



Emergency Planning & Critical Incident Plan

Last Reviewed: February 2026

Review Date: February 2027

CONTENT	Page
Contents and Introduction to the plan, aims and objectives	2 - 3
Emergency Plan Critical Incident Management Team Potential Incidents Grab Bag Information	3 - 4
CRITICAL INCIDENT ACTIONS a/ Immediate action b/ Short Term action c/ Medium Term action d/ Longer Term action	4 - 6
GUIDANCE FOT SPECIFIC SITUATIONS	7 - 11
Appendix 1: Emergency contacts List – this will be reviewed annually and updated where necessary Appendix 2: contains the Emergency Lock-In Procedure Appendix 3: Incident Log Sheet Appendix 4: Bomb Threat Prompt Card for Reception Staff Appendix 5: Procedures for Dealing with the Media Appendix 6: Fire Evacuation Plan Appendix 7: Evacuation Procedures Flowchart Appendix 8: Location of Lockdown Alarm Points Appendix 9: Route to Etruscan Primary School	12 - 22

Introduction

The handling of a crisis is a normal part of school life, but some incidents are of a critical, more overwhelming nature, and sadly in recent year's incidents, previously deemed unthinkable, have occurred in schools in the UK.

A critical incident is defined as a serious disruption arising with little or no warning on a scale beyond the coping capacity of the school operating under normal conditions and requiring the assistance of the emergency services, Orchard Community Trust, Stoke-on-Trent City Council or others.

This is St Mark's CE Primary's contingency, which is designed to provide a framework for handling a critical incident. The formulation of this plan is intended to clearly define the roles, responsibilities and procedures to follow, for school staff dealing with such an incident.

Each critical incident is unique, and it is not possible to plan for every eventuality, but similarly each critical incident can be shocking and disorientating, so a prepared procedure is essential to ensure that the school's reaction is effective and efficient. The details contained within this document will form the basis of the school's approach to such a crisis.

Co-ordinated support will be available to the school from the Orchard Community Trust and Stoke on Trent LA, and it will be practical to contact the LA immediately.

Aims

To deal with emergency situations quickly, effectively and safely.

Objectives

- To provide immediate and effective care for victims of accidents/incidents.
- To ensure the adequate supervision and safety of other children, staff and visitors in the vicinity.
- To ensure that relevant information is communicated to all concerned parties.

Critical Incident Management Team (CIMT)

If the incident involves the police, they will take control of certain management issues. The school's Critical Incident Management Team will comprise of the following staff:

Headteacher – Mrs D Sadler
Deputy Headteacher (Curriculum) – Mrs S Goodwin
Deputy Headteacher (Inclusion) – Mrs V Bradbury
Nursery Site, Teacher in Charge & Designated Safeguarding Lead – Mrs L Bradbury
Co-Chairs of Governors – Mrs J Thompson and Mrs L Jones
Premises Manager – Mr D Blake
School Operations Manager – Mrs R Houston-Smith
Main Site, Home School Link Worker – Mrs S Khan
Nursery Site, Home School Link Worker – Mrs S Malik

CIMT Meeting Location(s) - Primary Site

Primary Meeting Point	Headteacher's office, St Mark's CE Primary School
Secondary Location Meeting Point	Headteacher's office, Etruscan Primary School

CIMT Meeting Location(s) - Nursery Site

Primary Meeting Point	HSLW office, Nursery site, Thomas Boughey Children's Centre
Secondary Location Meeting Point	Headteacher's office, St Mark's CE Primary School

Potential Incidents

Potential incidents which could affect St Mark's CE Primary School and Nursery Class are considered to be:

- i. Fire/flood building collapse
- ii. Health risk – outbreak of contagious illness/disease like meningitis
- iii. Major arson attack
- iv. Fatal road, rail or aircraft accident
- v. Serious injury on out of school visit
- vi. Computer failure – e.g. risk of virus/hacker/parasite invasion from internet with
- vii. additional implications for data protection
- viii. Death of a pupil or member of staff
- ix. Natural disaster within the community
- x. Consequences of terrorist or criminal activity
- xi. Abduction
- xii. Riot / Civil Unrest
- xiii. Missing Person
- xiv. Potentially Dangerous Animal on site.

N.B. This is not an exhaustive list and the procedures detailed herein may be invoked at any time as the CIMT deem necessary.

GRAB BAG:

A grab bag is to be kept which contains equipment and information to be used in an emergency. The bag should be in a place with ease of access and all school CIMT staff should be aware of its location. At the main primary site, this is in the main school office and the Headteacher's office. At the main nursery site this is in the downstairs nursery office classroom. It will be reviewed termly, to ensure the contents are up to date. The grab bag's primary use is during a school evacuation and as the emergency services do not allow you to re-enter the school, the bag should contain any items required to deal with the response.

