

Highfield CE Primary School School Emergency Plan 2025

Foreword

This school emergency plan describes the management structures and procedures used by Highfield CE Primary School.

In the event of a major incident, this plan outlines the roles and responsibilities of school staff within the co-ordinated response to an emergency. Its aim is to assist the school in dealing with a number of disasters that could affect its ability to operate, using guidance developed by the Southampton City Council Emergency Planning team.

Protective Marking

This Highfield CE Primary School emergency plan has been given a protective marking of **OFFICIAL-SENSITIVE** in accordance with the [Government Security Classifications](#) system.

OFFICIAL-SENSITIVE is used where there is a clear and justifiable requirement to reinforce the 'need to know' as compromise or loss could have damaging consequences for an individual (or group of individuals), an organisation or for Her Majesty's Government more generally.

In all cases, individuals need to be trained to understand the sensitivities related to the information they work with (including any statutory or regulatory requirements), supported by local business processes, and instructed about the need to provide meaningful guidance when sharing that information with others.

Distribution

The Highfield CE Primary School emergency plan will be available to the following people:

Headteacher. Deputy Headteacher, School Business Manager, Chair of Governors,

Next Review Date

July 2021 (annual)

List of Acronyms

BIA	Business Impact Analysis
MTPD	Maximum Tolerable Period of Disruption
NaCTSO	National Counter Terrorism Security Office
SCC	Southampton City Council
SERT	School Emergency Response Team

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Section 1 Introduction

1.1 Introduction

Highfield CE Primary is committed to ensuring that, in the event of an emergency affecting the school, the school will provide an effective response, working with the Emergency Services and Local Authority to minimise the impact of the emergency on the school and the community as a whole.

1.2 Aim and objectives of the plan

The **aim** of the Highfield CE Primary emergency plan is:

- To provide effective response arrangements that will ensure the well-being and safety of all children and adults in the care of the School.

The **objectives** of the Highfield CE Primary emergency plan, as far as reasonably practicable, are to:

- Establish an effective framework of emergency response.
- Ensure Southampton City Council (SCC) and the Emergency Services are provided with up-to-date contact details for key school staff.
- Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated.
- Maintain high standards of welfare and duty of care arrangements for pupils, staff and carers.
- Ensure that actions and decision making during the emergency incident is properly recorded.
- To minimise educational and administrative disruption within school.
- To facilitate the return to normal working arrangements at the earliest time.

1.3 Emergencies and critical incidents

An **emergency** can be clarified as an unexpected event which affects the school community, and which causes disruption on a scale which is beyond the normal coping capability of the school. The emergency may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on pupils, staff, governors and parents.

The following are examples of emergencies which may impact on the school and necessitate activation of the emergency plan.

- A fire within the school or nearby premises.
- A serious accident involving children and/ or school personnel, on/off site.
- Death of a pupil or member of staff.
- Kidnap or disappearance of a pupil.
- A terrorist attack, or violent intruder on or nearby the school premises.
- Chemical or toxic substance release on or off site.
- An epidemic such as meningitis.
- Severe weather events such as flood, high winds, extreme storms etc.
- Pandemic Flu.

There may be specific hazards which pose a particular risk to schools. For example, this may be a chemical store / laboratory within the school site or hazards external to the school site such as proximity to an industrial site, river or major road. These hazards should be risk assessed and special response strategies incorporated into the plan. The [Hampshire and Isle of Wight Community Risk Register](#) details the risks faced by communities in Hampshire and gives an overview of preparedness activity.

A **critical incident** is any event which involves the experience of significant distress to a level which has the potential to overwhelm individuals or communities. They are usually sudden, unexpected, and stressful to the extent that exceeds normal coping capacity. Examples may include the sudden death of a child or colleague, or a traumatic incident within a school or community.

The plan covers procedures for an incident occurring in school time and out of hours including during breakfast club, after-school clubs, weekends and school holidays. It also covers procedures for incidents during times when there would be a higher than usual number of people in the school, including parents evening and during live performances with audiences. For procedures to follow during a school trip, please refer to the Educational Visits Policy.

1.4 School Information

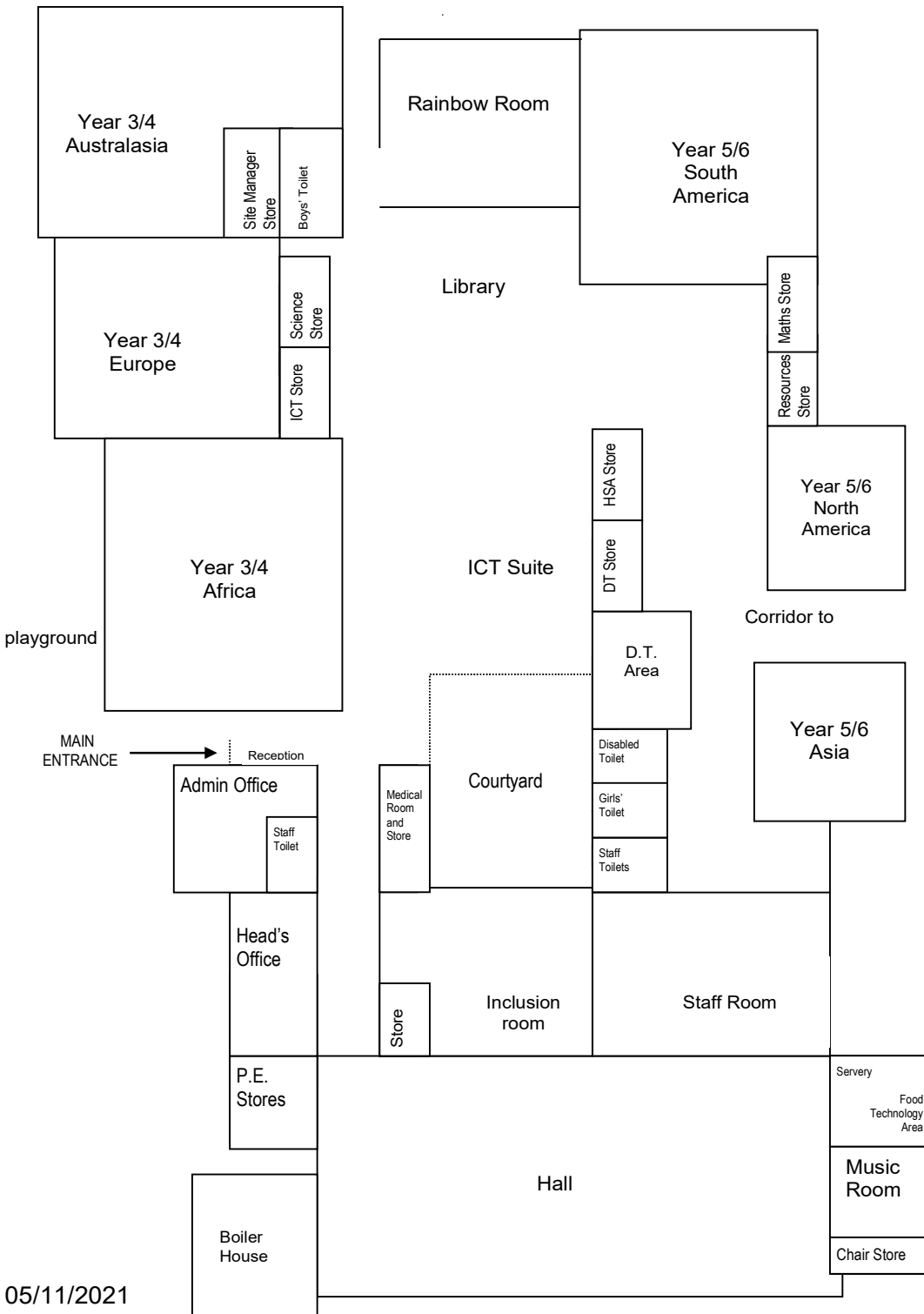
School details	
Name of school	Highfield CE Primary School
Type of school	Voluntary Aided Primary school
School address	Junior Site: Hawthorn Road, Highfield Southampton SO17 1PX Infant Site: Church Lane, Highfield, Southampton SO17 1SY
School operating hours (including extended services)	Term time only for school provider Extra-curricular operating hours for extended service provided by Team Spirit
Approximate number of staff	47
Approximate number of pupils	315
Age range of pupils	4-11

Office contact details	
Office telephone number	02380555793
Office email address	info@highfieldschool.co.uk

Useful websites	
School website / extranet	https://highfieldceprimaryschool.co.uk
Local authority	www.southampton.gov.uk
National Health Service	www.nhs.uk/111
Department for Education	www.gov.uk/dfes
Foreign & Commonwealth Office	www.gov.uk/fco
Environment Agency	www.gov.uk/ea
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

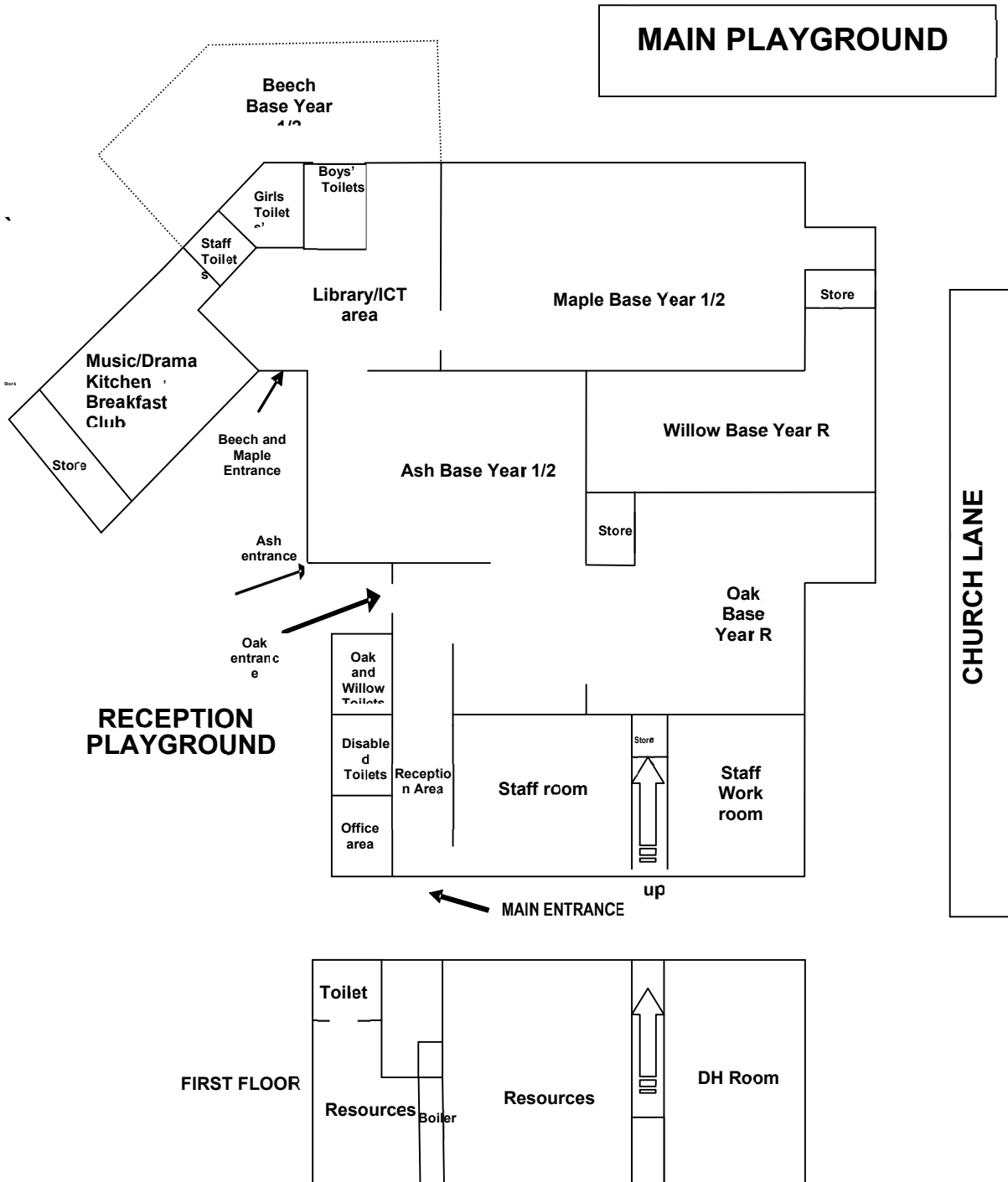
1.5 Site Information

PLAYGROUND



THE JUNIOR SITE

THE INFANT SITE



Security Features	Location	Notes / instructions
Intruder Alarm Panel (Main school)	Main Entrance (Junior Site)	Intruder alarm is on the left as you enter the school building
	Main Entrance (Infant Site)	Intruder alarm is on the right as you enter the school building
Fire Alarm System	Main Entrance (Junior Site)	Fire alarm is on the left as you enter the school building
	Main Entrance (Infant Site)	Enter the building via the small playground, go through the red door and the fire alarm panel is on the right

Security Features	Location	Notes / instructions
Main Reception Gate	Junior	Locked overnight and for weekend. Only accessible by key held by site manager
Roseland Gardens Gate	Junior	Padlocked during the day after the children have entered the junior building. Kept locked until end of school day and children exit then relocked.
Crown Street Gate	Junior	Padlocked during the day after the children have entered the junior building. Kept locked until end of school day other than to allow contractors' vehicles on site by arrangement only.
Infant Department Gate	Infant playground	Padlocked when children are in the playground. Opened by key held by key holders for entrance and exit times only.
Visitor signing in/out procedures	Both sites	Inventry on both sites for signing in and out. Printed visitor badges given on entry and leaflet re protocol for visits to school shared where needed. Fire evacuation and DSL details shared with Visitors.
Door Entry System	Both sites	Junior entrance to main building controlled by a PIN code or buzzed in by staff. Infant entrance is controlled by a PIN code.

