

Sandy Lane Vision:

Fulfilling potential
Unlocking
Opportunity
No-one left behind



The Sandy Lane

Way:

Resilience
Excellence
Self-awareness
Passion
Empathy
Communication

Health & Safety Policy Handbook

Policy Handbook Approval Date	January 2026
Policy Handbook Renewal date	January 2027
Share with Staff	Yes

1. **Accessibility Plan**
2. **Fire and evacuation**
3. **First Aid & Procedures for Administration of Medicine**
4. **Health & Safety**
5. **Home Visits**
6. **Lone Working**
7. **Premises Managed Documents (available from Site Manager)**
8. **Emergency plan (available as a separate appendix found in staff room.)**

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Executive Head. At Sandy Lane Primary School the Plan will be monitored by the Headteacher and evaluated by the Resources Committee. The current Plan will be appended to this document.

At Sandy Lane Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims:

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
 - To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
 - Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.
- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Resources Committee. The school will work in partnership with the Local Authority in

developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

- 2) Sandy Lane Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) The Sandy Lane Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Sandy Lane Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Health & Safety Policy
 - Special Educational Needs Policy
 - Supporting Children with Medical Conditions and Administration of Medicines Policy
 - Trips and Residential Visits Policy
 - 6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- 7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Access Audit

The school is housed in one building plus a Portakabin, consisting of an older Victorian building with a large extension to the rear with a before and after school club in the Portakabin. Entrances to the school are flat, ramped or accessed via staircases. (Lift access is available and all have wide doors fitted.) The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Whilst we acknowledge that the size of the school site could potentially present challenges when moving through the building, we make reasonable adjustments as the need arises. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate. There are 2 disabled toilet facilities available in both buildings. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head of School. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities
To liaise with pre-school providers and parents to prepare for the new intake of children into Nursery and Reception each year	To identify pupils who may need adapted or additional provision	May to July annually	HT EYFS Leader and teaching staff SENCo
To liaise with educational establishments and parents to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	HT & Deputy/SENCo
To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	SLT & Governors
To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	SLT and all teaching staff
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENCo, all teaching staff and outside professionals
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo and all teaching staff, extra-curricular service providers and educational visits settings

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities
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Improve the physical school environment	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SLT, site manager and governors
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Take recommendations from external agencies with regards to resources and procedures needed for individuals. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SLT, SENCo, all teaching staff and site manager

Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats Access arrangements are considered and put into place for statutory testing. Gain advice from outside agencies where needed. Use of translating services where needed.	Ongoing	SLT, teachers, admin team and SENCo
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	Whole school team

FIRE DRILL PROCEDURES

SIGNAL Prolonged sounding of the fire alarm.

ACTION Open all classroom doors to the fullest extent. Children must stand in a quiet orderly manner. Walk silently out of the classroom in single file; teacher ensuring that no child is left behind. The children line up in the playground in alphabetical/register order, facing away from the school building. Teachers count the children and compare the numbers to the Register and perform a roll call if necessary.

AREA WITHIN SCHOOL	EXIT PROCEDURES
Acorns	Children leave school through the Nursery Class Entrance and round to the playground
Pinecones (C & W)	Children leave school through the Reception Class Entrance and down the steps into the playground
Blossom Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Poplar Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Rainbow Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Larch Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Ash Class	Children leave school through the Beech/Elder Class Entrance and down the steps into the playground.
Willow Class	Children leave school through the fire doors at the rear of the Hall and passed the Portakabins and into the playground.
Beech Class	Children leave school through the fire doors at the rear of the Hall and passed the Portakabins and into the playground.
Elder Class	Children leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Maple Class	Children leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Bonsai Class	Children leave school through the Maple/Bonsai Class Entrance into the playground.
Oak Class	Children leave school through the Beech/Elder Class Entrance and down slope into playground.
Meeting Room (Portakabin 1) (Bright Sparks)	Children leave school through the Exit Door (if door accessible or if not through the Library exit)
Hall	Children in the Hall leave by the fire doors in the Hall and passed the Portakabins and into the playground.
Library (Portakabin 2) (Bright Sparks)	Children leave through the Library Fire Exit.

Elm Room	Children leave through the Beech/Elder Class Entrance and down the slope into the playground.
Inclusion Cedar Room	Children leave school through the Main Office Entrance and through the Car Park into the playground.
PPA Room	Children/Staff leave school through Maple/Bonsai Class Entrance into the playground.
Deputy Head's Office	Staff leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Business Manager's Office	Staff leave school through the Beech/Elder Class Entrance and down the slope into the playground.
Office/Head/Staff Room/SEN Room	Staff leave school through the Main Office Entrance and through the Car Park into the playground. (Office staff need to take pupil register sheets/staff sign in, late arrivals and visitors sheets from inventory console/mobile).
Kitchen Staff	Staff leave school through the kitchen front Entrance and through the Car Park into the Playground.

Fire Marshalls to check their allocated areas, toilets and cloakrooms. Site Manager to do final check and check Portakabins.

“These are unprecedented times and the measure implemented are done so with the best intention”

ROLL CALL Teachers must conduct a register check in playground if pupil numbers do not match and report to the Headteacher, Head of School or Teacher in charge. Await final instructions for leaving the playground if necessary. In the event of a fire outside of the regular school hours the Bright Sparkers staff will ensure all children are evacuated from the portakabin and check this with their daily register.

ACCORDING TO THE LOCATION OF THE FIRE, TEACHING STAFF MUST USE THE EXIT WHICH IS SAFEST FOR THE EVACUATION OF THE CHILDREN. CHILDREN WHO ARE WORKING IN ANOTHER AREA OF SCHOOL SHOULD BE TOLD TO LEAVE BY THE NEAREST SAFE EXIT AND JOIN THEIR CLASS IN THE PLAYGROUND.

First Aid & Procedures for Administration of Medicine

Pupils at Sandy Lane Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The aims of the First Aid policy are to:

- Ensure that all children, staff and visitors in school are safe and properly cared for.
- To provide clear guidance and procedures for first aid administration in school.

Please see Annex A for Qualified First Aiders.

Location of First Aid station and Equipment

- All First aid supplies are stored at the First Aid station outside Elder classroom.
- Members of staff on playground duty must carry a first aid bag to deal with minor injuries.
- All first aid equipment and supplies will be maintained by the First Aiders.
- First Aid wrist bands will be kept at the first aid area and in first aid bags
- A separate First Aid supply and first aid wristbands are also kept in the Early Years area.
- Portable first aid supplies for outings and visits are stored in the First Aid station.
- Staff should report when they have used supplies to Claire Skelly. Supplies checked monthly by Claire Skelly.
- The defibrillator machine is kept in the Staff room next to the Site Manager's desk. All staff are aware of its location and all first aiders are. In the event of an emergency requiring the use of the defibrillator, trained personnel will take priority over non-trained personnel. At the time of writing this policy, the trained personnel are those on Annex A at the end of this Policy.

Contaminated Waste

All contaminated waste (blood / plastic gloves) MUST be put in the yellow bags and disposed of in the human waste bins. Other waste should be disposed of in the first aid pedal bin at the station.

First Aid Classroom Files

A folder that identifies children with specific medical needs is located in that child's classroom.

- Asthma
- Epilepsy
- Allergies
- Diabetic
- Anaphylactic shock
- Hearing impairment
- Sight impairment

The file also contains the first aid policy, specific guidance regarding asthma, epi pens, choking, seizures. These files are checked and updated annually, as new children arrive in school mid year or as pupils medical conditions change throughout the year.

First Aid Procedures

- When a child is feeling unwell they should notify a member of staff, who will contact a First Aider. The First Aider will then access the needs, treatment required or if the child needs to go home. If the child needs to go home the Teaching Assistant will then arrange this.
- All reportable injuries, such as bleeding, tooth damage, suspected fractures and head injuries **must** be reported to a First Aider who will take the appropriate action.

- Any minor injuries, such as grazes, bumped knees may be dealt with by any member of playground staff on duty at the time.
- All injuries to be recorded on CPOMS and a red wristband is to be given to the children explaining the injury. In the case of a more serious injuries parents will be contacted by phone.

Procedures for more serious injuries

- Send for First Aider
- All staff are to carry an emergency card with them at all times.
- Whenever possible the injured party must be left where they are until the First Aider has assessed the situation.
- The First Aider will deal with the emergency.
- If the casualty requires emergency hospital treatment an ambulance will be called and parents contacted immediately. In the case of a pupil written details of that pupils' name, age, address and details of treatment already given should sent to the hospital with the pupil who will be accompanied by a member of staff.
- Serious accidents must be brought to the attention of the Head Teacher or Deputy Head Teacher.
- First Aider dealing with the incident must also complete a form on the Occupational Health website (occupational.safety@bradford.gov.uk).
- If the pupil requires less immediate hospital treatment parent will be contacted and advice given regarding the next step (visit the Doctors, Dentist A&E if symptoms persist)
- First Aider dealing with the incident must also complete a form on the Occupational Health website.

