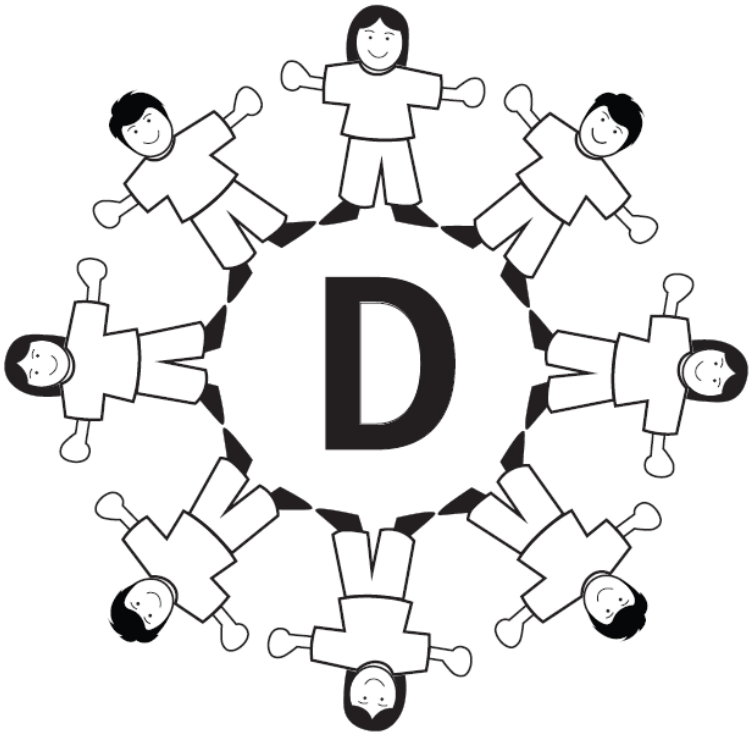
Dalestorth Primary & Nursery School
EMERGENCY PLAN

This plan is protected. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public.



Plan administration	
Date of issue	September 2026
Electronic copies of this plan are available from	School Server
Hard copies of this plan are available from	School Office, Head Teacher's Office, Staffroom
Location of emergency grab bag(s)	In all cloakrooms. Emergency keys in school office
Date of next review	September 2027
Person responsible for review	Craig Robertson

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CONTENTS

SECTION 1 - CONTACT DETAILS 3
1.1 School information 3
1.2 Contact details - school staff and governors 4
1.3 Contact details - extended services 9
1.4 Contact details - local authority 10
1.5 Contact details - local radio stations/media 12
1.6 Contact details - other organisations 13
1.7 Contact details - for completion during an emergency 15
SECTION 2 - ACTIVATION 16
2.1 Notification of incident 16
2.2 Initial action 19
SECTION 3 - ROLES AND RESPONSIBILITIES 20
3.1 Roles and responsibilities - co-ordination 20
3.2 Roles and responsibilities - business continuity 22
3.3 Roles and responsibilities - communications 23
3.4 Roles and responsibilities - log-keeping 24
3.5 Roles and responsibilities - media management 25
3.6 Roles and responsibilities - resources 26
3.7 Roles and responsibilities - welfare 27
3.8 Roles and responsibilities - educational visit leader 28
APPENDIX 1 - POST INCIDENT SUPPORT 30
APPENDIX 2 - BUSINESS CONTINUITY 33
APPENDIX 3 - SITE INFORMATION 35
APPENDIX 4 - EVACUATION 36
APPENDIX 5 - SHELTER 38
APPENDIX 6 - LOCKDOWN 39
APPENDIX 7 - SCHOOL CLOSURE 40
APPENDIX 8 - COMMUNICATIONS 41
APPENDIX 9 - BOMB THREATS 42
APPENDIX 10 - SUSPICIOUS PACKAGES 45
APPENDIX 11 - LOG-KEEPING GUIDELINES 46
APPENDIX 12 – MISSING CHILD 46

