



# MacIntyre Academies

## QUEST ACADEMY EMERGENCY PLAN

### MACINTYRE ACADEMY TRUST SCHOOLS EMERGENCY PLAN

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

Plan administration	
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Electronic copies of this plan are available from	Michaela Bradley Office Manager
Hard-copies of this plan are available from	Michaela Bradley Office Manager
Location of emergency grab bag(s)	Main reception
Date of next review	31/05/2024
Person responsible for review	Victoria Scranage School Business Manager

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## SECTION 1 - CONTACT DETAILS

### 1.1 Academy information

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Academy details	
Name of Academy	Quest Academy
Type of Academy	Special School
Academy address	Anderson Avenue, Rugby, Warwickshire CV23 5PE
Academy operating hours (including extended services)	9.00am – 3.30pm Mon, Tue, Thurs Fri 9.00am – 4.30 Wednesdays
Site operating hours	7.00am – 7.00pm Mon - Fri
Approximate number of staff	66
Approximate number of learners	100
Age range of learners	7 - 17

Office contact details	
Office telephone number	01788 593112
Office email address	quest.office@macintyreacademies.org

Useful websites	
Academy website / extranet	<a href="http://www.thequestacademy.org/">http://www.thequestacademy.org/</a>
Local authority	Warwickshire County Council
National Health Service	<a href="http://www.nhs.uk/111">www.nhs.uk/111</a>
Department for Education	<a href="http://www.gov.uk/dfes">www.gov.uk/dfes</a>
Foreign & Commonwealth Office	<a href="http://www.gov.uk/fco">www.gov.uk/fco</a>
Environment Agency	<a href="http://www.gov.uk/ea">www.gov.uk/ea</a>
Met Office	<a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>
Health and Safety Executive	<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>
Teacher Support Network	<a href="http://www.teachersupport.info">www.teachersupport.info</a>

## 1.2 Contact details – Emergency Team Members and First Aiders

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

Name	Job title	Emergency Management Team (EMT) role(s) (if applicable)	Contact details	Alternative contact details *	Notes
Victoria Scranage	School Business Manager (SBM)	Emergency Team Member and Senior Mental Health Lead	07504001920	07966954355	Designated Safeguarding Lead (DSL)
Michaela Bradley	Office Manager & Exams Officer	Emergency Team Member	01788 593112		
Alan Brabazon	Facilities Manager	Emergency Team Member	07487618734		
Toni-Anne Eagles	Admissions Co-ordinator and Art Teacher	Emergency Team Member and First Aider	07807 355675		
Ben Makins	Assistant Principal	Emergency Team Member	07572 005360	07972 590914	Designated Safeguarding Lead (DSL)
Ryan English	Assistant Principal	Emergency Team Member	07495 005855	07961 470676	Designated Safeguarding Lead (DSL)
Tyla Owen	Deputy Principal	Emergency Team Member	07377 990795	07402416507	Designated Safeguarding Lead (DSL)

Laura Thackaberry	Principal	Emergency Team Leader	07932 909754	07505 728661	Designated Safeguarding Lead (DSL)
Gemma Batchelor	Family Footings	First Aider	01788 593112		
Matt Berry	Teacher	First Aider	01788 593112		
James Horne	Teacher	First Aider	01788 593112		
Kirsty Cottrell	HLTA	First Aider	01788 593112		
Mark Matthews	Compassionate Schools Coach	First Aider and Mental Health First Aider	01788 593112		
Cathy Ward	HLTA	First Aider	01788 593112		
Alison Scrace	Teaching Assistant	First Aider	01788 593112		
Molly Whitehead	Enhanced Teaching Assistant	First Aider	01788 593112		
Amy Wilkins	Speech and Language Therapist	First Aider	01788 593112		
Natalie Hickton	Teaching Assistant	Mental Health First Aider	01788 593112		

<b>Local Advisory Board (LAB) MEMBERS</b>					
Brin Linsell	Community	Chair of LAB	07793 553933	<a href="mailto:blinsell@googlemail.com">blinsell@googlemail.com</a>	
Jill Middleton	Community	LAB member	07803 933994		
Lynn Bayliss	Parent	LAB member	-		
Michael Prendergast	Parent	LAB member	07527 790679		
<b>OTHER USEFUL NUMBERS</b>					