Procedures for School Trips

- First Aid boxes/bags are available from First Aider – Claire Skelly.
- Identified staff must carry a first aid bag.
- A Paediatric First Aider must be taken on all trips where children are aged 5 and under.
- Sick bucket/bags must be taken on coach trips.
- Lead staff on trip should carry the yellow critical incident card and a mobile phone for use in emergencies.
- Children who require inhalers, epi-pens and medicine will be highlighted on group lists and medication carried by First Aider or group leader.

Procedures for Administration of Medicine

- Parents must complete a Medicine Authorisation Form which is kept at the office when they bring the pupil's medicine into school. This gives details of the medicine to be given, the dosage, the time and the authority for Sandy Lane staff to administer it.
- All medicine must be signed for by the child's parent and a form kept in the school office. The medicine is kept either in a cupboard in the office or in the staffroom fridge.
- Calpol/ antihistamine can be given at school, the child's parent must be contacted before the medicine is given.
- The form is then copied by the office staff, the copy goes to the pupil's class for information purposes and the original is kept in the office.
- The teaching assistant from the child's class then comes to the office with the pupil at the appropriate time to give the medicine.

- The teaching assistant signs the form in the office on the reverse to say that the medicine has been given, the dosage and the time it was given.
- **Inhalers** will be kept in the pupil's classroom in a first aid pump bag and a record made when administered
- **Epi-pens** are kept in a First Aid pump bag with a photograph of pupil attached and kept in the pupil's classroom. This contains epi-pens, copy of care plan, paper and pencil to record time if epi-pen is administered.
- In the case of a child suffering from anaphylactic shock the epi-pen will be administered immediately and an ambulance/paramedic called. At the same time the child's parents/carer will be notified.
- Parents/Carers must ensure that all medication in school is in date and replaced when required.
- Photographs of pupil's and information about the individual condition and requirements are on display in the staffroom, in the classroom medical file and in the first aid cupboard.
- Photographs of pupils with dietary requirements are on display in the kitchen and in the classroom medical file.

Staff Training

- First aid procedures will be shared at staff induction by Linda Walker
- 10 x staff will have up to date paediatric first aid training.
- 3 x member of staff will have up to date First Aid at Work training.
- Other school staff will receive appropriate training for individual health care plans in school.

Appendix 1

Diabetes Policy

Pupils at Sandy Lane Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Diabetes is a condition where the levels of glucose in the blood rises. This is either due to the lack of insulin (Type 1 diabetes) or because there is insufficient insulin for the child's needs or the insulin is not working properly (Type 2 diabetes)

Each child may experience different symptoms and these are outlined in each child's IHP (Individual Health plan). Signs are that the child may need to go to the toilet or drink more, tiredness and weight loss may indicate poor diabetic control and these should be reported to parents.

Control Type 1

Children with diabetes need to be allowed to eat regularly during the day. If a snack or meal is missed they may experience a hypoglycemic episode (a hypo) during which the blood glucose levels fall too low (below 4mmols). This is also prone to occur during times of high physical exercise so children need to have access to their diabetic control bag.

The individual or combined symptoms of a hypoglycemic reaction (hypo) are:

- Hunger
- Sweating
- Drowsiness
- Pallor
- Glazed Eyes

- Shaking or trembling
- Lack of concentration
- Irritability
- Headache
- Mood changes, especially angry or aggressive behaviour **Individual symptoms are outlined in each child's IHP**

Hierarchy of need:

- If a child has a hypo (below 4mmols) it is important that the child is not left alone. Give the child 2 glucose tablets or 5 jelly babies for example.

These are kept in the children's individual diabetic bags in the school office. Glucose levels need to be checked again with another finger prick blood test after 15 minutes.

- If a child becomes sleepy and /or is unable to take food or drink orally massage Glucose onto the inside of the cheek wall. Use all of one tube.
These are kept in the children's individual diabetic bags in the school office.
- If a child becomes unconscious put them into the recovery position and call 999. Liaise with paramedics as to medicine administered prior to ambulance arrival.
- Some children may experience hyperglycemia (high glucose level of more than 15mmols) and have a greater need to go to the toilet or to drink.
- Parents are informed when this occurs.
- If a child is unwell, vomiting or has diarrhea this can lead to dehydration. If a child is giving off a smell of pear drops or acetone this may be a sign of ketosis and dehydration and the child will need urgent medical attention. **Individual procedures are outlined in each child's IHCP.**

Food in School

We liaise closely with parents about any food consumed at school e.g. for tasting activities, snacks, parties, cooking activities etc.

Children eating a school meal have the dinner menus to take home so parents can highlight meal choices with their child and catering staff can ensure the child gets their choice for the day. Parents have the responsibility to provide an appropriate packed lunch.

Medication

Diabetics for the majority of children is controlled by injections of insulin each day.

All details regarding medication, blood test results and food eaten during the school day will be logged in a book. A copy of this will be sent home at the end of each day.

At Sandy Lane children are monitored by trained staff. This is discussed and agreed upon by the child, parents, staff and diabetic nurses.

Children needing long term or emergency medication are invited together with parents to training sessions and school must get written permission before any medication is administered by staff. This form is part of the process when drawing up the Individual Health Plan.

For any off site education e.g. school visits and residential, medication is carried by a member of staff and all adults attending the experience are made aware of all the children's needs. In specific cases parents may be asked to attend school visits to administer medication for their child.

Appendix 2

Asthma Policy

Pupils at Sandy Lane Primary School with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

- The school recognises that asthma is an important condition affecting many school children.
- Ensures that children with asthma participate fully in all aspects of school life including PE.
- Recognises that immediate access to reliever inhalers is vital.
- Keeps records of children with asthma and the medication they take.
- Ensures the school environment is favourable to children with asthma.
- Ensures that other children understand asthma.
- Ensures all staff who come into contact with children with asthma know what to do in the event of an asthma attack.
- Ensures that staff take reliever inhalers when a child leaves the school premises. (trips, swimming, park etc.)
- Will work in partnership with all interested parties including school staff, parents, governors, doctors and nurses and children to ensure the policy is implemented and maintained successfully.
- Supply teachers and new staff will also be made aware of the policy

Medication

- Immediate access to reliever inhalers (usually blue) which are kept in the child's classroom.
- Parents are asked to ensure that the school is provided with a prescription labelled reliever inhaler.
- Parents are required and MUST fill in the asthma consent form giving details of symptoms, what can trigger an attack, dosage ie how many puffs of the inhaler and whether the child can self-administer the medication or require support e.g. using a spacer for younger children. (forms available from the main office)
- All staff will let children take their own medication when they need to. This is to be recorded on the child's individual record which is on the back of the parents written consent form kept in the class First Aid folder. It is the responsibility of the parents to provide the medication and ensure that it is in date.

School holds emergency reliever inhalers in the main school office and first aid station.

Record Keeping

At the beginning of each school year, parents are required to complete a new consent form so that we receive notice of any changes to their child's condition or medication. When a child joins the school, parents are asked if their child has asthma.

Every time a child uses their inhaler it is recorded on their individual record and signed by staff.

Asthma Attacks

All staff who come into contact with children with asthma know what to do in the event of an asthma attack. The school follows the procedure which is clearly displayed in the Class First Aid Folder.

- Ensure that the reliever inhaler is taken immediately.
- Stay calm and reassure the child.
- Sit the child down let them lean slightly forward onto you or a chair.

- Slow, steady breaths
- Help the child to breath by ensuring tight clothing is loosened.

After the attack

Minor asthma attacks should not interrupt a child's involvement in school. When they feel better they can return to school activities.

Asthma Attacks

Severe asthma attacks happen less frequently but are characterized by:

- Wheezing or whistling when breathing in and out.
- Rapid breathing
- Uncontrollable coughing
- Chest pains or chest tightening
- Difficulty talking
- Anxiety or panic
- Pale face, blue lips /fingers
- Persistence of symptoms despite use of asthma medication

Follow the procedure

1. Ensure that the reliever inhaler is taken immediately.
2. Stay calm and reassure the child.
3. Sit the child down let them lean slightly forward onto you or a chair.
4. Slow, steady breaths.
5. Help the child to breath by ensuring tight clothing is loosened.

If symptoms persist despite use of asthma medication after five to ten minutes or

- a. The child is either distressed or unable to talk.
- b. The child is getting exhausted.
- c. You have any doubts at all about the child's condition.
- d. If the symptoms persist despite the use of asthma medication:-

Call 999 for an ambulance and contact parents. A child should always be taken to hospital in an ambulance. School staff MUST not take them in their car as the child's condition may deteriorate.

PE

Taking part in sports is an essential part of school life. Teachers should be aware of which children have asthma. Children with asthma are encouraged to participate fully in PE. Teachers will remind children whose asthma is triggered by exercise to take their reliever inhaler before the lesson. If the child needs to use their inhaler during the lesson, they will be encouraged to do so.

The School Environment

The school does all that it can to ensure the school environment is favourable to children with asthma. The school has a non-smoking policy.