SECTION 1 - CONTACT DETAILS
1.1 School information

School details	
Name of school	Dalestorth Primary and Nursery School
Type of school	Group 3 Community Primary School
School address	Hill Crescent, Sutton in Ashfield, Nottinghamshire NG17 4JA
School operating hours (Including extended services)	7.45am – 4.30pm (school hours) 5.30am – 6.00pm (site staff)
Approximate number of staff	60
Approximate number of pupils	315 plus 26 place nursery plus 10 x 30 hours nursery places
Age range of pupils	3-11

Office contact details	
Office telephone number	01623 459339
Office mobile number	N/A
Office email address	office@dalestorth.notts.sch.uk

Useful websites	
School website / extranet	www.dalestorth.notts.sch.uk
Local authority	www.nottinghamshire.gov.uk www.nottinghamshirevisits.org.uk www.evolve.edufocus.co.uk/ www.nottinghamshire.gov.uk/schoolsportal
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfe
Foreign, Commonwealth & Development Office	Foreign, Commonwealth & Development Office - GOV.UK (www.gov.uk)
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Education Support Helpline	https://www.educationsupport.org.uk/get-help/help-for-you/helpline/

1.2 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
Craig Robertson	Head Teacher	HT/SEMT Member	10 Cornflower Drive, Oakwood, Derby DE21 2SA Mobile: 07895146621		
Heather Claxton	Deputy Head	DH/SEMT Member	7 Campion Gardens Kirkby in Ashfield Nottinghamshire NG17 8RQ Mobile: 07970676954		
Michelle Curran	Assistant Head	AH/SEMT Member	195b Stoneyford Road, Sutton-in-Ashfield, Notts, NG17 2DX Mobile:07875199360		
Wayne Price	Site Manager		School Bungalow, Hill Crescent, Sutton in Ashfield, Notts, NG17 4JA Mobile: 07460736194		
Joseph Lamb	Teacher		22 Topaz Crescent, Sutton in Ashfield, Notts. NG17 1NX Mobile: 07746687698		
Emma Brown	Office Manager (Mon-Tue-Wed and Fri)		19 Meadowlark Close, Sutton in Ashfield, Notts, NG17 1NN Mobile: 07745012288		

Claire Marsden	Office Assistant (Mon-Thurs				
Kayleigh Lacey	Office Assistant Mon; Thurs; Fri MDSA/Cleaner (Mon-Fri)				
Katie Hartwright	Teacher				
Rachael Marshall	Teacher (Mon-Thurs)				
Teresa Rigby	Teacher Wed – Friday				
Annemarie Olpin	Teacher				
Hannah Garner	Teacher				
Emma Plumb	Teacher Mon – Wed				
Roanne Torr	Teacher				
Jessica Bailey	Teacher Mon – Wed				
Christine Redfern	Teacher Thurs – Friday				
Jacqui Stonham	Teacher Thurs – Friday				
Kate Blackwell	Teacher				
Shelley Cargill	Teaching Assistant				
Nichola Johnson	Teaching Assistant				
Gillian Bennett	Teaching Assistant (Mon-Thurs)				

Joanne Dwyer	Teaching Assistant				
Laura Radford	Teaching Assistant/ Safeguarding				
Vanessa Vilums	Teaching Assistant				
Catherine Weston	Teaching Assistant Mondays only				
Tracey Scott (aka Smith)	Teaching Assistant				
Michelle King	Teaching Assistant				
Tessa Baines	Teaching Assistant				
Anna Brace	Teaching Assistant				
Andrew Smith	Teaching Assistant				
Terri Carter	Teaching Assistant				
Nikki Argyle	Care Assistant				
Lerelle Green	MDSA/Care Assistant				
Lauren Mitchell	MDSA/Care Assistant				
Lydia Doherty	MDSA/Care Assistant				
Jodie Hartin	Teaching Assistant				
Helen Hunt	Senior MDSA				
Karen Hammonds	Cleaner				
Jackie Cooke	MDSA/Breakfast Club				
Emma Bunkle	MDSA/Care Assistant				
Carolann Buttery	Cleaner				

