



Petworth CofE Primary School

Emergency Management Plan

If you are dealing with an emergency right now, go straight to [Section 2.1](#)

Plan administration	
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Person responsible for review:	John Galvin
Copies of this plan are held:	In the main school office , Head Teacher home, Finance Governor, Health & Safety Governor, Chair of Governors

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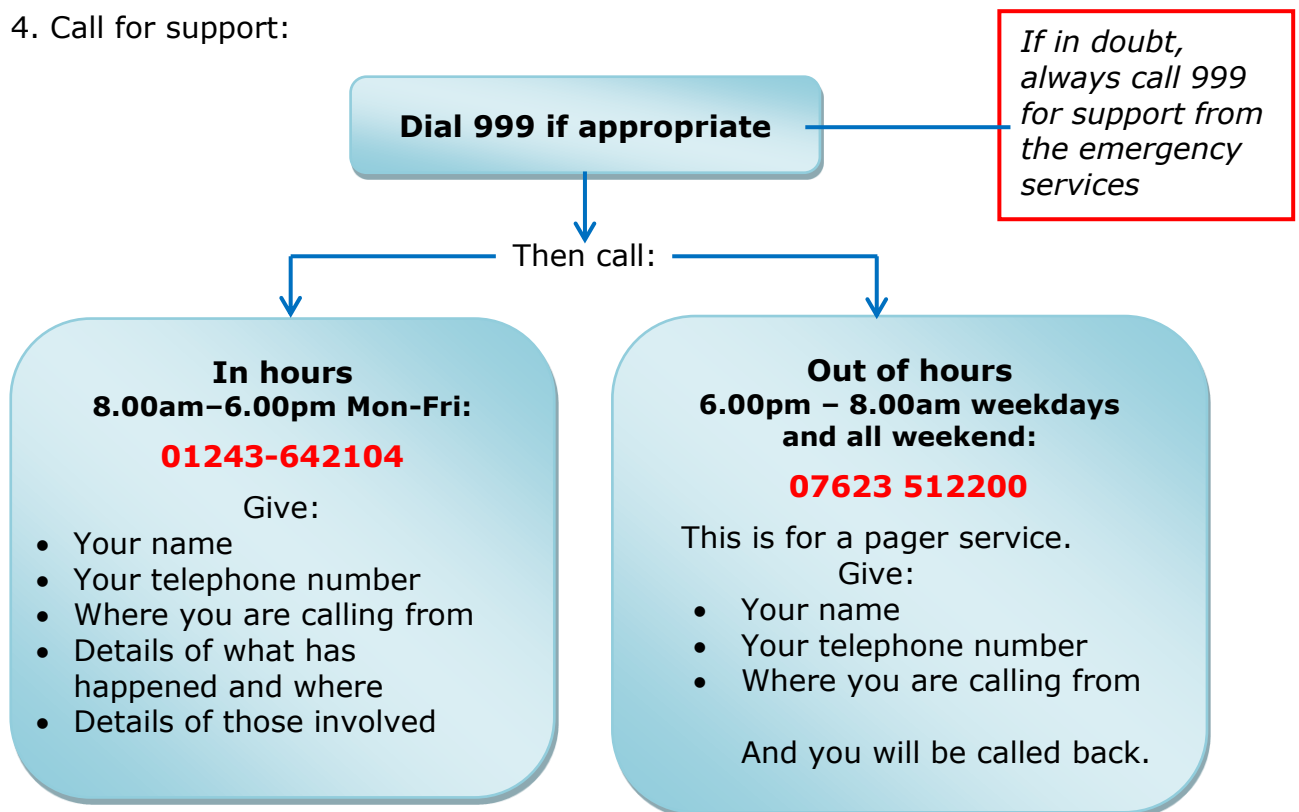
Section 1: Introduction

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

Section 2: Activation

2.1 Initial actions

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



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

5. Log all communications and actions.

6. Depending on the scale of the incident, consider assembling an Emergency Management Team from pre-identified staff (see [Appendix 3](#)) to assist with the response and relieve them of their normal duties.

7. Refer to the list of emergency contact numbers in [Appendix 3](#) for additional support, if required.

8. Where possible, avoid closing the educational establishment and try to maintain normal routines. Implement Business Continuity arrangements as needed.