Staff ID Cards	Both sites	All staff wear lanyards that detail their name and role.
Security Features	Location	Notes / instructions
Security lighting	Both sites	Front reception of Junior site has timed and security lights on a sensor. Front reception of Infant site has timed security lights.

Utility supplies	Location	Notes / instructions
Water	Junior Site – main water inlet is in the Boiler House – on the right of the main reception entrance point, behind the bike shed. Situated just below the gas emergency isolating cut off.	Key for the Boiler Room held in main reception – lever turn off
	Infant Site – main water inlet is in Willow Class underneath the large arched window.	Turn off by turning anti-clockwise
Gas	Junior Site - main school Boiler House – clearly marked up Gas emergency isolating	Key for Boiler Room held in main reception
	Infant Site – Oak classroom small cupboard back right wall (same as electric) marked danger.	Star key in the cleaning cupboard located within the staff room – clearly labelled.

Electricity	<p>Junior Site – Two cupboards marked up Danger Electric Shock: one in Asia classroom (large cupboard on the wall directly ahead) and one in corridor opposite staffroom door.</p> <p>Infant site – Oak classroom small cupboard back right wall (same as Gas) marked danger.</p>	<p>Key held in main reception</p> <p>Star key in the cleaning cupboard located within the staff room – clearly labelled.</p>
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Pre-designated areas	Location	Notes / instructions
SERT briefing area	Staffrooms in both sites	Private space for sensitive meetings to take place
Media briefing area	Junior site staffroom	Headteacher to contact Diocese, Chair of Governors and Local Authority for advice in advance of any press/media briefings. Diocesan Emergency contact 0860928026 or 0973298439 any time day/night.
Fire Assembly Point	<p>Junior site - rear playground</p> <p>Infant site - Highfield Church ground between school and church</p>	Children and staff to receive regular fire assembly training

Notes / instructions		
Internal hazards	Location	
Asbestos	Asbestos register is held in reception of both school sites	Asbestos report is done under SLA with Southampton City Council. Refer to Asbestos plan for location of potential asbestos sites.
Chemical store(s)	<p>Junior Site - The COSHH store is in the Cleaning cupboard located near boys' toilets</p> <p>Infant Site – locked cupboard in girl's toilets adjacent to Library and surplus stock stored in upper storage room – no access to children</p>	<p>The key is located in reception for COSHH store – labelled up Cleaners cupboard</p> <p>The key is located in the staff room kitchen cupboard inside door out of reach of children.</p>

Other Risks	Location	Notes / instructions
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Boiler Room	<p>Junior Site -The boiler house is located on the right of the school building behind the bike shed</p> <p>Infant site - No boiler room – small boilers upstairs no access to children</p>	The key for boiler house is located in reception
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1.6 Risks

Risks	Notes / instructions
Criminal Activity	
Bomb threats	<p>Although bomb threats usually turn out to be hoaxes, they are crimes and must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.</p> <p>The National Counter Terrorism Security Office (NaCTSO) have provided guidance on HM Government's website.</p> <p>All staff who may receive a bomb threat (e.g. receptionists and office staff) must be provided with paper copies of the national bomb threat checklist, and have them to hand, in order that they can gather the information required by the emergency services upon receipt of such a threat.</p>
Hostile Reconnaissance	<p>The role of reconnaissance has become increasingly important to terrorist operations. Staff should be aware of the NaCTSO guidance.</p> <p>Reconnaissance trips may be undertaken as a rehearsal to involve personnel and equipment that will be used in the actual attack e.g. before the London attacks on 7th July 2005, the bombers staged a trial run nine days before the actual attack.</p> <p>To report suspicious activity that does not require an immediate response contact the confidential anti-terrorist hotline 0800 789 321</p> <p>In any incident that requires an immediate response – dial 999.</p>

Firearms and weapons attack	<p>'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. Full guidance is contained on the NaCTSO website.</p> <p>Run</p> <ul style="list-style-type: none"> <input type="checkbox"/> Escape if you can. <input type="checkbox"/> Consider the safest options. <input type="checkbox"/> Is there a safe route? RUN if not HIDE. <input type="checkbox"/> Can you get there without exposing yourself to greater danger? <input type="checkbox"/> Insist others leave with you. <input type="checkbox"/> Leave belongings behind. <p>Hide</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you can't RUN, HIDE. <input type="checkbox"/> Find cover from gunfire. <input type="checkbox"/> If you can see the attacker, they may be able to see you. <input type="checkbox"/> Cover from view does not mean you are safe: bullets go through glass, brick, wood and metal. <input type="checkbox"/> Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls. <input type="checkbox"/> Be aware of your exits. <input type="checkbox"/> Try not to get trapped. <input type="checkbox"/> Be quiet, silence your phone. <input type="checkbox"/> Lock / barricade yourself in. <input type="checkbox"/> Move away from the door. <p>Tell</p> <p>Call 999 - What do the police need to know?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Location - Where are the suspects? <input type="checkbox"/> Direction - Where did you last see the suspects? <input type="checkbox"/> Descriptions – Describe the attacker, numbers, features, clothing, weapons etc. <input type="checkbox"/> Further information – Casualties, type of injury, building information, entrances, exits, hostages etc. <input type="checkbox"/> Stop other people entering the building if it is safe to do so.
School lockdown	<p>Dynamic lockdown is the ability to quickly restrict access and egress to a site or building (or part of) through physical measures in response to a threat, either external or internal. The aim of the lockdown is to prevent people moving into areas and preventing or frustrating the attackers accessing a site (or part of). It is recognised that due to their nature, some sites may not be able to physically achieve lockdown.</p> <p>Highfield CE Primary school has its own lockdown procedures detailed for all staff across both sites.</p>

Severe Weather	
Cold Weather	<p>If the Cold Weather Plan is activated, we will seek advice including asking school nurses who may provide advice to parents with young or disabled children about the risk of exposure to low indoor temperatures and heating homes appropriately and affordably.</p> <p>If school closure becomes necessary, the school will follow the school closure procedure (Annex A)</p>
Heatwave	<p>If the Heatwave Plan is activated, the school will consider the following guidance:</p> <p>Looking after children and those in early years settings during heatwaves: guidance for teachers and professionals</p>
Flooding	<p>The school site is not within the fluvial flood zone (flooding from the river)</p> <p>In the event of unexpected flooding, we will follow public flooding advice and the school closure procedure (Annex A) if necessary</p>
	<p>If flooding significantly affects our school or early years setting, we would contact government's incident alert team. We would discuss our options re alternative premises with the local authority and Highfield Church in the first instance. As a split school, we would consider the feasibility of locating onto one site for a temporary time, subject to appropriate risk assessments.</p> <p>If we have to move to temporary premises, we would check to see if the alternative premises would need to register with Ofsted.</p>

Health	
Serious injury to a pupil or member of staff	<p>Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals.</p> <p>School staff may contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call 023 8083 3272 and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist.</p>
Public health incidents	<p>For guidance on reducing health related risks within the school the following Guidance on infection control in schools and other childcare settings (Public Health England)</p> <p>In the event of a significant public health incident, school to carry out full lock down procedure and await further government advice.</p> <p>Th local UKHSA HPT will be contacted for advice if we are concerned about or have seen:</p> <ul style="list-style-type: none"> • a higher than previously experienced and/or rapidly increasing number of absences due to the same infection • evidence of severe disease due to an infection, for example if an individual is admitted to hospital • more than one infection circulating in the same group of people, for example chicken pox and scarlet fever • an outbreak or serious or unusual illness for example: <ul style="list-style-type: none"> - E. coli O157 or E. coli STEC infection - food poisoning - hepatitis - measles, mumps, rubella (rubella is also called German measles) - meningococcal meningitis or septicemia - scarlet fever (if an outbreak or co-circulating chicken pox) - tuberculosis (TB) - typhoid - whooping cough (also called pertussis)
Pandemic	<p>Southampton City Council's pandemic response framework provides the council with a generic and flexible response to any type of human pandemic.</p>

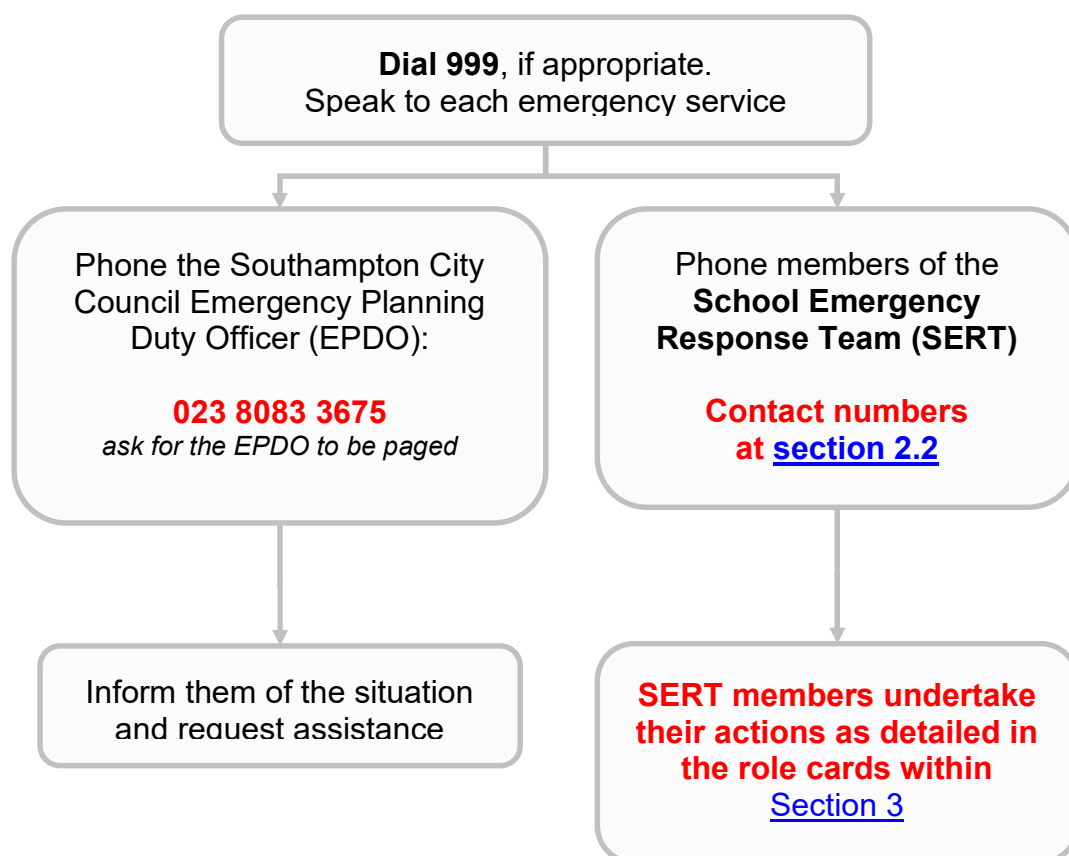
Other	
Significant damage or disruption to school property (e.g. fire, flood, utility failure etc)	<p>Incidents resulting in significant damage to school property should result in activation of the school emergency plan. This will enable timely notification of the Southampton City Council teams required to respond (education, health & safety etc)</p> <p>The school closure procedure (Annex A) would be used if necessary.</p> <p>For our contingency planning in the event of significant damage or disruption to school property, please see annex.</p>
Effects of an emergency in the local community	<p>Incidents at these, or other, nearby premises could result in an effect on the school.</p> <p>In such circumstances advice should be sought from the responding emergency services (by dialling 999 if necessary) and activation of the school emergency plan.</p> <p>In circumstances where there is concern about smoke or other smells being experienced, it is recommended that, if it is safe to do so, staff and children remain indoors with doors and windows closed while advice is sought from responding specialists.</p>

**Section 2
Activation**

2.1 Activation Process

Staff who become aware of an emergency (as a first-hand witness, having been told by a third party or upon receiving a government emergency alert) should 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.