Tracey Price	Cleaner				
Katie Huckle	Relief Cleaner				
Rachel Aldread	MDSA/Care Assistant				
Jozefina Vargova	MDSA				
Teresa Newton	MDSA/Cleaner				
Geri Constance	MDSA/Cleaner				
Nicky Abbott	MDS /Care Assistant				
Lisa Dove	MDS /Care Assistant				
Hayley Vincent	MDS /Care Assistant				
Samantha Clarke	MDS /Care Assistant				
Bethanie Fines	MDS /Care Assistant				
Keighly Clarke	MDS /Care Assistant				
Debbie Knowles-Brown	Cook Supervisor				
Sharon Whalley	Kitchen Assistant				
Joanne Wain	Chair of Governors				
Jeremy Czarnocki	Vice-Chair of Governors				
Rob Barsby	Co-opted Governor				
Matthew West	Parent Governor				
Adam Spate	Parent Governor				
Amy Robinson	Co-Opted Governor				
Neil Walker	Co-Opted Governor				

Stephen Huckle	Parent Governor				

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1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Helen Hunt	Breakfast Club	07:45 – 08:50			
Shelley Cargill (Mon)	Breakfast Club	07:45 – 08:50			
Jackie Cooke	Breakfast Club	07:45 – 08:50			
Andy Smith	Breakfast Club	07:45 – 08:50			

1.4 Contact details - local authority

* 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		Tel: ARC Assist 0115 8384848 Tel: 07850795405 (outside office hours) Emergency Duty Team: 0300 456 4546 (outside office hours)		
Children's services		Tel: 01623 433 169 (office hours) Email: safeguarding.independentreview@nottscc.gov.uk		
Media / communications		Tel: 0115 993 2616 (office hours) Email: communications@nottscc.gov.uk		
Property		Tel: 0115 838 4848 (property careline, office hours) Tel: 07850 795 405 (property careline, outside office hours) Tel: 0115 838 4844 (general queries, office hours) Email: arcassist@arc-partnership.co.uk (property careline, office hours) Email: info@arc-partnership.co.uk (general queries, office hours)		
Transport		Tel: 0115 977 3520 (office hours) Email: travel.assistance@nottscc.gov.uk		
Catering		To request support from catering & facilities management services, please contact the customer service centre (details above). Alternatively, please use the details below and ask to speak with the appropriate local area manager. Tel: 0115 977 4570 (office hours) Email cateringandfacilities.managementenquiries@nottscc.gov.uk		

Educational visits		Tel: 01623 556 110 (office hours) Email: outdoor.environmental@nottscc.gov.uk		
Emergency planning		Tel: 0115 977 3471 (office hours) Tel: 0115 977 3674 (outside office hours) Email: emergency.planning@nottscc.gov.uk		
Health and safety		Tel: 0115 8040333 Email: hands@nottscc.gov.uk		
Insurance		TopMark Claims Management Ltd 160 Bath Street Glasgow G2 4TB Email: rpa@topmarkcms.com Telephone: 03300 585 566 www.rpaclaimforms.co.uk		
Legal		Tel: 0115 993 9320		
Human resources		Tel: 0115 977 4433 (office hours) Email: hrdutydesk@nottscc.gov.uk		
Educational psychology		Tel: 01623 433 316 (office hours)		
Occupational health		Tel: 01623 665 960 (office hours) Email: occhealth@nottscc.gov.uk		

1.5 Contact details - local radio stations/media

* 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)

1.6 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign, Commonwealth & Development Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
Education Support	08000 562 561 (24 hour) Alternative number: 020 8987 6212	Education Support can provide practical and emotional support to staff in the education sector, and their families.