### 1.3 Contact details - extended services

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



NOTES

## 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	WCC Emergency closure line	01926 412611		Call for message to be placed on WCC website DFE number 9377006
Children's services	Integrated Front Door	01926 414144	01926 866922	
Risk / insurance	EFSA RPA	01616 001636		
Property	Warwickshire County Council	01926 410410		
Transport	SEND Education Transport	01926 412929		
Catering	Matthew Bloxham Educaterers	01788 542 610 01926 412999		
Educational visits	Steve Vaughan	01788 593112		
<b>MAT CENTRAL STAFF</b>				
Emergency planning	Kevin Rodger/Andy Moran	07759835492/07525171361		
Health and safety	Shelley Campos	07487616021		
Legal	Gemma Deehan	07496 495466		
Human resources & Occupational Health	Emma Bastock	07932 909707		
Media / communications	Susan Camps	07415 467777		



## 1.5 Contact details - local radio stations

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\* 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 Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0800 80 70 60 (24 hour, flood line)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0345 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	
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.
Insurance company	Buildings RPA Tel: 01616 001636 Vehicles QBE Insurance Tel: 01484 912005	
Supplier (transport)	Education Transport SEND Tel: 01926 412929	

Supplier (catering)	Educaterers Tel: 01926 412999	
Supplier (cleaning)	Servicemaster Tel: 0845 155 1026	
Supplier (temporary staff)	Empowering Learning Tel: 0121 461 4208 GSL Education Tel: 01164 788 000 PK Education Tel: 0121 631 3466 Teaching Personnel Tel: 01707 386444 Just Teachers Tel: 02476 463555 Hays Tel: 02476 902023 Aspire Tel: 0121 3143606 YSA Tel: 02475 900000	
Gas supplier	ESPO Gas / Total Gas & Power Tel: 0800 111 999	
Water supplier	Water Plus Tel: 0345 0726072	
Electricity supplier	Total Gas & Power Tel: 01737 275626	
Stonewall	External out of hours first response 24hr 07910 561432	



## SECTION 2 - ACTIVATION

### 2.1 Notification of incident

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Information about an incident may come from a number of sources (e.g. member of staff, learner, parent / carer, member of the public, the emergency services, the local authority or an Emergency Alert). 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 log book. 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.**
- + **Agree who in the Emergency Management Team (EMT) is going to be the point of contact**

Name of informant:

Date and time of call/alert:

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Contact details of informant:

Date and time of incident:

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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?

- |   |  |
|---|--|
| <input type="checkbox"/> Principal                          | <input type="checkbox"/> Police                        |
| <input type="checkbox"/> Academy staff                      | <input type="checkbox"/> Fire & Rescue Service         |
| <input type="checkbox"/> LAB                                | <input type="checkbox"/> Ambulance Service             |
| <input type="checkbox"/> Learners                           | <input type="checkbox"/> Local authority               |
| <input type="checkbox"/> Parents / carers                   | <input type="checkbox"/> Health and Safety Executive   |
| <input type="checkbox"/> Extended services                  | <input type="checkbox"/> Foreign & Commonwealth Office |
| <input type="checkbox"/> Trust Board                        | <input type="checkbox"/> Media                         |
| <input type="checkbox"/> Senior Executive                   | <input type="checkbox"/> Insurance company             |
| <input type="checkbox"/> Designated Safeguarding Lead (DSL) | <input type="checkbox"/> Trade union                   |

Does anyone else need to be informed?

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

Are any other actions required?

Does an Incident Control Point need to be established?

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

**+ 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 learners 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 Office need to be notified?

.....

.....

.....

## 2.2 Initial action

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Immediately inform the Principal or nominated emergency contact.

<b>Principal/Nominated Emergency contact:</b>	<b>During Office Hours, contact:</b>	<b>Outside Office Hours, contact:</b>
Laura Thackaberry	07932 909754	07505 728661
Victoria Scranage	07504 001920	07966 954355
Tyla Owen	07377 990795	07402 416507
Ben Makins	07572 005360	07972 590914
Ryan English	07495 005855	07961 470676

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

If neither is able to 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 learners, 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.