2.2 ETHANE message

If possible, it is good practice to send messages in the ETHANE format. It is used by the emergency services to ensure accuracy of message:

Exact location of the incident	
Type of incident	
Hazards – present or suspected	
Access – routes that are safe to use	
Number, type, severity of casualties	
Emergency services required or present	

2.3 Specific incident actions

There are Action Cards to explain further specifics and/or support the response for specific types of incidents:

1. [Communications](#)
2. [Evacuation](#)
3. [Bomb threats and suspicious packages](#)
4. [Lockdown procedure](#)
5. [Disease outbreak](#)
6. [Child suicide](#)

2.4 Business Continuity

If the incident impacts on the establishment's critical functions, you will need to activate Business Continuity measures. See [Section 4](#) for more information.

Section 3: Roles and responsibilities

Section 3.1: Roles and Responsibilities within the organisation

The Emergency Management Team (EMT) is made up of the following roles. There should be at least 2 staff members who could fulfil the role, in case of absence. See [Appendix 1](#) for contact information.

Role	Role Overview	Responsibilities	Staff member/s responsible
Lead Coordinator	Directs the school's response to the emergency	<ul style="list-style-type: none"> • Lead the response, assign roles, and delegate tasks to appropriate staff • Set the strategy (i.e., lock down or evacuation) • Central contact point for information both internally and externally BUT leave most of the communications and disseminating information tasks to the person allocated to that role • Ensure relevant authorities are informed of the incident 	John Galvin Rob Neary
Welfare Coordinator	<p>Focuses on the physical and emotional well-being and safety of both pupils/students and staff</p> <p>If the incident is out of hours there may not be any immediate welfare actions; however, there may be a longer-term need for a</p>	<ul style="list-style-type: none"> • Lead on the safe movement of all staff and pupils. • Ensure (as reasonably possible) safe shelter and basic needs met. • Contact educational psychologists if applicable) • Establish a debriefing process 	Rob Neary Clare Wiggs

	welfare coordinator to help coordinate post-incident care and support.		
Communications Coordinator	In conjunction with WSCC Comms Team: communicate with pupils, parents, and visitors.	<ul style="list-style-type: none"> • Lead on updates to web, school phone voicemails and text messages to parents. • Manage incoming calls from media and members of the public and if applicable direct media enquiries to WSCC Comms Team. 	John Galvin Rob Neary
Premises and Resources Coordinator	Deal with school site management. Arrange parking, access etc. for visitors as necessary.	<ul style="list-style-type: none"> • Lead on property management, ensure access for relevant individuals. • Maintain knowledge of the site, access and exit points • Know how to shut off electricity, gas, and water supplies. • Compile a list of damages property or resources for insurance purposes. • Share knowledge of any hazardous substances on site • Procure resources to respond to the emergency if required. 	Brendon Rowley John Galvin
Administrative Support	Provide generic administrative support	<ul style="list-style-type: none"> • Keep a record of costs incurred by the school or individuals • Maintain an incident log • Ensure that EMT's decisions are recorded 	Karen Carter Deb Trewin

Section 3.2: Support available from external agencies/organisations

The following agencies may provide support and assistance. See [Appendix 1](#) for contact information.

3.2.1 West Sussex County Council

<p><u>Support services available include, but are not limited to:</u></p> <ul style="list-style-type: none"> • Coordination of assistance throughout West Sussex County Council • School transport. • Administrative support. • Educational Psychologists. • SEND support • Additional accommodation. • Health and safety advice. • Information from Property and Assets team 	<p><u>Insurance and Legal:</u></p> <ul style="list-style-type: none"> • Confirmation of cover available under the policies. • Manage claim expectations. • Instruct loss adjuster and advise insurers. • Instruct disaster recovery specialists. • Claim management. • Legal advice.
<p><u>Communications:</u></p> <ul style="list-style-type: none"> • Press statements. • Advice and assistance with media management. 	<p><u>Occupational health:</u></p> <ul style="list-style-type: none"> • Advice and support on health issues. • Employee Assistance Programme (including access to wellbeing support for staff)
<p><u>Fire and Rescue Service:</u></p> <ul style="list-style-type: none"> • Fire fighting. • Life saving and rescue. • Chemical spillage clean-up. 	<p><u>Resilience and Emergencies Team:</u></p> <ul style="list-style-type: none"> • Operational / logistical support. • Emergency planning support. • Communications support. • Debriefing. • Activation of specific emergency plans if required.

3.2.2 Police

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

3.2.3 Ambulance service

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

3.2.4 Trade unions

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

Section 4: Business Continuity arrangements

Business Continuity Management is the process of dealing with interruptions to the establishment's critical functions. An establishment may need to implement Business Continuity arrangements because of an emergency incident (e.g. a fire) or a more routine disruption (e.g. power cut).