Insurance company	TopMark Claims Management Ltd 160 Bath Street Glasgow G2 4TB Email: rpa@topmarkcms.com Telephone: 03300 585 566 www.rpaclaimforms.co.uk	
Trade union	NAHT: Tel: 01444 472472 NUT: Tel: 020 7388 6191 NASUWT: Tel: 0121 453 6150 ATL: Tel: 020 7936441 UNISON: Tel: 0115 8475474 GMB: Tel: 0115 9607171	
Supplier (transport)		
Supplier (catering)		
Supplier (cleaning)		
Supplier (temporary staff)		
Utility suppler (gas)	Total Energies Emergency No. 0800 111 999 If you smell gas	
Utility supplier (water)	Water Plus (Severn Trent) emergency No. 0800 783 444	
Utility supplier (electricity)	EDF No. 0800 111 999	
Utility supplier (heating)		

1.7 Contact details - for completion during an emergency

This table should be left blank so it can be used to record additional contact details during an emergency.

Name	Contact details	Notes

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SECTION 2 - ACTIVATION
2.1 Notification of incident

Information about an incident may come from a number of sources (e.g. member of staff, pupil, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

+ **Maintain a written record of your actions using this form and a logbook. You may wish to record any new contact details in section 1.**
+ **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
+ **Find out what has happened. Obtain as clear a picture as you can.**
+ **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

.....

Date and time of call:

.....

Contact details of informant:

.....

Date and time of incident:

.....

Exact location of incident:

.....

.....

.....

Details of incident:

.....

.....

.....

Where is the informant now and where are they going?

.....

.....

.....

People affected (including names, injuries, where they are, where they are being taken to):

What arrangements are in place for people not directly involved in the incident?

What advice have the emergency services given?

Who has been informed?

- ❑ Headteacher
- ❑ School staff
- ❑ Trust
- ❑ Governors
- ❑ Pupils
- ❑ Parents / carers
- ❑ Extended services
- ❑ Police
- ❑ Fire & Rescue Service
- ❑ Ambulance Service
- ❑ Local authority
- ❑ Health and Safety Executive
- ❑ Foreign, Commonwealth & Development Office
- ❑ Media
- ❑ Insurance company
- ❑ Trade unions

Does anyone else need to be informed?

Are any other actions required?

+ **If the incident happened on an educational visit, please ask the questions below. You might already have these details, but it could be useful to seek confirmation.**

Name of educational visit leader:

.....

Number of pupils on educational visit:

.....

Nature of educational visit:

.....

Number of staff on educational visit:

.....

Location of educational visit:

.....

.....

.....

If the incident happened abroad, do the Foreign, Commonwealth & Development Office need to be notified?

.....

.....

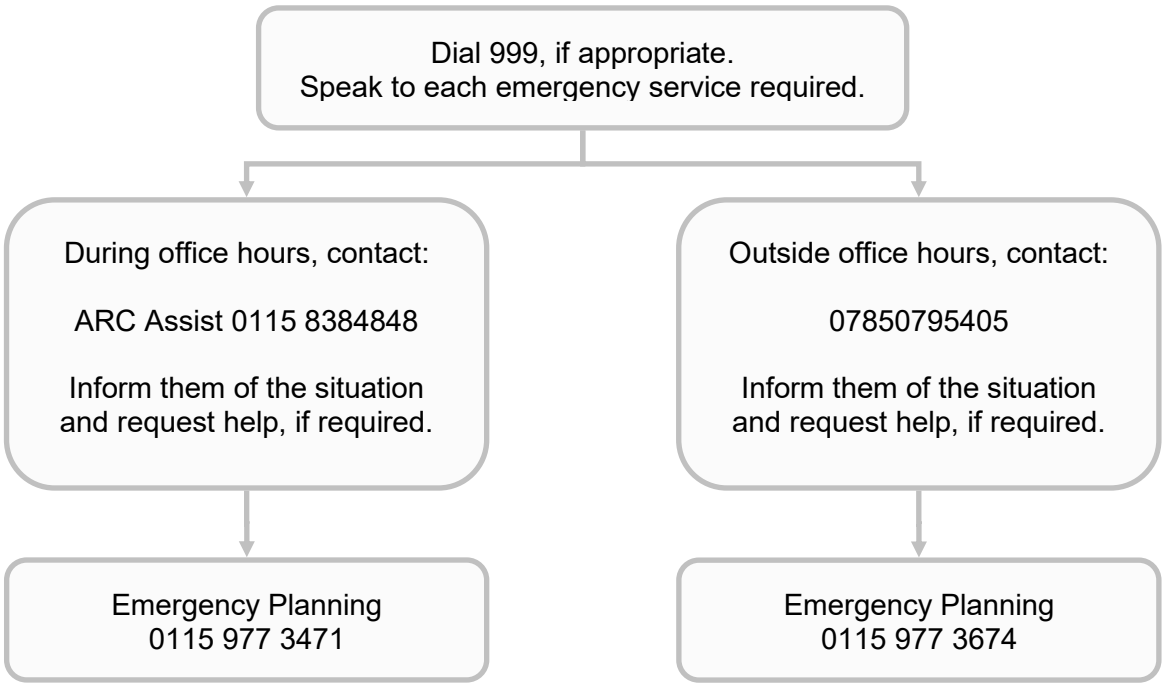
.....