(guidance taken from Asthma UK)

Training Undertaken by Staff

The following staff have received general training

Paediatric First Aiders:

Shazia Khan	Teaching Assistant	Expiry date	28 th June 2025
Janette Stott	Midday Supervisor	Expiry date	28 th June 2025
Claire Skelly	Teaching Assistant	Expiry date	22 nd November 2026
Amy Cherington	Teaching Assistant	Expiry date	27 th September 2026
Kamaljit Kaur	Teaching Assistant	Expiry date	28 th February 2026
Bethany Fox	Teaching Assistant	Expiry date	29 th January 2027
	Breakfast and After School Club	Expiry date	19 th January 2026
Clare Rodgers	Breakfast and After School Club	Expiry date	19 th January 2026
Farah Rehman	Midday Supervisor	Expiry date	2 nd May 2028
Moheeni Ahmed	Teaching Assistant	Expiry date	24 th April 2027
Sana Asif	Midday Supervisor	Expiry date	24 th April 2027
Kaite Barnes	Teaching Assistant	Expiry date	24 th April 2027
Shakila Hamid	Midday Supervisor	Expiry date	24 th April 2027
Rachel Hunt	Nursery Lead	Expiry date	24 th April 2027
Monica Puir	Teaching Assistant	Expiry date	24 th April 2027
Kylie Creed	Reception Lead	Expiry date	22 nd May 2027
Sally Hood	Nursery Nurse	Expiry day	22 nd May 2027
Shaista Afzal	Midday Supervisor	Expiry Date	22 nd May 2027
Gemma Hillary	SEND Assistant	Expiry date	2 nd May 2028
Vicky Horsfall	Nurse Nurse	Expiry date	2 nd May 2028
Shazia Khan	HLTA	Expiry date	2 nd May 2028
Donna Kirk	Midday Supervisor	Expiry date	2 nd May 2028
Sue Lawrance	Teaching Assistant	Expiry date	2 nd May 2028
Samina Qadar	Midday Supervisor	Expiry date	2 nd May 2028
Janette Stott	Midday Supervisor	Expiry date	2 nd May 2028
Elli Walbank	Teacher	Expiry date	2 nd May 2028
Wisdom Zuoshe	HLTS	Expiry date	2 nd May 2028

First Aid at Work (Level 2):

Kamaljit Kaur	Teaching Assistant	Expiry date	28 th February 2026
Gemma Hillary	SEND Assistant	Expiry date	2 nd May 2028
Shazia Khan	HLTA	Expiry date	2 nd May 2028

Health & Safety

This policy is in addition to Bradford Council's Health and Safety Policy in order to benefit staff, pupils, visitors and other users of the premises.

Our policy deals with those aspects over which the Executive Headteacher has control and covers safety associated with the building structure, plant, fixed equipment and services for which other officers of the authority also have responsibility. It describes how the Executive Headteacher discharges his responsibilities in respect of staff, pupils and visitors.

Aim

To provide a safe and healthy working and learning environment for staff, pupils and visitors

- Ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.
- Ensure that all reasonably practical steps are taken to ensure the health and safety of staff, pupils and other supervising adults participating in off-site visits.
- Establish and maintain safe working procedures amongst staff and pupils.
- Make arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
- Develop safety awareness amongst staff, pupils and other supervising adults.
- Formulate and implement effective procedures for use in the event of fire and other emergencies.
- The maintenance of a healthy and safe school is the shared responsibility of the whole school community.

Procedure

Role of the Governing Body	<ul style="list-style-type: none">• Decide policy and re-visit annually• Monitor the effectiveness of the policy• Give strategic guidance• Monitor and review health and safety issues through the premises and safeguarding sub-committee, reporting back through the chair of the sub-committee to the governing body• Ensure adequate resources for health and safety are available by making recommendations to the finance committee• Recognise their responsibility under the Health and Safety at Work Act 1974 so far as is reasonably practicable to:<ul style="list-style-type: none">○ Provide plant, equipment and systems of work, which are safe, and without risks to health○ Make arrangements for handling, storage and transportation of articles and substances○ Provide adequate training, information, instruction and supervision to enable all staff employed in the school and pupils to perform their work safely and efficiently○ Promote the development and maintenance of sound safety, health and welfare practices○ Maintain the premises in a condition that is safe and without risks to health and the maintenance of access to and egress from the premises○ Provide and maintain a working environment that is safe, without risk to health and adequate as regards welfare facilities for staff, pupils and other supervising adults○ Ensure sufficient funds are available to provide, as necessary, protective clothing/equipment to all staff employed in the school, for the safe use of machinery, equipment and substances○ Maintain a close interest in all the health and safety matters in so far as they affect activities in the premises under the control of the school
Role of the Executive Headteacher	<ul style="list-style-type: none">• Be responsible for the day-to-day implementation of school safety organisation alongside the site manager• Develop a culture of safety throughout the school• Report to governors on pertinent issues through the premises and safeguarding sub-committee• Liaise with outside agencies able to offer expert advice• Ensure that all staff fulfil their duties to co-operate with the policy• Formulate and co-ordinate safety procedures• Review first aid, fire/evacuation and risk assessment procedures with relevant staff, on an annual basis or as and when necessary, reporting back to the premises and safeguarding sub-committee• Ensure relevant staff have access to appropriate training• Meet with the site manager and office manager regularly to manage site issues• Report to the site manager and office manager any defects and hazards that are brought to notice
Role of the Senior Leadership Team	<ul style="list-style-type: none">• Ensure risk assessments are accurate, suitable and reviewed• annually• Provide support for the Executive Headteacher in ensuring relevant risk assessments are in place• report any areas of concern in order to minimise risk• Provide guidance and support to all school staff

	<ul style="list-style-type: none"> • Keep up to date with new developments and resources • Review and monitor the effectiveness of this policy
Role of the Staff	<ul style="list-style-type: none"> • Ensure that they have read the Health and Safety Policy. • Fully support all health and safety arrangements. • Take reasonable care of their own health and safety and that of others who may be affected by their actions • Ensure, as far as is reasonably practicable, that their classroom or office is safe • Use equipment safely. • Ensure, as far as is reasonably practicable, that pupils use equipment safely • Risk assess any curriculum activity that poses a health and safety risk to children • Use 'Evolve' online planning tool to risk assess curriculum visits. • Identify risks on planning. • Report situations which may present a serious or imminent danger to the site manager or office manager • Report any defects and hazards to the site manager. • Report any 'near misses' to the site manager. • Report any child protection concerns or abuse to pupils to the Executive Headteacher or named person for child protection in line with the school Child Protection Policy. • Complete an 'Accident / Incident / form, available from the office manager, in the event of a significant accident • Complete a serious behaviour incident form available from the office manager in the event of a serious behaviour incident in school in line with the school Behaviour Policy • New staff to attend to health and safety as part of their induction
Role of the Site manager/ Broughton Park	<ul style="list-style-type: none"> • Ensure that they are familiar with the school's Health and Safety Policy. • Conduct a yearly health and safety survey with either the Union Representative of safeguarding committee • Conduct regular site checks as part of day to day responsibilities • Meet with the Head of School and/or Business manager to manage site issues. • Ensure that all cleaning staff are aware of any implications of the Health and Safety Policy as it affects their work activities e.g. storage arrangements for materials, equipment, substances • Report to the Head of School and/or Business Manager any defects and hazards that are brought to notice and action accordingly • To have liaise closely with the Project Manager during building • Ensure that everything received from suppliers (for direct school use), machinery, equipment, substances etc. is accompanied by adequate information and instruction prior to use. • Test and record the fire bells and fire doors weekly • Inform the Business manager whenever contractors are due to enter the school to undertake maintenance, service or works contracts • Maintain a record of hazardous substances used for cleaning and similar purposes • Clearly identify appropriate cloths and buckets in the site managers room for staff to use in the event of a spillage occurring (as per the site manager's colour coded system). • Ensure no toxic substances are within reach of pupils as per

	<p>COSHH register</p> <ul style="list-style-type: none"> • Ensure all risk assessments relating to the buildings are reviewed on an annual basis
Role of the Office Staff	<ul style="list-style-type: none"> • Report to the Site manager any defects and hazards that are brought to his notice • Liaise with the Site manager when organising health and safety works • Record dates and supporting information relating to contractors working on site and pass to site manager • Liaise with the Executive Headteacher on any financial implications for health and safety / premises issues. • Meet with the Executive Headteacher and/or Site manager regularly to manage site issues. • Ensure persons booking the school for a letting will be sent a copy of the Health and Safety Policy.
Role of the Subject Leaders	<ul style="list-style-type: none"> • Ensure staff and any other supervising adults are aware of any matters pertaining to Health and Safety in their particular curriculum areas.
Role of the Lunchtime Staff	<ul style="list-style-type: none"> • Report any health and safety concerns at lunchtime to the Lead Lunchtime Supervisor and/or the Site manager.
Role of the Pupils	<ul style="list-style-type: none"> • Exercise personal responsibility for the safety of themselves and other pupils. • Observe standards of dress consistent with safety and/or hygiene. • Follow the safety rules of the school and in particular the instructions of teaching and support staff given in an emergency. • Use and not willfully misuse, neglect or interfere with things provided for their safety.

Arrangements

Accident and Incident reporting

- Follow the Bradford Council 'Accident Reporting and Recording Procedure held on the Bradford Council Website
- The School first aid policy gives of school first aid procedures.