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.	
Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).	
Log all communications and actions.	
Assess the situation and establish a basic overview of the incident.	
Assemble the School Emergency Response Team (SERT) and inform the Emergency Planning Duty Officer to assist with the response (chart below).	
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	



2.2 Key Internal Contacts

2.2.1 Current List of School Emergency Response Team (SERT) Members

Name	Role	Contact Number(s)
Rosie Walford	Headteacher	07984548959
Rachael Bond	Deputy Headteacher	07876346235
Carol Donnachie	School Business Manager	07725800315
Martin Hodder	Caretaker / Premises Manager	07917822028
Alan Hunt	Chair of Governors	07840807601

2.2.2 Other internal contacts

Name	Job Role	Telephone Number	Email	Notes (e.g. first aid)
Charlotte Ellis	EYFS and KS1 Lead	07507586490	c.ellis@highfieldschool.co.uk	Paediatric trained
Michael Dodson	Junior Leader	07798632918	m.dodson@highfieldschool.co.uk	Paediatric trained

2.3 Key External Contacts

Department	Name/ Role (if applicable)	Telephone Number	Notes
Emergency Planning	Emergency Planning Duty Officer (EPDO)	023 8083 3675	Ask for Emergency Planning Duty Officer to be paged
Educational psychology	Senior Educational Psychologist	023 8083 3272	Explain that you are calling regarding critical incident support.
Children's Resource Service		02380 83 2300	Contact with any safeguarding concerns following a critical incident
Public Health nurses		03001236661	
Solent CAHMS	Solent Child & Adolescent Mental Health Service	02381 030061	
Behaviour Resource Service (BRS)		023 8083 4430	
Children's Social Care			
Early Help	Early Help team	023 8083 3311	The Early Help team are available to help facilitate wider family support. This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family.
Youth Justice Service	Youth Offending Service management team	02380 834900	A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed

2.4 Logging

A comprehensive record must be kept of all events, the key areas including information received (and sent out), decisions made (and the reasoning, and those decisions NOT subsequently made and the reasoning why), actions taken (the timing and to whom they have been allocated), records of handovers with staff going/coming on duty.

Entries should be:

- **CIA - Clear / Intelligible / Accurate**
- Chronological.
- Contemporaneous - 'as they happened'.
- Record, "direct speech," where possible. I.e. quotes.
- Factual – no assumptions or opinion (remember what you saw, heard, did – anything else is an assumption)
- Include dates, times, people, places, etc.
- Include non-verbal communication, as appropriate and where possible.
- Record who has given the information; to be recorded i.e. 'Mr Jones provided details about x and requested that the following is noted'.
- Record when the officer/incident room has stood down from the incident.
- Sign off and date the log when you have finished ('Z' off).
- Ensure the decision maker countersigns the log as a true and accurate record with date and time.
- Use permanent black ink – (have spare black ink pens and have red and green ink pens for any corrections).
- Use only the *24hr clock* **NEVER** the 12hr clock..
- Begin each entry on a new line but ensure there are no complete line gaps between entries - if there are, rule them through with a single solid line in black ink.
- Avoid if possible, using abbreviations/acronyms. BUT if you do, ensure the meaning for the abbreviations are recorded in full, followed by the abbreviation in brackets. Thereafter you may use those abbreviations. Better still, if your organisation uses abbreviations and acronyms as part of its response or normal business, ensure that a lexicon of those abbreviations are placed within the logbook for reference (an exhibit).
- A new page should be started when changing role holder.
- Ensure a new Log Book is used for each separate incident.

An example log is shown overleaf

	<i>Thursday, 19/05/2011</i>
<i>19:40</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>19:50</i>	<i>Rang Philip. Number engaged. -----</i>
<i>19:55</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>20:05</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 999 202.-----</i>
<i>20:20</i>	<i>Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am). -----</i>
<i>20:40</i>	<i>Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and use the online school closure process.. -----</i>

Notes should be recorded in chronological order.

All blank spaces should be ruled through

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

Only include times, dates or initials within the margins.

Section 3

Roles and Responsibilities/ Action Card

3.1 School Emergency Response Team (SERT)

The School Emergency Response Team (SERT) are responsible for activating and implementing this School Emergency Plan. The SERT should record all decisions and actions in their own log book (see section 2.4) and be available for briefing sessions, handovers and debriefs.

Highfield CE Primary members of the SERT are as follows:

- Head Teacher
- Deputy Head Teacher
- School Business Manager
- Caretaker/ Premises Manager
- Chair of Governors

All members of SERT must:

- Have a copy of the School Emergency Plan at school as well as at home
- Be aware of their role and responsibilities, and that of others
- Have an on-call rota for SERT members
- Ensure their staff are aware of emergency contact numbers

The action cards on the following pages are provided to assist the SERT in carrying out their roles and responsibilities. The lists are not exhaustive as further actions may be required that are specific to the incident.

3.1.1 SERT- Response Checklist

This checklist can be used as a prompt when beginning your response to disruption.

Task	Complete ✓
Start a log of actions taken and complete incident form (see Annex B for sheets)	
Alert Emergency Planning Duty Officer (EPDO)	
Head teacher or current head of staff will arrange meeting / teleconference in consultation with EPDO	
Locate copy of School Business Continuity Plan	
Hold School Emergency Response Team (SERT) meeting – consider allocation of actions to team members in order to:	
- Consider safety of staff, contractors, students and the public	
- Identify any damage caused	
- Identify and prioritise the functions disrupted	
- Refer to School Business Continuity Plan for detailed breakdown of recovery strategies for each critical activity, generic Business Continuity strategies and complete the recovery checklist.	
- Refer to SERT participants role specific action cards to discuss responsibilities	
- Communicate information/decisions to:	
- Staff	
- Customers	
- Contractors	
- Students	
If school closure required, use online tool (Annex A , page 43)	
Maintain regular contact with the EPDO (agree timescales for future updates)	
Ensure that responding team members are adequately recording their actions	
Arrange a debrief in conjunction with Emergency Planning Team (refer to section 5)	
Review Business Continuity Plan	

3.2 Headteacher

ACTION	Tick box
On notification of an incident : <ul style="list-style-type: none"> Complete the Notification of Incident form and start a log 	
Assess Situation <ul style="list-style-type: none"> Administer First Aid where appropriate Call emergency services if necessary Consider Evacuation and Shelter strategies if appropriate and identify those that require specific support Consider closure of the school if appropriate 	
<ul style="list-style-type: none"> Activate the School Emergency Plan, follow activation flowchart (see section 2, page 19). 	
<ul style="list-style-type: none"> Ensure grab bags have been collected if appropriate 	
<ul style="list-style-type: none"> Account for all staff, pupils and visitors; initiate Roll Calls 	
<ul style="list-style-type: none"> Alert Emergency Planning Duty Officer (EPDO) 	
<ul style="list-style-type: none"> Call a meeting of the SERT to discuss planning (refer to 3.1.1), allocate tasks and agree reporting and communications. Refer to appropriate sections of the Emergency Plan as necessary (incl 1.6). 	
<ul style="list-style-type: none"> Inform and liaise with others as appropriate <ul style="list-style-type: none"> Pupils Staff Parents (prepare advice and info). In the case of a fatality, the Police normally break the news to parents / next of kin. Chair of Governors LA (requests for assistance) SCC, Emergency Planning Duty Officer SCC, Children & Young Persons 	
<ul style="list-style-type: none"> Utilise the school closure process if required (Annex A, page 43) 	
<ul style="list-style-type: none"> If appropriate, arrange a quiet area to receive parents and pupils of the school and ensure someone is there to meet and greet them. Liaise with SCC to provide trained staff to meet and greet parents as required. 	
Media <ul style="list-style-type: none"> Liaise with Police to control media access to the school Liaise with Police, Diocese and SCC's PR Officer before making any comment to the media. Do not speculate and do not allow pupils to speak to the media. 	
<ul style="list-style-type: none"> Liaise with Diocese and SCC over future actions e.g. requirements for: rest centres, transport, emergency feeding, de-briefing, recovery, psychological support, Corporate Health & Safety Service, HR & Legal issues etc. 	
<ul style="list-style-type: none"> Consider arrangements to assist the school in making a speedy return to normality (see Stand down & Recovery section). 	

3.3 Deputy Headteacher

ACTION	Tick box
<ul style="list-style-type: none"> Obtain as much information as possible from the Headteacher (or person notifying you) - complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
<ul style="list-style-type: none"> Seek advice from Headteacher on whether to Evacuate or shelter 	
<ul style="list-style-type: none"> Lead arrangements on safety and welfare of pupils and all adults in the care of the School <p>If directed by the Headteacher :</p> <ul style="list-style-type: none"> Make arrangements for the Evacuation of the School to designated Evacuation point (Identify anyone requiring specific Support) 	
<ul style="list-style-type: none"> Carry out Emergency Roll Call of all pupils and adults in the care of the School 	
<ul style="list-style-type: none"> Keep pupils, parents and staff informed of situation and any changes communicated by email 	
<ul style="list-style-type: none"> Ensure that the Headteacher is advised of all Media requests 	
<ul style="list-style-type: none"> Assist the Headteacher in providing consistent advice / information to parents 	
<ul style="list-style-type: none"> Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> Consider arrangements to assist the School in making a speedy return to normality 	

3.4 School Business Manager

ACTION	Tick box
<ul style="list-style-type: none"> Obtain as much information as possible from the Headteacher (or person notifying you) - complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
<p>Telephone as instructed by the head teacher:</p> <ul style="list-style-type: none"> Emergency Services Members of the SERT School governors Parents SCC Children Services SCC Emergency Planning Department 	
<ul style="list-style-type: none"> Prepare and distribute copies of the School Emergency Plan as required 	
<ul style="list-style-type: none"> Collect grab bag if appropriate 	
<ul style="list-style-type: none"> Collect emergency funds if appropriate 	
<ul style="list-style-type: none"> Ensure that pupil records and registers are available (highlight to SERT those who require specific support) 	
<ul style="list-style-type: none"> Ensure that parental / carer records and contact numbers are available 	
<ul style="list-style-type: none"> Ensure that the visitor and pupil signing in/out book is available 	
<ul style="list-style-type: none"> Lead the office staff in assisting the SERT with the information it needs and the emergency response 	
<ul style="list-style-type: none"> Ensure regular reporting to the Headteacher and SERT, advise of any contact from the media. 	
<ul style="list-style-type: none"> Assist Headteacher in provision of consistent advice and information to parents and use of the school closure process if required (Annex A) 	
<ul style="list-style-type: none"> Where possible cancel any planned visits to the school 	
<ul style="list-style-type: none"> Advise service providers of the interruption to the normal arrangements for provision of goods and services to the school (e.g. catering, transport etc.) 	
<ul style="list-style-type: none"> Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> Consider arrangements to assist the school in making a speedy return to normality 	