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Notify Academy staff. Consider assembling an Emergency Management Team (EMT)/Control Point to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, avoid closing the Academy 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	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> <li>▪ Liaise with the educational visit leader on a regular basis</li> <li>▪ Consider sending extra staff to support the educational visit leader</li> <li>▪ Discuss with the educational visit leader the arrangements for notifying parents / carers</li> <li>▪ Consider how parents / carers and learners will be reunited.</li> </ul>	
C3	<p>Wherever possible, assign members of staff to relevant Emergency Management Team (EMT) roles:</p> <ul style="list-style-type: none"> <li>▪ Business continuity</li> <li>▪ Communications</li> <li>▪ Log-keeping</li> <li>▪ Media management</li> <li>▪ Resources</li> <li>▪ Safeguarding and welfare</li> </ul>	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> <li>▪ Consider if an Incident Control Point (ICP) needs to be established/contacted</li> <li>▪ Allocate tasks amongst the EMT</li> <li>▪ Ensure that staff are clear about their designated responsibilities</li> <li>▪ Establish the location and frequency of EMT / staff briefings</li> <li>▪ Ask staff to maintain a log of actions made and decisions taken</li> <li>▪ Assign a log-keeper to provide administrative / secretarial support.</li> </ul>	
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 learners, 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 LAB as appropriate.	
C10	Decide the most appropriate method of contacting relatives of learners / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

<b>Ref'</b>	<b>Co-ordination - ongoing response</b>	<b>Tick / sign / time</b>
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 EMT. Work closely with the EMT 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: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Learners</li> <li>▪ Parents / carers</li> <li>▪ LAB</li> <li>▪ Extended services.</li> </ul>	
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.	

<b>Ref'</b>	<b>Co-ordination - recovery</b>	<b>Tick / sign / time</b>
C20	Act as the main contact for the recovery process. Continue to allocate tasks amongst the EMT 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 Academy staff involved in the response.	
C25	Represent the Academy 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 Academy emergency plan.	
C27	Consider contacting the Principals 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 <sup>1</sup>	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> <li>▪ Loss of utility supply</li> <li>▪ Loss of supplier</li> <li>▪ Loss of premises</li> <li>▪ Loss of personnel</li> <li>▪ Loss of telecommunications</li> </ul>	
BC2	Establish what effect the emergency will have on the operation of the Academy. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the Academy's 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 <sup>1</sup>	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the Academy 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, learners and parents / carers are informed of any changes to the Academy's 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 <sup>1</sup>	Business continuity - recovery	Tick / sign / time
BC10	Work with Academy 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 6 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 Academy's 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: <ul style="list-style-type: none"> <li>▪ Learners</li> <li>▪ Parents / carers</li> <li>▪ LAB</li> <li>▪ Extended services</li> </ul>	
CO6	Consider the most effective arrangements for contacting learners 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 Academy's 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: <ul style="list-style-type: none"> <li>▪ What has happened</li> <li>▪ How their child was involved</li> <li>▪ The actions taken to support those involved</li> <li>▪ Who to contact if they have any concerns or queries.</li> </ul>	
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 learners 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

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Please refer to appendix 9 for more information on log-keeping.

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend EMT 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 EMT.	
LK4	Keep accurate records of anyone admitted to hospital or treated by the emergency services.	
LK5	Record details of any expenditure incurred by the Academy.	

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 learners is controlled. Do not let the media onto the Academy's site or give them access to learners 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 Academy, 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 Academy. 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 EMT, 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, learners 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 and social media).	

