



Intack Primary School Emergency Response Plan

Policy Status: To be agreed by Governors.

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Important Notice – Please Read Before Use

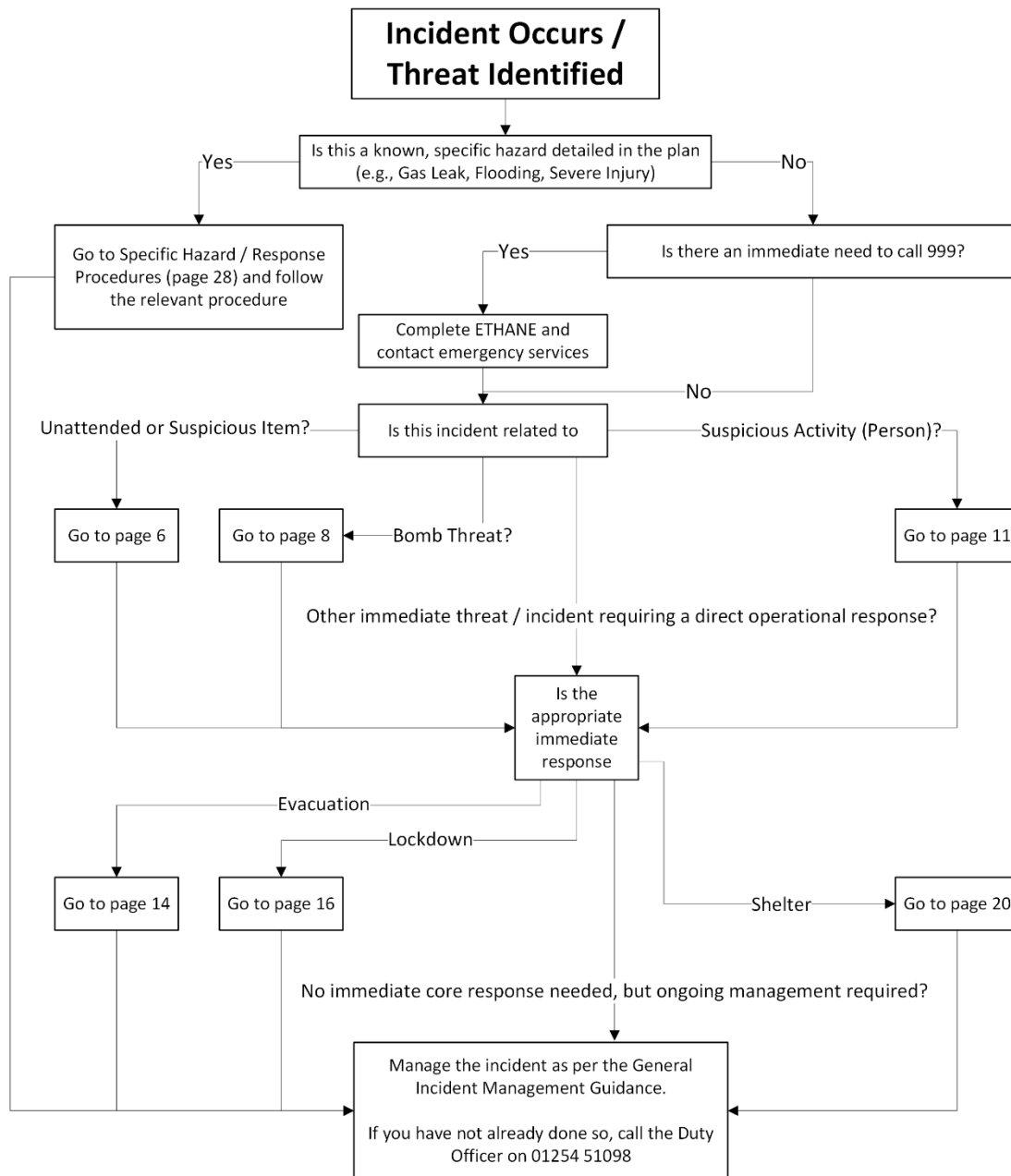
These emergency plans are provided to support your response to incidents on school premises, using the best available information at the time of writing. They are not a substitute for your professional judgement. You must contact the on-call Duty Officer on 01254 51098 at the earliest safe opportunity when activating this plan. Use of this plan confirms that you accept and agree to the full disclaimer provided at the end.