3.5 Caretaker/ Premises Manager

ACTION	Tick box
<ul style="list-style-type: none"> Obtain as much information as possible from the Office Manager about the situation, complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> Assist and support the Headteacher to activate the School Emergency Plan 	
<ul style="list-style-type: none"> Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction 	
<ul style="list-style-type: none"> Ensure all building and gate keys are available 	
<p>If safe and appropriate:</p> <ul style="list-style-type: none"> Immobilise Gas supply Immobilise Electricity supply Immobilise Water supply <p>(see section on utilities and services for location and switch off points)</p> <ul style="list-style-type: none"> Provide Emergency Services with site plan of school and advise of any hazards 	
<ul style="list-style-type: none"> If required assist with Evacuation 	
<ul style="list-style-type: none"> Be available to liaise with the Emergency services and the Headteacher 	
<ul style="list-style-type: none"> Where possible, assist with ensuring the security of the School site 	
<ul style="list-style-type: none"> Ensure that the Headteacher is advised of all Media requests 	
<ul style="list-style-type: none"> Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> Consider arrangements to assist the School in making a speedy return to normality 	

3.6 Chair of Governors

ACTION	Tick box
<ul style="list-style-type: none"> Obtain as much information as possible from the Headteacher (or person notifying you) about the situation complete the Notification of Incident form and start a log 	
<ul style="list-style-type: none"> Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
<ul style="list-style-type: none"> Assist the Headteacher in providing consistent advice / information to parents 	
<ul style="list-style-type: none"> Inform other governors of the incident and allocate tasks as necessary 	
<ul style="list-style-type: none"> Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> Consider arrangements to assist the School in making a speedy return to normality 	

3.8 Southampton City Council Education Department

ACTION	Tick box
<ul style="list-style-type: none"> • Obtain as much information as possible from the Headteacher about the situation, complete the Notification of Incident form and start a log <p><i>NB In the case of external emergencies affecting the school e.g. an Industrial accident or widespread flooding, information about the incident should be sought from the Emergency Planning Duty Officer.</i></p>	
<ul style="list-style-type: none"> • Assist and support the Headteacher to activate the School Emergency Plan and the School Business Continuity Plan 	
<ul style="list-style-type: none"> • Provide advice and support to the Headteacher to ensure safety /welfare of pupils and all adults in the care of the School 	
<ul style="list-style-type: none"> • Assist the Headteacher in providing consistent advice / information to parents 	
<ul style="list-style-type: none"> • Ensure that the Emergency Management Unit are aware of the emergency and are provided with updates 	
<ul style="list-style-type: none"> • Direct requests for assistance with the Media to SCC's Marketing & Communications Team 	
<ul style="list-style-type: none"> • Attend meetings of the SERT as required, and ensure that you receive regular situation updates 	
<ul style="list-style-type: none"> • Attend SCC meetings/ Emergency Control Centre as required and provide updates 	
<ul style="list-style-type: none"> • Consider arrangements to assist the School in making a speedy return to normality 	

3.9 Southampton City Council Emergency Planning Team

ACTION	Tick box
<ul style="list-style-type: none"> Obtain as much information as possible about the situation and start a log 	
<ul style="list-style-type: none"> Assist with coordinating the Emergency Response 	
<p>Liaison with:</p> <ul style="list-style-type: none"> Emergency Services School – Headteacher and SERT members SCC Senior Duty Officer SCC Chief Executive Children’s Services Lead Other Council officers Elected Members Councillors 	
<p>Assist school with arrangements to ensure the safety and welfare of pupils and all adults in the care of the school. This may include assistance with</p> <ul style="list-style-type: none"> Evacuation Transport Setting up a Rest Centre Provision of Emergency Feeding Provision of Welfare services Provision of Business Continuity Advice 	
<ul style="list-style-type: none"> If appropriate, activate multi agency communication and response arrangements including the Local Resilience Forum major incident website and National Resilience Extranet; providing secure and timely communications between multi-agency partners. 	
<ul style="list-style-type: none"> Set up SCC Emergency Control Centre if appropriate 	
<p>Media</p> <p>Assist with coordinating the media response to ensure continuity of advice and information.</p> <ul style="list-style-type: none"> Dispatch a member of the Communications Team if required Arrange for a public information line if appropriate 	
<p>Provide contact to other services as requested e.g.</p> <ul style="list-style-type: none"> Legal Corporate Health & Safety Service Education Psychology 	
<ul style="list-style-type: none"> Consider arrangements to assist the School in making a speedy return to normality 	

Section 4 Business Continuity Management

4.1 Business Continuity Management

Business Continuity is the strategic and tactical capability of the organisation to plan for and respond to incidents and business disruptions in order to continue business operations at an acceptable predefined level.

4.2 Business Impact Analysis

The main technique used for the analysis of an organisation for BC purposes is the business impact analysis (BIA). BIA identifies, quantifies and qualifies the impacts in time of a loss, interruption or disruption of business activities on an organisation and provides data from which appropriate continuity strategies can be determined. BIAs should establish the maximum tolerable period of disruption (MTPD) which can be worked out by looking at the following:

- Time period after disruption that the activity must be resumed.
- Minimum level needed upon resumption.
- Time period for achieving normal levels of operation.

4.3 Definition: Critical Activities

Critical activities are identified as Priority 1 as per the definition below. A Business Impact Analysis for each activity is included at Annex B.

Priority	Definition
1	Critical Functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. Unacceptable financial, legal or reputational risk implications.
2	High Functions necessary to support and assist those ensuring the safety and well-being of the vulnerable.
3	Medium Functions which, could be reduced or altered in part, but which need monitoring to ensure minimum impact on health and welfare of the community.
4	Low Functions which could be suspended/ altered in the short term without greatly impacting on the health and welfare of the community.

4.4 Critical Services Provided

These are functions vital to ensure the preservation of life and the safety and well-being of the most vulnerable. There would be unacceptable welfare/safety, financial, legal or reputational risk implications if these functions are disrupted.

Critical Service Provided
Access to educational staff and supplies
Access to a safe, educational building with welfare facilities

4.5 Other Services Provided

These are non-critical functions ranging from High (Priority 2) to Low (Priority 4) importance, when considering the definitions provided at 4.1.2.

Other Services Provided	Priority
Catering	3
Heating	2
Water	2
IT systems	2
Telecom Failure	2

4.6 Business Continuity planning

Critical Function	Duration	Contingency Arrangements
Accommodation of students if full or partial denial of access due to fire, flood, directed evacuation. Priority 1	Short term – 1 week	Contact the key emergency services to seek advice on the functionality of the building. Contact the Local Authority Insurance Department under SLA for advice. Relocation to unaffected area of the school sites ie Infant site to Junior.
	Long term – over 1 week	Secure alternative arrangements with the Church Centre. Home learning arrangements providing activities via online methods such as Showbie and Google.

		<p>Children with SEND may not be able to access remote education without adult support; in this case, we will work with families to put in reasonable adjustments. Meet while modular buildings are being considered with the Local Authority and Diocese.</p> <p>In cases where some children remain at school whilst others receive remote learning, ensure there is at least one DSL and one person with a current paediatric first aid certificate on the premises at all times. Ensure ratios still meet the national requirements, including those set out in the EYFS statutory framework.</p> <p>In exceptional circumstances, if places in school need to be prioritised, priority should be given to vulnerable children, the children of critical workers and children due to take public examinations / other formal assessments such as SATS. If school closure prevents administration of key stage 2 assessments, the school will liaise with the Standards and Testing Agency to agree arrangements.</p> <p>Ensure that pupil absence and attendance continues to be recorded using the most appropriate code. (The Education (Pupil Registration) (England) Regulations 2006)</p>
<p>Welfare facilities if full or partial denial of access</p>	<p>Short term – immediate</p>	<p>Check the problem - Contact Contractor for immediate resolution of the problem.</p>

Priority 1		Relocate to other working facilities within the same site.
	Long term – 1week	Contact the Local Authority and Diocese to arrange temporary WCs on playgrounds of sites.
Catering loss of service Priority 3	Short term – 4 weeks	Prioritise Free School Meals children – work with City Catering to provide support (e.g. a lunch parcel), taking into account medical conditions including allergies. Other children to be provided packed lunch from home.
	Long term – over 4 weeks	Source alternative provider
Heating full or partial loss Priority 2	Short term – 1 week (dependent on season)	Ascertain the problem and contact the Southampton City Council Building Services for immediate resolution. Hire of temporary heaters or closure of school if it falls below regulated temperatures. Advise of additional clothing during Winter.
	Long term – over 1 week	Potential replacement of heating system
Loss or interruption of water supply Priority 2	Short term – 1 day	Contact Business Stream to ascertain the length of loss or interruption arrange for them to supply bottled water if the loss is extended.
	Long term – over a day	Continued use of bottled water. Constant review of situation.
Accommodation of Admin Staff Priority 3	Short term – 4 weeks	Relocate elsewhere in the building – transferring essential files to enable this or increase working from home. Remote access in place. Alternative contact methods provided.

	Long term – over 4 weeks	Increase working from home, partial relocation to the other site, look at longer relocation within the building or temporary buildings on site.
IT Systems Failure Priority 2	Short term – 2 days	Report to BT and Virgin for telecoms. ICT Strategy for Broadband 02380834555. Contact Coconnect to make them aware Use mobile phones for emergency contact. Working from home for those that can. Revert to paper systems in classrooms and whiteboards/flipcharts.
	Long term – over 2 days	Actively pursue suppliers for swift resolution of problems. Arrange to expedite replacement of any damaged systems. Use backup drives to restore all information. Back-ups stored at both individual sites.
Strikes Priority 3 raised if longer term	Short term – 1 day	Assess the impact of those striking on the school. Partial closure of classes affected as cover is not permissible.
Loss of Admin paperwork linked to Core Business Priority 3	Long term	Restore information from digital records of children, HR, payroll. Contact relevant agencies for provision of duplicate copies of papers ie SATs. The majority of key information is held digitally. Important paper-based records are stored in locked metal filing cabinets.
Pandemic – Priority 1	See page 18	
Severe Weather Disruption Priority 2		Consult severe Weather plan as provided by the Local Authority and where necessary follow the school closure procedure.

Section 5 Stand Down, Debrief and Recovery

5.1 Stand Down

The decision to stand down will be made by the head teacher in consultation with the Southampton City Council Emergency Planning Duty Officer. Consideration will be given to the following:

- Assessment of risk / development of situation.
- When services return to essential levels.
- When services return to previous (normal) levels.

5.2 Debrief

Debriefing is an important part of the incident management process. All staff involved in responding to an incident will be debriefed after a disruption. This will be arranged by the Headteacher

The process should be open and honest and is particularly important when it comes to disseminating lessons learned.

- Highlight what went well.
- Discuss areas for improvement.
- Discuss lessons identified.
- Agree any changes to the Emergency Plan.
- Update your Emergency Plan.

5.3 Recovery

The management of the recovery will be a long process, the actual length of which will vary depending on the emergency. Injuries sustained may be both physical and psychological. For the latter, it is important to maintain a close working relationship with the educational psychologists assigned by the Local Authority. There may be a number of issues that need to be considered during the recovery phase, see tables overleaf.

Type of support	Considerations
Identification of victims	<ul style="list-style-type: none"> • Physically injured and their rehabilitation • Possibility of trauma to those directly involved • Indirect victims suffering psychological trauma
Practical support	<ul style="list-style-type: none"> • Practical needs of the victims, depending on their injury • Practical support to the families – financial, legal, administrative, social care
Emotional support	<ul style="list-style-type: none"> • Management of unofficial/ spontaneous memorials and gifts • Funerals • Memorial services • Management of memories • Anniversaries • Impact of outside world e.g. media pressure, public enquiry
Structural	<ul style="list-style-type: none"> • Structural damage to the school infrastructure or facilities • Damage to school equipment or property • Sanitisation, decontamination or demolition of school facilities • Restoration, refurbishment and re-equipping of school • Reopening school
Other considerations	<ul style="list-style-type: none"> • Business Continuity for remainder of school • Legal e.g. public enquiry • Disaster funds and their management

Short Term – Seeking support in the hours/days following the event

Once the immediate threat of danger has passed, or in the event of a critical incident that does not require an emergency response, a number of services should be made available that can offer immediate advice and support to professionals, families and children and young people. Details are provided in the table below. This is a critical time as effective early response will help minimise the potential for more long-term difficulties. Depending upon the nature of the incident, and its effects upon those affected, resourcing the appropriate response may require acknowledgement by commissioners of that service (if it requires additional resource or impacts on performance of normal business activities of that service.)

