



The De Montfort School

COPING WITH EMERGENCIES AND CRITICAL INCIDENTS

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Person responsible for review	James Cox

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SECTION 1 - CONTACT DETAILS

1.1 Establishment information

Establishment details	
Name of establishment	The De Montfort School
Type of establishment	LA School
Establishment address	Four Pools Road, Evesham, Worcs, WR11 1DQ
Establishment operating hours (including extended services)	7am – 10pm
Approximate number of staff	140
Approximate number of young people	960
Age range of young people	10-18

Office contact details	
Office telephone number	01386 442060
Office fax number	N/A
Office email address	office@tdms.worcs.sch.uk

SECTION 2 - ACTIVATION

2.1 Reference Document - 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.

- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Take appropriate action if required, e.g if the building is on fire, raise the alarm and evacuate.**
- + **Report incident to Emergency Management Team Lead**
- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in relation to the incident.**

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):

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.....

.....

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

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.....

.....

What advice have the emergency services given?

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.....

.....

Who has been informed?

- Emergency Management Team
- Senior Leadership Team
- Establishment staff
- Governors
- Young people
- Parents / carers
- Extended services

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority SPOC (Single Point of Contact)
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media
- Insurance company
- Trade union

Does anyone else need to be informed?

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Are any other actions required?

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.....

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

Name of visit leader:

Number of young people on visit:

.....

.....

Nature of visit:

Number of staff on visit:

.....

.....

Location of visit:

.....

.....

.....

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

.....

.....

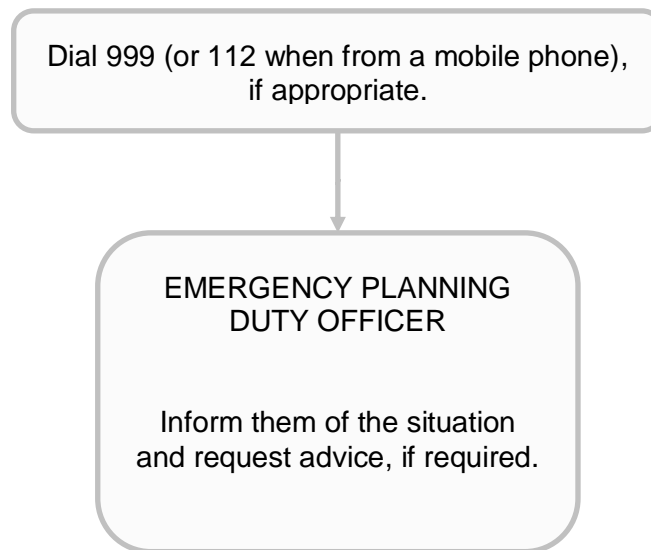
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2.2 Initial action

Immediately inform the nominated emergency contact. If contact is unable 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 young people, staff and visitors.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If using a mobile phone please use the emergency phone number 112 (this number gives a GPS fix on the location of the incident). If appropriate, dial 999 (or 112 when from a mobile phone) for the emergency services and provide them with an overview of the situation. If in doubt, dial 999 (or 112 when from a mobile phone).**

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, young people, 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 establishment staff. Consider assembling an Emergency Management Team (EMT) to assist with the response.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible try to maintain normal routines.**

SECTION 3 - ROLES AND RESPONSIBILITIES

3.1 Roles and responsibilities - co-ordination (EMT)

Ref'	Co-ordination - initial response	Tick / sign / time
C1	Establish a basic overview of the incident.	
C2	If the incident has occurred on a visit: <ul style="list-style-type: none"> ▪ Liaise with the visit leader on a regular basis ▪ Consider sending extra staff to support the visit leader ▪ Discuss with the visit leader the arrangements for notifying parents / carers ▪ Consider how parents / carers and young people will be reunited. 	
C3	Wherever possible, assign members of staff to relevant Emergency Management Team (EMT) roles: <ul style="list-style-type: none"> ▪ Business continuity ▪ Communications ▪ Log-keeping ▪ Media management ▪ Resources ▪ Welfare. 	
C4	Remember to: <ul style="list-style-type: none"> ▪ Allocate tasks amongst the EMT ▪ Ensure that staff are clear about their designated responsibilities ▪ Establish the location and frequency of EMT / 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 young people, 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 young people / 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 EMT. Work closely with the EMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.	
C13	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.	
C14	Ensure that regular briefings are given to: <ul style="list-style-type: none"> ▪ Staff ▪ Young people ▪ 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 EMT and other staff.	
C21	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).	
C22	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.	
C23	Complete any necessary forms / paperwork.	
C24	Arrange a debrief for establishment staff involved in the response.	
C25	Represent the establishment 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 establishment emergency plan.	
C27	Consider contacting the headteacher/managers of nearby establishments to inform them of any important issues relating to the incident.	