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 Academy without hindrance. Consider sending a member of staff to the Academy 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 Academy: <ul style="list-style-type: none"> <li>▪ Advise staff and LAB that they might have to prove their identity before the emergency services will grant them access.</li> <li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out.</li> <li>▪ Ensure that media access to the site is controlled.</li> </ul>	

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.: <ul style="list-style-type: none"> <li>▪ EMT briefing room</li> <li>▪ Briefing area for parents / carers</li> <li>▪ Media briefing room.</li> </ul>	
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 Academy.	
R8	Ensure the Academy 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 – Safeguarding and welfare

Ref'	Safeguarding and welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the safeguarding and welfare needs of learners, staff, parents / carers, visitors and responders with DSL team.	
W2	Identify learners who may require additional support: <ul style="list-style-type: none"> <li>▪ Those with Special Educational Needs (SEN)</li> <li>▪ Those with medical needs</li> <li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li> <li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident)</li> <li>▪ Those with a Social Worker</li> <li>▪ Those looked after</li> </ul>	

Ref'	Safeguarding and 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 learners 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 learners 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 learners.	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave Academy.	
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'	Safeguarding and 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 learners and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the Principal (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 learners and staff.	
E5	Identify anyone who may be particularly vulnerable. Inform the emergency services of any learners or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any learners 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 / learner 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.: <ul style="list-style-type: none"> <li>▪ Contact details</li> <li>▪ Consent forms (including medical and next-of-kin details)</li> <li>▪ Maps</li> <li>▪ Tickets</li> <li>▪ Insurance policies</li> <li>▪ Proof of identity</li> <li>▪ Passports (if abroad).</li> </ul>	
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 learners 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 Principal / nominated emergency contact. 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 learners. Make arrangements for the longer-term welfare needs of learners and staff.	
E16	Consult the Principal (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 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.: <ul style="list-style-type: none"> <li>▪ Records of expenditure</li> <li>▪ Medical certificates / hospital admission forms</li> <li>▪ Police incident number.</li> </ul>	
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 Principal (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 learners 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 learners and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor learners and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer learners and staff the opportunity for psychological support and counselling. Ensure staff and learners know that support is available and arrange access to these services as necessary.	
P3	Consider which learners need to be briefed, how, and by whom.	
P4	Provide opportunities for learners to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage learners from talking about their experiences.	
P5	Consider providing relevant books in the Academy's library.	
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 learners to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on learners (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> <li>▪ The nature of the incident</li> <li>▪ How their child was notified of the incident</li> <li>▪ Arrangements for support organised by the Academy</li> <li>▪ Who to contact if they would like additional support.</li> </ul>	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by learners and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If learners who were particularly affected by the incident leave the Academy (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the principal 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.: <ul style="list-style-type: none"> <li>▪ Teacher Support Network</li> <li>▪ Samaritans</li> <li>▪ Cruse Bereavement Care.</li> </ul>	
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 learners 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 learners 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 the Academy after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> <li>▪ Initial part-time attendance</li> <li>▪ Alternative methods of teaching</li> <li>▪ A sanctuary that learners could use if upset during the school day.</li> </ul>	
P24	Brief learners 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: <ul style="list-style-type: none"> <li>▪ Missed work</li> <li>▪ Rescheduling projects</li> <li>▪ Exams.</li> </ul>	

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	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the Academy will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> <li>▪ Closing the on the day of the funeral as a mark of respect</li> <li>▪ A senior member of staff attending the funeral on behalf of the Academy</li> <li>▪ If staff and learners can be allowed time off school to attend the funeral</li> <li>▪ Providing transport to take learners and staff to the funeral</li> <li>▪ Providing learners with information about what happens at funerals</li> <li>▪ Arranging floral tributes and / or donations.</li> </ul>	

Ref'	Post incident support - remembrance	Tick / sign / time
P29	<p>Taking into account the wishes of the family, consider providing a suitable memorial at the Academy:</p> <ul style="list-style-type: none"> <li>▪ Garden</li> <li>▪ Seating area / bench</li> <li>▪ Tree</li> <li>▪ Book of condolence</li> <li>▪ Fountain</li> <li>▪ Sculpture</li> <li>▪ Painting</li> <li>▪ Photograph</li> <li>▪ Prize (e.g. a sporting / academic trophy for older children).</li> </ul>	
P30	<p>Be aware of important dates which may need to be prepared for. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Birthdays</li> <li>▪ Christmas</li> <li>▪ Mother's Day</li> <li>▪ Father's Day</li> <li>▪ Anniversary of the event.</li> </ul>	
P31	<p>Discuss with LAB, staff, parents / carers and learners how to mark anniversaries and other important dates. E.g.:</p> <ul style="list-style-type: none"> <li>▪ Commemorative service</li> <li>▪ Special assembly</li> <li>▪ Concert</li> <li>▪ Display</li> <li>▪ Sports event.</li> </ul>	
P32	Be aware of renewed media interest near anniversaries of the event.	