Items to be included in the emergency grab bag:

- Up to date copy of your school emergency plan
- Additional incident log sheets (**Appendix 3**)
- Parent/carer contacts list for pupils and Emergency contact numbers list for staff - AVAILABLE ON ARBOR, ON IPAD
- Emergency contact list (**Appendix 1** – AVAILABLE ON ARBOR, ON IPAD)
- High visibility vests for CIMT staff
- Foil blanket(s)
- Code X laminated sheet(s)
- First aid kit
- CIMT to use their own mobile phones and iPads

The school's reaction to a critical incident can be divided into the following categories:

- a) Immediate action
- b) Short term action
- c) Medium term action
- d) Longer term action

IMMEDIATE ACTION – i.e. within hours of the incident occurring

- Obtain and collate information relating to the incident – uncertainty breeds rumour and accurate information is essential
- Gather and brief the CIMT (Critical Incident Management Team) – brief the team, allocate roles and responsibilities

- Trigger support from the LA and other contacts on emergency list – establish clearly who is going to contact whom
- Set up an incident management room and dedicated phone line – to deal with calls from anxious parents etc. CIMT should agree a factual statement and avoid speculation
- Appoint an officer to liaise with the emergency services
- Appoint an officer for written central record of for developments / updates to be recorded for reference by members of the CIMT
- Contact leaders of other site e.g. nursery class, or offsite visits e.g. Swimming, Sports at YMCA, educational trips
- Contact families affected – must be done quickly and with sensitivity. Consistency of information is vital. It may be appropriate for families to come to school and immediate emotional support could be a possibility.
- Make arrangements to inform other parents – may need to take advice from LA, especially if there is the possibility of legal liability. CIMT may wish to send a letter to parents, or prepare a leaflet.
- Inform teaching and other school staff – staff need to be cautioned about talking to the media or responding to questions from reporters. It is vital that all staff in contact with pupils are kept well informed and feel secure in handling comments or questions from pupils.
- Inform pupils – can be done in small or large groups depending on which are most appropriate. Care needs to be exercised to protect both children and adults closely involved in the incident. It is important that children receive a consistent account of the incident allowing for differences in their ability to understand.
- Encourage people involved to talk – the incident may need to be discussed before children go home for the day, for both pupils and adults.
- Deal with the media – most important to seek advice from the Orchard Community Trust or Local Authority before agreeing to speak to or be interviewed by the media. If this is not an option, then an agreed text for release should be prepared by the CEO of the Orchard Community Trust and the CIMT and a designated spokesperson briefed and prepared to respond on the school's behalf. **(See Appendix 5)**
- Devise a plan for handling the reactions and feelings of people affected – the most common reactions will include denial, distress, guilt, anger and helplessness. CIMT need to consider outside professionals to support and debrief staff and pupils affected by the incident. Those providing support also need support. At this point the CIMT will need to plan their short-term reaction to the incident.
- If not already done so, record series of developments and actions as quickly as possible.

SHORT TERM ACTION – the next stage

Reunion of children with their families – especially where the incident occurs outside the school. Mostly children will need to be brought home, but sometimes parents and families need to visit the scene of the incident to understand how to deal with repercussions in terms of children's fears etc.

Managing staff – support needs organising for all staff, preferably from within the school, but using outside agencies if appropriate. Staff monitoring should be a priority, even members of the CIMT. If a crisis persists over many hours staff may become tired, weary and upset and this affects their powers to make sensible decisions.

Encourage pupils to talk – activate strategies for enabling young people to talk about the incident, and their feelings, using outside agencies if appropriate. Staff will need briefing about ways to help the children affected by the incident, and how to identify patterns of behaviour

etc. This may have implications for the wider curriculum such as training in bereavement counselling for staff, provision of a range of books, PSHE discussions etc...

Debriefing meeting – it may be appropriate to hold a debriefing meeting for staff, children and parents to:

- clarify what has happened
- allow for sharing reactions
- reassure people that reactions are normal
- mobilise resources e.g. parental support groups

An experienced person, possibly someone from outside the school community, should lead this meeting.

Formal and informal recognition of rituals – it is important to remember to express sympathy to families of the hurt or bereaved. Visits to children/staff in hospital may need to be managed. Pupils may wish to send cards and letters. The school may also need to consider attendance at funerals, and/or the desirability of holding special assemblies. Anniversaries are also key times when support and sensitivity are required.

Re-establishing routines – every attempt should be made to provide continuity for the children. The return to school of staff or pupils directly affected by the crisis will need to be managed carefully and with sensitivity but the re-establishment of routine is an important stage in emotional recovery.

MEDIUM TERM ACTION

Return to school for staff or children after long absence – reintegration will need to be planned carefully, and may involve home visits prior to return, part time attendance initially, reducing workloads, putting in place mentoring process etc.

Consulting professionals – consideration should be given to consulting the Educational Psychology Service for support and guidance, especially to help those showing unusual or prolonged reaction to the incident.

Keeping parents informed – it may be appropriate to produce a leaflet for parents giving guidance on the possible delayed reactions of children to an incident and making suggestions to help them deal with these.

Support for staff – ongoing monitoring and support for staff is a major consideration. CIMT especially will not be immune to reaction from their ordeal.

LONG TERM ACTION

Monitoring the vulnerable – the effects of a crisis can reverberate for years, and it is especially important that new staff and children are briefed in the school's history to help them understand and deal with potential repercussions especially at anniversary times.

Marking anniversaries – these difficult times need to be treated with sensitivity and will be individual to each school if felt appropriate.

Legal processes – the length of time taken over some legal processes can prolong the recovery process following a critical incident. CIMT may need to plan for this especially where staff may be involved attending legal processes, and facing extended emotional trauma.

Curriculum implications – it may be appropriate to schedule INSET training for staff in loss counselling, bereavement etc.

GUIDANCE FOR SPECIFIC SITUATIONS:

Accident/Emergency Procedures

Following any accident or injury the following steps should be taken to ensure that the correct help is given as quickly as possible:

1. The injured person should not be moved if there is any suspicion that doing so could exacerbate their injuries. In cold or wet weather, it may be necessary to keep them warm and dry. (Foil blankets available in medical room and grab bag)
2. The First Aider or, if they are not available, the appointed person should examine the injured person and give such treatment as is appropriate or possible.
3. If hospital treatment is necessary, an ambulance should be called. Staff should not use their own cars to take injured persons to hospital unless there is an exceptional reason for doing so.