In brief: -

- Any pupil who has been injured is sent to a qualified First Aider to inspect and, when appropriate, treatment will be given. All incidents and treatment are reported in the accident book
- More serious accidents are recorded on 'Accident / Incident are reported to Bradford using the online reporting tool
- Parents/carers are contacted if there are any doubts over the health or welfare of a pupil.
- In the event of a serious incident, appropriate help will be sought and the emergency services contacted if needed. If required, the area will be evacuated and a parent/carer notified. If a parent/carer is unable to get to school then a member of staff will initially accompany the pupil to hospital until the parent/carer arrives.
- Staff should complete an Accident Book Form held in the BM office. An injured member of staff or other supervising adult should not continue to work if there is any possibility that further medical treatment is needed. The member of staff or other supervising adult concerned should seek medical advice without delay.

Medicines

- Our trained First Aiders supervise the self-administration by a pupil of medication for chronic or long-term conditions.
- Parents/carers give written consent to authorise members of staff to administer prescribed medication. Staff record the time medication is given and sign the reverse of the form.
- Medicines are stored in the staff fridge/ locked cupboard in the office.

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- Medication for asthma and anaphylactic shock is stored in classrooms. Pupils are supervised by a member of staff when taking their asthma medication. Epi-pen will only ever be administered by trained personnel who will be listed on the Epi-pen training register.

Playground equipment

- One member of staff closely supervises the use of the adventure trail and slide at break and lunchtimes.
- Pupils should not use the adventure trail and slide until a member of staff or a lunchtime Supervisor is in attendance.
- The site manager inspects the equipment on a regular basis to ensure it is safe to play on

Asbestos

- An asbestos register is held centrally in the Site managers Office
- The Site manager makes it available to contractors working on site who sign to say that they are aware of the register
- Asbestos checks are done prior to any alterations to the school premises

Bad Weather

- It is the role of the Site manager to ensure there is a path for pupil and parents/carers to have access to the school in adverse weather conditions. In accordance with the Site managers gritting plan.
- If it is decided by the Executive Headteacher that the school cannot open due to adverse weather conditions, parents/carers will be informed by the admin staff via 'Schoolping'
- Parents/Carers will also be informed on the school website.
- The Local Authority will be informed by the Head of School who will inform BSO

Control of Hazardous Substances

- The Site manager completes a COSHH assessment sheet for substances in school, compiling and maintaining a list giving details of these substances.
- All hazardous substances are stored in a locked cupboard and are not handled by anyone other than the Site manager.

Educational Visits

- Staff comply with Bradford Council requirements and the schools Educational Visits Policy when organising educational visits. Staff use Evolve educational visit planning.

Electrical Testing

- All items of portable electrical apparatus and equipment in use at the school are inspected and checked annually by an accredited contractor, organized by the Site manager

Evacuation of the Building

- The Fire register and fire and evacuation policy details the procedure for the evacuation of the building.
- Fire exits are clearly labelled.
- Plans showing exit routes are displayed by the door of each classroom.
- Fire bells are tested weekly and fire doors tested half termly by the Site manager.
- A fire drill is practised and documented once a term by the SLT reported by the Executive Headteacher to the Governing Body.
- Fire appliances are checked annually by an external authorised contractor.

Fire Safety

- Please refer to the Fire and evacuation safety Policy and fire register.

First Aid Provision / injuries in school

- Please refer to the First Aid Policy for further information

- The Executive Headteacher is responsible for ensuring that there is an adequate number of qualified First Aiders. Their names are displayed at the first aid point in the School.
- First Aid is administered at the first aid point in school.

Lift

- The Lift is checked and recorded by the Site manager and by an accredited contractor annually. It is repaired as appropriate. *(lift broken at the moment with no option to repair due to lack of funding-therefore no access) Thursday, 01 November 2018*

Movement Around School

- Pupils should walk around school in single file and stand in single file when waiting. Pupils should move around school safely and in line with the school Behaviour policy.
- No pupils should remain unsupervised.

Manual Handling

- Pupils, staff and any other supervising adults should only lift equipment and furniture within their own individual capability.
- A risk assessment is undertaken for manual handling
- Staff will have appropriate training for manual handling

PE Equipment

- Gymnastic equipment is checked and recorded by the Site manager monthly and by an accredited contractor annually. It is repaired or removed as appropriate.

Playground

- Staff actively encourage pupils to play safely.
- Staff supervise the KS1 and KS2 playgrounds and grounds during break times.
- We have appropriate numbers of Midday Supervisors on duty at lunchtime. Senior Management Team members routinely help supervise pupils at lunchtime.
- Pupils should not enter the playground without adult supervision.

Positive Handling Plans

- There is a common misconception that any physical contact with a child is in some way unlawful. This is NOT true.
- ***“It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary. Examples of where touching a pupil might be proper or necessary: holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school; when comforting a distressed pupil; when a pupil is being congratulated or praised; to demonstrate how to use a musical instrument; to demonstrate exercises or techniques during PE lessons or sports coaching; to give first aid.”***

Page 8, The Use of Reasonable Force – Advice for head teachers, staff and governing bodies – July 2013

- This section needs to be read in conjunction with schools Care & Control Policy.
- **Pregnant Workers**
- The Executive Headteacher will carry out a risk assessment in accordance with Bradford Council guidance. Appropriate action will be taken to ensure she is not exposed to any significant risks.

Safe Stacking and Storage

- Deliveries should be managed by the Site manager and Office Manager.
- Equipment should be stored at an appropriate level and position relative to its height, weight and bulk.
- On Site Vehicle Movements School car park should only be used by staff and for deliveries

Site Inspections

- The Site manager inspects the site as part of their daily routine.
- Urgent matters are **actioned** ASAP by either the site manager or the office manager.
- Routine matters are discussed at premises meetings between the Executive Headteacher, Site manager and/or Business Manager and actioned accordingly.
- The Site manager inspects the site on a termly basis alongside a Governor or a Union Representative.
- The Executive Headteacher, Site manager and a member of the Premises and Safeguarding Committee conduct a termly health and safety survey and report back to the Governing Body.

Slips, Trips and Falls

- It is unrealistic to expect pupils never to fall, especially at playtime. However, staff or other supervising adults should report any conditions considered hazardous e.g. uneven surfaces, holes, wet/slippery surfaces, worn carpet, trailing cables to the Site manager.

Swimming

- We use Shipley Baths for swimming lessons and follow the Councils Policy Guidance Note.
- Swimming instruction is provided by qualified swimming instructors. All sessions are supervised by school staff.

Supervision of Pupils

- Staff and other supervising adults should maintain good order and discipline, safeguarding their health and safety at all times.
- No pupil should be left unsupervised.
- Staff should be in class when pupils come into class in the morning/afternoon.
- Staff should be punctual in collecting pupils from the playground.
- The same duty of care applies when staff supervise pupils in after school clubs and Bright Sparkes.
- If a member of staff knows that s/he is unable to undertake a duty s/he should organise cover.
- Team Leaders should inform supply teacher of their duties regarding supervision.
- Appropriate staff should be available to supervise cloakrooms and pupils entering/leaving toilets.

Water Safety

- Legionella/Temperature testing is checked and recorded by the Site manager annually by an accredited contractor and appropriate action taken.

Working at Height

- Staff and other supervising adults should use stepladders when working at height e.g. displaying work. Chairs and tables should not be used for this purpose.
- Staff will have appropriate training for working at height.
- Step ladders are kept in the following places: Cellar and phase corridors. Step ladders are checked by the Site manager.

Risk Assessment

The stages of risk assessment are:

- Look at all the activities of the school such as systems, jobs, tasks, people, equipment etc
- Identify the hazards that are or may be involved
- Identify those persons who may be at risk
- Identify the level of risk
- Decide whether existing measures adequately control the hazard
- Consider appropriate and suitable measures that may eliminate or reduce risk
- Implement the risk control measures
- Communicate the risk control measures to all school personnel
- Monitor the control measures for effectiveness
- Review and introduce new procedures

Risk assessments are reviewed annually or more frequently if required.

All risk assessments are reported to:

- The Premises and Safeguarding Committee
- Relevant School staff
- Pupils where relevant
- Visitors where relevant

REVIEW

- The governing body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the health, safety and welfare of staff and pupils.

ARRANGEMENTS The Executive Head will ensure that pupils and staff are familiar with the arrangements set out in this policy.

Home Visits Policy

Rationale

There are times when a member of staff needs to meet with parents/carers and this may be most appropriate in the home. The purpose of home visits is to develop and strengthen relationships, to identify needs by offering support and advice and to signpost families to relevant agencies. Home visits provide an opportunity for one-to-one interaction with a family, at a time that suits the family. This also provides a starting point to understand family backgrounds and cultural needs. Meeting staff members can be a daunting prospect for some families, particularly if their own experiences of using outside agencies and education were less than positive. Parents/carers may feel secure and in control in their own homes, they may find it easier to ask for help, support and advice.

Definition of a home visit:

Any visit that necessitates a member of staff entering the home to meet with parents/carers.