## 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	Classrooms	Few exams require "Coursework" to be completed as 100% exam. Liaise with exam board direct and apply for "special consideration" arrangements.	Encouragement of assessed work to be completed electronically. Draft work kept in exercise books.
Examination papers	Exams Office	Minimal as papers stored in Fire Proof safe	Contact board and arrange for use of "Contingency Day" (JCQ Regs.)
Asset registers / equipment inventories	Iris Assets	Minimal as all electronically backed up	Electronic versions held
Insurance documentation	SBM Office	Minimal as all electronically backed up	Electronic versions held

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Shared drive/student area	Disruptive short term until back-ups restored	Backed up remotely via Colwyn
Contact details	Shared drive/SIMs	Disruptive short term until back-ups restored	Backed up remotely via Colwyn and SIMs Hosted
Financial information	Shared drive/PS Financial	Disruptive short term until back-ups restored	Backed up remotely via Colwyn
Medical information	Shared drive/SIMs	Disruptive short term until back-ups restored	Backed up remotely via Colwyn and SIMs Connected

<b>Remote learning</b>	<b>Notes / instructions</b>
Website / extranet	<a href="https://www.thequestacademy.org/homelearning">https://www.thequestacademy.org/homelearning</a>
Email	Quest.Office@macintyreacademies.org

## APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	External Green Cabinet by bike shelter	Main incoming/ Isolation valve
	Kitchen	Kitchen Store/Isolation Valve
	Plant room	Emergency push to stop on control panel Manual Levers on automatic valve
	Science & Food Tech	ServiceGuard device by door.
Water	Chair store in dining room on right Chair store back left	Main incoming Isolation valve Kitchen Isolation valve
	Plant Room/Tank room	Cat 1 and Ca 5 Isolation valves to Tank and booster sets
	Science	ServiceGuard device by door.
Electricity	Switch Room near bike shelter	Main Incoming and Main Switch lower left of panel. Including individual isolators for all internal distribution boards, external lighting etc.
	Kitchen Stores Near Reception Near sensory room Upstairs Main corridor	Distribution Board Distribution Board Distribution Board Distribution Board
	Science & Food Tech Alan Turing	ServiceGuard device Distribution board for class and ART
	Plant room	Control panel isolator switch and distribution board
Heating	Plant Room	2 Gas Heating boilers 1 DHWS Boiler
	Server Room	Air conditioning unit
	Roof	Air circulators for sports hall with heating Air circulators for Science & Food Tech Air Con inverter for Server room.

Internal hazards	Location	Notes / instructions
Asbestos	None	No asbestos on site



Chemical store(s)	Science Lab Cleaning Cupboard Store Room	Corrosive chemicals Cleaning chemicals Cleaning and maintenance chemicals (Detailed on COSHH register with Data sheets – found with Health and Safety records)
Steel cupboard	Grounds garage	Small amount of petrol and oil
Machinery	Grounds garage	Contains small amount of fuel

Pre-designated areas	Location	Notes / instructions
EMT briefing area	Principal Office	Dependent on emergency situation
Media briefing area	Principal Office	Dependent on emergency situation

## APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Continuous alarm interjected with verbal instructions
Signal for bomb evacuation	Hand bell ringing
Signal for all-clear	Voice instruction from Lead Marshall

Assembly points - fire evacuation	
Fire evacuation assembly points	Main - Inside MUGA, Secondary - far side of main car park and/or in enclosed grassed area

Assembly points - bomb evacuation	
Bomb evacuation assembly point	Far side of main car park and/or in enclosed grassed area