In the case of pupils:

1. The parent or guardian must be contacted as quickly as possible and asked to join their child as soon as possible at the school or hospital, as appropriate. Schools should not wait for parents to arrive to take pupils to hospital unless it is certain that treatment is not urgently required.
2. There must be no delay to treatment or despatch of the injured pupil to hospital while waiting for parents or guardians to arrive.
3. A member of the school staff (teaching or non-teaching) must accompany the pupil to hospital if their parents have not arrived in time to do so, unless (exceptionally) the ambulance crew specifically request otherwise. The member of staff accompanying the pupil should normally wait at the hospital until the pupil's parent or guardian arrives, unless the nursing staff advise them not to do so. Ideally this should not be the staff member involved in the accident.
4. Staff accompanying a pupil to hospital should not normally give their consent to medical treatment unless it is specifically requested by a doctor, who should be asked to assume the responsibility for this decision.
5. Liaison with senior leaders at the main site must be undertaken as soon as possible.
6. A member of the SLT at the main site or the Teacher in Charge or HSLW (Nursery Class) should complete the appropriate accident book and report form as soon as possible.

Emergencies in the Classroom/Playground

Initial steps to be taken include:

- Stay with the class.
- First aider summoned to assess the injury and initiate immediate care.
- Send a child to the nearest teacher for assistance.
- Inform the Headteacher, Deputy Headteacher or Teacher in Charge at the Nursery Class.
- Staff to remove other children from the vicinity and supervise.
- Then follow accident/emergency procedure above.

Emergencies at the Swimming Pool

In the event of accident, injury or illness - initial steps to be taken:

- Stay with the class. Ensure that all children get out of the water.
- Pass the supervision of other children to the swimming instructor or the other teacher accompanying the party. These children should get changed.
- Use a telephone to call:

- Ambulance/emergency services if necessary.
- School for first aid advice or extra assistance.
- School to ring back with appropriate arrangements for removing other children and taking them back to school and extra personal transport for casualty if necessary.

Emergencies on Trips or Residential Visits

Initial steps to be taken include:

- Establish the nature and extent of the emergency.
- Make sure all other members of the party are:
 1. accounted for
 2. safe
 3. adequately supervised
 4. aware of what to do to remain safe
- Follow the emergency procedures appropriate to the activity/setting.
- If there are injuries, immediately establish their extent, so far as possible, and administer appropriate first aid, under the instructions of a qualified first-aider.

Getting Help

1. Contact the appropriate emergency service giving:
 - Name of group and party leader
 - Location
 - Nature of emergency and number of injured persons
 - Action so far
 - Follow advice from emergency services
2. Inform the school and leave a return telephone number if possible.
3. Advise the venture organiser/local base of the incident and action taken.

Organiser/Base Support

1. Ensure that an appropriate adult accompanies the injured person to the receiving hospital, taking with them parental consent forms and appropriate medical data on the injured persons.
2. Ensure that the remainder of the party:
 - Are adequately supervised throughout
 - Are returned as early as possible to base
 - Receive appropriate support and reassurance
3. Ensure that an adult continues to liaise with the emergency services until the incident is over.

Bomb Warning – Main Primary School Site

All warnings of a bomb on site should be treated seriously and the building evacuated as if for a fire, though it may be necessary to assemble further away from the building than normal. If this is the case, **CIMT leaders will show the 'Code X' laminates** (kept with the grab bag in the main office). At this sign, staff will move classes down to far right end of church yard pending further updates from the CIMT, however staff should be vigilant re lack of secure church yard boundaries and debris in garden areas.

The police should be notified and their arrival awaited before any search is instigated. If possible, the Local Authority Emergency Planning Officer should also be informed.

After the search has been concluded the Headteacher or Deputy Headteacher will consult the police before deciding whether to re-occupy the building.

Bomb Warning – Nursery Class Site

All warnings of a bomb on site should be treated seriously and the building evacuated as if for a fire, though it may be necessary to assemble further away from the building than normal. If this is the case, whoever received the warning will calmly advise colleagues in the school room and a colleague from the childcare rooms, and a colleague from the children's centre on ext. 7100. The leaders at the main school site should also be advised as soon as possible to arrange support. The senior staff member in the classroom and the HSLW (if in school office) will collect grab bag and evacuation of the children will be undertaken. Children will be evacuated to Hanley Park in the first instance, assembling between the railings on College Road and the railings around the lake. If the evacuation is prolonged, the children will be relocated to the main school site via Lawrence Street school entrance.

The police should be notified and their arrival awaited before any search is instigated. If possible, the CEO at the Orchard Community Trust and the Local Authority Emergency Planning Officer should also be informed.

After the search has been concluded the Headteacher will consult with the police before deciding whether to re-occupy the building.

Procedure to adopt if an aggressive intruder enters the school or if there is a potentially dangerous animal on site

Steps should be taken to:

- Try and keep the intruder away from the children by talking to the intruder and offering to fetch the Teacher in Charge or the Headteacher. **The intruder should be contained in the first public area at the main site wherever possible. The meeting should be discreetly observed from a distance so any sign of aggression or danger can be flagged to the classroom and children secured.**
- If the intruder cannot easily be contained or is exhibiting overtly aggressive behaviour it may be advisable to secure the children in the building as in a lockdown, raising alert by activating one of the white (or yellow, if upstairs) lockdown call points. This will sound a continuous broken alarm, (similar to the fire alarm but with breaks). This alarm system is installed at both sites.
- Alert the Headteacher (Ext 4202).
- Call the police immediately if it is safe to do so.
- In this event, classroom doors should be secured internally. If staff and or / children working away from their normal classroom, they are to remain in-situ, securing doors, closing windows and blinds.
- Staff to call the back office (ext. 4226) to confirm numbers of staff & children present in each room.