Procedure for planning a home visit

- Make arrangements professionally and sensitively.
- Telephone or write to ask if it would be convenient to make a visit, unless it was felt any member of the family could be at risk*. Arrange a date and time.
- Always make the purpose of your visit clear.
- Assess whether there is a need for another member of staff to accompany the home visit. Initial visits must be done in pairs until a risk assessment is completed and it is deemed low risk to attend alone.
- Ensure you will be able to communicate effectively with parents/carers and use a translator if necessary.
- Before visiting any home ensure you find out as much factual information as possible.
- Discuss a possible home visit with the Executive Headteacher or Head of School.
- Make sure that the school office is aware of the time of your departure and expected time of return to school.

*an unannounced visit may be required. This should always be made by two members of school staff or one member of school staff and one member of staff from an outside agency.

Safety procedures:

Before visiting the home:

- When making home visits keep your personal safety in mind at all times.
- Always inform the Executive Headteacher or Head of School of your intention to make a home visit.
- Remind yourself of emergency procedures below

- Always provide the office with the name, address and telephone number of the family home, the mobile phone number and the car registration of the person making the visit, the start time and the intended length of their visit.(see Home Visit book)
- Always take your mobile telephone with you and leave it switched on.
- Always inform the office if you make any changes to your visit or your timings.

Safety procedures:

During the visit:

- If for any reason staff feel uncomfortable in the family home they should leave immediately.
- If a member of staff fails to return from a home visit at the designated time, the school office should telephone the member of staff to ensure they are safe.
- Any events that occur during a home visit should be recorded on CPOMs or in writing if child not yet attending school as soon as possible, while events are fresh in people's memories.
- After visiting the home, if staff feel the home poses any potential future risk they must inform the designated safeguarding lead who make sure all staff are aware.
- It is possible that during a home visit a member of staff might observe something that causes concern about the well-being of the child (or other person). If this is the case the member of staff should alert schools Designated Safeguarding Lead who will take appropriate action as per school's Child Protection and Safeguarding Policies.

Emergency procedures:

This procedure will come into action when:

- A panic call has been received from the person making the home visit in the event that it is difficult to hold a conversation a panic phrase can be used. This is "can you check my fax machine"
- The worker has not returned one hour after estimated time, they have made no contact and/or the school is unable to contact them

Organisational procedure:

- Call back from school seeking further information and to reassure action is been taken
- If appropriate telephone 999 giving as much information as possible
- Inform Executive Headteacher
- The Executive Headteacher to remain in the building, take advice from police and keep the police informed of any changes.

Home Visit Flow Chart.

If possible arrange a home visit in advance to ensure the person who is to be visited is available.

At times this is not possible if contact cannot be made with the family by telephone.

Two members of staff must always carry out the first a home visit until the risks have been assessed and ensure as much factual information has been gathered before the visit.

Inform the office staff and a member of SLT prior to visit and discuss estimated length of time for the visit.
Arrange a translator if necessary in advance.

Home visits are to be recorded in the school diary including time of the visit, expected return time, vehicle used, and telephone number and address where the visit is taking place.

Staff should always take their mobile telephones with them and they must be switched on at all times.

If any problems occur during the visit staff should telephone school and use the emergency panic word which is "can you check my emails machine" and school should act accordingly."

Fill in school diary with time arrived back in school.

*See emergency protocol below

Staff safety is a priority. If you have any concerns leave the property as soon as possible or inform school.

Home Visit Emergency Protocol

This procedure will come into action when:

Either:

A panic call has been received from the person making the home visit in the event that it is difficult to hold a conversation a panic word can be used. This is "can you check my fax machine"

OR

The worker has not returned one hour after estimated time, they have made no contact and/or the school is unable to contact them

Call back from school seeking further information and to reassure staff that action is been taken

**If no response call police on 999 as an emergency giving all information visit.
If staff responds but still requires immediate assistance call 999 giving all information visit.**

Tell Executive Head teacher or Head of School

The Executive Headteacher/ Head of School to remain in the building take advice from police and keep the police informed of any changes.

Lone Working

Rationale

The governing body recognises that some staff may work alone as part of their normal day. This policy has been written to address the problems of lone working.

Safeguarding

In working alone staff may find themselves in a vulnerable position. For example, it may be more difficult for them to summon help if their health and safety is at risk. The law requires employees to take reasonable care of themselves, and other people in these circumstances, this policy sets out the context through which safe lone-working should occur.

Guidelines

Lone working is where a member of staff, whose activities involve a large percentage of their working time, are operating in situations without interaction with other members of staff or without supervision.

People who work alone face the same hazards in their daily work as other staff. However, for lone workers the risk of harm is often greater. The school will carry out risk assessments to identify any risks to the health and safety of staff who work alone.

Where it has been identified that a member of staff has been exposed to any significant risks the school will take steps to ensure that the risks are either removed or adequately controlled. Control measures may include instruction, training or supervision.

Where a risk assessment indicates that it is not possible for the work to be completed safely by a lone worker, arrangements for providing help or backup will be put in place.

The school will ensure, as far as is reasonably practical, that staff working alone are medically fit and suitable to work on their own. These assessments will not only cover routine work but also any foreseeable emergencies that may impose additional physical and mental pressure on the employee. Where there are doubts the school will seek the advice of the Occupational Health Adviser.

Anyone working alone should have access to a telephone / mobile and first aid equipment. They should also be aware of accident reporting procedures.

Staff should not use ladders and scaffold towers unless they have received appropriate training. Ladders and scaffold towers should not be used by anyone working alone.

Staff should not use hazardous equipment e.g. circular saws unless they have received appropriate training. Even if training has been received staff working alone should not use dangerous machinery, and for all other equipment, safe systems of work should be practised.

The most common accidental injury at work is manual handling. The school will ensure that staff are given information and training to enable them to make an instant evaluation of the risks involved in lifting or handling heavy or awkward loads. Where a risk assessment identifies that a lifting and handling task cannot be carried out safely by a lone worker the lone worker should request additional staff to assist.

Lone workers are particularly at risk if a fire occurs this is because they are less likely to be aware of a fire until they themselves see or smell it. Lone workers should always be aware of the appropriate access routes out of the building from their place of work. These routes should be kept clear at all times.

Some workers may be required to work with and handle hazardous chemicals. The school will carry out a risk assessment under the Control of Substances Hazardous to Health Regulations (COSHH), before any workers use hazardous substances. It is essential that lone workers know what substances or agents they are using, the

hazards, what precautions are needed, and what to do in an emergency such as accidental spillage. They should be trained in the use of personal protective equipment.

Although proper information, and training can provide employees with the competence to work on their own, there still needs to be some method of monitoring lone workers to ensure that they remain safe. The school will carry out a risk assessment to identify the level of supervision required, the means of providing supervision and the procedures under which the lone worker should report to his/her supervisor. Anyone working alone should advise a relative, friend or neighbour of the time that they should be returning home.

Sandy Lane Primary School



EMERGENCY PLAN

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

Plan administration	
Version number	January 2026
Date of issue	January 2026
Electronic copies of this plan are available from	Teacher Drive
Location of emergency grab bag(s)	School office
Date of next review	December 2027
Person responsible for review	Headteacher
Signed by Headteacher	
Signed on behalf of Governing Body	

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SECTION 1 - CONTACT DETAILS

1.1 School information

School details	
Name of school	Sandy Lane Primary School
Type of school	Community
School address	Cottingley Road, Bradford, BD15 9JU.
School operating hours (including extended services)	7.30 am – 6.00 pm
Approximate number of staff	45
Approximate number of pupils	325
Age range of pupils	2-11

Office contact details	
Office telephone number	01274 546493
Office email address	office@sandylane.bradford.sch.uk

Useful websites	
School website / extranet	www.sandylaneprimary.co.uk
Local authority	Bradford
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

1.2 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)
1.	Executive HT	SEMT: Co-ordinator/Media management/Business Continuity			
2. Mrs F. Newsome	Headteacher	SEMT: Co-ordinator/Business Continuity			
3. Mrs C Dunsire,	AHT	SEMT: Co-ordinator			
4. Mr M Hitchen,	Deputy Headteacher	SEMT: Communications			
5.					
6. Miss F Andrews	Sch. Business Manager	SEMT: Business continuity & Log Keeping			
7. Miss J Wilson	SENCO				

8.					
9. Mrs A Ahmed	Class Teacher				
10. Miss H Milburn	Class Teacher				
11. Mrs C Shaw	Class Teacher				
12. Mrs K Creed	Class Teacher				
13. Mr D Bull	Class Teacher				
14. Mrs S Kausar	Class Teacher				
15. Mrs V Skwarek	Class Teacher				
16. Mrs E Walbank	Class Teacher				
17. Mrs S Hood	Nursery Nurse				
18. Mrs V Horsfall	Nursery Nurse				
19. Miss B Fox	(HLTA)				
20. Mrs S Khan	(HLTA)				
21. Mrs M Puri	LSA				
22. Mrs S Lawrance	LSA				
23. Mrs G Hilary	LSA				
24. Miss Al- Hairir	LSA				
25. Miss Azarh	LSA				