Critical functions:

1. Provide lessons to children
2. Maintain safety of staff, children and anyone else on site
3. Provide catering
- 4.

	Possible critical functions impacted	Business Continuity arrangements	Any additional actions needed
Disruption to Staff			
Disruption to Premises			
Disruption to IT / Technology			
Disruption to Suppliers			

Section 5: Recovery and debriefing

5.1 Recovery

The process of recovering from an incident starts almost immediately, alongside the response. The aim is to return to 'normal' as soon as possible. The below are guidelines on actions to support the recovery, but may need to be supplemented with additional actions depending on the incident and its effects on the establishment.

As soon as possible after the emergency

Consult with and involve parents in the aftermath of an emergency. It is particularly important to communicate with parents of children who have been involved, and ensure that their needs and wishes are taken into account.

Liaise with parents regarding plans for attendance at funerals.

Liaise with parents regarding plans for attendance / representation at memorial services.

Identify and support high-risk children and staff.

Promote discussion of the emergency. Staff can help children by being aware of the most frequent and normal reactions of children to a traumatic emergency (fear, guilt, anger, confusion) and other normal reactions that may be seen (such as withdrawal, aggression, nervousness, depression). Some of the following responses may be appropriate:

- Do not minimise the effect of loss upon the child – recognise the uniqueness of the child's feelings

<ul style="list-style-type: none"> • Listen to the child – do not attempt to stop his / her references to the emergency • Show that you are prepared to listen and offer reassurance • Show that you care by offering genuine support and empathy.
Consider the need for individual or group support.
Help affected children and staff to return to the educational establishment.
Seek advice on legal issues from West Sussex County Council legal staff.
Continue to liaise with the Insurance team in respect of any potential insurance costs arising from the incident.

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

5.2 Debriefing

The purpose of debriefing is twofold: first, to allow a space for staff and children to talk openly about what happened and share thoughts and feelings. And secondly, to identify what was successful in the response, and what could be improved on if it were to happen again.

Arrange debriefing meetings for staff and children. Staff should not be expected to perform a counselling role unless they are trained to do so. It is also important not to underestimate the impact of an emergency on staff, which in some cases may be greater than the impact on children.
Arrange debriefing meetings for the head of establishment and Emergency Management Team.
Use the learning from the debrief/s to undertake a review of the Emergency Management Plan, evaluating its effectiveness and incorporating any lessons identified.

Action Card 1: Communications

West Sussex County Council may be able to assist with dealing with enquiries from the public or the media. Contact the Communications team for assistance in dealing with public/press enquiries:

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

Outside office hours call: **07623 512200**

In the event of a death, serious injury, or other significant incident: **do not** issue any media or communications in the immediate time after. The Police will lead on communications at this time, and you will be supported by WSCC with media/public enquiries.

Depending on the situation, you will need to consider:

How will you communicate with parents during the school day?	Via Bromcom
How will you communicate with parents outside the school day (e.g. weekends, in holidays)?	Via Bromcom
How will you communicate with any other groups that use your building/s (e.g. sports groups, after-school clubs)?	Email, telephone or in person
Do you need to have communication procedures between different parts of the establishment (e.g. different campuses)?	Telephone in all classes and around the school
How will you set the answer phone to have a pre-recorded message? Consider also if you need to do this remotely.	Karen Carter will update answer phone (cannot do remotely)
How will you update the establishment website and social media?	Deb Trewin will update website; Clare Wiggs Facebook; John Galvin Twitter

It may be useful to agree some standard wording for a range of scenarios ready for deployment or modification prior to deployment.

Action Card 2: Evacuation

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

Signal for fire evacuation	Continuous alarm throughout the site
Signal for bomb (threat) evacuation	Continuous alarm throughout the site
Signal for all-clear	Alarm is stopped

Assembly points fire evacuation	<p>Willow Class – Tennis Court via Herbert Shiner building Oak, Ash, Rowan & Beech – Key Stage One Playground via classrooms Maple & Elm – Key Stage one Playground via Eco Garden</p> <p>Evacuations may change as it will depend where the children are in the school building; children are taught to leave the premises from the nearest fire exit (taking into consideration where the fire is).</p> <p>Office staff take 'grab bag', registers and visitor signing in books to playground.</p>
Assembly points bomb (threat) evacuation	<p>Willow Class – Tennis Court via Herbert Shiner building Oak, Ash, Rowan & Beech – Key Stage One Playground via classrooms Maple & Elm – Key Stage one Playground via Eco Garden</p> <p>Evacuations may change as it will depend where the children are in the school building; children are taught to leave the premises from the nearest fire exit (taking into consideration where the bomb is).</p> <p>Office staff take 'grab bag', registers and visitor signing in books to playground.</p>

- It is vital that you are able to move your staff and children/students away from danger in a controlled way. Consider moving pupils to a protected space.
- Establish a safe evacuation route by searching the school for secreted threat items.