Procedure to adopt if a child leaves the premises without permission

If the child is seen attempting to leave:

- Try to persuade them to stop and talk, but do not attempt to chase, as this could cause an accident.
- Alert another member of staff by sending a child for assistance.
- Inform the Headteacher or the Teacher in Charge.
- Try to follow the child at a distance but do not persist in this if it appears to cause distress and the child may run into the road.
- The Headteacher/senior member of staff available should attempt to contact the parents so that they may come to meet the child or expect them to arrive home if that is where he or she appears to be going.
- Contact the Local Police to advise them of the situation.

- If the child arrives home the parent should be encouraged to allow the child to calm down before bringing them back and/or coming into school to discuss what had prompted the child to leave.

If a child is discovered to be missing:

- Inform the Headteacher or most senior member of staff available who will initiate:
 1. a quick search of the premises and grounds- staff to follow instructions for systematic search
 2. an attempt to elicit any known or relevant information from other children or adults who may be able to help
- If the child is not found on the premises, the parents should be contacted by the Headteacher or Deputy Headteacher (or most senior person available) to inform them of what has happened.
- If the child is not found quickly (or doesn't arrive home quickly) then the police should be informed.

Under no circumstances should staff leave the school premises to search without express permission from the Headteacher (or the senior member of staff leading the management of the incident).

If a member of staff is advised to leave the school premises to search for a pupil, they must ensure they take a mobile phone with them so that they are contactable.

Loss of Access to Parts of the school:

In the event that an incident occurs, which makes part of the school inoperable, there will be a need to safely secure the unusable areas from the main body of the school and to organise temporary classrooms/accommodation on the school site. This would be identified and actioned by the Headteacher, Premises Manager and School Operations Manager, supported as required by members of the Critical Incident Management Team. Support may also be available for long term arrangements from the Orchard Community Trust, LA Premises officer and the PFI partner.

Buddy Establishments

A buddy establishment is any identified 'place of safety' nearby where pupils and staff can be taken if unable to return to the school for some time. It is also important to include buildings outside of a 400-metre cordon around your school as this is a cordon size which may be implemented by the emergency services for various reasons, i.e. unexploded bomb found in the vicinity requiring evacuation of the surrounding area.

- The 'buddy establishment' for St Mark's Primary School is Etruscan Primary School.
- The 'buddy establishment' for the Nursery Class is St Mark's Primary School Main site at Wood Terrace, Shelton.

Evacuation Procedures:

Evacuation is required when there is a threat to the safety and security of staff and pupils if they were to remain on site or in a building.

See Appendix 5 for activation process.

CONCLUSION

The prime objective, shared between the school, Local Governing Board, Orchard Community Trust and LA, is to serve the best interests of pupils, staff and visitors in coping with an incident, collectively and individually. Schools that have made contingency plans for responding to a critical incident are likely to cope better and recover more fully.

This plan has been compiled to provide guidance, in the hope that it will never be necessary to refer to it in the context in which it has been written. It is impossible to plan for every

eventuality and by their nature; critical incidents will disorientate and overwhelm those involved. A format for a whole school response to such an incident will provide focus for those with whom the responsibility will rest.

This policy will be updated annually.

Signed: Headteacher

Signed: Co-Chairs of Board of Governors

Date: February 2026

Review date: February 2027

Appendix 1 – EMERGENCY CONTACT LIST

(Full detailed version, with telephone numbers, is in the school GRAB BAG and all members of the school Critical Incident Management Team will also retain a copy at home.)

NAME	POSITION	CIMT
Mrs Deborah Sadler	Headteacher	Yes
Mrs Sarah Goodwin	Deputy Headteacher (Curriculum)	Yes
Mrs Victoria Bradbury	Deputy Headteacher (Inclusion)	Yes
Mrs Julie Thompson & Mrs Laraine Jones	Co-Chairs of Local Governing Body	Yes
Mrs Louise Bradbury	Teacher in Charge – Nursery Site	Yes – Nursery
Mr David Blake	Premises Manager	Yes
Mrs Ruth Houston-Smith	School Operations Manager	Yes
Mrs Safina Malik	HSLW – nursery site	Yes - Nursery
Stoke LA Director on call	01782 235186	
Mr Sean Thomson	CEO Orchard Community Trust	

Appendix 2: Emergency Lock in Procedures

EMERGENCY LOCK IN PROCEDURES

A lock in will occur when it is necessary for the community to remain indoors or, if outdoors, to return indoors quickly and calmly.

WARNING

St Mark's main site alarm is the fire alarm with a regular pause in the ring / alarm tone i.e. intermittent ringing.

At the Nursery Class in the Shelton Family Hub the alarm is the fire alarm on an intermittent sounder.