26. Mrs K Kaur	LSA				
27. Miss C Skelly	LSA				
28. Mrs A Cherington	LSA				
Support Staff					
29. Mrs J Martin	Administrator				
30. Mr S Wood	Caretaker (Broughton Park)				
31. Ms D Kirk	Lunch Supervisor				
32. Mrs S Hamid	Lunch Supervisor				
33. Mrs J Stott	Lunch Supervisor/cleaner				
34. Mrs S Afzal	Lunch Supervisor				
35. Mrs Asif	Lunch Supervisor				
36. Mrs S Qadar	Lunch Supervisor				

School Governors					
1. Ms S Duff	Chair				
2. Mr S Hussain	Vice Chair				
3. Mr G Walker	Community Governor				
4. Mr J Saleem	Co-opted Governor				
5.	Co-opted Governor				
6. Mrs Musa	Parent Governor				
7. Mrs Butt	Parent Governor				
8. Mr M Hitchen	Associate Member				
9. Mr J Cooper	HT Governor				

1.3 Contact details - extended services

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

Name	Type / description of extended service	Operating hours	Contact details	Alternative contact details *	Notes (e.g. key holder)
Mrs R Kumar	School Kitchen		01274 488270		
Select Group	School Security		08708 798871		
Chubb Fire and Security Ltd.	School Alarms		0344 879 1755		

1.4 Contact details - local authority

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

Organisation	Name / role of contact (if applicable)	Contact details	Alternative contact details *	Notes
Emergency number	01274 431000 (24 hour service)	Council Learning services Team	During Office Hours: the Safety Adviser on 01274 431007	Outside Office Hours: please contact the Emergency Planning Officer by ringing 01274 431000 and asking for emergency planning.
Children's services	Children's Services	01274 432111		
Media / communications	John Roberts,	Corporate Communications Officer (Education), T 01274 438899 Email: john.roberts@bradford.gov.uk	Steve Hemming, Senior Communications Officer, T 01274 433582 Email: steve.hemming@bradford.gov.uk	
Property	Facilities Management	01274 431877 (urgent repairs)	fmhelpdesk@bradford.gov.uk for general repairs	

Transport	My Bus	My bus telephone hotline - 0113 348 1123		
Catering	FM catering	01274 431400		
Educational visits	Educational Visits Adam Varley / Chris Hardaker	T:01274 431007		In the event of serious injury/fatality ring number below.
Emergency planning	Emergency Planning Officer	01274 431000	During Office Hours: the Safety Adviser on 01274 431007	Outside Office Hours: please contact the Emergency Planning Officer by ringing 01274 431000 and asking for emergency planning.
Health and safety	Occupational Safety Team	01274 431007.		
Risk / insurance	Graham Dalby Council Insurance & Risk Management	01274 432781		Advice on school insurance responsibilities and claiming processes

Legal	Joanne Gleeson Legal Services	01274 432878		Bradford Council Corporate Law Team Legal Advice on School Issues (contracts, regulations etc)
Human resources	HR School Support Service	01274 436644		Queries/info on staff employment issues
Educational psychology	Ed. Psych team	01274 439444		
Occupational health	Alexis Gibbler Admin Manager	Occupationalhealthadmin@bradford.gov.uk Telephone: 01274 434246		

1.5 Contact details - local radio stations

* 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)
Pulse FM		Office: 01274 203040 Studio: 01274 200200		Listen to Pulse 1 on 97.5 & 102.5FM, DAB
Radio Leeds		Main switchboard: 0113 2441188 Studio: 0345 303 3333		92.4, 102.7 & 103.9 FM, 774AM & DAB
Sunrise FM		Tel.: 01274 735043 Web: www.sunriseradio.fm Email: info@sunriseradio.fm Facebook: www.facebook.com/SunriseRadioUK		Sunrise FM 103.2 Bradford

1.6 Contact details - other organisations

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

Organisation	Contact details	Notes
Police	Tel: 999 (24 hour) Tel: 101 (24 hour, non-emergency number)	
Fire & rescue service	Tel: 999 (24 hour)	
Ambulance service	Tel: 999 (24 hour)	
National Health Service	Tel: 111 (24 hour)	
Department for Education	Tel: 0370 000 2288 (office hours, general enquiries)	
Foreign & Commonwealth Office	Tel: 0207 008 1500 (24 hour, consular assistance)	If abroad, please dial: +44207 008 1500
Environment Agency	Tel: 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	Zurich Municipal (BMDC)	Policy No. QLA-03G032-0223 (Tel No. 0870 2418050)(direct line 01252 387867)

Trade union	NUT / NASUWT / NAHT / GMB	See website
Supplier (transport)	My Bus	My bus telephone hotline - 0113 348 1122
Supplier (catering)	FM catering	01274 431400
Supplier (cleaning)	Broughton Park	0113 202 9000
Supplier (temporary staff)	Just Teachers	High Corn Mill, Chapel Hill, Skipton, N Yorks BD23 1NL Tel: 01274 905440
Gas		Emergency 0800 111 999
Electric		Loss of Supply 105 (or 0800 375 675)
Water		Emergency 0333 414 9040 (no water/sewer flooding)
Utility supplier (gas)	Corona (BMDC – YPO) (account no. 053413 and 055301)	0161 762 7744
Utility supplier (water)	Business Stream (account no. 9010454958)	0345 737 2062
Utility supplier (electricity)	Npower (account no. 363422FR) (contract no. 709917)	0845 672 9209
Utility supplier (heating)	As above	

SECTION 2 - ACTIVATION

2.1 Notification of incident

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

- + **Maintain a written record of your actions using this form and a 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 informant now and where are they going?

.....

.....

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

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

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

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

What advice have the emergency services given?

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

Who has been informed?

- Headteacher
- School staff
- Governors
- Pupils
- Parents / carers
- Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

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

Are any other actions required?

.....
.....

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

Name of educational visit leader:
.....

Number of pupils on educational visit:
.....

Nature of educational visit:
.....

Number of staff on educational visit:
.....

Location of educational visit:
.....
.....
.....

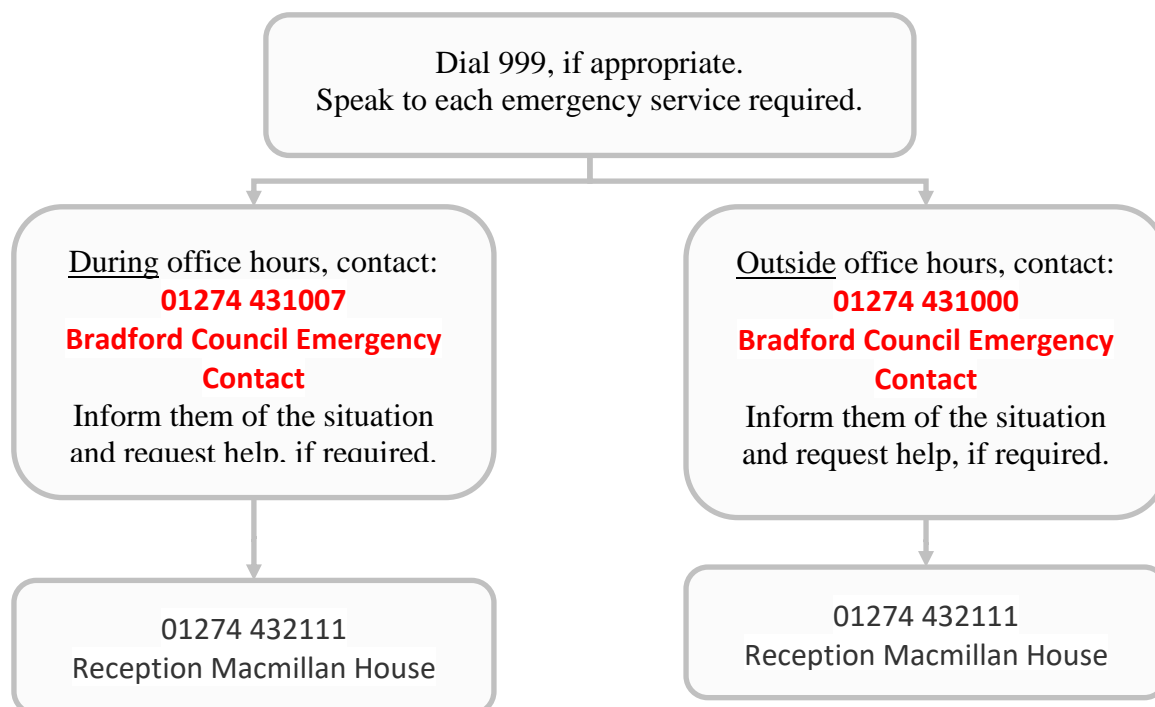
If the incident happened abroad, do the Foreign & Commonwealth Office need to be notified?
.....
.....
.....

2.2 Initial action

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.