3.2 Roles and responsibilities - business continuity (MS)

Ref'	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 establishment. Try to ascertain how long the disruption will last.	
BC3	Consider how the incident will affect any extended services that use the establishment 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'	Business continuity - ongoing response	Tick / sign / time
BC6	Minimise any disruption to the provision of education. Put arrangements in place to keep the establishment open and try to maintain normal establishment routines (e.g. teaching, exams) wherever possible.	
BC7	Seek support from other organisations (e.g. buddy establishments, the local authority, suppliers / contractors) as required.	
BC8	Work with the 'communications' role to ensure staff, young people and parents / carers are informed of any changes to the establishment 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'	Business continuity - recovery	Tick / sign / time
BC10	Work with establishment staff and other organisations to restore the usual establishment 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 (SW)

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 establishment 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"> ▪ Young people ▪ Parents / carers ▪ Governors ▪ Extended services. 	
CO6	Consider the most effective arrangements for contacting young people and parents / carers (please refer to section 8). 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 establishment 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 young people 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 (JS)

IMPERATIVE TO COMPLETE

A coherent narrative is key to the management of the situation. For more information on log-keeping, please look at the following document:



WCC Log Keeping.doc

Ref'	Log-keeping - initial response	Tick / sign / time
LK1	Attend EMT briefings. Keep a log of important information, actions taken and decisions made. EMT member to be the responsible person to ensure this takes place. This takes place throughout the incident.	
LK2	Ensure that each member of staff keeps their own incident log.	

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

Ref'	Log-keeping - recovery	Tick / sign / time
LK6	Collate all incident logs (LK1 and LK2), 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 (GN)

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, as the media will arrive promptly. Please seek advice initially from the SPOC who will liaise directly with the County Council's Communications team.	
M2	Ensure media access to the site, staff and young people is controlled. Do not let the media onto the establishment site or give them access to young people 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 establishment, so they do not prevent or intimidate people entering and leaving the site. Support maybe needed by the Police to ensure this.	
M4	Seek advice regarding a brief media statement from the County Council's Communications Team (designed to provide reassurance) on behalf of the establishment. 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 such as the Headteacher or Chair of Governors (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 after confirmation and advice from the County Councils Communications team.	

Ref'	Media management - ongoing response	Tick / sign / time
M7	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.	
M8	Gather information from the EMT, emergency services and other organisations as appropriate.	
M9	Consider providing 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). Seek advice from the County Council's Communications Team when needed.	
M10	Advise staff on where to direct media enquiries. Ask staff, young people 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 – Facilities (JCx)

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 establishment without hindrance. Consider sending a member of staff to the establishment 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 establishment: <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"> ▪ EMT 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 establishment.	
R8	Ensure the establishment 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 (MS)

Ref	Welfare - initial response	Tick / sign / time
W1	Establish arrangements to meet the welfare needs of young people, staff, parents / carers, visitors and responders.	
W2	Identify young people 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 young people 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 young people 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 young people. Please click here for the education psychology guidance.	
W6	Where possible, every child should be spoken to, and asked if they are alright, before they leave establishment.	
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. Also, arrangements for food, drink and sundries to be organised.	

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

SECTION 4 - 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	All over site faculty specific		
Examination papers	Exam store cupboard rear of Small Hall		
Asset registers / equipment inventories	Finance Office		
Insurance documentation	Finance Office		

Electronic records	Where are they stored?	Effect of loss (short-term, medium-term, long-term)	Back-up measures / restorative arrangements
Coursework	2 x server's E and I block, replicated to small server room behind Small Hall	Disruption but manageable	Full file Backups completed every 48 hours, to external NAS Drive located in small hall server room. We have replicating servers which duplicate the data should one server fail or is damaged. Servers are located in the main E & I server room and the Small Hall server room.
Contact details	Server E&I		
Financial information	Server x2		
Medical information	Server SIMS E&I		

Remote learning	Notes / instructions
Website / extranet	Website is backed up daily, including web services such as the homework system
Email	Email is managed in the cloud through Microsoft Office 365. Local backups are no longer required, and all data is stored in the cloud.

