



# Moreton Church of England Primary School



## Critical Incident/ Emergency Plan Policy

Model policy from Essex Infolink

Date: January 2026

Agreed by Governors (Date):

Signed (CoG):



## Plan administration

Version number	3.0
Date of issue	January 2026
Electronic copies of this plan are available from	Moreton C of E Primary School via <a href="mailto:admin@moreton.essex.sch.uk">admin@moreton.essex.sch.uk</a>
Hard-copies of this plan are available from	Moreton C of E Primary School, 01277 890255
Location of emergency grab bag(s)	School Office
Date of next review	Spring 2028
Person responsible for review	Headteacher

In the event of an emergency, the school's aim is to minimise the amount and length of any disruption to education or childcare, including maximising the number of children, pupils and students who are in face-to-face provision. Safeguarding and promoting the welfare of children remains of paramount importance. The school will continue to have regard to the statutory safeguarding guidance that applies to our setting.



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## SECTION 1 – Definitions

### Critical Incidents

**“A critical incident may be defined as any sudden and unexpected incident or sequences of events which causes trauma within a school community and which overwhelms the normal coping capacity of that school.”**

Such incidents will usually require the assistance of the emergency services and/or Essex County Council and others. The incident or event may be unanticipated, imminent or in progress. It may occur on school property, in the local community or out of school.

#### **A major incident may be defined as:**

- An accident leading to a serious injury or fatality;
- Severe injury or severe stress;
- Circumstances in which a person or persons might be at serious risk of illness;
- Circumstances in which any part, or whole of the school is unable to function as normal due to external influences;
- Any situation in which the national press or media might be involved

#### **As such, major incidents include:**

- Death of a pupil or member of staff
- Death or serious injury on a school trip
- Epidemic in school or community
- Violent incident in school
- A pupil missing from home
- Destruction or major vandalism in school
- A hostage taking
- A transport accident involving school members
- A disaster in the community;
- A civil disturbance or terrorism
- Arson attacks on schools
- Major fires at a school
- Pupil suicides and sudden deaths
- Violent attacks on pupils and staff members
- The sudden death, in tragic circumstances of members of staff
- Incident involving an intruder, believed to be armed, on school premises
- Road traffic accidents, involving fatalities within a school community
- Abductions / disappearances
- Allegations or actual incidents of abuse against pupils by staff and staff against pupils
- Incidents involving the murder of schoolchildren that attracted the attention of national and international media over prolonged periods
- Floods
- School used in an emergency



In the event of such an incident the priorities of those adults in charge of the school or trip at the time must be to:

- Save life
- Minimise personal injury
- Safeguard the interests of pupils and staff
- Minimise loss and to return to normal working quickly

## **Non Critical Incidents**

Some incidents might be non-critical and examples include:

- Death of a person associated with the school
- Lower scale health issues
- External incident requiring enhanced awareness
- Short term loss of staff or infrastructure
- Expected death of a pupil or member of staff



## 2. CONTACT DETAILS

### School information

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School details	
Name of school	Moreton C of E Primary School
Type of school	Voluntary Aided
School address	Church Road, Moreton, Essex. CM5 0JD
School operating hours (including extended services)	7:30am to 5:30pm
Approximate number of staff	25
Approximate number of pupils	190
Age range of pupils	4 – 11years old

Office contact details	
Office telephone number	01277 890255
Office fax number	N/A
Office email address	office@moreton.essex.sch.uk



## Useful websites

School website / extranet	<a href="https://www.moretonceprimaryschool.co.uk/">https://www.moretonceprimaryschool.co.uk/</a>
Local authority	Essex Schools Infolink <a href="https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink.aspx">https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink.aspx</a>
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>