Medium to Long Term – Seeking support in the weeks/months following the event

The table below also provides details of how support can be accessed from services if there continues to be concern regarding the wellbeing of children/young people, staff, or families in the days, weeks, and months following a critical incident. It is important to remember that sometimes extreme responses are a normal reaction to trauma and to promote the use of existing support mechanisms; in the times of tragedy children and young people need support from the people who know them best.

*If there are ever any safeguarding concerns following a critical incident contact **The Children'S Resource Service** (023 8083 2300) and following typical safeguarding*

Details of Support Services Following a Critical Incident

Educational Psychology (Target Group: Head Teachers/Senior Leaders, School Staff, Parents, Professionals, Children and Young People)

Short Term:

Initial psychological support can be provided in the event of a critical incident or unexpected distressing event. This can be on an individual or group basis using appropriate psychological intervention, which could include: debriefing, counselling, advice regarding dissemination of information to the wider community, group work, and liaison with key professionals.

School staff can contact the EP service directly if they require support, and any professional involved may contact the service to make them aware of the incident so that support can be offered. Please call **023 8083 3272** and say that you are calling regarding critical incident support, you will be put directly in touch with a Senior Educational Psychologist.

Medium to Long Term:

If there continue to be concerns about a child/young person's emotional wellbeing in school, and the impact upon their education, further advice and support can be sought through the school's link EP (**023 8083 3272**).

Public Health Nurses (Target Group: School staff, parents, professionals, children and young people)

Short Term:

Southampton benefits from a public health nursing service that meets all its School Nursing functions for 5-19-year-olds. The workforce includes qualified School Nurses as well as Emotional Wellbeing Assistants and Family Navigators, who can support schools, children and families in assessing their health needs, and helping them to access them. All School Nurses may also have medical updates for many conditions, which may be helpful, depending on the type of incident. Where more significant emotional or mental health support is needed, this service may also be able to refer children into CAMHS or other mental health / emotional wellbeing professionals and services. Schools should have a named link school nurse, but the service can also be contacted on **0300 1236661**

Medium to Long Term:

Where there continues to be concerns about a child/young person's physical or emotional wellbeing in school, the 5-19 Public Health Nursing service can work with the school and/or the pupils' GP to ensure that they are signposted to and able to access other local services that might meet their need. Schools should have a named link school nurse, but the service can also be contacted on **02380 538738**.

CAMHS (Target Group: children/young people and families)Short Term:

Solent Child & Adolescent Mental Health Service (CAMHS) work with children and young people up to the age of 18 years of age and provide support for their families and carers. The service cares for those suffering from mental ill health and psychological distress covering a wide range of disorders and conditions. There is a wide range of assessments, interventions and treatments available working with partner agencies from statutory, third sector and volunteer services across the city. During the time of a critical incident, CAMHS will be available to offer emergency assessment and therapeutic intervention as prescribed. Urgent access to a consultant psychiatrist in times of acute distress will be prioritized for clients and their families in need.

Behaviour Resource Service (BRS)Short Term:

Behaviour Resource Service (BRS) - is a multi-agency specialist CAMHS service. The BRS are also able to offer initial psychological support and advice to practitioners to help them to support children and young people in the event of a critical incident or unexpected distressing event. The target group is mainly Children's Services and Learning safeguarding teams and foster carers. The BRS is also able to offer emergency mental state assessments for children in care.

Medium to Long Term:

Should further support be required this can be accessed via the therapeutic panel.

Children and Families First (Target Group – Families)Short Term:

Specific services such as Educational Psychology and CAMHS should be contacted in the short term. If the critical incident brings existing family difficulties to a head, family support can be offered and facilitated by Early Help as below.

Medium to Long Term:

The Children and Families First team are available to help facilitate wider family support. This can include targeted family intervention involving the whole family and coordinating any other agencies supporting the family. For help and advice call **023 8083 3004**

Youth Offending (Target Group – young people aged 10-17 years involved in the criminal justice system)Short Term:

The Youth Offending Service has a remit to work with young people aged 10 – 17 years, involved in the criminal justice system. A member of the Youth Offending Service management team should be contacted in respect of serious incidents involving young people where there a crime has been committed by a young person or where a risk of criminal activity is assessed. The manager will participate in the strategy discussion. A manager can be contacted by calling 02380 834900

Medium to Long Term:

Further service involvement would be agreed as part of a strategy discussion.

Self Help and Community Based ResourcesShort Term, Medium and/or Long Term:

Depending upon the nature of the incident, there may be a very high demand for input from one, several or all of the above services. There is also a range of other services that might be locally available and accessible to help support individuals that either schools might help pupils, families and/or staff or others in meeting their short-term support needs. There is a significant amount of information about a range of voluntary and community sector organisations and services in the Southampton area available on the Southampton Service directory and the Healthier Together website. Both can signpost and help people access a range of resources potentially more quickly than other services, or provide more specialist support.

Southampton Services - <https://www.southampton.gov.uk/directory/>

Healthier Together - <http://www.what0-18.nhs.uk/>

Annex A

Emergency School Closure Procedure

To post a school closure on the online system you must:

- Browse to this page:
<https://www.southampton.gov.uk/schools-learning/school-information/school-closures/schools-login/>
- Log on using your username and password. In most cases these are the same details that you use to log in to the school extranet on Young Southampton.
- Click 'Report a new closure or non-closure'
- Add your contact details (these will be available to SCC but not published externally)
- Add the details of the closure by selecting a reason from the drop-down box
You are able to post up to **one day in advance** for reasons such as severe weather, utilities failure, damage to buildings, shortage of staff, high levels of illness or other.
You are able to post up to **one week in advance** for information relating to industrial action.
- You are also able to specify whether the closure is '**full**', '**partial**' or '**no closure**' (useful during periods of industrial action)
- You can enter any further details in the 'Full Details' box (such as classes/locations affected)
- Press 'Publish' when ready

This will then automatically update the SCC main website and the @LearningInSoton twitter

<http://www.southampton.gov.uk/schools-learning/school-closures/default.aspx>
<https://twitter.com/LearningInSoton>

If you have any difficulty logging in on the day of a closure you can still get the system updated by emailing the details of the closure to emergency.planning@southampton.gov.uk

If you do not have access to email, you can call 023 8078 4762 or 023 8078 4763 and leave a message for the Emergency Planning Duty Officer.

Administration queries

For non-urgent queries relating to the administration of the system (usernames and passwords) please contact the ICT Strategy Helpdesk on 023 8083 4555 or email csl.ict@southampton.gov.uk

Annex B

Notification of Incident Form

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

- + **Maintain a written record of your actions using this form and a 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.**

Name of informant:	Date and Time of Call:

Contact details of informant:	Date and Time of Incident:

Exact Location of Incident:

Details of Incident:

Where is the information 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"/> Headteacher | <input type="checkbox"/> Police |
| <input type="checkbox"/> School staff | <input type="checkbox"/> Fire & Rescue Service |
| <input type="checkbox"/> Governors | <input type="checkbox"/> Ambulance Service |
| <input type="checkbox"/> Pupils | <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"/> Media |
| | <input type="checkbox"/> Insurance company |
| | <input type="checkbox"/> Trade union |

Does anyone else need to be informed?

Are any other actions required?

Annex C School Lockdown Procedure

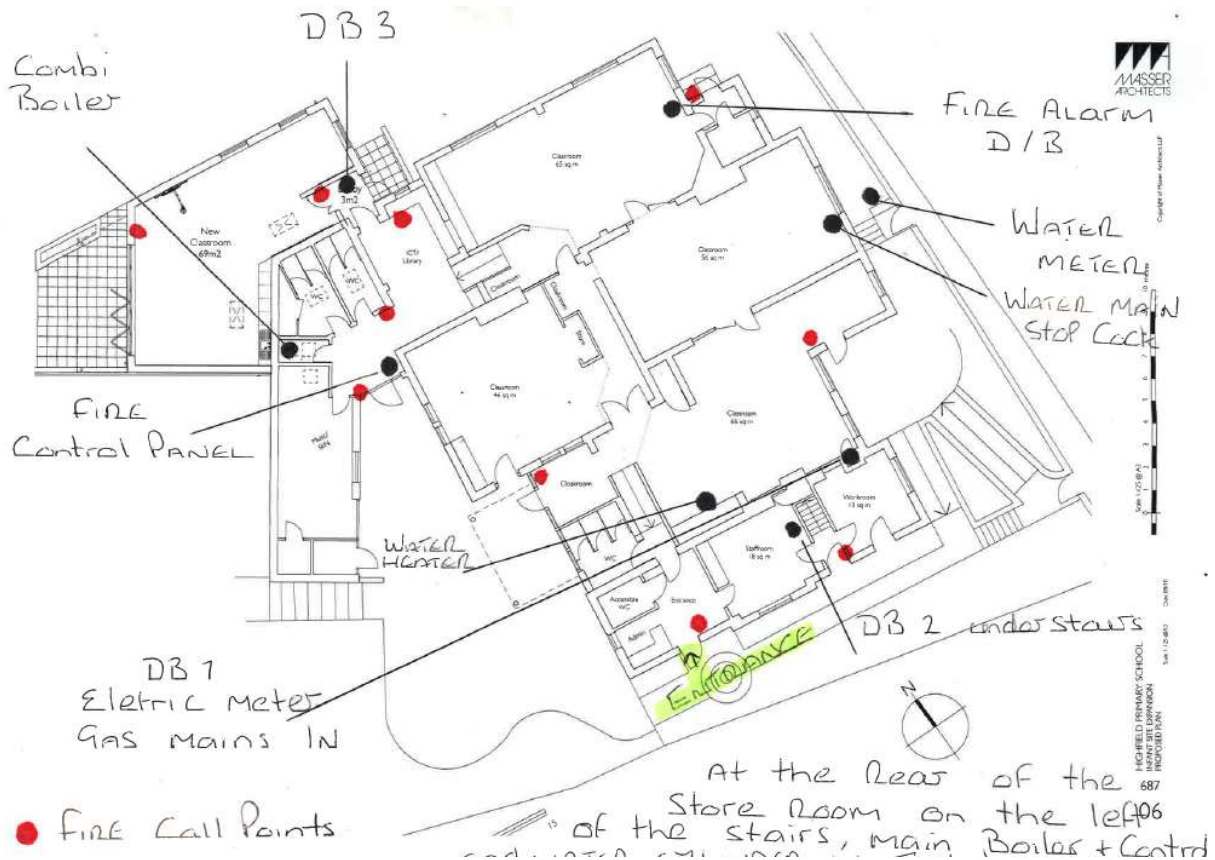
Advice for developing dynamic lockdown procedures is available on [HM Governments website](#).

The Lockdown plan can be found on the school's server under Policies.