Post	
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SECTION 5 - SITE INFORMATION

Utility supplies	Location	Notes / instructions
Gas	4 Main supply, 5 Meters 2 x Language Kitchen (Sportshall)	Top of Heads Drive In Front of Language Kitchen Enterprise and Innovation Boiler Room Design Technology small room DO1
Water	3 Main stop cocks	Located Language block Kitchen Humanities block Heads Kitchen Design Technology block DO2
Electricity	3 Main Distribution Boards	Located: Language block between kitchen external door and boiler room. Humanities block underground room top of heads drive. Sportscentre garage store room
Heating	4 Main Boilers	Located: Performing Arts and language adjacent to each other. Humanities underground top of head drive. Enterprise and Innovation adjacent to front door.

Internal hazards	Location	Notes / instructions
Asbestos	Register reception and staff room	
Chemical store(s)	Science Block	

Pre-designated areas	Location	Notes / instructions
EMT briefing area	Small Hall	
Media briefing area	Sportscentre	Accessed side of MUGA

Useful websites	
Establishment website / extranet	www.tdms.worcs.sch.uk
Local authority	Worcestershire
Department for Education	www.education.gov.uk

Foreign & Commonwealth Office	www.fco.gov.uk
Environment Agency	www.environment-agency.gov.uk
Met Office	www.metoffice.gov.uk
Health and Safety Executive	www.hse.gov.uk
Teacher Support Network	www.teachersupport.info

SECTION 6 - EVACUATION

Signals (BACK UP SIGNAL IS REQUIRED – MANUAL WAY OF FACILITATING)

Signal for evacuation	Continuous ring of school bells
Signal for all-clear	As directed by lead marshall and headteacher

Assembly points - fire evacuation

Fire evacuation assembly point A	Main Astro surface
Fire evacuation assembly point B	Multi use Games Area

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

Pre-identified buddy establishment / place of safety / rest centre

Name of premise	TDMS Field
Type of premise	Field
Contact name and details of key holder(s)	James Cox
Address	As establishment
Directions / map	
Estimated travel time (walking, with young people)	1 minute
Estimated travel time (by coach, with young people)	
Capacity	20,000
Capacity (sleeping)	

Facilities / resources	
Notes	Students would be sent home if return back to school access was denied

SECTION 7 - SHELTER

Signals	
Signal for shelter	Email and verbal communication to all classrooms
Signal for all-clear	Email and verbal communications to all classrooms

Upon hearing the shelter signal, take the action below.

Ref'	Initial response - shelter	Tick / sign / time
S1	Ensure all young people are inside the establishment building.	
S2	If appropriate, move young people away from the incident (e.g. to the other side of the building).	
S3	Dial 999 or 112 (when from a mobile phone) or 112, 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 young people, staff and visitors.	
S6	Reassure young people 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.	

SECTION 7 - LOCKDOWN

Signals	
Signal for lockdown	12 alerts by the bell sounder. Internal pop up messages and block visit by indicated staff
Signal for all-clear	2 alerts by the bell sounder

Lockdown	
Rooms most suitable for lockdown	All classrooms
Entrance points (e.g. doors, windows) which should be secured	All Building if possible and all classrooms
Communication arrangements	<ul style="list-style-type: none"> ▪ Verbal ▪ 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 establishment should seek to evacuate the rest of the site.

Ref'	Initial response - lockdown	Tick / sign / time
L1	Ensure all young people are inside the establishment building. Alternatively, ask young people 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 or 112 (when from a mobile phone) or 112. 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 young people, 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 young people, staff and visitors.	
L7	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.	

SECTION 8 - COMMUNICATIONS

Please also see section 3.3 for the Roles and Responsibilities of the Communications member of EMT.

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 establishment site?
Establishment website / extranet	<ul style="list-style-type: none"> ▪ Log-in details Business Manager, Admin Manager, Reception Personnel ▪ Who is authorised / trained to edit the website? IT Team ▪ Can it be updated remotely or only from the establishment site? Remotely
Text messaging system	<ul style="list-style-type: none"> ▪ Log-in details Business Manager, Admin Manager, Reception Personnel ▪ Who is authorised / trained to use the text messaging system? ▪ Can it be used remotely or only from the establishment site?
Local radio stations	Local Radio stations are informed automatically of any closures reported via the Emergency School Closures System on Children's Services Portal. If this system is unavailable, please see section 4 of this plan for the WCC Communications team contact numbers, who will be able to contact the stations for you.
Telephone tree	
Sign at establishment entrance	A Board
Newsletter	
Email	Available
Letter	Available
Establishment notice board	School website

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
Young people		
Parents / carers	Mobile Text	Reception
Governors	Email	
Extended services	Email	