PROCEDURES

- If danger identified, adult to set off white alarm call point (yellow if upstairs) and call the Headteacher's office to communicate the threat. (Ext. 4202)
- All staff are to remain in the building.
- Those who are outside on the playground when the alarm sounds must go immediately back into the building to the nearest lockable room (e.g. hall) and call the office to confirm details – back office at main primary site on Ext. 4226, downstairs office at nursery site, ext. 7125 or using the appropriate handset identifier.
- Those who are in small groups outside of the normal classroom must remain in the nearest lockable room and call the office to confirm details – back office at main primary site on Ext. 4226, downstairs office at nursery site, on 237125 or using the appropriate handset identifier.
- Lock all external doors.
- Close and secure all windows. Reception & Years 1 to close external shutters.
- Teachers to check adjoining rooms to ensure that doors and windows are locked.
- Close all blinds and curtains, including in wet rooms in KS2. Turn off lights.
- All occupants to remain silent and move away from doors and windows where possible.
- Staff to lock internal doors once all are inside allocated rooms.
- Teachers are to undertake pupil & adult headcount and identify absentees.
- All teachers must notify the office of headcount completion and report identified missing persons - back office at main primary site on Ext. 4226, downstairs office at nursery site, on 237125 or using the appropriate handset identifier.
- Missing persons must not be searched for - The Critical Incident Officer (Headteacher/ Deputy Headteachers) will be responsible for this.
- Do not open the door to any person unless they are identified (with appropriate identification) as accredited staff or Police.
- Do not permit anyone to leave the building.
- Remain calm.

ALL CLEAR

The 'all clear' to the above emergency will be the Headteacher/ Deputy Headteacher (or senior member of staff managing the incident) or police. Agreed password will be quoted to confirm all clear.

Appendix 3: Incident Log

Date / Time	
Name of the person informing of the incident	
Details of the incident: (Including actual words used by informant)	
Who else has been informed?	
Exact location of the incident	
Casualties	
Any action taken so far	
Name of contact at the scene	
Key Contacts	

Once an Incident has been initially logged, log key actions and decisions made.

Within the log the information structure as below can be followed, it does not matter in what format it is so long as the following is included into any log:

- Times
- Who made/received the phone call, email, answer phone message etc.
- Who made the decision / took the action
- What information was given

DATE			
INCIDENT			
Time	Name	Information	Action
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		
	From:		
	To:		

Appendix 4: Bomb Threat Prompts for Office Staff

SCHOOL BOMB THREAT CHECKLIST

For Office / Reception Staff

 Stay calm. Keep the caller talking. Write everything down.

DURING THE CALL

- Remain calm and polite
- Keep the caller on the line as long as possible
- Signal discreetly to alert Headteacher / SLT
- Note the exact time of the call

Write the caller's exact words (verbatim):

ASK THESE QUESTIONS

Ask naturally and calmly:

- Where is the bomb right now?
 - When will it explode?
 - What does it look like?
 - How will it be detonated?
 - Why are you doing this?
 - What is your name?
-

RECORD CALLER DETAILS

Voice:

- Male Female Child Adult
- Calm Angry Nervous Laughing Crying Slurred

Accent/description: _____

Background noise:

- Traffic Children Music Machinery Voices Quiet. Other _____

Phone information:

Number displayed: _____

Call duration: _____

AFTER THE CALL

- Inform Headteacher / Senior Leadership immediately
 - Do NOT discuss with others unnecessarily
 - Follow instructions (evacuation or lockdown)
 - Call 999 if directed by SLT
-

IMPORTANT

- Treat every threat as genuine until assessed by police.
- Do NOT search for a device yourself.
- Do NOT use mobile phones or radios near a suspected device.
- Remain calm to prevent panic.

Appendix 5: General Advice For Dealing With The Media

Today's media operate very quickly. They are likely to contact you before the contingency plan is in place. The following includes some key points:

Whatever the incident, and particularly if it involves injury or death on a school trip, the likelihood is that information will be sketchy at best and possibly inaccurate.

Prior to the arrival of the press office:

- Buy time, e.g. the head is not available, but will call you back.
- Be clear about which staff/governors are designated to talk to the press and who are not.
- Be prepared to accept that a designated person may not be the most appropriate person to handle the situation in some circumstances.
- Do not talk to a journalist by yourself; have a colleague with you to take notes of what is said.
- Do not provide anything other than facts.
- Give a prepared statement rather than an interview.
- Arrange a later time to undertake an interview.
- Be sensitive about personal information
- Do not apportion blame or admit liability to anyone, even in conversation.
- Establish who you are talking to and their organisation (name of journalist and short notes of what you have said).

DO NOT SPEAK OFF THE RECORD

Elements to consider for a press release

A. Summary statement

- The first sentence of a news release should contain a summary of the entire story so that those reading the release know exactly what is going on.
- Brief statement to explain what is being actioned/undertaken in response to the event.

B. Brief incident details:

- Who is affected/not affected?
- Who is involved in managing the event/supporting those involved?

C. Expression of regret (if appropriate)

If details of the incident are still unclear, it may not be appropriate or advisable to express regret.

D. For more information

Ask them to contact the Orchard Community Trust CEO Sean Thomson.

Appendix 6: Fire Evacuation Plan

In the event of an evacuation, a loud, long-sounding bell will sound and the following action should be taken:

- At the primary site, all classes exit via their nearest fire door and walk to their assembly points as far away from the school building as possible, closing all doors behind them. **Fire wardens** to check the cloakrooms, toilets and group rooms on their floor on the way out.
- At the nursery site, from the classroom, all children to be escorted across the playground, through the back gate and onto the rear car park. From the dining room, children should be escorted via the external door, along Beresford Street to assemble on the rear car park.
- Children should walk sensibly and without talking.
- Teachers should take their iPads with them if it is easily accessible.
- All primary classes to assemble on the main playground. Nursery children to assemble on the rear car park.
- Community Room users and kitchen staff on primary site to assemble on Lawrence Street alongside the gate to the school playground.
- Any children in the hall at the main primary site will exit via the most appropriate fire exit door and assemble in the playground.
- Visitors to the classroom should stay with the class and will be checked individually. Visitors who are working with groups of children should make their way to the nearest fire exit and escort the children from their classes.
- Office staff must ensure that they take the iPad and the Arbor fire register print-out on their departure, as well as the emergency grab bag.
- All late comers/signed out pupils must be accounted for by office staff using information from the Inventry system. They must alert senior staff immediately of any discrepancies.
- Office staff will check that all staff and visitors are present, using information from Inventry. Office staff will move across the playground to ensure that they can quickly see who is present, and identify if anyone is missing. They must alert senior staff immediately of any discrepancies.
- Class teachers (or the member of staff covering the class) will begin by completing a headcount of the class to ensure that the correct number of children are present. They will let a member of office staff know as soon as they are confident they have their entire class. They can then use their iPad (or if they do not have this, a paper class list from the grab bag) to check each child is present by calling their names. They must alert senior staff immediately of any discrepancies.
- Premises Manager or SOM to conduct sweep of the building at the main site and open the side gate for the Fire Service, and HSLW to perform sweep of non-classroom school areas at the nursery site.
- No one is to return to their classrooms until notified by senior staff member.



Our Trained Fire Marshals are:

Mel Baggaley

Kirsty Hort

Judith Thorley

Our Trained Fire Wardens are:

Rachel Ainscough

Naheeda Akhtar

David Blake

Leanne Burton

Katie Colclough

Simone Cranson

Sarah Goodwin

Matthew Holdcroft

Andrew Jarvis

Debbie Khan

Catherine Koripilli

Safina Malik

Rebecca Nicholls

Daniel Obada

Deb Sadler

Millie Tench

Grace Webster

Lauren Wilson



Appendix 7: Evacuation Procedures Flowchart

Evacuation procedures will initiate in line with the Fire Evacuation plan, which can then extend into processes to:

Main Primary Site

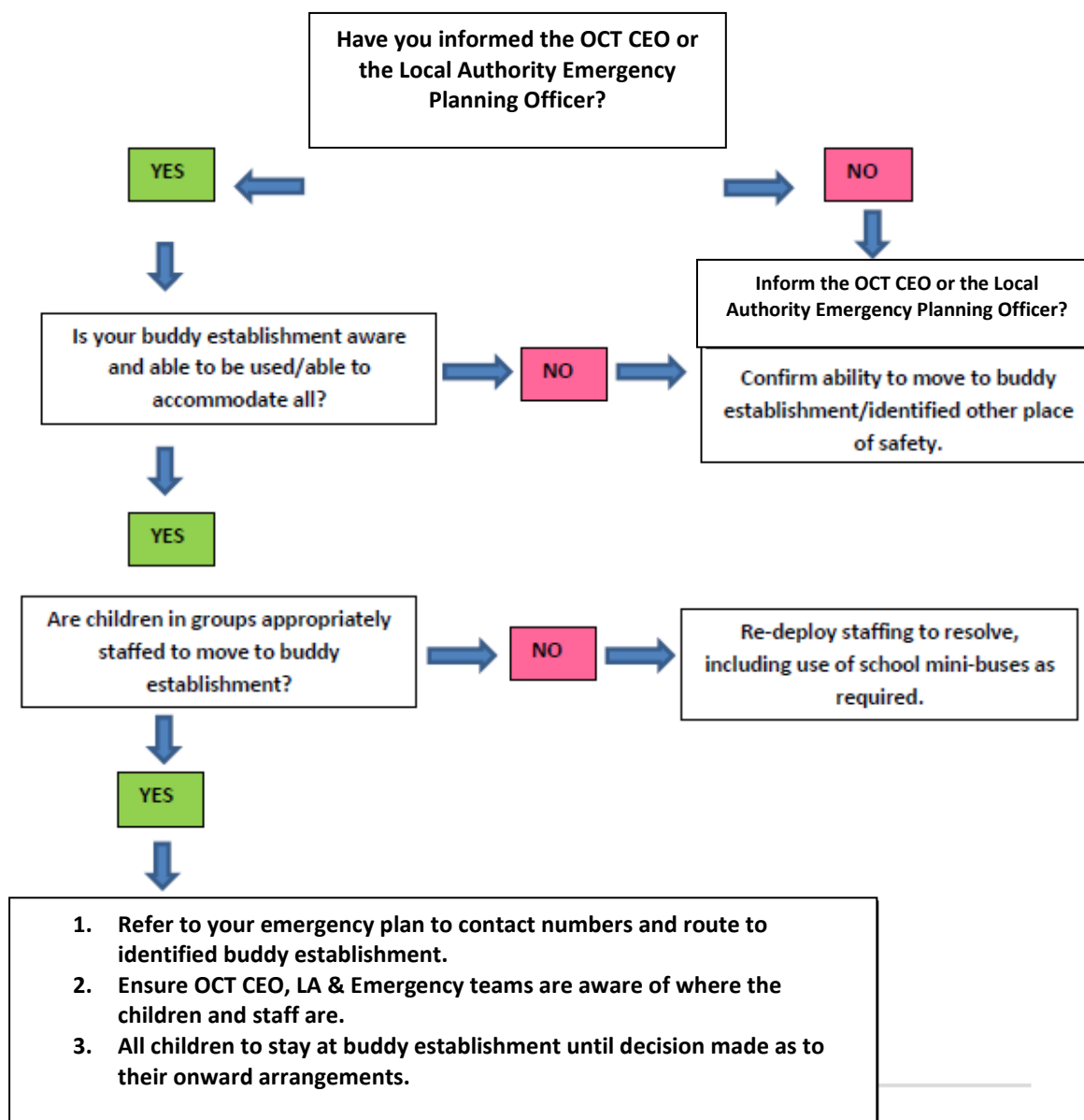
1. Move the children and staff to the church yard (Code X initiated.)
2. Move the children and staff to the buddy establishment – Etruscan Primary School. See Appendix 9 for route.