## 2.2 Contact details - school staff and governors

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

Name	Job title	SEMT role(s) (if applicable)	Contact details	Alternative contact details *	Notes (e.g. first aid trained)
N Batt	Headteacher	Lead	<a href="mailto:head@moreton.essex.sch.uk">head@moreton.essex.sch.uk</a> 01277 890255		Key holder Level 3 s/guard trained
E French	Deputy Headteacher	Deputy	<a href="mailto:deputy@moreton.essex.sch.uk">deputy@moreton.essex.sch.uk</a> 01277 890255		Paediatric trained first aider Key holder
D Green	Co-Chair of Governors		<a href="mailto:cog@moreton.essex.sch.uk">cog@moreton.essex.sch.uk</a> 01277 890255		
L Godfrey	Co-Chair of Governors		<a href="mailto:lgodfreygov@moreton.essex.sch.uk">lgodfreygov@moreton.essex.sch.uk</a> 01277 890255		

## 2.3 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.

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
E Mainwaring	Breakfast Club	7:45 8:45am	<a href="mailto:admin@moreton.essex.sch.uk">admin@moreton.essex.sch.uk</a> 01277 890255		Key holder Level 3 s/guard training First Aid trained

## 2.4 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				
Children's services	School Communications	03330 139880		
Media / communications	Press office	0333 013 2800.		For out of hours situations call 07717 867 525
Safeguarding	Jo Barclay Head of Education Safeguarding and Wellbeing Education Directorate	<b>telephone:</b> 03330 131078 <b>mobile:</b> 07775 030021 <b>email:</b> <a href="mailto:jo.barclay@essex.gov.uk">jo.barclay@essex.gov.uk</a>		
Property	Peter Palmer Chelmsford Diocese Board of Education	01245 294439 <a href="mailto:buildingsofficers@chelmsford.anglican.org">buildingsofficers@chelmsford.anglican.org</a>		
Transport				
Catering	Ashlyns Catering	<a href="mailto:info@ashlyns.co.uk">info@ashlyns.co.uk</a>		

Educational visits	Juniper Education	<a href="mailto:enquiries@junipereducation.org">enquiries@junipereducation.org</a>		
Emergency planning	ECC	<a href="mailto:schoolscommunication@essex.gov.uk">schoolscommunication@essex.gov.uk</a>		
Health and safety	ECC	<a href="mailto:HS@essex.gov.uk">HS@essex.gov.uk</a>		
Risk / insurance	ECC	<a href="mailto:insurance@essex.gov.uk">insurance@essex.gov.uk</a>		
Legal	ECC	0333 013 9993 <a href="mailto:ELS.enquiries@essex.gov.uk">ELS.enquiries@essex.gov.uk</a>		
Human resources	Juniper Education	<a href="mailto:enquiries@junipereducation.org">enquiries@junipereducation.org</a>		
Educational psychology	ECC	01245 204338 <a href="mailto:send.iass@essex.gov.uk">send.iass@essex.gov.uk</a>		
Occupational health				

## 2.5 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)

## 2.6 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) Incident alert team <a href="mailto:incident.alert@educaiton.gov.uk">incident.alert@educaiton.gov.uk</a> DfE Incident support helpline 0800 046 8687	Monday to Friday 8 am to 6 pm
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 0845 988 1188 (24 hour, floodline)	
Met Office	Tel: 0370 900 0100 (24 hour, weather desk)	
Health and Safety Executive	Tel: 0845 300 9923 (office hours, incident contact centre) Tel: 0151 922 9235 (24 hour, duty officer) Tel: 0151 922 1221 (24 hour, duty press officer)	

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	ECC <a href="mailto:insurance@essex.gov.uk">insurance@essex.gov.uk</a>	
Trade union		
Supplier (transport)		
Supplier (catering)	Ashlyn's <a href="mailto:info@ashlyns.co.uk">info@ashlyns.co.uk</a>	
Supplier (cleaning)		
Supplier (temporary staff)	01245 353808 <a href="mailto:info@4myschools.org">info@4myschools.org</a>	
Utility supplier (gas)		
Utility supplier (water)		
Utility supplier (electricity)		
Utility supplier (heating)		

## 2.7 Contact details - for completion during an emergency

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

Name	Contact details	Notes

## 3. RESPONDING TO A CRITICAL INCIDENT

### **CRITICAL INCIDENT MANAGEMENT TEAM (CIMT)**

In the event of a critical incident the Critical Incident Management Team (CIMT) will lead to reduce confusion as to who is in charge during an emergency.