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Emergency Activation Process



Please remember, this Activation Flow is a guide designed to assist with navigating the Schools Emergency Response Plan. It is not exhaustive and cannot account for every unique incident or circumstance.

Always apply your training and professional discretion when responding to an emergency. If you are in any doubt or the situation is escalating, immediately contact the on-call Duty Officer on 01254 51098 and/or the appropriate Emergency Services.

Your primary responsibility is always the safety and well-being of all individuals.

Initial Assessment and Immediate Actions



WE RECOMMEND PRINTING THIS SECTION AND KEEPING IT IN THE SCHOOL OFFICE

ETHANE Model

The Protective Security and Preparedness for Education Settings guidance, published by the Department for Education, advises that schools use the ETHANE reporting model when contacting emergency services to report an ongoing incident.

First call 999 and state the service you require e.g. police. Then follow the ETHANE model format below:

	Date and Time		Person Completing
	Description	Question(s)	Comments
E	Exact location	Where is the incident?	This is (Your Name) from (Intack Primary School). We have an emergency on-site. The exact location is (White Birk Road, Blackburn, BB1 3HY)
T	Type of incident	What has happened? (e.g. fire, medical issue, suspicious person).	The type of incident is...
H	Hazards	Any current or potential dangers? (e.g. fire, gas, aggression).	There are hazards including...
A	Access	Best way in? Mention gates, roadblocks, or key access points.	Access for emergency services is best via...
N	Number of casualties	How many are injured or affected? What's their condition?	We have approximately (X) casualties
E	Emergency service	Which services are needed? Are any already on scene?	We need (Police/Fire/Ambulance)

Unattended or Suspicious Item

In a school setting, it's normal to see bags and belongings around. Keeping the environment tidy and clutter-free makes it easier to spot anything unusual. By understanding what might make an item seem suspicious, staff can respond in a calm and sensible way, using their knowledge of the school and what's happening at the time. The HOT protocol is a simple tool to help decide if an item might be a cause for concern.

HOT Protocol	Notes
<p>Hidden?</p> <p>Has the item been deliberately hidden, or has a deliberate attempt been made to conceal it from view?</p>	
<p>Obviously suspicious?</p> <p>Are there wires, circuit boards, batteries, tape, liquids or putty-like substances visible?</p> <p>Has the item been found after seeing suspicious behaviour? Ask if anyone nearby has left the item or saw who did. You could use CCTV, if available</p>	
<p>Typical of what you would expect to find in this location?</p> <p>Consider whether unusual looking tools, devices or cables are likely to have been left innocently by others or maintenance staff working in the area</p> <p>Does it look typical of what would be expected to be in that location?</p>	
<p>Based upon what you can see, do you think the item poses an immediate threat to life?</p> <p>If the item is assessed to be unattended rather than suspicious, carefully examine further and assess before applying lost property procedures. If you believe it to be suspicious follow the 4 Cs protocol below.</p>	

4 Cs Checklist	Initial when done
Confirm	
Complete the HOT protocol.	
Based on the HOT protocol do you believe the item is suspicious?	
Clear	
Clear the immediate area (do not touch the item).	
Activate the evacuation procedure and evacuate to the designated off-site assembly point based on the items size.	
Control	
Put measures in place to prevent others from approaching the area.	
Keep witness nearby so they can tell the police what they saw.	
Communicate	
Call 999 to alert the police following the ETHANE process.	
Do not use radios or phones within 15 metres of the item, this is about the length of 3-4 cars.	

Bomb Threat Checklist

The Protective Security and Preparedness for Education Settings guidance, published by the Department for Education, advises that schools use the below bomb threat checklist.

Keep this document in one or more places where it can be grabbed in seconds by any member of staff receiving a bomb threat.

Remember:

- remain calm and keep the person in conversation if possible
- can you record the threat?
- can you get a colleague to immediately dial 999?

Write exactly what was said here

Additional questions to ask the caller

Question	Notes
Where exactly is the bomb?	
When is it going to explode?	
What does the bomb look like?	
What kind of bomb is it, if known?	
How will it be detonated?	
What is your name?	
Are you part of a group, or acting alone?	