2.2 Initial action

Immediately inform the headteacher or nominated emergency contact. If neither can respond (they may be involved in the incident), the 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.**
+ **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.



These contact details should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

+ **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
+ **Log all communications and actions.**
+ **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.**
+ **Where possible, avoid closing the school and try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES
3.1 Roles and responsibilities - co-ordination

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on an educational visit: ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited	
C3	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare	
C4	Remember to: ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref'	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

Ref'	Co-ordination - recovery	Tick / sign / time
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for school staff involved in the response.	
C25	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).	
C26	Initiate a review of the school emergency plan.	
C27	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity

Please refer to appendix 2 for more information on business continuity arrangements.

Ref'	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

Ref'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.	

Ref'	Business continuity - recovery	Tick / sign / time
BC10	Work with school staff and other organisations to restore the usual school routine as a matter of urgency.	
BC11	Put in place arrangements for remote learning, if necessary.	
BC12	Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.	

3.3 Roles and responsibilities - communications

Please refer to appendix 8 for more information on communication arrangements.

Ref'	Communications - initial response	Tick / sign / time
CO1	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.	
CO2	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref'	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref'	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

3.4 Roles and responsibilities - log-keeping

Please refer to appendix 11 for more information on log-keeping.

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

Ref'	Log-keeping - ongoing response	Tick / sign / time
LK3	Provide administrative / secretarial support to the SEMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the school.	

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs, making copies if necessary.	
LK7	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).	

3.5 Roles and responsibilities - media management

Ref'	Media management - initial response	Tick / sign / time
M1	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.	
M2	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.	
M3	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.	
M4	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.	
M5	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.	
M6	Be prepared to be interviewed by the media.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	
M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	
M13	Be aware of media interest in memorials or anniversaries of the event.	

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

Ref'	Resources - recovery	Tick / sign / time
R10	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
R11	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.	
R12	Procure temporary classrooms if appropriate.	

3.7 Roles and responsibilities - welfare

Ref'	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: ▪ Those with Special Educational Needs (SEN) ▪ Those with medical needs ▪ Those with Personal Emergency Evacuation Plans (PEEPs) ▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident)	

Ref'	Welfare - ongoing response	Tick / sign / time
W3	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.	
W4	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.	
W5	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave school.	
W7	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.	
W8	Ensure that staff take regular rest periods.	

Ref'	Welfare - recovery	Tick / sign / time
W9	Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response.	

3.8 Roles and responsibilities - educational visit leader

Ref'	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad)	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref'	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contract. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign, Commonwealth and Development Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

Ref'	Educational visit leader - recovery	Tick / sign / time
E25	Please refer to appendix 1 for providing welfare arrangements and post incident support after the initial emergency response.	
E26	Complete any necessary forms / paperwork.	