The CIMT will comprise of the following

- N Batt (Headteacher)
- N Batt / B Barros / A Mead (DSLs)
- E French (Deputy Head)
- D Green and/or L Godfrey (Chair of Governors)

The CIMT has in place a plan to deal with all possible incidents, listing the roles and responsibilities of each member of the team. Key members of the CIMT are contactable 24 hours a day and have in place arrangements for continuity purposes during school holidays.

This policy is in conjunction with the other school policies, for example,

- Safeguarding
- Health and Safety
- Schools trip
- First aid
- Emergency/fire evacuation
- Data protection

### **Practices within school**

Individual class teachers have an important role to play in managing critical incidents and may well be the best people to deal with the students in their classes. In times of crises, staff must react as they feel is appropriate (under the direction of the Headteacher) and there can be no easy formula for dealing with critical incidents. By ensuring good communication within school, a crisis may be managed more effectively.

The Critical Incidents Management Team will, dependent upon the nature of the incident itself, be concerned with any of the following issues:

- Adequate assessment of hazards and situations which may require emergency action
- Analysis of requirements to address these hazards; establishment of liaison with all relevant emergency services; development of an effective management plan
- Dissemination of planned procedures
- Organisation of practice drills to test the plan
- Regular review of the plan
- Assisting the Headteacher with all aspects of the implementation of the plan
- Arranging staff development activities, where necessary.

## Procedures during a Critical Incident

The Headteacher or member of the SLT must be informed of any critical incident as soon as possible so that the correct procedures can be put in place.

- As soon as an incident is confirmed, the CIMT will meet to decide strategies
- The rest of the staff will be informed as soon as possible, preferably at a specially convened staff meeting
- All staff should share the same information
- Pupils will be told information simply and sensitively, without fabrication, preferably in smaller group situations
- The school will try, as far as possible, to keep to the normal routine.

## Action Plan

Essentially critical incidents require the following procedures:

- Convene the Critical Incidents Management Team
- Establish who is in charge of the incident and establish clear roles and responsibilities within the CIMT
- Set up a communication network with clear channels
- Identify and inform First Aid personnel as appropriate
- Inform immediately the Chair of Governors, the Academy Trust (if appropriate); LA and any other appropriate officers,
- Collect, record and convey as much accurate information as possible
- Brief office staff regarding management of:
  - incoming enquires (telephone calls, email and social media)
  - outgoing information (telephone, email, website and social media channels)
- Set up an area for enquiries
- Use the data for students' next of kin to contact parents of affected children
- Establish incident recording logs for all actions
- Lockdown the school premises to all visitors without prior approval of the Headteacher.

It is expected that the Local Authority will:

- Use the ECC or diocese Media team so that appropriate and timely assistance is provided to the school
- Ensure that the appropriate LA officers, including Health and Safety, are advised of the incident so that the best possible level of support can be made immediately available, as appropriate
- Ensure that appropriate outside agencies e.g. counselling services, are alerted to the incident so that support is available as soon as seen to be appropriate

The Headteacher will liaise with LA and Media support services to ensure that the timing of information sharing is coordinated appropriately.

## Action Plan Timing:

Action	Timescale
Convene the Critical Incidents Management Team in the headteacher's office, context dependent	Immediately
Establish who is in charge of the incident – usually the headteacher	Immediately
Obtain factual information at the start	Immediately
Senior staff meeting with support personnel	Immediately
Academy Trust (if appropriate)	Immediately
Contact families	Immediately – at discretion of Headteacher, context dependent.
Establish clear roles and responsibilities within the CIMT	Within first hour
LA when additional support is deemed necessary	Within first hour
Carry out quick appreciation of immediate response required	Within first hour
Call a staff meeting to give information	Within hours if practicable
Inform pupils in small groups	Same day if possible
Arrange debriefing meeting for staff involved	Same day if possible
Arrange debriefing for pupils directly involved	Same day if possible
Identify high risk students and staff	Following day
Promote discussion in classes	Following days and weeks
Identify the need for group or individual treatment	Over days and weeks
Organise emotional support if needed	As required
Mark anniversary (discreetly)	Annually

### All staff members are responsible for:

- Acting in accordance with the policy
- Effectively implementing the critical incident plan
- Maintaining up to date records of critical incidents
- Understanding the critical incident plan
- Maintaining their own and others up to date records of critical incidents
- Ensuring pupils are aware of what to do in a critical emergency.