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

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

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination

Ref	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	<p>If the incident has occurred on an educational visit:</p> <ul style="list-style-type: none"> ▪ Liaise with the educational visit leader on a regular basis ▪ Consider sending extra staff to support the educational visit leader ▪ Discuss with the educational visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and pupils will be reunited. 	
C3	<p>Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles:</p> <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	<p>Remember to:</p> <ul style="list-style-type: none"> ▪ Allocate tasks amongst the SEMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of SEMT / staff briefings ▪ Ask staff to maintain a log of actions made and decisions taken ▪ Assign a log-keeper to provide administrative / secretarial support. 	
C5	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.	
C6	Take action to protect property.	
C7	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.	
C8	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.	
C9	Inform governors as appropriate.	
C10	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.	

Ref	Co-ordination - ongoing response	Tick / sign / time
C11	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.	
C12	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
C15	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.	
C16	Check that everyone who should have been notified of the incident has been informed.	
C17	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.	
C18	Seek advice on legal and insurance issues, if appropriate.	
C19	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.	

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

C27

Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.

3.2 Roles and responsibilities - business continuity

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

Ref ⁿ	Business continuity - initial response	Tick / sign / time
BC1	Assess the nature of the incident, e.g.: <ul style="list-style-type: none"> ▪ Loss of utility supply ▪ Loss of supplier ▪ Loss of premises ▪ Loss of personnel ▪ Loss of telecommunications. 	
BC2	Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.	
BC4	Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).	
BC5	If appropriate, contact organisations which can assist in document restoration.	

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

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

3.3 Roles and responsibilities - communications

Please refer to appendix 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"> ▪ Pupils ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 6). Ensure that records of calls made to parents / carers are maintained.	
CO7	Liaise with the 'media management' role about contacting local radio stations.	
CO8	Update the school answer phone on a regular basis.	
CO9	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: <ul style="list-style-type: none"> ▪ What has happened ▪ How their child was involved ▪ The actions taken to support those involved ▪ Who to contact if they have any concerns or queries. 	
CO10	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.	

Ref	Communications - recovery	Tick / sign / time
CO11	Provide regular briefings to pupils and parents / carers.	
CO12	Assist the 'business continuity' role in providing remote / virtual learning.	

CO13

Check that any information in the public domain (e.g. website content) is accurate and up-to-date.

3.4 Roles and responsibilities - log-keeping

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

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

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

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

3.5 Roles and responsibilities - media management

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

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

Ref	Media management - recovery	Tick / sign / time
M12	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.	

M13

Be aware of media interest in memorials or anniversaries of the event.

3.6 Roles and responsibilities - resources

Ref'	Resources - initial response	Tick / sign / time
R1	Take action to protect property. Consider turning off utility supplies.	
R2	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.	
R3	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.	
R4	Work with other staff and the emergency services to control access to the school: <ul style="list-style-type: none"> ▪ Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. ▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out. ▪ Ensure that media access to the site is controlled. 	

Ref'	Resources - ongoing response	Tick / sign / time
R5	Liaise with utility suppliers as required.	
R6	Establish safe and secure areas to assist the response. E.g.: <ul style="list-style-type: none"> ▪ SEMT briefing room ▪ Briefing area for parents / carers ▪ Media briefing room. 	
R7	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.	
R8	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).	
R9	Work with the 'business continuity' role to arrange temporary accommodation, if required.	

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

3.7 Roles and responsibilities - welfare

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

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

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

3.8 Roles and responsibilities - educational visit leader

Ref	Educational visit leader - initial response	Tick / sign / time
E1	Ascertain the whereabouts of all pupils and staff. Ensure the emergency services are aware of anyone who is unaccounted for.	
E2	Contact the headteacher (or nominated emergency contact) to ask for support. Remember to clarify international dialling codes if abroad.	
E3	Establish a basic overview of the incident. Ensure that accurate, factual information is available for those arriving on-scene.	
E4	Establish arrangements to meet the immediate welfare needs of pupils and staff.	
E5	Identify pupils with Special Educational Needs (SEN) and anyone who may be particularly vulnerable. Inform the emergency services of any pupils or staff with known medical conditions or requirements.	
E6	Ensure that a member of staff accompanies any pupils to hospital but remember the safety of everyone else, even if unharmed. Do not leave anybody on their own and try to maintain an adequate adult / pupil ratio.	
E7	Ensure other staff are briefed (and given tasks) on a regular basis. Ask staff to maintain a log of actions taken and decisions made.	
E8	Keep a log of important information, actions taken and decisions made.	
E9	Remember to retain any important items / documents. E.g.: <ul style="list-style-type: none"> ▪ Contact details ▪ Consent forms (including medical and next-of-kin details) ▪ Maps ▪ Tickets ▪ Insurance policies ▪ Proof of identity ▪ Passports (if abroad). 	
E10	Avoid making comments to the media until parents / carers have been informed.	
E11	Do not discuss legal liability with others.	

Ref	Educational visit leader - ongoing response	Tick / sign / time
E12	Continue to assess any risks to pupils and staff. Take action to prevent further harm if necessary.	
E13	Act as the main contact for co-ordination of the response and work closely with the headteacher / nominated emergency contact. Continue to liaise with the emergency services and other organisations.	
E14	Continue to brief staff and allocate tasks on a regular basis.	
E15	Monitor and reassure pupils. Make arrangements for the longer-term welfare needs of pupils and staff.	
E16	Consult the headteacher (or nominated emergency contact) about arrangements for notifying parents / carers and reuniting them with their children.	
E17	Liaise with the tour operator / provider, if appropriate.	
E18	Try to obtain the names and contact details of any witnesses to the incident. If possible, obtain a written account from them.	
E19	If abroad, contact the Foreign & Commonwealth Office for support.	
E20	If abroad, check your insurance policy and seek insurance / legal advice before incurring any substantial expense (e.g. medical treatment).	
E21	Retain any receipts / documentation for insurance purposes. E.g.: <ul style="list-style-type: none"> ▪ Records of expenditure ▪ Medical certificates / hospital admission forms ▪ Police incident number. 	
E22	Check that everyone who should have been notified of the incident has been informed. Remember that information given must be limited until the facts are clear and all parents / carers have been notified.	
E23	Ask the headteacher (or nominated emergency contact) to assist with developing a media statement, with support from other organisations as appropriate. Devise an ongoing strategy for dealing with media requests.	
E24	Ask pupils and staff to avoid speculation when talking to the media. Try to prevent the spread of misinformation (especially through the use of mobile phones).	

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

APPENDIX 1 - POST INCIDENT SUPPORT

Ref	Post incident support - assistance for pupils and parents / carers	Tick / sign / time
P1	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.	
P2	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.	
P3	Consider which pupils need to be briefed, how, and by whom.	
P4	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.	
P5	Consider providing relevant books in the school library.	
P6	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.	
P7	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.	
P8	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).	
P9	Send a letter to parents / carers with information on: <ul style="list-style-type: none"> ▪ The nature of the incident ▪ How their child was notified of the incident ▪ Arrangements for support organised by the school ▪ Who to contact if they would like additional support. 	
P10	Maintain regular contact with parents / carers.	
P11	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.	
P12	Consider organising an event for parents / carers to discuss any issues or concerns they might have.	
P13	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.	

Ref	Post incident support - general actions	Tick / sign / time
P14	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.	
P15	Consider requesting support from other organisations. E.g.: <ul style="list-style-type: none"> ▪ Teacher Support Network ▪ Samaritans ▪ Cruse Bereavement Care. 	
P16	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.	
P17	Cancel or rearrange any events which are inappropriate.	
P18	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.	
P19	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.	
P20	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.	
P21	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).	

Ref	Post incident support - returning after a period of absence	Tick / sign / time
P22	Negotiate with parents / carers a suitable date for returning to school after a period of absence.	
P23	Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"> ▪ Initial part-time attendance ▪ Alternative methods of teaching ▪ A sanctuary that pupils could use if upset during the school day. 	
P24	Brief pupils who may be able to help in the process of resettling (e.g. close friends).	
P25	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"> ▪ Missed work ▪ Rescheduling projects ▪ Exams. 	

Ref	Post incident support - funeral arrangements	Tick / sign / time
P26	Contact bereaved families to express sympathy on behalf of the school.	
P27	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.	
P28	<p>Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider:</p> <ul style="list-style-type: none"> ▪ Closing the school on the day of the funeral as a mark of respect ▪ A senior member of staff attending the funeral on behalf of the school ▪ If staff and pupils can be allowed time off school to attend the funeral ▪ Providing transport to take pupils and staff to the funeral ▪ Providing pupils with information about what happens at funerals ▪ Arranging floral tributes and / or donations. 	

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

APPENDIX 2 - BUSINESS CONTINUITY

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

Paper-based records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Not Applicable		
Examination papers	PPA room in locked cupboard- Key in JC desks	KS2 sats will be teacher assessed	Assessment Data stored on Sims
Asset registers / equipment inventories	School Office	Affect the quick turnaround of insurance claim	Asset register emailed to EHT & DHT
Insurance documentation	School Business Mangers Office	Kept centrally at Bradford	Scanned copy to EHT.

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	Assessment Data on Sims		SIMS Back up to Bradford
Contact details	Contact data on Sims		SIMS Back up to Bradford
Financial information	Financial Data on Sims (FMS) Budgeting information on SBM computer		SIMS (FMS) Back up to Bradford Computer drives Back up Primary Technology
Medical information	On SIMS		SIMS Back up to Bradford

Remote learning	Notes / instructions
Website / extranet	www.sandylaneprimary.com
Email	office@sandylane.bradford.sch.uk
Post	Sandy Lane Primary School, Cottingley Road, Sandy Lane Bradford.