Nursery Site

1. Move the children and staff to the park
2. Move the children and staff to the buddy establishment – St Mark’s Primary main site via Lawrence Street entrance

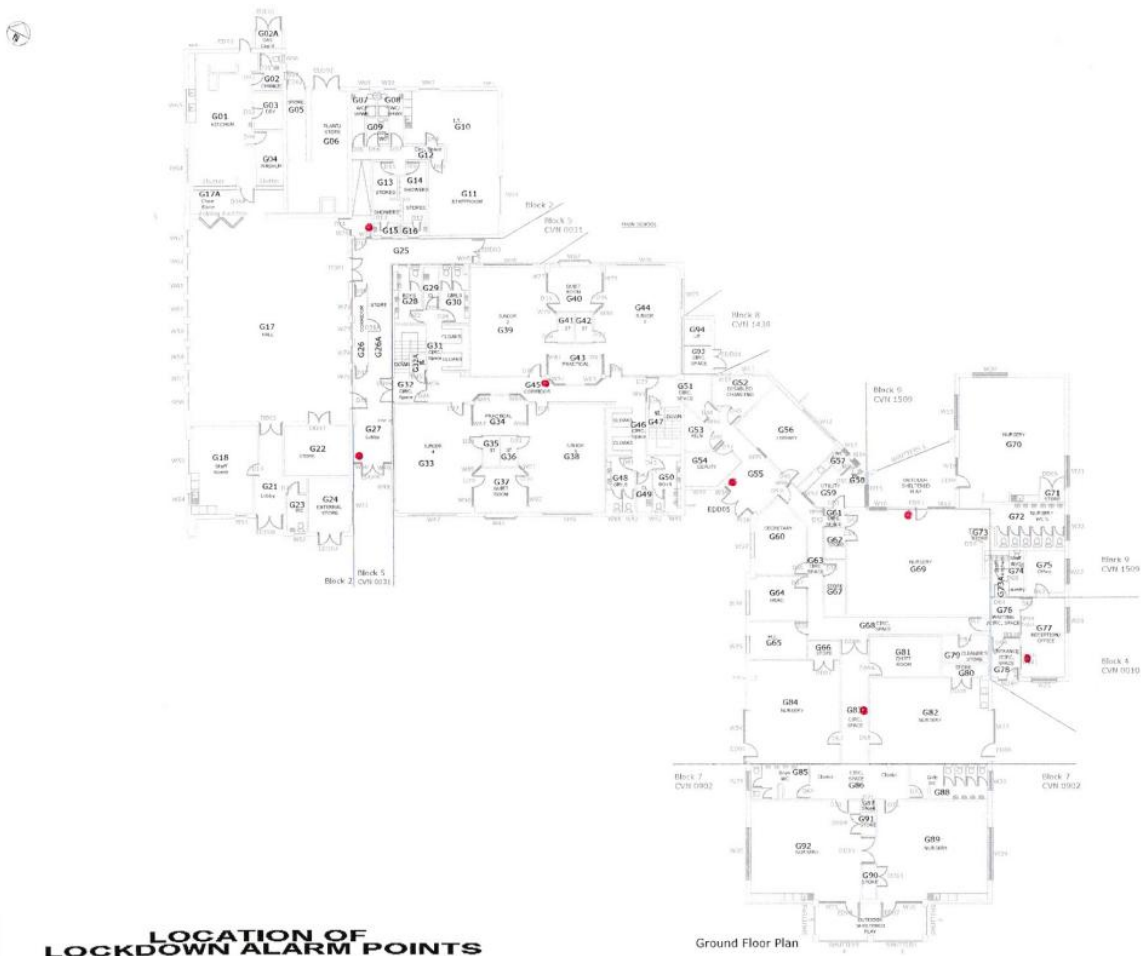
In all circumstances of evacuation; the ‘grab bag’ must be collected by any member of the office staff or CIMT.

If the decision is taken to move to the ‘buddy establishment’ – use the flow chart below.