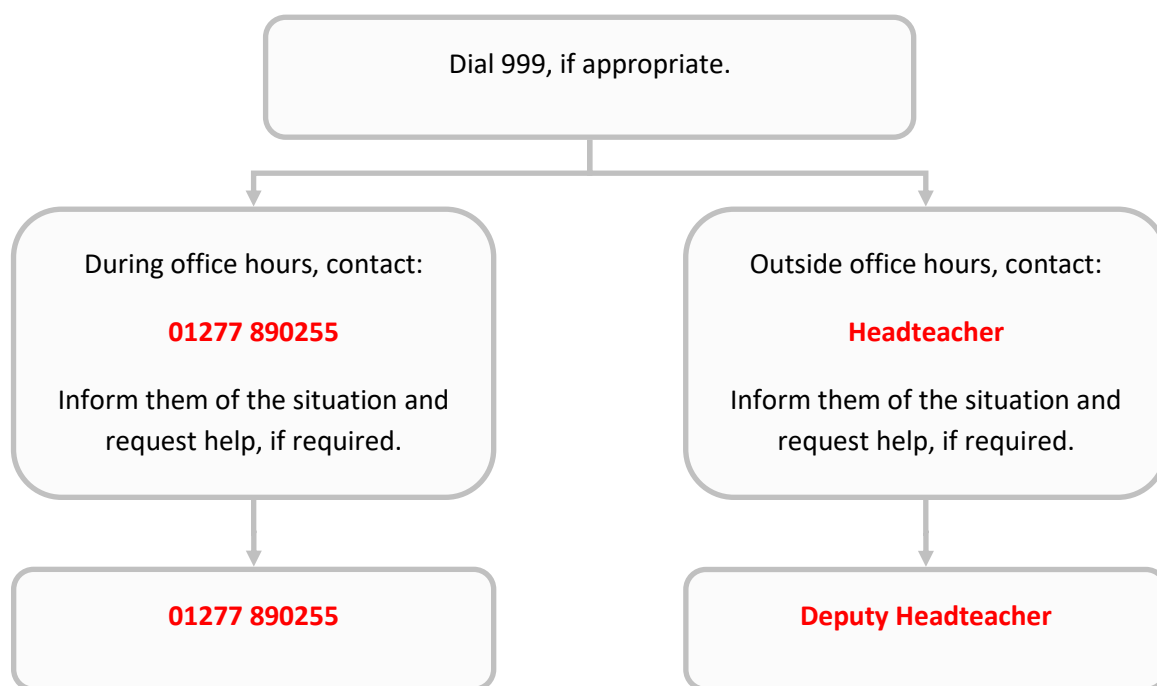
## Initial action

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Immediately inform the headteacher or nominated emergency contact. 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 pupils, staff and visitors.**
- **Attend to any casualties and administer first aid, if appropriate.**
- **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

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



The contact details of personnel are provided in the staff handbook. They should only be used in an emergency. Do not give them to the media, pupils, parents / carers or members of the public.

- **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- **Log all communications and actions.**
- **Notify school staff. Consider assembling a School Emergency Management Team (SEMT) to assist with the response.**
- **Refer to the list of emergency contact numbers for additional support if required.**
- **Where possible, avoid closing the school and try to maintain normal routines.**

## 4 Roles and responsibilities - business continuity

Please refer to appendix 1 for more information on business continuity arrangements.

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

Ref	Business continuity - ongoing response	Tick / sign / time
BC6	<p>Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams, remote education) wherever possible.</p> <p>Modify staffing arrangements, if necessary. (E.g. temporary staff, bringing together classes or groups for a limited period of time.)</p> <p>In all circumstances, vulnerable children and young people should be prioritised for continued face-to-face education and childcare.</p>	
BC7	<p>Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.</p>	

BC8	Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.	
BC9	<p>In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.</p> <p>Refer to the public health management of specific infectious diseases guidance to determine whether or not exclusion from school is needed.</p> <p><a href="#">Chapter 3: public health management of specific infectious diseases - GOV.UK (www.gov.uk)</a> If needed, seek specialist advice from the UKHSA team <a href="https://www.gov.uk/health-protection-team">https://www.gov.uk/health-protection-team</a></p>	

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

## 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 school answer phone if appropriate. Consider setting it to 'answer only' mode.	
CO3	Support staff with any communication needs they may have.	
CO4	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).	