If the Academy has been evacuated and learners 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	Sainsburys Rugby
Type of premise	Supermarket
Contact name and details of key holder(s)	01788 522080
Address	385 Dunchurch Road Rugby CV22 6HU
Directions / map	Walk south on Anderson Ave towards Rosewood Ave Anderson Ave turns right and becomes Long Furlong Turn right onto Orson Leys Turn left onto Dunchurch Rd/A426 Slight left to stay on Dunchurch Rd/A426 At the roundabout, take the 1st exit Turn left
Estimated travel time (walking, with learners)	20 minutes walking
Estimated travel time (by coach, with learners)	5-10 minutes
Capacity	Sufficient to muster and arrange onward transit
Facilities / resources	Café, Toilet and Refreshments
Notes	Parents/carers can be notified using Parentpay text service

## APPENDIX 5 – SHELTER (DUE TO EXTERNAL ENVIRONMENTAL HAZARD)

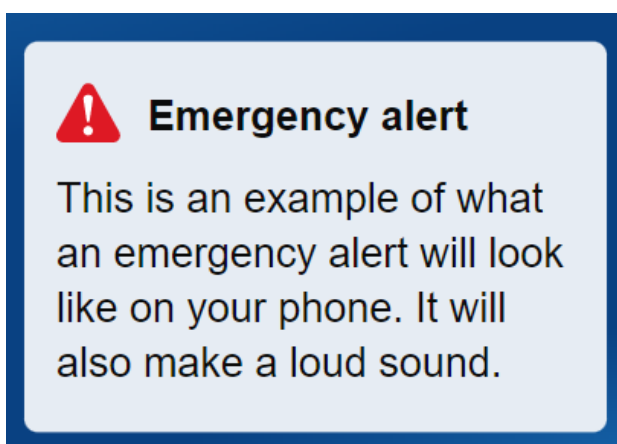
### Signals

Signal for shelter	Two blasts squistle (squidgy whistle)
Signal for all-clear	Verbal

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all learners are inside the school building.	
S2	If appropriate, move learners 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 learners, staff and visitors.	
S6	Reassure learners 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.	

In the event anyone on site receives an **Emergency Alert** on their mobile phone from the UK Government this will be communicated to a member of the EMT immediately. The process above will then be put into action.



Once details have been ascertained for the **Emergency Alert**, a decision will be made by the EMT as to whether the academy can continue with a restricted timetable, lockdown or close. This will then be communicated to all staff, learners and visitors as soon as possible.

## APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Mrs Robinson is coming
Signal for all-clear	Verbal communication

Lockdown	
Rooms most suitable for lockdown	Individual classrooms for staff and learners. Staff not with classes sports hall
Entrance points (e.g. doors, windows) which should be secured	Main reception doors. Learner exit to playground
Communication arrangements	<ul style="list-style-type: none"> <li>▪ DECT phones</li> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Phone tannoy</li> </ul>
Notes	

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

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all learners are inside the school building. Alternatively, ask learners 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: <ul style="list-style-type: none"> <li>▪ Block access points (e.g. move furniture to obstruct doorways)</li> <li>▪ Sit on the floor, under tables or against a wall</li> <li>▪ Keep out of sight</li> <li>▪ Draw curtains / blinds</li> <li>▪ Turn off lights</li> <li>▪ Stay away from windows and doors.</li> </ul>	
L5	Ensure that learners, 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 learners, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

## APPENDIX 7 - ACADEMY CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	<p>Assess the need for closure. Consider whether any mitigation measures are possible, such as:</p> <ul style="list-style-type: none"> <li>▪ Partially opening the school to some learners</li> <li>▪ Asking another school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an EMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<p>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:</p> <ul style="list-style-type: none"> <li>▪ Learners</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ LAB</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for learners as necessary. Use code Y or I depending on circumstances of closure and whether learners are indirectly or directly affected.	
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 learners who do arrive are informed of the closure, and to check learners are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

If the Academy is likely to be closed for a significant period of time, consider the actions below:

Ref'	Generic actions - ongoing response	Tick / sign / time
SC8	Ensure learners, parents / carers, LAB and the media are regularly informed of developments.	
SC9	Consider how learners with particular Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the Academy's premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2).	
SC12	If partial closure is required, prioritise learners considered most vulnerable, taking exams and children of critical workers.	