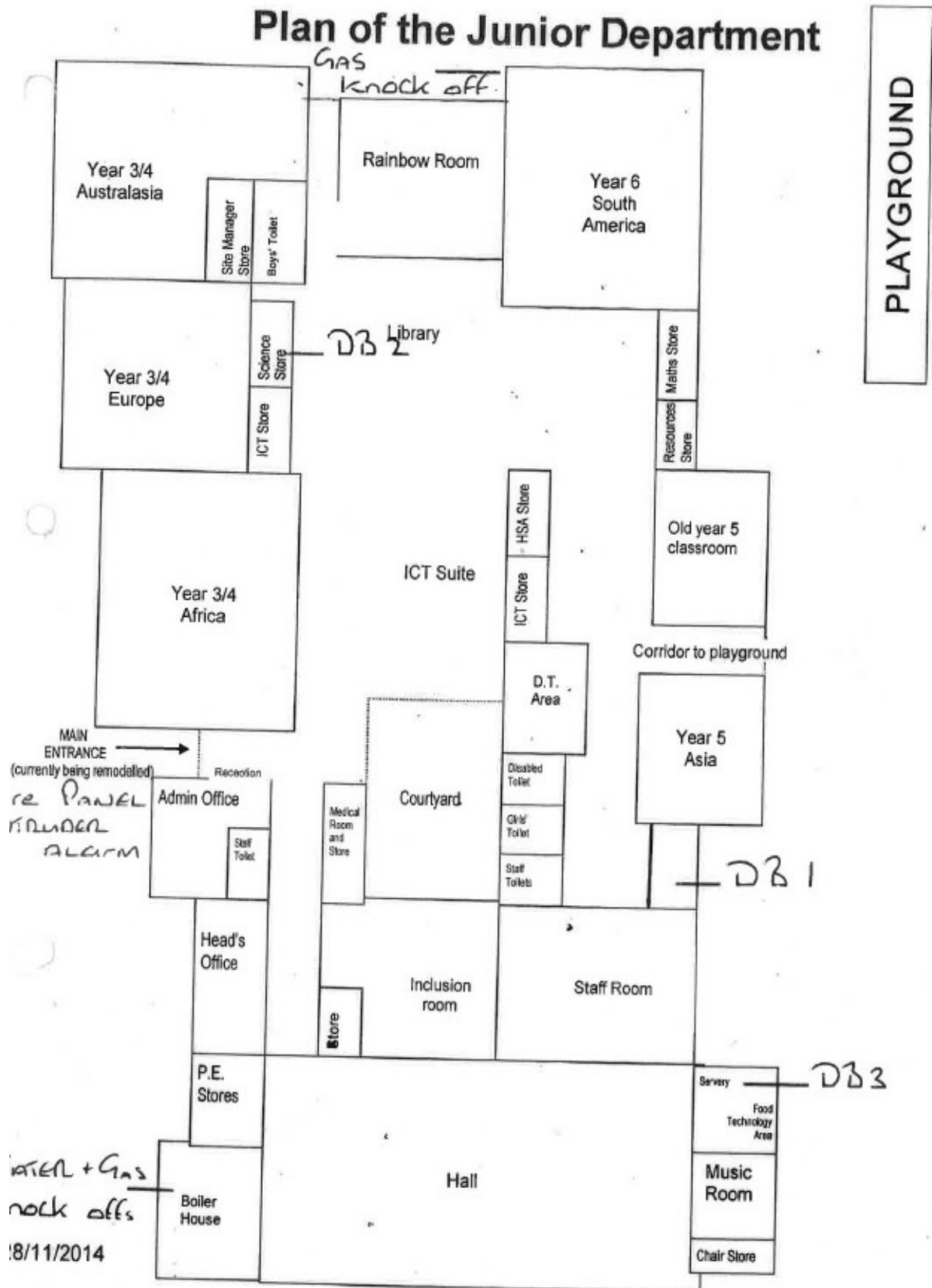
Annex D Further Site Information

Utilities and Alarm system Map

Infant utilities



Junior Utilities



Location photos: Intruder and Fire Alarm Panels

Infant Intruder alarm



Junior fire alarm on entry to main reception



Infants fire alarm panel



Junior Fire Alarm Panel



Chemical and Paint Stores

Infant COSHH store

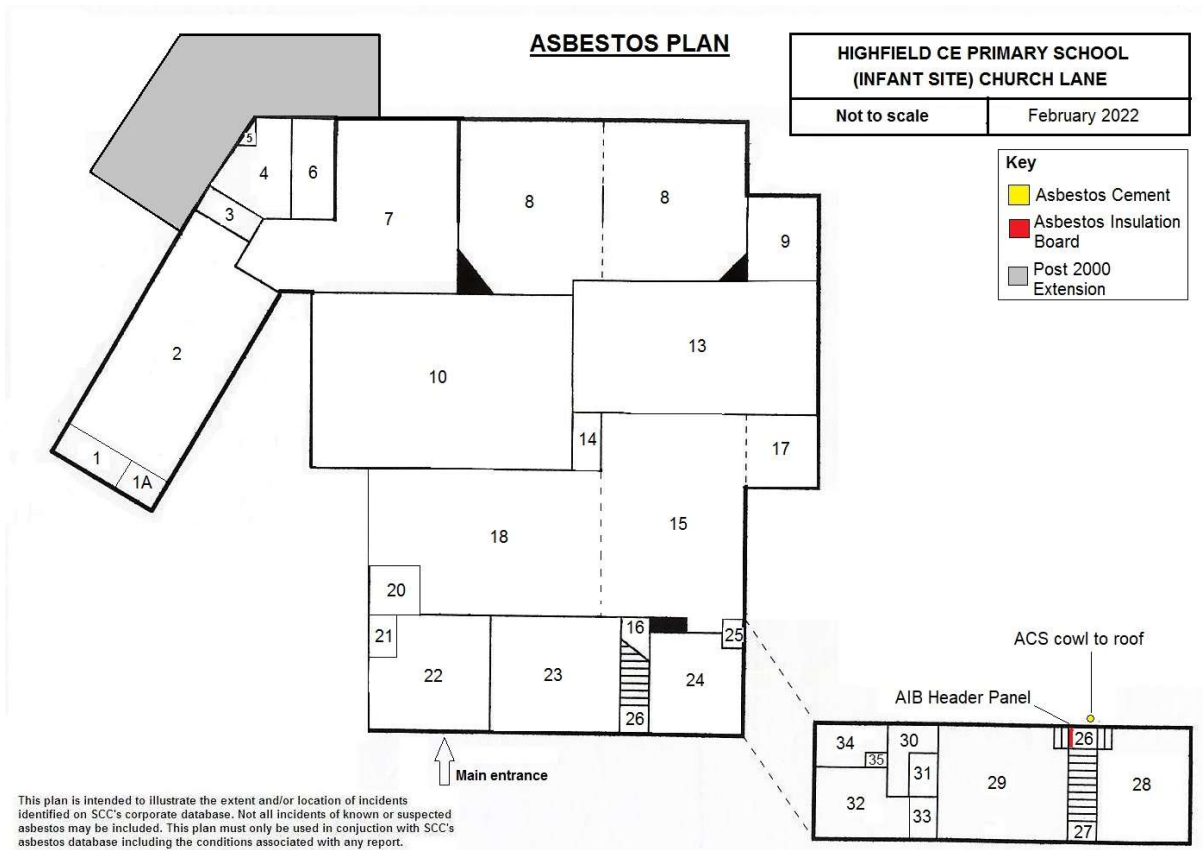


JUNIOR COSSH store



Asbestos Map

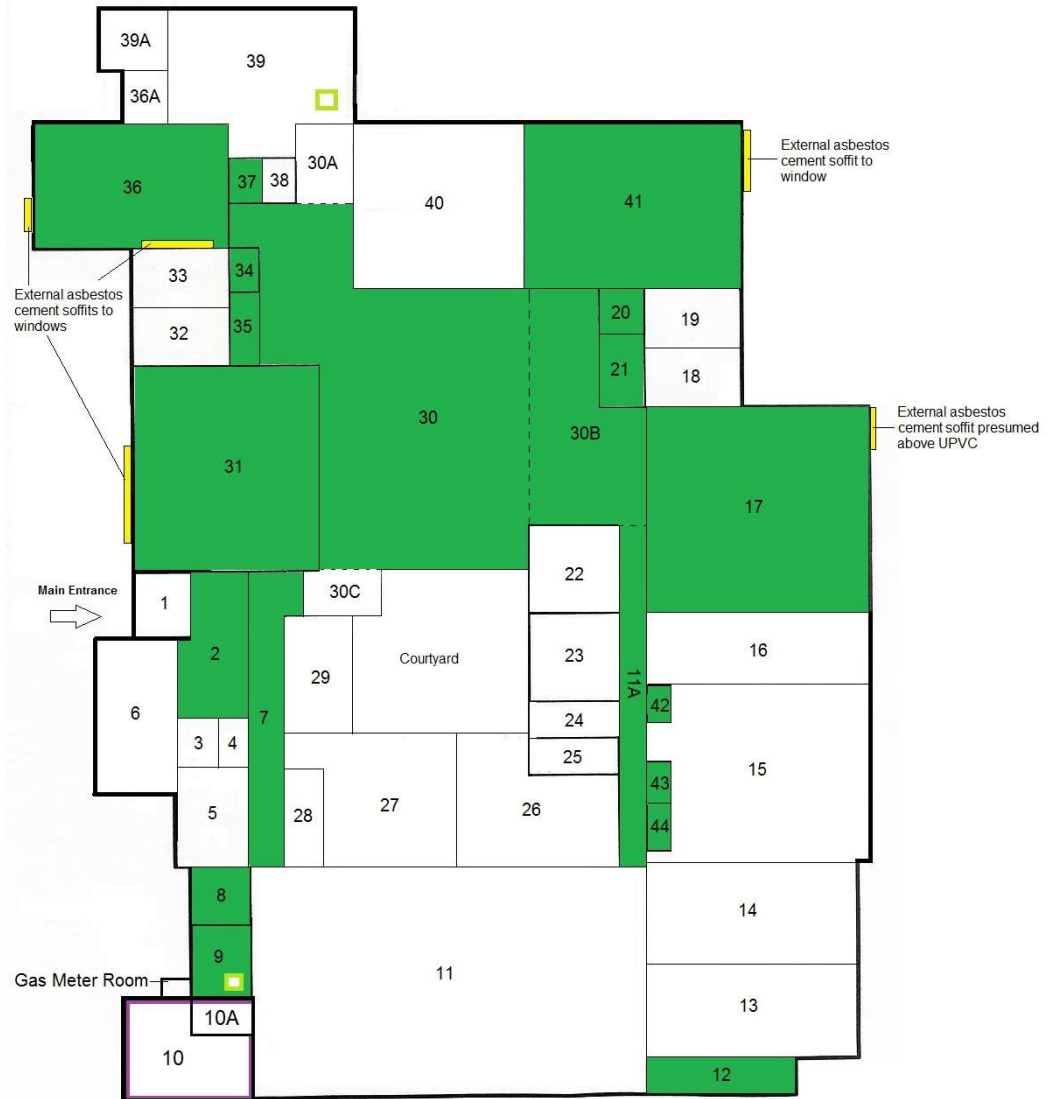
Infant Asbestos map



Junior Asbestos map

HIGHFIELD CE PRIMARY SCHOOL (JUNIOR SITE)
HAWTHORN ROAD

Not to Scale	November 2022