Ref	Communications - ongoing response	Tick / sign / time
CO5	Ensure regular information is provided to: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Governors</li> <li>▪ Extended services.</li> </ul>	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained. Put in place systems to keep in contact with vulnerable children and families if they are not attending.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone and school website 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> </ul>	

	<ul style="list-style-type: none"> <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 pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	
CO13	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.	

## Roles and responsibilities - media management

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

Ref	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the SEMT, emergency services and other organisations as appropriate.	

M9	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).	
M10	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.	
M11	Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

## Roles and responsibilities - welfare

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.	
W2	Identify pupils who may require additional support: <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> </ul>	

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

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

## APPENDIX 1 - 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	In classrooms Data kept on pupil asset – cloud based Learning journeys on SeeSaw – cloud based	Short-term	Use of data/CT knowledge
Examination papers	Statutory papers kept in HT office	Short term. Statutory papers sent immediately	Contact STA if required
Asset registers / equipment inventories	All electronic.	N/A	Back up on server by United Net
Insurance documentation	Headteacher locked cupboard	Medium/Long term	Relevant copies scanned and kept electronically as required.

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Server in folders. SeeSaw	N/A	Server is backed up daily
Contact details	United Net	N/A	<a href="mailto:support@unitednet.co.uk">support@unitednet.co.uk</a>
Financial information	Server on finance folder Invoices kept in folders in HT cupboard	Budgets and finance info is electronic. Paper invoices etc	Ensure fire proof room
Medical information	Electronic – on server or pupil asset	N/A	Paper copies of medical info in pupil files – fire proof cabinet

Remote learning	Notes / instructions
Website / extranet	See remote learning policy
Email	admin@moreton.essex.sch.uk
Post	Church Road, Moreton, Essex. CM5 0JD

## APPENDIX 2 - SITE INFORMATION

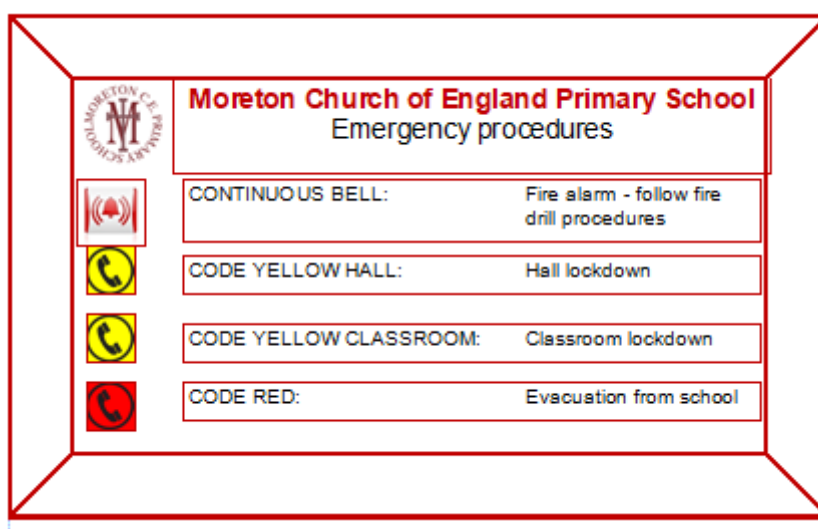
Utility supplies	Location	Notes / instructions
Gas	Car park	Gas tanks. Filled up as required
Water		
Electricity		
Heating		

Internal hazards	Location	Notes / instructions
Asbestos	Old boiler room, year R, year 1 and library	See asbestos register
Chemical store(s)	Cleaners cupboard	Secured at all times. Code: C079XY

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Headteacher office	If unavailable to be agreed by HT
Media briefing area	tbc	Depending on situation – advice taken from ECC