Details of threat	Notes
Date and time of threat	
Duration of threat	
The telephone number that received the call (if applicable)	

Continued below

Details of the person who made the threat	Notes
Sex - Male or Female	
Age (guess)	
Nationality/Accent	
Threat language <ul style="list-style-type: none"> <input type="radio"/> Well spoken <input type="radio"/> Irrational <input type="radio"/> Taped <input type="radio"/> Foul <input type="radio"/> Incoherent 	
Caller's voice <ul style="list-style-type: none"> <input type="radio"/> Calm <input type="radio"/> Crying <input type="radio"/> Clearing throat <input type="radio"/> Angry <input type="radio"/> Nasal <input type="radio"/> Slurred <input type="radio"/> Excited <input type="radio"/> Stutter <input type="radio"/> Disguised <input type="radio"/> Slow <input type="radio"/> Lisp <input type="radio"/> Rapid 	
Is the caller's voice familiar (like who?)	
Any other details?	
Other sounds? <ul style="list-style-type: none"> <input type="radio"/> Street noises <input type="radio"/> House noises <input type="radio"/> Animal noises <input type="radio"/> Motor <input type="radio"/> Clear <input type="radio"/> Voice <input type="radio"/> Static <input type="radio"/> PA system <input type="radio"/> Booth <input type="radio"/> Music <input type="radio"/> Factory <input type="radio"/> Office 	

Unusual and suspicious activity

If you notice unusual or suspicious activity in your school, you should follow your existing safeguarding policies and procedures. In addition, the SCaN (See, Check and Notify) approach, recommended by the National Protective Security Authority, detailed below should be followed.

SCaN Approach
<p>SEE - Suspicious activity refers to behaviour that appears unusual, out of place, or may indicate someone gathering information for criminal purposes, including terrorism. While such incidents are rare, staff should remain vigilant and report anything that seems concerning. Examples include:</p> <ul style="list-style-type: none"> • Individuals deliberately trying to remain out of view or avoid being noticed. • Anyone overtly or covertly photographing or recording school security features such as CCTV cameras, access controls, entry/exit points, or staff routines. • Attempts to access restricted areas of the school without authorisation. • Individuals loitering in areas not open to the public or showing interest in staff movements or school routines. • Unusual or probing questions about school operations, security procedures, or staff timetables. <p>Vehicles may also appear suspicious if:</p> <ul style="list-style-type: none"> • They are parked unusually close to the school building or entrance, especially on curbs or footpaths. • They appear to be abandoned or left unattended for extended periods. • Occupants are watching the school but are not known to staff and are not picking up or dropping off students. • They contain visible items such as petrol cans, flammable liquids, weapons, or other concerning materials. • The same vehicle is repeatedly seen driving past the school or circling the area. • Windows are heavily tinted, making it difficult to see inside the vehicle.
<p>What activity have you identified? (Detail below)</p>
<p>CHECK - The 'Power of Hello' is a simple but effective way to acknowledge someone who may be acting unusually or whose presence seems out of place. If it is safe to do so, greeting or engaging with the person can act as a subtle way to disrupt potentially suspicious behaviour.</p>

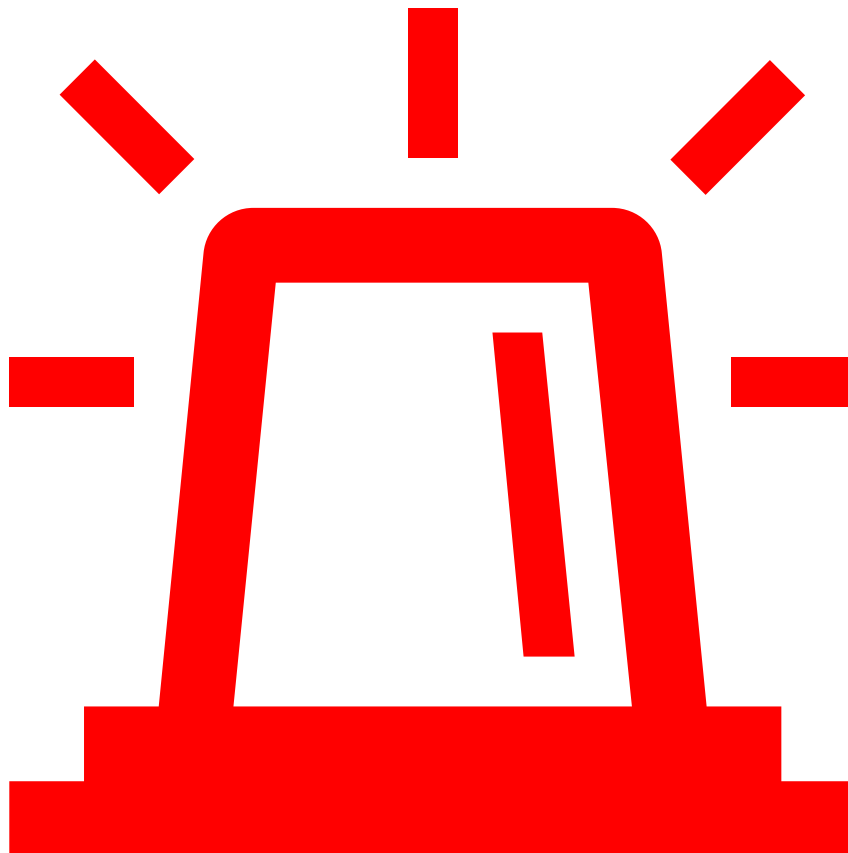
By calmly saying hello or offering assistance (e.g., “Can I help you?”), you let the person know they’ve been noticed. This can deter unwanted activity by showing that staff are observant and aware of what is happening in and around the school.