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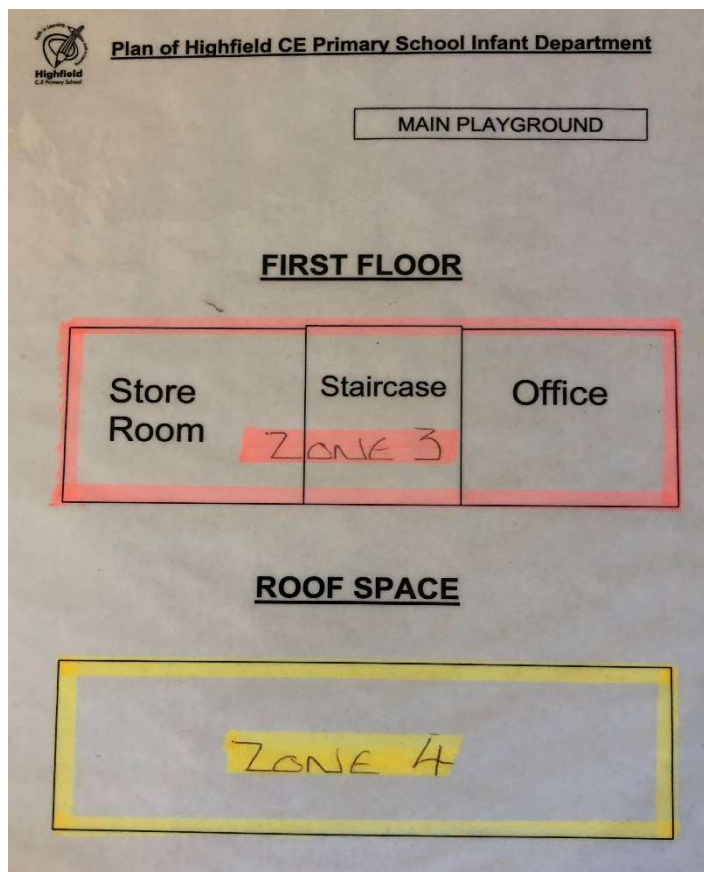
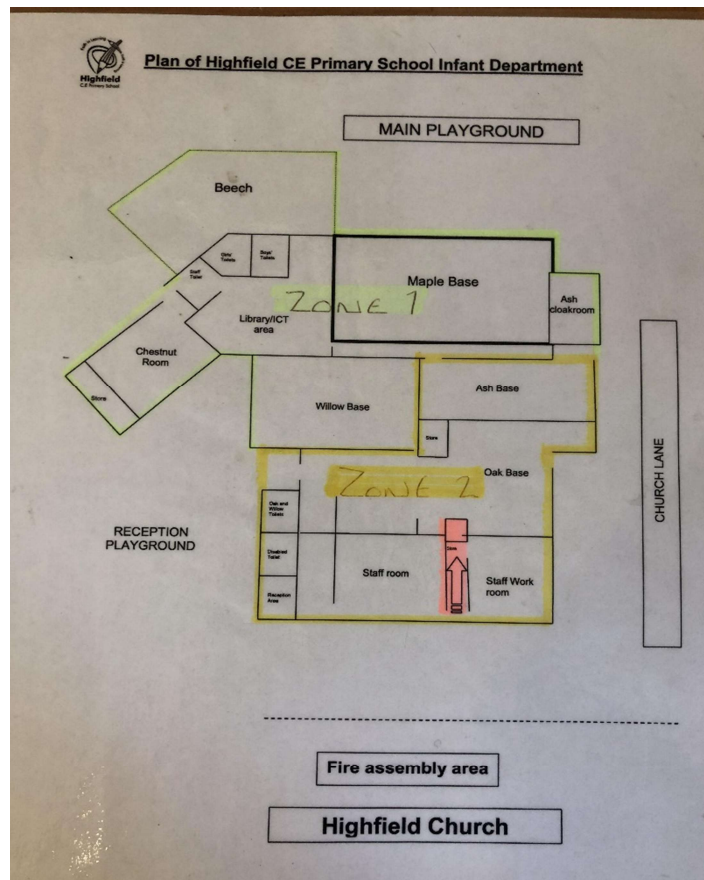


THIS PLAN MAY NOT ILLUSTRATE ALL INCIDENTS OF ASBESTOS OR POTENTIAL ASBESTOS ASSOCIATED WITH THIS PROPERTY. THIS PLAN MUST BE READ IN CONJUNCTION WITH THE ASBESTOS PROPERTY REPORTS PROVIDED BY SOUTHAMPTON CITY COUNCIL'S ASBESTOS DATABASE. THE AREA NUMBER SHOWN ARE SPECIFIC TO THIS PLAN AND ANY ASSOCIATED REPORT. PRODUCED BY SOUTHAMPTON CITY COUNCIL- REGULATORY SERVICES.

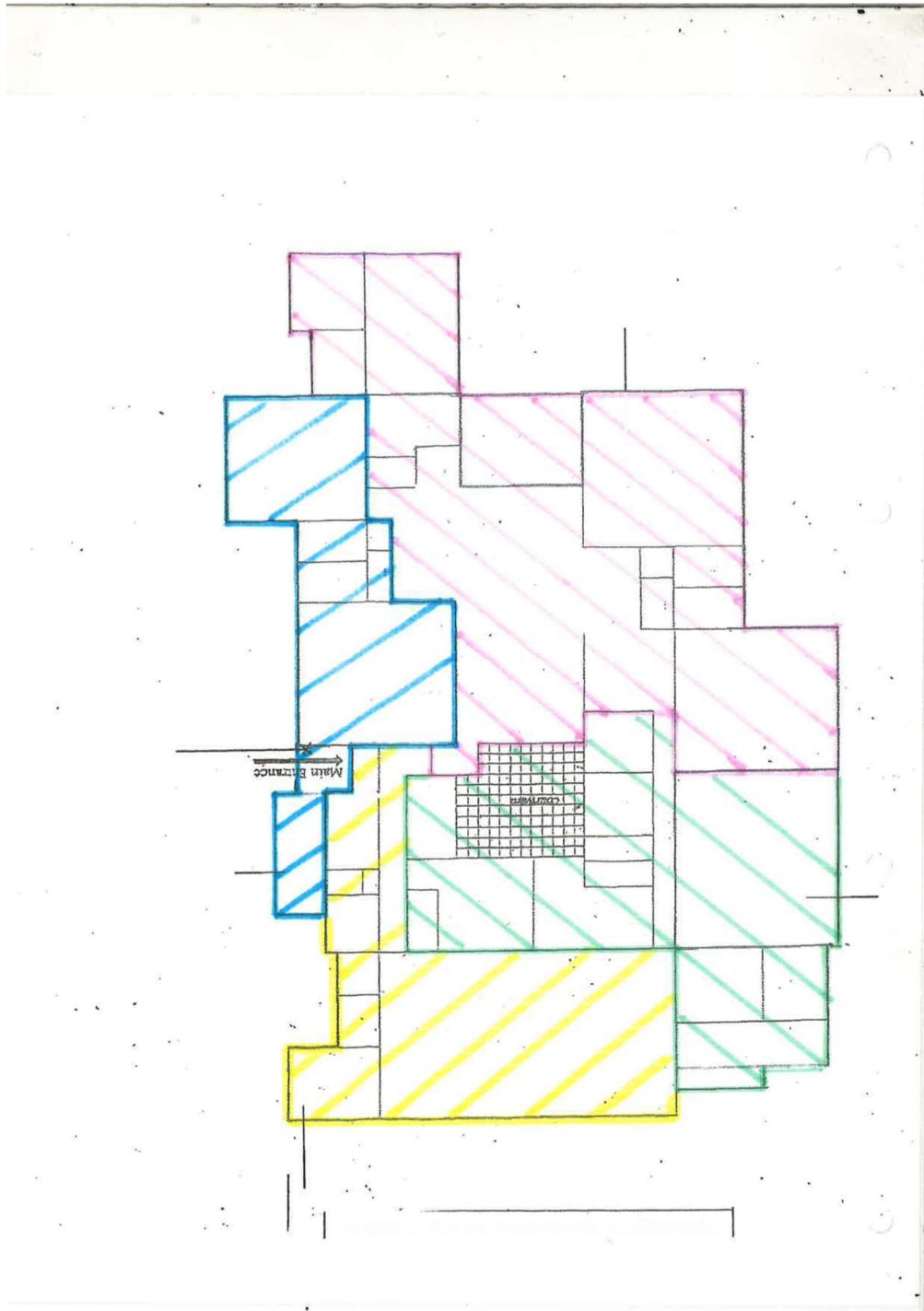
Key	
	Asbestos containing Floor Tiles & Adhesive
	Asbestos Cement
	Asbestos Insulation & Coating
	Floor Duct