## APPENDIX 3 - EVACUATION

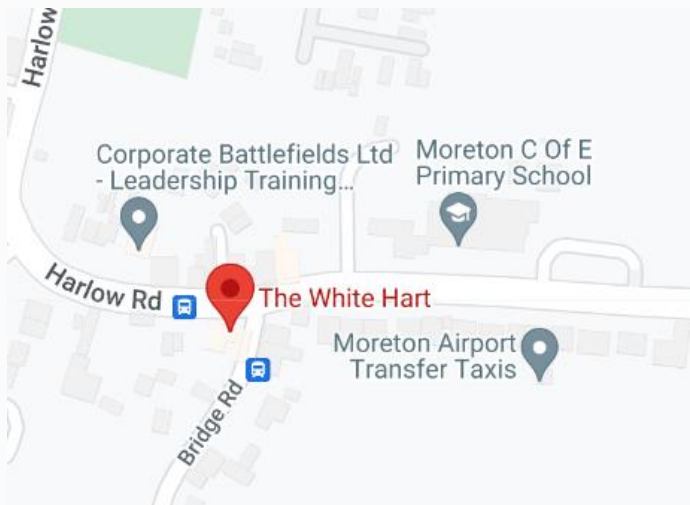
Signals	
Signal for fire evacuation	Continuous Bell
Signal for bomb evacuation	Code red
Signal for all-clear	Clear



Assembly points - fire evacuation	
Fire evacuation assembly point A	Outside Year 3 & 4 classroom
Fire evacuation assembly point B	Field at the back

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	White Hart public house (opposite school)
Bomb evacuation assembly point B	St. Mary's Church (across field from back of school)

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	White Hart
Type of premise	Local pub
Contact name and details of key holder(s)	01277 890890 <a href="mailto:info@thewhitehartmoreton.co.uk">info@thewhitehartmoreton.co.uk</a>
Address	Bridge Road, Moreton, Essex. CM5 0LF
Directions / map	
Estimated travel time (walking, with pupils)	5 minutes
Estimated travel time (by coach, with pupils)	N/A
Capacity	100 pupils
Capacity (sleeping)	0
Facilities / resources	Food, drink, toilets
Notes	Emergency for day only

## APPENDIX 4 - SHELTER

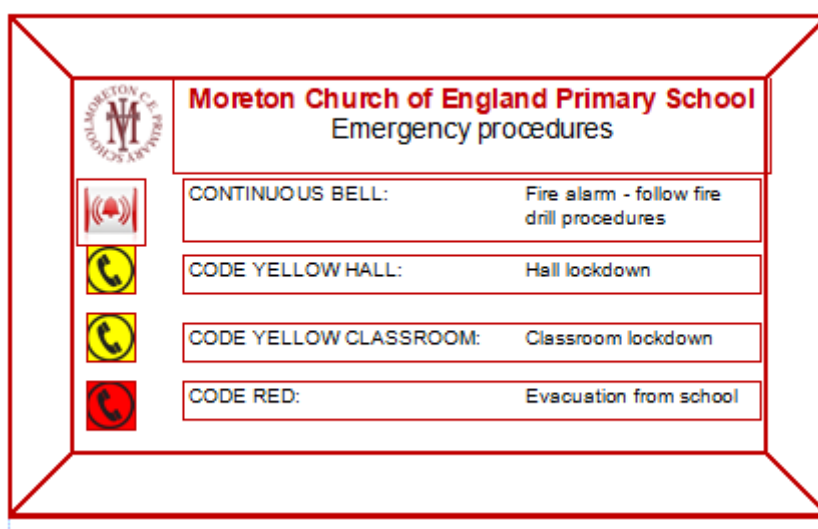
Signals	
Signal for shelter	Code yellow classroom
Signal for all-clear	Clear

Upon hearing the shelter signal, take the action below.