APPENDIX 1 - POST INCIDENT SUPPORT

Ref'	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library or access to materials online.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: ▪ 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	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

Ref'	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref'	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: ▪ Missed work ▪ Rescheduling projects ▪ Exams	

Ref'	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	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	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	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 ▪ Painting ▪ Photograph ▪ Prize (e.g. a sporting / academic trophy for older children)	
P30	Be aware of important dates which may need to be prepared for. E.g.: ▪ Birthdays ▪ Christmas ▪ Mother's Day ▪ Father's Day ▪ Anniversary of the event	
P31	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	
P32	Be aware of renewed media interest near anniversaries of the event.	

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APPENDIX 2 - BUSINESS CONTINUITY

Important paper-based records should be kept in a secure location (e.g. a fire-proof safe). During an emergency do not attempt to recover any records or equipment unless safe to do so.

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	N/A		
Examination papers	In a locked cupboard in head teacher office	Short-term	Exam board to send replacement papers
Asset registers / equipment inventories	Asset Register – Local Authority Inventory – Electronic (Excel)	Short-term	Backed up – ATOM IT
Insurance documentation	Stored in main office/local authority	Short-term	Backed up – ATOM IT

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Levels of Achievement – Insight Tracker	Short-term	Backed up – ATOM IT
Contact details	Scholarpack	Short-term	Backed up – ATOM IT
Financial information	FMS	Short-term	Backed up – ATOM IT
Medical information	Stored electronically	Short-term	Backed up – ATOM IT

Remote learning	Notes / instructions
Website / Applications	www.dalestorth.notts.sch.uk

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Email	office@dalestorth.notts.sch.uk
Post	Hill Crescent, Sutton I Ashfield, Nottinghamshire NG17 4JA

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APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	Outer building outside kitchen and additional in FS playground	
Water	Stop Tap in ART store off main hall	
Electricity	Main switchboard in locked cupboard in dining room and trip switches in all cloakroom areas	
Heating	Boiler room accessed outside staff car park	

Internal hazards	Location	Notes / instructions
Asbestos	Extractor units in children's toilets. Resin in floor in some rooms. Presumed in packers in columns. Low risk on string on pipework. All removed from ceilings	
Chemical store(s)	Locked cleaning cupboard located outside KS 1 toilets/cloakroom	

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	School Office	
Media briefing area	School Office	

APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire alarm
Signal for bomb evacuation	Fire alarm
Signal for all-clear	Short whistle blasts

Assembly points - fire evacuation	
Fire evacuation assembly point A	KS1 playground
Fire evacuation assembly point B	KS2 playground

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	Hill Crescent Park
Bomb evacuation assembly point B	Hill Crescent Park

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety).

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Forest Glade Primary and Nursery School
Type of premise	Primary School
Contact name and details of key holder(s)	S Champion 01623 452770
Address	Mansfield Road Sutton-in-Ashfield NG17 4FL
Directions / map	Turn right out of Dalestorth Primary school walking up Hill Crescent. At the end of Hill Crescent, turn left onto Dalestorth Road and then right onto Sutton Road. The school is located about 200m on the right hand side of Sutton Road
Estimated travel time (Walking, with pupils)	7 mins
Estimated travel time (By coach, with pupils)	n/a
Capacity	200
Capacity (sleeping)	n/a
Facilities / resources	School Hall and Playground whereby children could rest safely.

Notes	Evacuation procedures to be put in designated areas around school.

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	3 long whistle blasts
Signal for all-clear	Short whistle blasts

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all pupils are inside the school building.	
S2	If appropriate, move pupils away from the incident (e.g. to the other side of the building).	
S3	Dial 999, if appropriate. Dial once for each emergency service that you require.	
S4	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.	
S5	Check for missing / injured pupils, staff and visitors.	
S6	Reassure pupils and keep them engaged in an activity or game.	
S7	Notify parents / carers of the situation.	
S8	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Continuous whistle blow
Signal for all-clear	Short blasts

Lockdown	
Rooms most suitable for lockdown	Hive – KS1 Hall – KS2 FS2 – reading area, kitchen FS1 – disabled toilet and toilet area
Entrance points (e.g. doors, windows) which should be secured	All outside doors and windows
Communication arrangements	▪ Classroom telephones - FS ▪ Staff mobile phones ▪ Emails
Notes	

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	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 ▪ Stay away from windows and doors	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident)	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the school is likely to be closed for a significant period, consider the actions below.