Did you approach the individual/vehicle? If so, what was said / what did you see?
(Detail below)

NOTIFY - If a person or vehicle is on site and you are suspicious about their intentions or activity, then you may need an immediate police response. Complete the checklist below.

Unusual and suspicious activity Checklist	Initial when done
Complete the SCaN approach.	
If post completing the SCaN approach a person or vehicle is on site, and you are suspicious about their intentions or activity call 999 to alert the police following the ETHANE process.	
If the risk is a suspicious person	
Activate the lockdown or shelter procedure	
If the risk is a suspicious vehicle	
Activate the off-site evacuation procedure	

Core Emergency Responses



WE RECOMMEND PRINTING THIS SECTION AND ENSURING ALL STAFF HAVE ACCESS

Evacuation

An evacuation is when everyone on site must leave either the main school building or the entire school grounds. This may be triggered by various incidents, most commonly fire alarms or suspicious packages, to ensure the safety of pupils, staff, and visitors.

Signals	
Signal for evacuation on-site (eg fire)	Fire bell
Signal for evacuation off-site (eg bomb threat)	Fire bell
Signal for all-clear	SLT will verbally tell staff

On-Site Assembly Point	
Assembly Point A	KS1 playground
Assembly Point B	KS2 playground
Assembly Point C	Car park

Emergency Exit Routes
This will depend on the room around school. Maps are located in every room and will tell adults how to evacuate to the point A,B or C via the most direct route.

Off-Site Assembly Point	
Assembly Point 1 (Location at least 100m away from School used for generic off-site and small suspicious items such as a rucksack)	KS2 MUGA (furthest away from school)
Assembly Point 2 (Location at least 200m away from School used for large suspicious items such as a wheelie bin or car)	School field. Far corner (furthest point away from the building).
Assembly Point 4 (Location at least 400m away from School used for large vehicles such as a van or lorry)	The Range car park

Evacuation Checklist	Initial when done
If evacuating due to suspicious package	
Complete the HOT protocol.	
Complete the 4Cs checklist.	
If evacuating due to bomb threat	
Complete the Bomb Threat Checklist.	
General Evacuation Procedure (All Situations)	
Call 999 using the ETHANE model.	
Evacuate to your on-site assembly point(s).	
Ensure any necessary Personal Emergency Evacuation Plans (PEEPs) are followed, with appropriately trained staff assigned to support specific individuals as required.	
If required further evacuate to the appropriate off-site assembly point.	
Conduct a headcount and ensure all staff, pupils and visitors have been accounted for.	
Report any missing persons to the emergency services.	
Consider relocating to your pre-identified buddy school, place of safety, or rest centre if the incident is likely to be prolonged, or if advised to do so by the emergency services. This helps ensure continued safety and support for pupils and staff.	

Pre-identified buddy school/ place of safety/ rest centre	
Name of premises	Shadsworth Infants
Type of premises	Infant School
Contact name and details of key holder(s)	Gillian Crompton
Address	Rothesay Road Blackburn Lancashire BB1 2EL
Estimated travel time (walking with pupils)	11 minutes
Estimated travel time (by coach with pupils)	2 minutes

Lockdown during the school day

A lockdown is when everyone stays inside the building for safety, with doors locked and movement kept to a minimum. This may be needed for a variety of reasons, such as a threat outside the school or something happening nearby. It helps protect pupils, staff, and visitors by keeping them secure until it is safe to move around again.