The following characteristics, using the mnemonic HOT, can be considered before viewing a suspicious object as suspicious: H – is the

item Hidden?; O – is it Obviously suspicious?; T – is it Typical for the environment?

- 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 establishment(s)

A buddy establishment is any identified building nearby where pupils and staff can be taken if unable to return to the school for some time.

- If your buddy establishments are not available, consider other alternatives/locations.
- Ensure WSCC is aware of where children are
- All children to stay at buddy establishment until decision made as to their onward arrangements
- If additional support for transport of children is required inform WSCC

Name & Address of establishment	Contact name & number	Arrangements for getting pupils there and estimated travel time	Facilities/ resources
St Mary’s Church	Father Mark Gilbert – 01798 342578	Walk – 15 minutes	Toilets, kitchen, enough space for children to be separate
Sylvia Beaufoy	Dan Sneller – 01798 344880	Walk – 10 minutes	Toilets, drink making facility, different rooms for children to be separate

Action Card 3: Bomb threats and suspicious packages

Bomb threat information template

The National Counter Terrorism Security Office has created a template that should be filled in if a bomb threat is received. Follow this link to access a fillable form:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908583/Bomb_Threats_Form_5474.pdf

This form should be available for staff to use in the reception and main office areas.

Guidance on suspicious packages

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

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

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

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

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

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

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

The head of establishment / nominated deputy should then:

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

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

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

Action Card 4: Security lockdown procedure

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

Signal for partial lockdown	Telephone call and/or in person 'Partial Lockdown'
Signal for full lockdown	Telephone call and/or in person 'Lockdown'
Signal for all-clear	Telephone call and/or in person 'All Clear'
Agreed lines of communication	Telephone and/or in person

Any areas of the building/s that are **NOT** suitable for locking down (i.e., have multiple entrances; lots of windows, etc.):

All key stage one classrooms have windows, but they will need to draw the blinds.

Partial lock down

- All outside activity to cease immediately, pupils and staff return to building. (There needs to be a means of communicating the alert to duty staff at break times).
- All staff and pupils remain in building and external doors and windows locked.
- In the event of air pollution or chemical, biological or radiological contaminants issue, air vents, fans, heating and air conditioning systems should be closed or turned off.
- Use anything to hand to seal up all the cracks around doors and any vents into the room – you aim to minimise possible ingress of pollutants.
- Free movement may be permitted within the building dependent upon circumstances.
- Check for missing pupils, staff and any injured persons.
- Staff should await further instructions. Remain in place until all clear has been given, or unless told to evacuate by the emergency services.

Full lock down

- All pupils/staff stay in their classroom or move to the nearest classroom.
- Office staff should remain in their office.
- External doors locked. Classroom doors locked (where a member of staff with key is present).
- Windows locked, blinds drawn, internal door windows covered (so an intruder cannot see in).
- Lights, smartboards and computer monitors turned off.

- Pupils/staff sit quietly out of sight and where possible in a location that would protect them from gunfire (bullets go through glass, brick, wood and metal. Consider locations behind substantial brickwork or heavy reinforced walls).
- Mobile phones turned off (or at the least turned onto silent so they cannot give away your position).
- Check for missing pupils, staff and any injured persons.
- Staff should await further instructions. Remain in place until all clear has been given, or unless told to evacuate by the emergency services.
- Reassure pupils and keep them engaged in an activity or game

Action Card 5: Disease outbreak

If there is an outbreak of a suspected or clinically diagnosed infectious disease the UK Health Security Agency (UKHSA) must be notified. Their Health Protection Team (HPT) work with the school to assess the risk. UKHSA may advise closure of part or all of the school on grounds of their findings, or advice on mitigation to be taken while maintaining the school open.

Decisions to close the school for business continuity reasons i.e., insufficient staff to maintain safety lies with the school management. If a decision to close the school is made, please notify the Local Authority and inform third party organisations such as the school meal service and school transport providers of the closure.

School Closures

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

John Galvin
Sara Bennie

Who will inform WSCC of the closure: John Galvin

If a member of staff or child arrives at school with symptoms shown to present as a result of any disease/pandemic outbreak, follow national/local guidance on actions to take.