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	Main School: 01623-459339	Main school office
Outgoing calls		Outgoing calls may be made from FS1 & FS2 buildings/ SLT office/ staffroom

All relevant parties should be updated at regular intervals on the incident, even if no significant developments have occurred since the last time of contact.

Methods of communication	Notes / instructions
Answer phone	▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	▪ Log-in details: No log in needed, for the main pages, just class pages. Parents have own log-ins as do staff and governors. ▪ Who is authorised / trained to edit the website? All Staff ▪ Can it be updated remotely or only from the school site? School site & Remotely
Text messaging system	▪ Log-in details: ▪ https://dalestorth-primary-and-nursery-school.uk.arbor.education/?/home-ui/index ▪ Who is authorised / trained to use the text messaging system? All teaching staff and office staff. All have their own passwords. ▪ Can it be used remotely or only from the school site? Both
Local radio stations	▪ BBC Radio Nottingham, Radio Mansfield, Gem FM
Telephone tree	Whatsapp messaging group for all staff
Sign at school entrance	In case of Emergency/Closure there will be signs erected at the two main gates of school and at the Main School office. Site Manager to undertake if needed.
Newsletter	Fortnightly newsletters are put on website
Email	office@dalestorth.notts.sch.uk (This email address is on the school website) Email can also be sent via Arbor communications programme
Social media	
Letter	Regular information letters are sent out. These will be put on the school website.
School notice board	

Preferred methods of communication are included below (although these may change depending on the exact nature of the incident).

Group	Preferred method of contact	Contact details are available from
Pupils	Face to Face	School Office
Parents / carers	By Arbor, Telephone, Website, Class Dojo, face to face	School Office
Governors	Governor Hub, Telephone, Arbor, Email	School Office
Extended services	Telephone, Arbor, Email	School Office

APPENDIX 9 - BOMB THREATS

+ **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:

.....

Telephone number you were contacted on:

.....

Exact wording of the threat:

.....

.....

+ **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

.....

What will cause it to explode?

.....

When will it explode?

.....

Did you place the bomb? If so, why?

.....

What does it look like?

.....

What is your name?

.....

What kind of bomb is it?

.....

What is your telephone number?

.....

What is your address?

.....

+ **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

Time the call ended:

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+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What sex did the caller sound?

- ❑ Male
- ❑ Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- ❑ Normal
- ❑ Loud
- ❑ Quiet
- ❑ Whispered
- ❑ Clear
- ❑ Disguised
- ❑ Well spoken
- ❑ Poorly spoken
- ❑ Deep
- ❑ High pitched
- ❑ Hoarse
- ❑ Nasal
- ❑ Impediment
- ❑ Stutter
- ❑ Lisp
- ❑ Slurred
- ❑ Other

At what pace did the caller speak?

- ❑ Normal
- ❑ Quick
- ❑ Slow

What manner did the caller have?

- ❑ Normal
- ❑ Calm
- ❑ Excited
- ❑ Laughing
- ❑ Upset
- ❑ Angry
- ❑ Rational
- ❑ Irrational
- ❑ Irritated
- ❑ Muddled
- ❑ Other

Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

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APPENDIX 10 - SUSPICIOUS PACKAGES

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

- Excessive wrapping
- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor handwriting, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address