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

## APPENDIX 5 – LOCKDOWN (SECURITY RELATED INCIDENTS)

Signals	
Signal for lockdown	Code Yellow lockdown
Signal for all-clear	Code Red evacuate



Lockdown	
Rooms most suitable for lockdown	Individual classrooms
Entrance points (e.g. doors, windows) which should be secured	Outside doors and windows
Communication arrangements	<ul style="list-style-type: none"> <li>Two-way radios</li> <li>Classroom telephones (year 6)</li> <li>Mobile phones</li> <li>Instant messaging / email</li> <li>Other.</li> </ul>
Notes	On evacuation go to White Hart pub or local church. All padlocks for exits have same code which is changed termly.

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

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

## APPENDIX 6 - SCHOOL 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 pupils, in particular those who are vulnerable, have additional needs or, in some cases are the children of critical workers</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
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>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</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 pupils as necessary.	
SC6	If the closure is decided outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	
SC8	<p>Continue to record pupil absence in the register in line with the Pupil Registration regulations and school attendance guidance</p> <p><a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a></p>	

If the school 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 pupils, parents / carers, governors and the media are regularly informed of developments.	
SC9	Consider how pupils with Special Educational Needs (SEN) or medical needs, or vulnerable children may be affected if the school remains closed for an extended period of time.	
SC10	Ensure the security of the school premises.	
SC11	Put in place arrangements for remote learning (please see appendix 2 and remote learning policy)	

## APPENDIX 7 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	01277 890255	Office
Outgoing calls	01277 890255	Office

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 it be updated remotely or only from the school site?</li> </ul>
School website / extranet	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to edit the website?</li> <li>▪ Can it be updated remotely or only from the school site?</li> </ul>
Text messaging system	<ul style="list-style-type: none"> <li>▪ Log-in details</li> <li>▪ Who is authorised / trained to use the text messaging system?</li> <li>▪ Can it be used remotely or only from the school site?</li> </ul>
Local radio stations	<ul style="list-style-type: none"> <li>▪ Instructions for reporting school closures.</li> </ul>
Telephone tree	<pre> graph TD     HT[Headteacher] --&gt; DHT[Deputy Headteacher]     HT --&gt; TLL[T &amp; L Lead]     HT --&gt; SENCO[SENCo/Inclusion]     DHT --&gt; KS2[KS2 Teachers]     DHT --&gt; FIN[Finance]     TLL --&gt; KS1[KS1 Teachers]     TLL --&gt; OFF[Office]     SENCO --&gt; SEN[Specialist SEN support staff]     KS2 --&gt; CLS2[Class LSAs]     FIN --&gt; CAT[Catering]     FIN --&gt; OP[Outsider providers]     KS1 --&gt; CLS1[Class LSAs]     OFF --&gt; CARE[Caretaker]     </pre> <p>The diagram illustrates the 'Emergency Contact: Telephone tree' structure. At the top is the Headteacher, who branches into three main roles: Deputy Headteacher, T &amp; L Lead, and SENCo/Inclusion. The Deputy Headteacher oversees KS2 Teachers (who contact Class LSAs) and Finance (who contact Catering and Outsider providers). The T &amp; L Lead oversees KS1 Teachers (who contact Class LSAs) and the Office (who contact the Caretaker). The SENCo/Inclusion oversees Specialist SEN support staff.</p>
Sign at school entrance	
Newsletter	

Email	Via Arbor
Letter	Via Arbor
School notice board	Front entrance

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

Group	Preferred method of contact	Contact details are available from
Pupils	SeeSaw / Google classroom	Class teachers
Parents / carers	Email through Arbor	Office staff
Governors	Telephone by HT	
Extended services	See telephone tree	

## APPENDIX 8 - 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 kind of bomb is it?

.....

.....

When will it explode?

What will cause it to explode?

.....

.....

What does it look like?

Did you place the bomb? If so, why?

.....

.....

What is your name?

.....

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 headteacher / 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?

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Notes:

## APPENDIX 9 - 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 headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

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

## APPENDIX 10 – OPEN DAYS, TRANSITION AND TASTER DAYS

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### **Open days and public events**

Complete a risk assessment for public events and open days, ensuring that staff and volunteers are aware of emergency procedures, including fire drills and evacuation procedures.

### **Transition days and taster days**

Maintain a register of all children/young people visiting the site.

Complete a risk assessment for transition and taster days, ensuring that staff and volunteers are aware of emergency procedures, including fire drills and evacuation procedures.