SC13	Ensure learners entitled to free school meals are sent food parcels or vouchers to compensate for missed lunches	
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## APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	07932 909754	Laura Thackaberry
Outgoing calls	07504 001920	Victoria Scranage

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	<ul style="list-style-type: none"> <li>▪ Example of pre-recorded message</li> <li>▪ Instructions on setting to 'message only' mode</li> <li>▪ Can be updated remotely via Birmingham Telecoms</li> </ul>
Academy's website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details are with Toni-Anne Eagles</li> <li>▪ Admin team are authorised / trained to edit the website</li> <li>▪ Can be updated remotely</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details are with Toni-Anne Eagles</li> <li>▪ Admin team are authorised / trained to use the text messaging system</li> <li>▪ Can be used remotely</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Contact Susan Camps on details above who will liaise with radio stations</li> </ul>
Staff	Use Whatsapp group – Michaela Bradley will add message
Sign at Academy's entrance	A sign can be placed at academy entrance if appropriate
Newsletter	Sent out fortnightly to all parents
Email	Quest staff distribution list and parent distribution list available remotely
Letter	As required

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
Staff	Via WhatsApp and/or email	
Parents / carers	Text message via ParentPay or email	
LAB	Telephone or email	
Extended services	Telephone or email	

# APPENDIX 9 - BOMB THREATS

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+ **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:

---



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

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

What gender was the caller?

- 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?

- |                                    |  |                                     |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal    | <input type="checkbox"/> Well spoken   | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

- |                                 |                                |                               |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- |                                   |                                     |                                    |
|-----------------------------------|-------------------------------------|------------------------------------|
| <input type="checkbox"/> Normal   | <input type="checkbox"/> Upset      | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Angry      | <input type="checkbox"/> Muddled   |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Rational   | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational |                                    |

Were there any distinguishable background noises?

.....

.....

Notes:

.....

.....

## 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 hand writing, 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: <ul style="list-style-type: none"> <li>▪ Do not touch the package further</li> <li>▪ Do not move it to another location</li> <li>▪ Do not put the package into anything (including water)</li> <li>▪ Do not put anything on top of it.</li> </ul>	
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 Principal / 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

	<i>Thursday, 19/05/2011</i>
<i>7.40p m</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>7.50p m</i>	<i>Rang Philip. Number engaged.</i>
<i>7.55p m</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>8.05p m</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>8.20p m</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</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.

- + 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.

## APPENDIX 12 – Emergency School Closure Steps



MacIntyre Academies  
Quest Academy

### Quest Emergency School Closure Steps - DFE Number: 9377006

#### **Main school contact numbers:**

Laura Thackaberry – 07932909754/07505728661  
Victoria Scranage – 07504001920/07966954355  
Alan Brabazon – 07487618734  
Michaela Bradley – 07725095145  
Andy Collins – 07496368832/07523952901

#### **Emergency Contact Numbers:**

Kevin Rodger – 07759835492  
Andy Moran - 07525171361  
Susan Camps - 07415467777  
Shelley Campos - 07487616021  
WCC Emergency Closure Line 01926 412611

<b>Immediate Actions</b>	<b>By Who</b>
Decision made to close the school	SLT
Inform Michaela & Alan	Victoria
Notify Warwickshire Council to update School Closure website	Tyla
Notify agency staff	Andy
Notify staff on WhatsApp group	Michaela
Notify parents by ParentPay text, website & social media	Toni-Anne
Cancel Asda delivery (Monday's only)	Michaela
Notify Colwyn (Thursday's only)	Michaela
Notify Mathew Bloxham 01788 542 610 and Ed-u-caterers (Jane) 07920071114	Michaela
Cancel contractors due on-site including cleaners	Alan
Notify taxi's via Specialist Transport	Family Footings
If school closure is due to snow, consider going into school to clear snow to make safe for the next day, if likely to be open	Alan / James

## APPENDIX 13 – Fire Evacuation Flow Chart