The child should be isolated in

The medical room

until arrangements can be made to get them home.

Personal protective equipment (PPE)

PPE storage location	Medical Room / Office
PPE expiry date/s	Masks (7/23) Gloves (7/23) &)12/24) Aprons - no expiry date
Responsible person for PPE	Deb Trewin

Provision of education

Robust risk assessments and plans established as a result of the Covid 19 pandemic can be utilised for incidents that require you to provide remote education in the event of a school closure.

There is more information about how the critical function of providing lessons to students will be continued in the event of a disruption in the [Business Continuity arrangements section](#).

Action Card 6: Unexpected Child death, including where a child has possibly taken their own life ¹

You may become aware of an unexpected death of one of your students. This could include where a child has possibly taken their own life. This may come to your attention through a number of different routes.

These are the steps you should follow:

1. Take a moment to gather your thoughts.
2. If the child has been found at home or in a public place and you are unsure whether emergency services have already been called, you must phone the police on 999.
3. You **MUST** Call the WSCC Integrated Front Door:
 - a. In hours: 01403 229900 / out of hours 0330 222 6664 or 07711769657
 - b. In addition, if Out of hours call the Resilience and Emergencies Team on: 07623 512200
4. Inform only members of staff who absolutely need to know and who may be needed to directly support friendship groups of the child who has passed away – keep messages brief and factual – it is advised to use terms similar to *'child has died unexpectedly – the full circumstances are not known at this time. Further information will be shared as soon as we know etc'*.
5. If it is someone other than a family member who has informed you of the death, do not make contact with the family – be guided on this by the police liaison officer.
6. Do not issue any media or community communications or respond to any media requests as this is will probably led by the Police. You will be supported by WSCC press office where appropriate when considering what messages to send to parents / wider community when the time is right.
7. It is highly likely school will be invited to a multi-agency information sharing meeting – which will be held as soon as possible after the incident – please ensure your designated safeguarding lead or deputy is available to attend.
8. If you are aware that there are siblings at other schools, please make sure you inform the Integrated Front Door at the point of referral.
9. Please consider the pupils and staff within your school who may be more affected by the child's death. For pupils these could be those who are close friends, siblings and other relatives, pupils in the same tutor group, those who live close by to the deceased, and those with existing vulnerabilities or share similarities/characteristic to the pupil who died. For staff it will be those who were closely

¹ Please note – a death can only be called suicide once a coroner has held an inquest. Up until that point it is advisable to use the term unexplained death. In addition, it is not advised to use the term 'committed' suicide – the phrase potentially completed suicide is more appropriate.

involved in supporting the child or whose personal circumstances mean that the death will be highly significant for them. The multi agency team including the Educational Psychology Service will help you consider how to inform students and staff and what support should be put in place and assess any safeguarding risks.

10. If you are aware of any letters, diaries, or any other items that have been left for friends of the person who has passed away, do not share them. You must seek specialist advice from multi-agency response meeting.
11. In some cases, social media will have already speculated on what has happened. Advice and support will be given to the school in the multi-agency meeting in how to manage that.
12. Please consider how and when to share the information with wider staff and what support mechanisms are in place to support those staff, some of whom may have experienced similar or recent bereavement.
13. The WSCC Safeguarding in Education and Education Psychology team will contact you to provide support through the next steps which will include support of staff and pupils at the school now and for the longer term.
14. Each case is unique so the response will be determined specific to each incident. The multi-agency response meeting will assist the school with immediate actions, actions within the first 24 hours, 48 hours, and over the longer term.

Action Card 7: Offsite emergency

If an emergency takes place in a location away from the educational establishment's buildings and grounds, the [Initial Actions](#) will be almost exactly the same as for an onsite emergency.

Once all persons are safe, make a note of what happened:

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

Appendix 1: Emergency contacts list

Internal contact information (review termly and check information stored on WSSfS is also up to date)

Name & Role	Phone number	Email address	Key holder?
John Galvin Head of establishment	01243 553457 / 07413989805	jgalvin@petworthprimary.co.uk	Y
Sara Bennie Joint Chair of Governors	01798 343354 / 07557020101	sarabennie@googlemail.com	N
Eileen Lintill Joint Chair of Governors	01798 342948 / 07802546636	elintill@gmail.com	N
Karen Carter Business Manager	07890626520	kcarter@petworthprimary.co.uk	N
Brendon Rowley Site Manager	07827572811	browley@petworthprimary.co.uk	Y