Signals	
Signal for lockdown	5 long rings of the school bell Announce via walkie talkie
Signal for all-clear	5 long rings of the school bell Announce via walkie talkie Verbal update from SLT
Internal Lockdown Locations	
Staff and Student Secure Rooms	Classrooms, staff room, offices
Staff-Only Secure Rooms	Staff toilets
Areas suitable for a lockdown	School hall
External Lockdown Locations	
Staff and Student Secure Areas	School field
Staff-Only Secure Areas	none
Areas suitable for a lockdown	playgrounds
Procedure for emergencies during lockdown	
Medical Emergency	Ring 999
Fire Alarm	Fire evacuation to nearest fire point

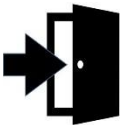


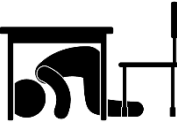
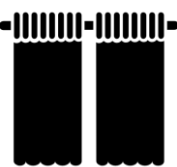



Lockdown during the school day checklist	Initial when done
Take appropriate action to keep yourself and others safe from any immediate threat.	
Call 999 using the ETHANE model.	
Trigger the lockdown alarm signal.	
Follow the lockdown procedure (see following page).	
<i>Complete the following steps ONLY after the threat has been dealt with by emergency services and they have said it is safe to.</i>	
Signal all-clear and contact the Civil Contingencies Team on 01254 51098.	
Complete a register to understand if anyone is missing and immediately report this to the emergency services.	
SLT to visit all classes, assess the welfare of all students and staff, providing initial emotional support and identifying any individuals requiring further assistance.	

As soon as it is safe and appropriate, communicate with parents/guardians via pre-determined methods text message to inform them of the situation and next steps.	
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Lockdown at the start and end of the school day

The need to lockdown may occur at any point, including at the start and end of the school day. Specific guidance has not been provided on what to do in this scenario, however the general advice from counter terrorism policing is:

Lockdown at the start and end of the school day checklist	Initial when done
Staff who have identified the risk	
Take appropriate action to keep yourself and others safe from any immediate threat.	
Call 999 using the ETHANE model.	
Trigger the lockdown alarm signal.	
Follow the lockdown procedure (see following page).	
Staff and pupils who are outside	
Assess the situation and either: <ul style="list-style-type: none"> Follow the run/hide/tell procedure Lockdown in one of your external lockdown locations (if available) 	
Staff and pupils who are inside	
Follow the lockdown procedure (see following page).	
Staff and pupils who are by doors/with parents	
Immediately assess the situation considering the run/hide/tell procedure.	
If decision is made to lockdown do so quickly. Get as many people inside as possible but do not delay locking down due to others indecision.	
Secure all willing individuals inside the building without delay. Staff should not intervene with parents choosing to take their children / not lockdown.	
Follow the lockdown procedure (see following page).	

Lockdown Procedure	
Signal for lockdown	5 long rings of the school bell Announce via walkie talkies
Signal for all-clear	5 long rings of the school bell Announce via walkie talkies Verbal update from SLT
<i>On hearing the above, you should immediately take the following actions</i>	
	Go to your nearest safe space, this may be a classroom, bathroom, office or designated outside space.
	Close and lock all access points. Use thumb lock on the door.
	Block and barricade any access points into the classroom by moving furniture in front of door.
	Move pupils' underneath tables, away from access points or to a safe area e.g. cupboard.
	Draw all curtains/blinds and switch off lights.
	Ensure phones are placed on silent and pupils are quiet.
	Do not complete a register. Focus on keeping the pupils and staff in your room calm and quiet. Remain inside until you hear the "All-Clear".
	Once you hear the "All-Clear" remove the barricades, have pupils sit back at their desks, turn on lights, but do not unlock access points until a member of SLT or the emergency services physically comes to your door.

Run, Hide, Tell

Your lockdown procedures will be used in most circumstances where there is a threat on site. Such as an aggressive parent. However, there may be scenarios where it is better to follow the principles of Run, Hide, Tell instead of your lockdown procedure, this may be when:

- There is a clear or likely ongoing terrorist attack.
- There is an attacker with a weapon.
- You are not on the school grounds e.g on a trip.
- It is the start or end of the school day, you are outside and hear the lockdown alarm.
- Any other situation where you assess it as a better response.