Fire Alarm Zone Chart

Infant fire alarm zones



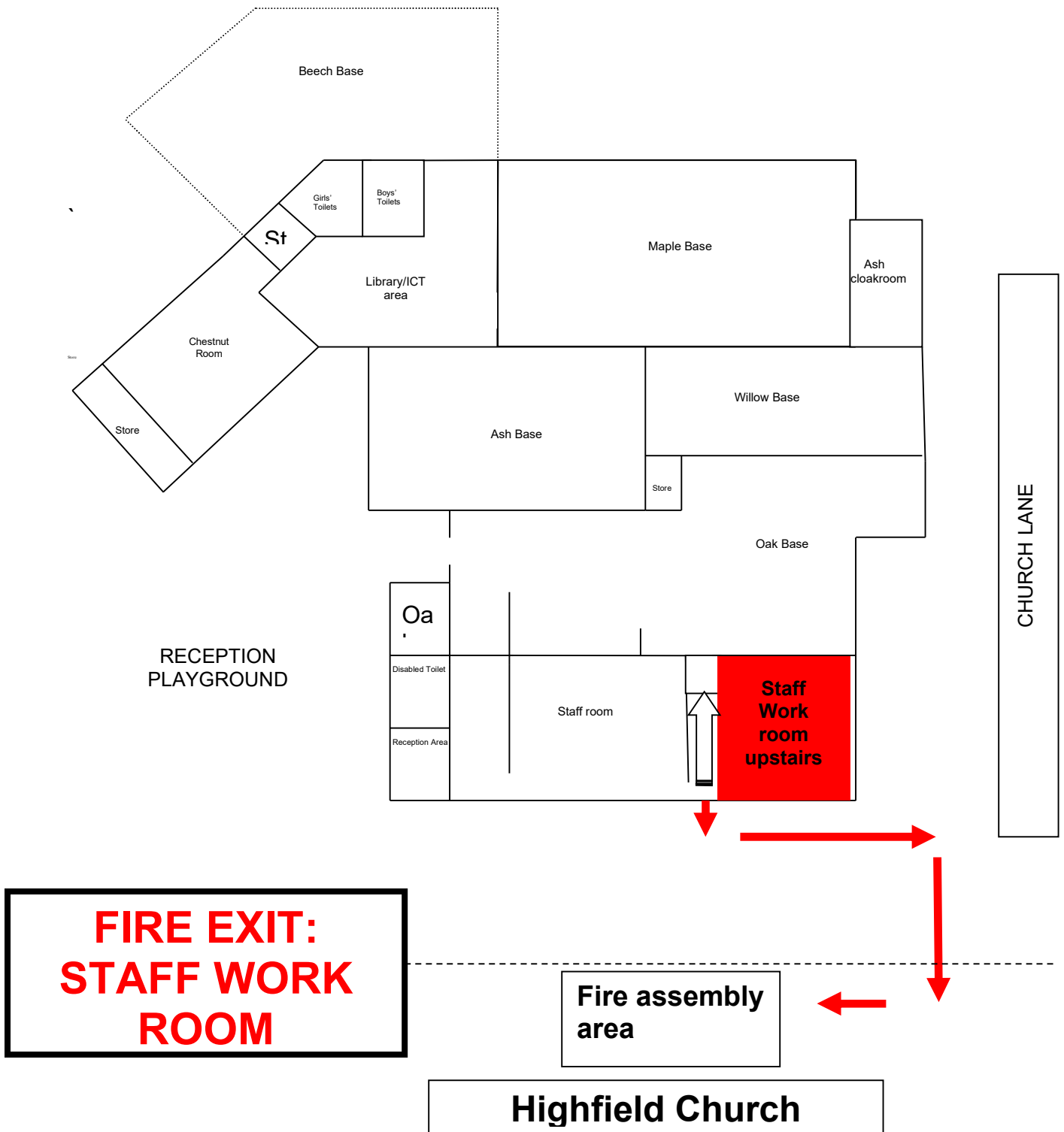
Junior fire alarm zones



Blue is
Zone 1,
Pink is
Zone 2
Yellow is
Zone 3
and
Green is
Zone 4

Fire Assembly Points

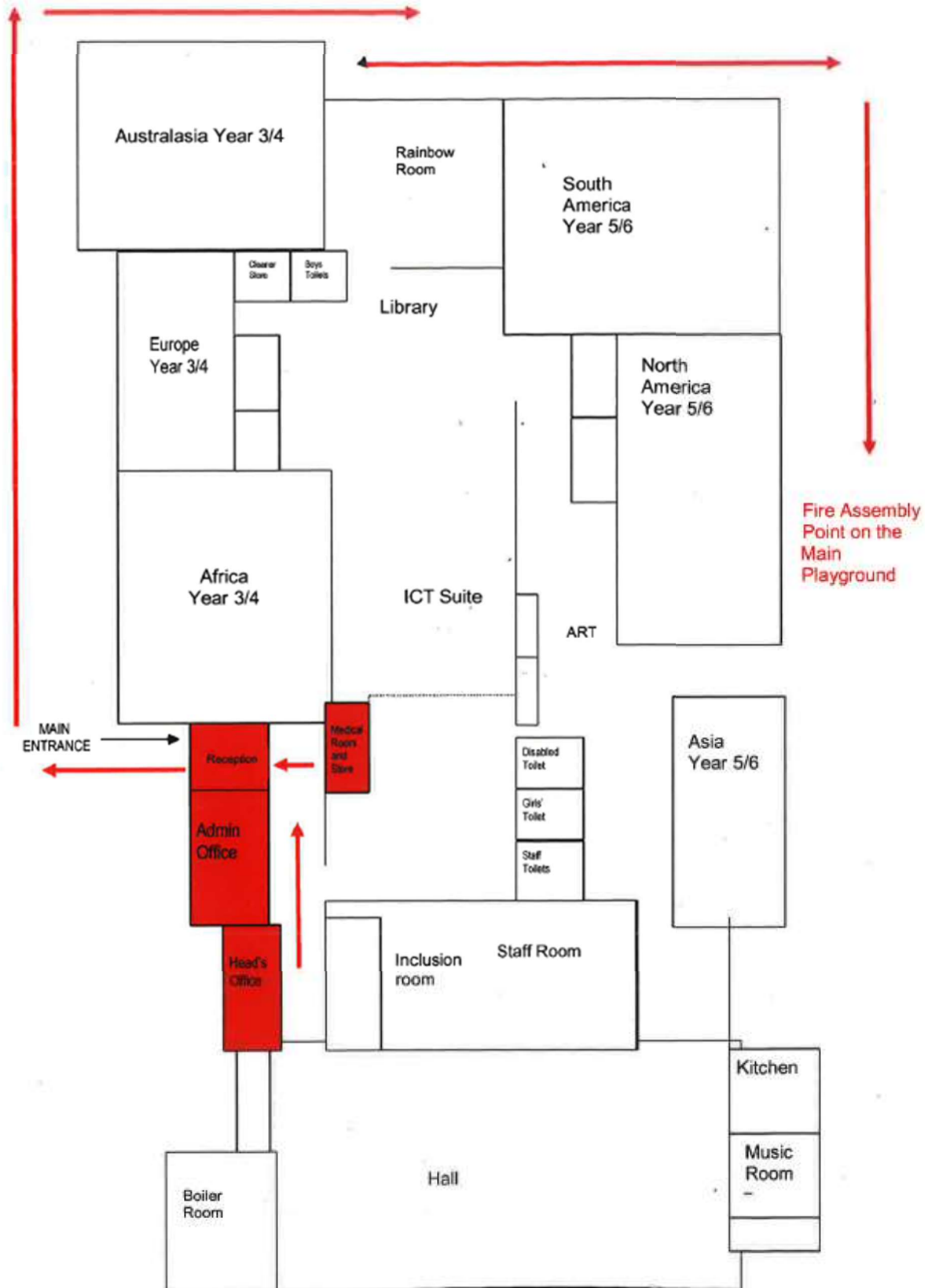
Infant fire assembly point



Junior fire assembly point

Location of Assembly Point

Main Playground

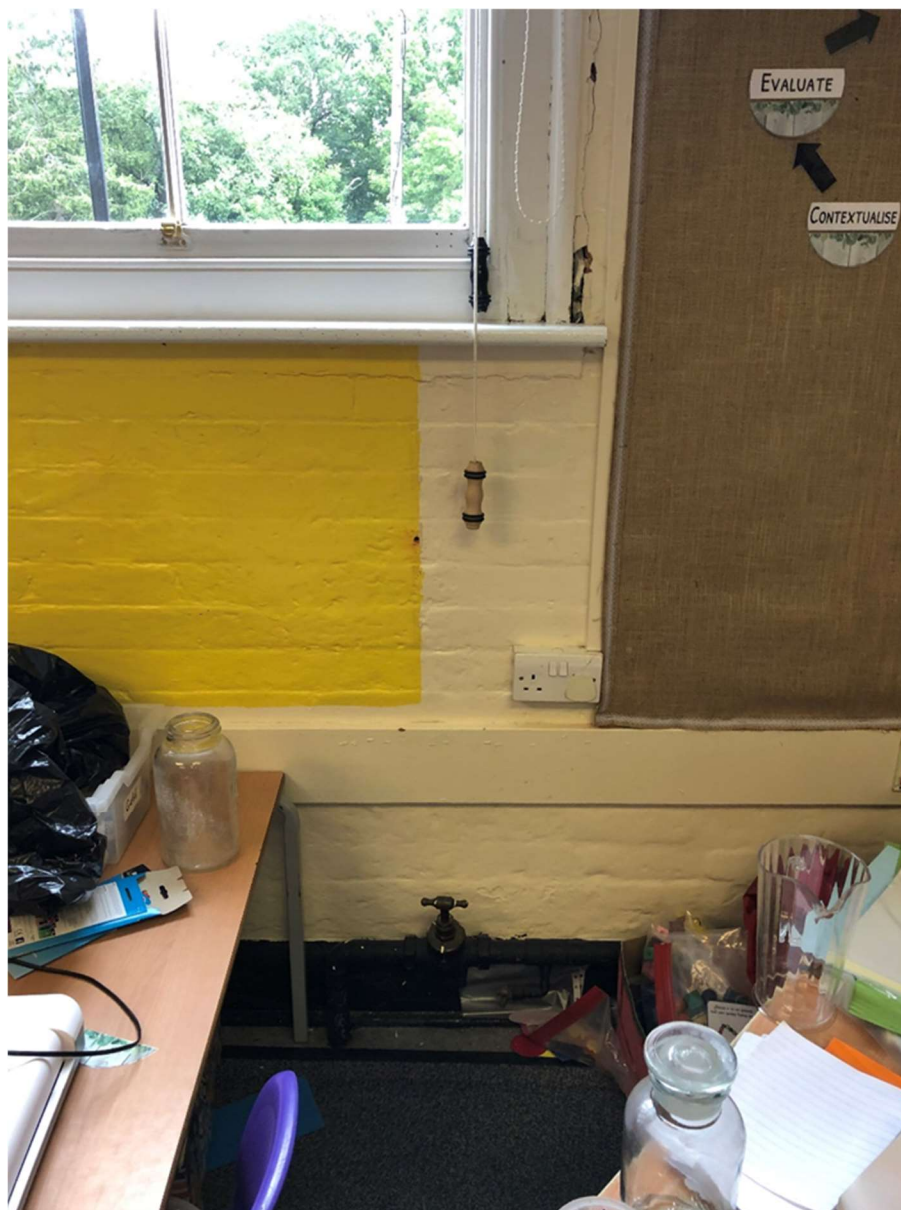


Junior fire assembly



Photos: Turning off water supply

Infants water cut off



Junior water cut off located in boiler room



Photos: Turning off gas supply

Infant Gas cut off

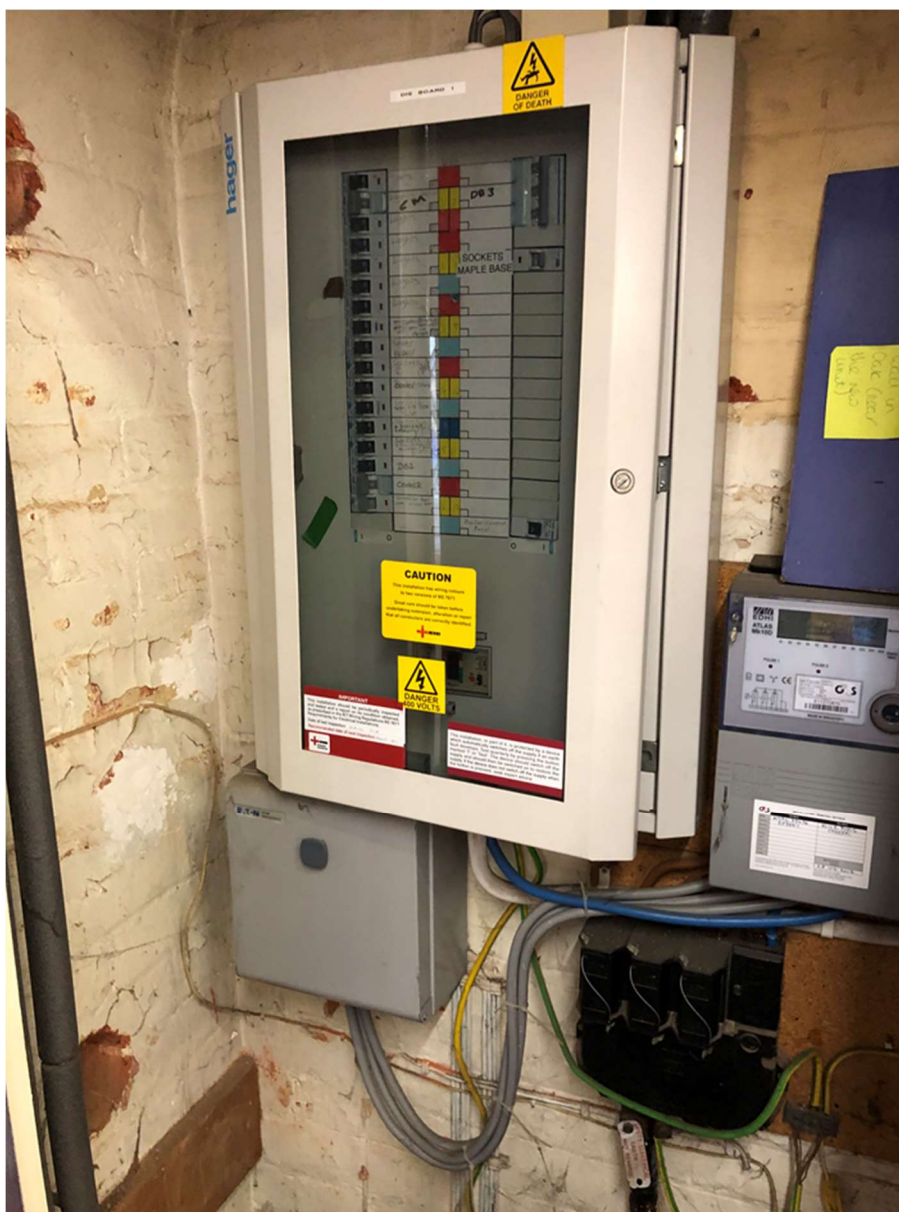


Junior Gas cut off located next to boiler room



Photos: Turning off electricity supply

Infant electrical cut off in oak class



Junior electrical cut off in Asia class



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

Name of educational visit leader:	Number of pupils on educational visit:

Nature of educational visit:	Number of staff on educational visit:

Location of educational visit?

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

Key Customer Contact Details:

These contacts must be informed should there be significant disruption to the service

Name	Organisation	Method	Contact Details	Information
Parents	By office	Parent mail,	From SIMs	
Team Spirit	By office	Email or telephone	0752719 4938	Ryan Hinton
Highfield Church	By Chair of Governors	Email, telephone or verbal	0238055 8234	
New Horizon Dance	By office	Email, telephone		Vanessa Beecham

Key Supplier Contact Details:

These suppliers may need to be contacted should the disruption require it.

Name	Organisation	Method	Contact Details	Information
Neil Adams	Southampton city council	Email Phone	neil.adams@southampton.gov.uk 023 80917622	Main contact for electrical repairs and servicing
Tim Gale	MKG	Email Phone	Tim.gale@mkgbuildingservices.co.uk 01488 888393	Main contact for heating and hot water repairs and servicing
Neil Adams	Southampton city council	Email Phone	neil.adams@southampton.gov.uk 023 80917622	Main contact for fire alarm systems
Sharon Jones	Kestrel guards	Email Phone	admin@kestrelguards.co.uk 023 80 865658	Main contact for security issues
	Southern Monitoring	Email Phone	enquiries@southernmonitoring.co.uk 0844 871 2223	Main contact for alarming issues
Mark Padwick	Padwick Glass	Email Phone	mark@padwickglass.co.uk 07860919291	Main contact for glazing and glass repairs
Heleen Gajic	Comax cleaning supplies	Email Phone	heleen.gajic@comaxuk.com 01202 684111	Main contact at comax for cleaning and chemicals
Simon Paull	Bassett lock and key	Email Phone	Bassettlockandkey.co.uk 02380 776 367	Main contact for all key requirements