Appendix 8: Location of Lockdown Alarm Points

Notes:
External Building Fabric Reference: G150



LOCATION OF LOCKDOWN ALARM POINTS

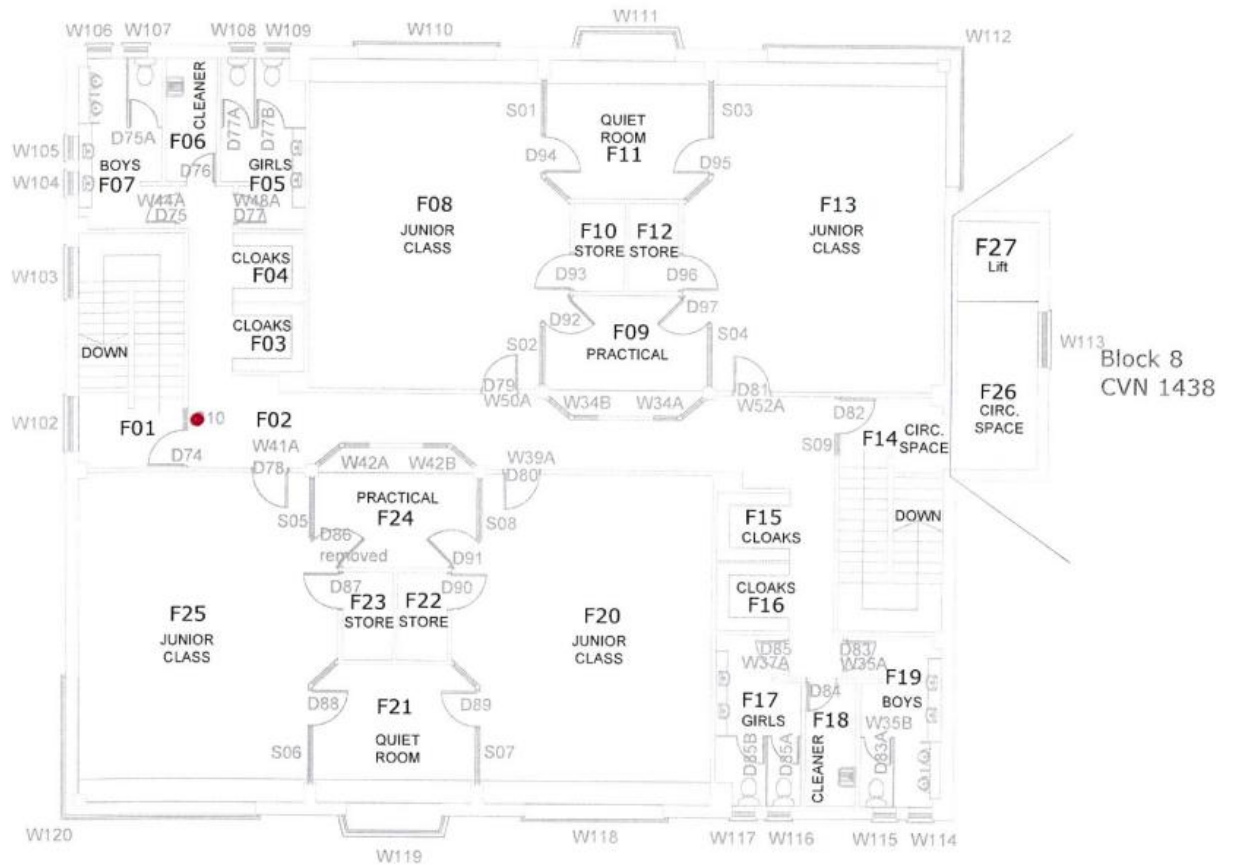
Ground Floor Plan

Rev/Date	Description	Initial
1	10/11/2021	Final
2	12/01/2021	Final
3	12/01/2021	Final
4	12/01/2021	Final
5	12/01/2021	Final

city of **stoke on trent**
schools
Stoke Schools Joint Venture
Client: T.S.S.L

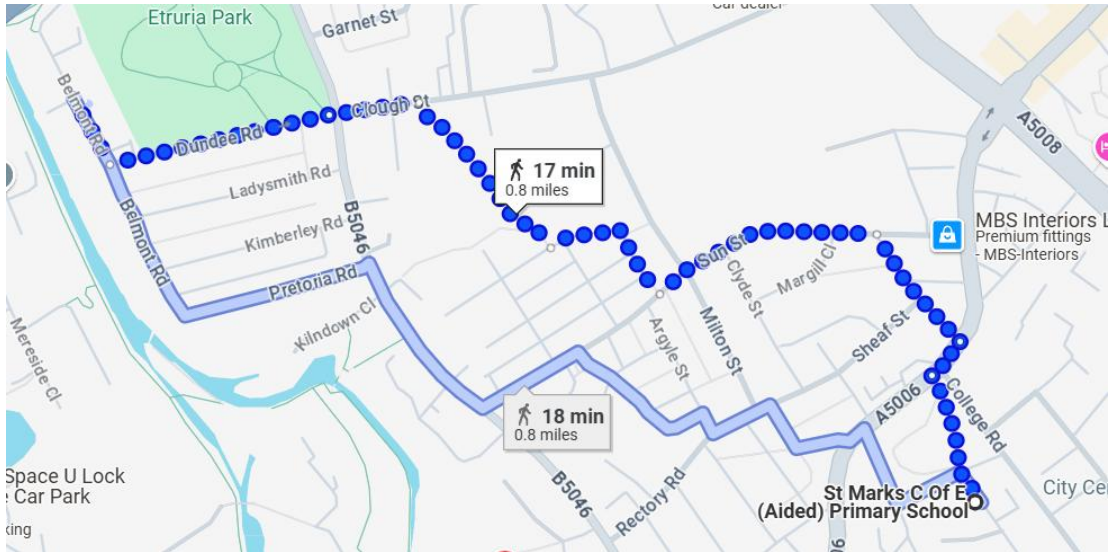
Project: 102 St. Marks CE (A) Primary
Drawing title: U.S.R. Ground Floor Plan
Scale: NTS
Drawn By: [Name]
Checked By: [Name]

NTS	SG	01	5
-----	----	----	---



First Floor Plan
**LOCATION OF
 LOCKDOWN ALARM POINTS**

Appendix 9: Route to Etruscan Primary School



- ↑ Walk north-west on Lawrence St towards Fletcher St
463 ft
- ↪ Turn right onto Broad St/A5006
148 ft
- ↶ Turn left onto Yates St
459 ft
- ↶ Turn left onto Sun St
0.1 mi
- ↪ Turn right onto Warwick St
0.1 mi
- ↪ Turn right
0.1 mi
- ↶ Turn left onto Clough St
308 ft
- ↑ Continue onto Dundee Rd
0.1 mi
- ↪ Turn right onto Belmont Rd
i Destination will be on the right
249 ft