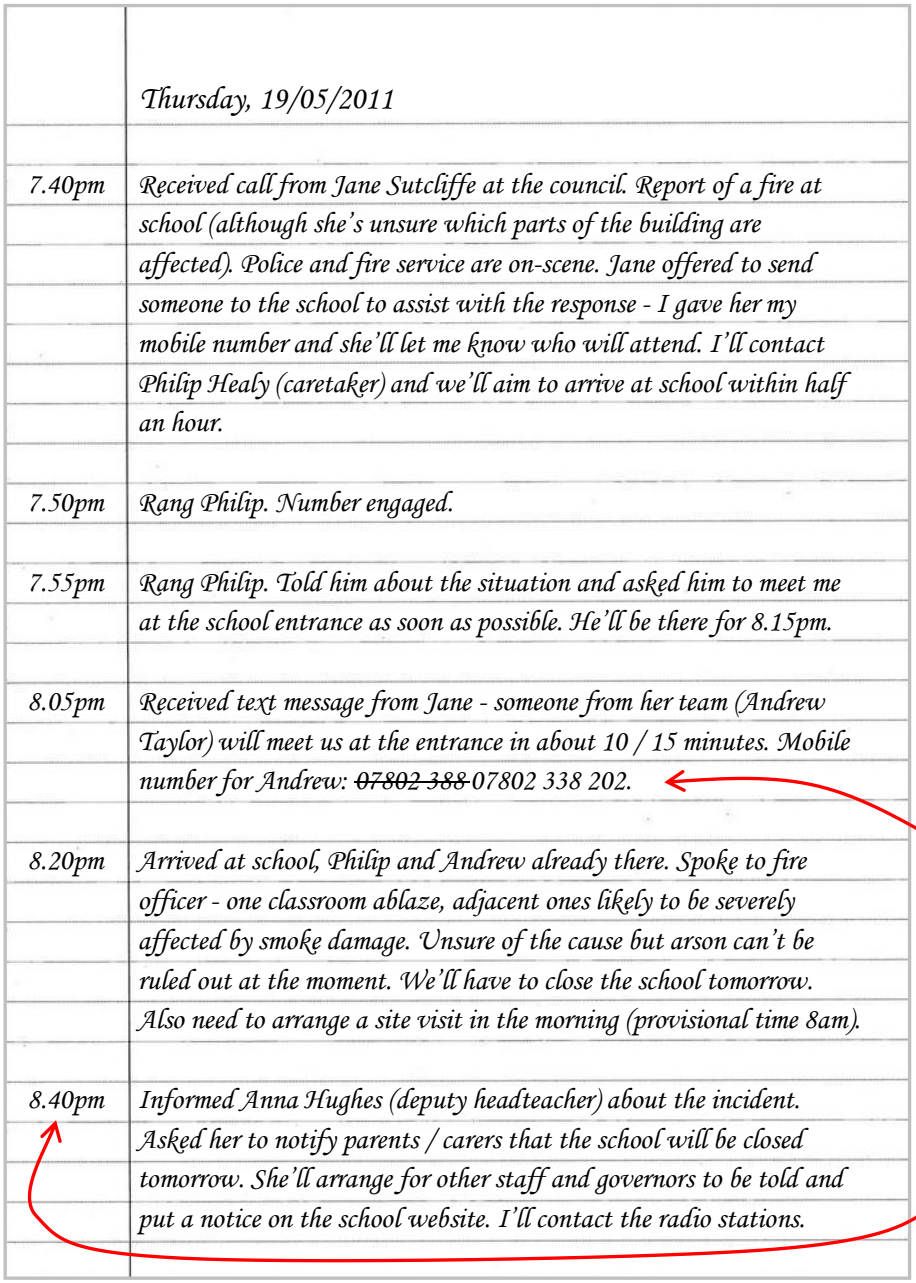
The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

Ref'	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it.	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

If anyone is exposed to a potentially hazardous substance carry out the actions below.

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

APPENDIX 11 - LOG-KEEPING GUIDELINES



	Thursday, 19/05/2011
7.40pm	*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.*
7.50pm	*Rang Philip. Number engaged.*
7.55pm	*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.*
8.05pm	*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.*
8.20pm	*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).*
8.40pm	*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.*

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.

Only include times, dates or initials within the margins.

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

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APPENDIX 12 – MISSING CHILD ON PREMISES

Signals	
Signal for missing child	Ring bell Staff to bring chn to carpet/tables if inside. Staff to line chn up on playgrounds if playtime/lunchtime.
Signal for child found	Four short whistle blasts

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