APPENDIX 3 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas x 2	Boiler House	Bottom of school and green box at top of school
Water	Boiler House	
Electricity	Boiler House	
Heating	Boiler House and Plant Room	Plant room at top of school

Internal hazards	Location	Notes / instructions
Asbestos	Non recorded in the register	Survey annually
Chemical store(s)	Boiler House and cleaning cupboard	Non hazardous

Pre-designated areas	Location	Notes / instructions
SEMT briefing area	Inclusion Suite	
Media briefing area	Inclusion Suite	

APPENDIX 4 - EVACUATION

Signals

Signal for fire evacuation	Siren
Signal for bomb evacuation	Siren
Signal for all-clear	Siren off

Assembly points - fire evacuation

Fire evacuation assembly point A	School Playground Y5/6 (with grab bag from classroom)
Fire evacuation assembly point B	School Playground Y1/2 (with grab bag from classroom)

Assembly points - bomb evacuation

Bomb evacuation assembly point A	Cottingley Village School
Bomb evacuation assembly point B	Greenwood Park

Initial response

Sound alarm

Ensure everyone leaves the building – Fire Marshalls to do final sweep of rooms

Office to bring registers and grab bag (grab bag to include mobile phone and charger, emergency plan, pen and paper, first aid kit, floor plan showing evacuation routes, lists of staff and pupils with contact details)

Head count and double check with registers all pupils and staff are present

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	Pupils to work remotely from home (Zoom)
Type of premise	
Contact name and details of key holder(s)	
Address	
Directions / map	
Estimated travel time (walking, with pupils)	

Estimated travel time (by coach, with pupils)	
Capacity	
Capacity (sleeping)	
Facilities / resources	
Notes	

APPENDIX 5 - SHELTER

Signals	
Signal for shelter	Intercom – Code Red Shelter for Invacuation
Signal for all-clear	Intercom – Code Green

Upon hearing the shelter signal, take the action below.

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

APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Intercom – Code Red lockdown
Signal for all-clear	Intercode – Code Green

Lockdown	
Rooms most suitable for lockdown	Main Office, Portakabin, PPA and Dynamo
Entrance points (e.g. doors, windows) which should be secured	
Communication arrangements	<ul style="list-style-type: none"> ▪ Mobile phones ▪ Instant messaging / email ▪ Other.
Notes	

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

Ref	Initial response - lockdown	Tick / sign / time
L1	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.	
L2	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.	
L3	Dial 999. Dial once for each emergency service that you require.	
L4	Ensure people take action to increase protection from attack: <ul style="list-style-type: none"> ▪ Block access points (e.g. move furniture to obstruct doorways) ▪ Sit on the floor, under tables or against a wall ▪ Keep out of sight ▪ Draw curtains / blinds ▪ Turn off lights ▪ Stay away from windows and doors. 	
L5	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.	
L6	If possible, check for missing / injured pupils, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

APPENDIX 7 - SCHOOL CLOSURE

Ref ⁿ	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"> ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ School provides online learning for all pupils ▪ Purchasing infection control supplies (in the event of a public health incident). 	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	<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"> ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority. 	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls		
Outgoing calls		

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"> ▪ Example of pre-recorded message ▪ Instructions on setting to 'message only' mode ▪ Can it be updated remotely or only from the school site?
School website / extranet	<ul style="list-style-type: none"> ▪ Log-in details ▪ Who is authorised / trained to edit the website? ▪ Can it be updated remotely or only from the school site?
Text messaging system	<ul style="list-style-type: none"> ▪ School would inform staff and parents via Schoolping
Local radio stations	<ul style="list-style-type: none"> ▪ Instructions for reporting school closures.
Sign at school entrance	
Newsletter	
Email	
Letter	
School notice board	

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

Group	Preferred method of contact	Contact details are available from
Pupils	Schoolping	
Parents / carers	Schoolping	
Governors	Schoolping	
Extended services	Email	

APPENDIX 9 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

What will cause it to explode?

.....

.....

When will it explode?

Did you place the bomb? If so, why?

.....

.....

What does it look like?

What is your name?

.....

.....

What kind of bomb is it?

What is your telephone number?

.....

.....

What is your address?

.....

.....

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

Did dialling 1471 work?

.....
Time the call ended:

.....

+ **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?

.....
.....

Notes:

.....
.....

APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

Ref	Initial response - upon receiving a suspicious package	Tick / sign / time
SP1	Remain calm.	
SP2	Put the letter / package down gently and walk away from it: <ul style="list-style-type: none"> ▪ Do not touch the package further ▪ Do not move it to another location ▪ Do not put the package into anything (including water) ▪ Do not put anything on top of it. 	
SP3	Note its exact location.	
SP4	Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.	
SP5	Notify the Police (999) and the headteacher / nominated emergency contact immediately.	
SP6	Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.	

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

Ref	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	

SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

APPENDIX 11 - LOG-KEEPING GUIDELINES

	Thursday, 19/05/2011
7.40pm	Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.
7.50pm	Rang Philip. Number engaged.
7.55pm	Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.
8.05pm	Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: 07802 388 07802 338
8.20pm	202.
	Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).
8.40pm	

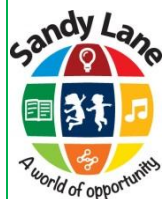
Notes should be recorded in chronological order.

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

Only include times, dates or initials within

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

+ **Do not use correction fluid.**



SANDY LANE PRIMARY SCHOOL – FIRE DRILL PROCEDURES



SIGNAL Prolonged sounding of the fire alarm.

ACTION Open all classroom doors to the fullest extent. Children must stand in a quiet orderly manner. Walk silently out of the classroom in single file; teacher ensuring that no child is left behind. The children line up in the playground in alphabetical/register order, facing away from the school building. Teachers count the children and compare the numbers to the Register and perform a roll call if necessary.

Fire Marshalls to check their allocated areas, toilets and cloakrooms.

AREA WITHIN SCHOOL	EXIT PROCEDURES
Acorns	Children leave school through the Nursery Class Entrance and round to the playground.
Pine Cones (C & W)	Children leave school through the Reception Class Entrance and down the steps into the playground.
Poplar Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Rainbow Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Blossom Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Larch Class	Children leave school through the Larch Class Entrance and down the steps into the playground.
Willow Class	Children leave school through the fire doors at the rear of the Hall and walk round the front of the school into the playground.
Beech Class	Children leave school through the fire doors at the rear of the Hall and walk round the front of the school into the playground.
Elder Class	Children leave school through the Ash/Elder Class Entrance and down the slope into the playground.
Maple Class	Children leave school through the Maple/Bonsai Class Entrance and down the slope into the playground.
Bonsai Class	Children leave school through the Maple/Bonsai Class Entrance into the playground.
Ash Class	Children leave school through the Ash/Elder Class Entrance and down slope into playground.
Bright Sparks (Portakabin 1)	Children leave school through the Exit Door (if door accessible or if not through the Library exit)
Hall	Children in the Hall leave by the fire doors in the Hall and walk round the front of the school into the playground.
Library (Portakabin 2)	Children leave through the Library Fire Exit.
Deputy Head's Office	Children leave through the Beech/Elder Class Entrance and down the slope into the playground.
Inclusion Cedar Room	Children leave school through the Main Office Entrance and through the Car Park into the playground.
PPA Room	Children/Staff leave school through Maple/Bonsai Class Entrance into the playground.
Head of School's Office	Staff leave school through the Ash/Elder Class Entrance and down the slope into the playground.
Business Manager's Office	Staff leave school through the Ash/Elder Class Entrance and down the slope into the playground.
Office/Head/Staff Room/SEN Room	Staff leave school through the Main Office Entrance and through the Car Park into the playground. (Office staff need to take pupil register sheets/staff sign in, late arrivals and visitors sheets from inventory console/mobile).
Kitchen Staff	Staff leave school through the kitchen front Entrance and through the Car Park into the Playground.

ROLL CALL Teachers must conduct a register check in playground if pupil numbers do not match and report to the Headteacher, Head of School or Teacher in charge. Await final instructions for leaving the playground if necessary.

ACCORDING TO THE LOCATION OF THE FIRE, TEACHING STAFF MUST USE THE EXIT WHICH IS SAFEST FOR THE EVACUATION OF THE CHILDREN. CHILDREN WHO ARE WORKING IN ANOTHER AREA OF SCHOOL SHOULD BE TOLD TO LEAVE BY THE NEAREST SAFE EXIT AND JOIN THEIR CLASS IN THE PLAYGROUND. VISITORS/STAFF/PUPILS WITH LIMITED MOBILITY SHOULD LEAVE BY THE NEAREST RAMP EXISTS WHICH ARE SITUATED AT THE FRONT ENTRANCE/REAR OF THE HALL/BONSAI EXIT/BEECH EXIT. DEAF AND VISUAL IMPAIRED TO BE ESCORTED OUT BY A MEMBER OF STAFF.

September 2025