External contact information

Organisation	Contact number
West Sussex County Council – to obtain emergency support from any of the following: Resilience and Emergencies Team Communications (Press Office) Outdoor Education Officer Educational psychology Human resources Occupational health School travel assistance Insurance & Risk Health and safety Catering/FSM provision Property and Assets team	In hours 8.00am–6.00pm Mon-Fri: 01243-642104 Out of hours 6.00pm – 8.00am weekdays and all weekend: 07623 512200
School's usual bus company	N/A
Off-site insurance emergency number Lifeline Plus (AIG)	+44 (0) 1273 552922
The Foreign Office (Links with British Consulates) www.fco.gov.uk	020 7008 1500
Local radio station	
Met Office Weathercall (60p per minute from a UK landline) www.weathercall.co.uk	09068 500 400
The Samaritans www.samaritans.org	116 123
Teacher Support Network (Trained support and counsellors available 24hrs)	08000 562 561
Employee Assistance Programme (Independent counselling service subscribed to by WSCC)	0800 028 0199
West Sussex County Council – to obtain day-to-day advice from any of the following: Resilience and Emergencies Team Communications (Press Office) Outdoor Education Officer Educational psychology Human resources Occupational health School travel assistance Insurance & Risk Health and safety	03302-222400 03302-228090 03302-227009 01903 839308 01243-642666 01243-023170 03302-228344 03302-222721 01243-752025

Appendix 2: Establishment site plans, hazards, and information

Include a copy of your site plan/s which should include:

- All points of entry
- Safety equipment including fire extinguishers, evacuation chairs etc.
- Safe zones / lockable rooms
- Details of CCTV

Utility Supplies	Location	Notes/instructions
Gas	Gas supply to site is in the outside (car park) blue shed.	
Water	Water supply meter to the site is by the blue gate outside Premises Manager's house.	
Electricity	Cupboards: Entrance Outside Oak Class (in corridor) Outside Beech Class (by toilets) KS2 landing (outside Maple Class)	
Heating	Boiler Rooms: Outside entrance to school hall In boiler room next to old Chartwells site	

Pre-designated areas	Location	Notes/instructions
EMT briefing area	Staff room	
Media briefing area	School hall	

Specific information relating to on-site hazards

On-site hazard	Location	Notes/instructions
Chemical stores / radioactive materials	Cleaners cupboard & HS Boiler Room (front of site)	
Asbestos		See Asbestos register
Oil tanks / other fuel storage		

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Specific information relating to off-site external hazards

Off-site hazards	Location	Notes/instructions
Industrial facilities	N/A	
Rivers / streams	Borders our Forest School Site	
Main road/s	A285 runs through Petworth	
Railway line	N/A	

Appendix 3: Facilities list / inventory

Facility	Location/s	Notes/instructions
Grab bag(s)	Office	
Keys to buildings	Office in key box	
Keys to gates	Office in key box	
Next-of-kin contact lists for pupils & staff	Online / paper copies in red folder (office)	
First aid kits	In each classroom	
Spillage clean up equipment/disinfectant	Cleaners cupboards (outside staff room / outside school hall)	
Protective clothing	Office / medical room	
P-cards / credit cards	Safe / Headteacher	
Fire Controlling		
Fire hydrant		
Fire extinguishers	School foyer Outside Oak Class (by group room) Outside school hall Top of KS2 stairs By year 4 cloakroom	
Fire exits	Four classrooms (Oak, Ash, Rowan and Beech) leading onto KS1 playground. By school hall leading to school field By year 4 cloakroom leading to Eco Garden Year 6 cloakroom leading to HS building (then out to tennis court) Year 6 classroom leading to HS building (then out to tennis court) School entrance leading to car park	

	End of KS1 corridor leading to school field	
Fire alarm/Fire control board	Front entrance	
Lifts	Leads to key stage two toilets	
Shut off switches		
Gas shut off	Gas house (blue door) outside in car park	
Electricity shut off	Boiler Room (next to Headteacher's office) - next to meter	
Water shut off	HSS Boiler Room (small room) bottom left hand corner.	
Electronic equipment		
Landline phones	Each classroom, offices, staff room	
School mobiles	Premises Manager	
Radios	Office & Willow Class	
Computer	Offices / each classroom / IT room	
Laptop	Photocopier room (20)	
Fax machine	Office	
Television		

Appendix 4: Log keeping

Basic principles:

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

What to use to record your log:

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

How to write the log:

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