The principles of Run, Hide, Tell are:

RUN to a place of safety. This is a far better option than to surrender or negotiate. If there's nowhere to go, then...

HIDE It's better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

TELL the police by calling 999.

Shelter

A shelter is when everyone stays inside the building for safety due to an external concern, but where a full lockdown is not necessary. This may be needed for a variety of reasons, such as a nearby fire causing lots of black smoke or strong winds and flying debris. If you are every in doubt regarding whether you should activate Shelter or Lockdown always initiate the lockdown procedure.

Signals	
Signal for shelter	An email from SLT
Signal for all-clear	An email from SLT

Shelter checklist	Initial when done
Take appropriate action to keep yourself and others safe from any immediate risks.	
If required, call 999 using the ETHANE model.	
Trigger the shelter alarm signal.	
Contact the Civil Contingencies Team on 01254 51098.	
Inform all staff the reason why the school has gone into shelter, any specific measures they need to take and approximate length.	
Assess the welfare of all students and staff, providing initial emotional support and identifying any individuals requiring further assistance.	
If shelter is initiated towards the end of the school day consider contacting parents so they are aware and can make alternate arrangements.	
<i>Once the issue has been resolved.</i>	
Trigger the all-clear.	
Communicate with parents/guardians via pre-determined methods Text message to inform them of the situation and next steps.	

Shelter (Protected Spaces) N/A for Intack Primary School

Protected spaces are locations within a building where occupants and other assets have enhanced levels of protection against the effects of blast. They should be properly designed or selected to offer maximum protection against blast, flying glass and other fragments.

Protected spaces should ONLY be used if an off-site evacuation is needed but is not possible or desirable. An example might be if the police have stated there is a possible explosive device nearby, they may advise it is not safe to evacuate due to not wanting people to go near a possible blast zone. In this regard you may decide to stay and shelter in your protected space. If you are ever considering using your protected space (s) please always seek advice from Civil Contingencies and the emergency services.

Protected Space Name: Intack Primary School does not have one	Criteria
Capacity:	
<i>Is the protected spaces located (tick all that apply)</i>	
In areas surrounded by blast-resistant partitions or full-height masonry or concrete walls	<input type="checkbox"/>
Away from windows, external doors and walls	<input type="checkbox"/>
Away from stairwells or areas with access to lift shafts where these open at ground level and / or onto the street, due to the blast wave being able to travel up them	<input type="checkbox"/>
Where stair cores are fully enclosed and accessed via blast doors, they can provide good protected <u>good, protected</u> spaces	<input type="checkbox"/>
Avoiding ground or first floor if possible	<input type="checkbox"/>
In an area with enough space to contain all occupants, that will head for, or need to use, the space in the event of an incident	<input type="checkbox"/>
Away from the area in between the building's perimeter and the first line of supporting columns	<input type="checkbox"/>
Has communication abilities within the area e.g. landline phone	<input type="checkbox"/>

General Incident Management Guidance



WE RECOMMEND PRINTING THIS SECTION AND KEEPING IT FOR SLT USE

General Emergency Management

Every emergency presents a unique set of challenges and circumstances. Consequently, the precise management procedures you'll need to implement will inherently differ from one incident to another. This guidance serves as a high-level framework, offering essential considerations for managing any type of incident as it unfolds. This should be followed alongside the specific procedural checklists relevant to the emergency and should be considered at all points of a response.

Initial Response and Assessment	Initial when done
Clearly identify and designate an individual (or a small, core team) to assume overall incident management responsibilities.	
If feasible and safe, establish a designated incident coordination area, a quiet, secure area where the incident lead, Civil Contingencies Duty Officer and any other supporting parties can operate, access information, and make decisions without disruption.	
Before any significant actions or communications, gather and verify all facts.	
Identify and document what is definitively known, what remains unknown (and therefore requires further investigation), and what aspects of the situation are being actively managed or addressed. This helps in understanding the information landscape.	
Quickly assess immediate threats to life, property, and the environment. This informs the urgency and nature of the initial response.	
Take any further or ongoing action to secure the immediate safety and well-being of pupils, staff, and visitors. All initial decisions and subsequent actions must be made with this paramount in mind.	
Inform any wider stakeholders of a incident (if you have not done already) providing only the known information <u>information</u> and informing them when an update will be available.	

Ongoing Incident Management	Initial when done
Establish and diligently maintain a detailed, chronological log of all significant events, key decisions made, actions taken, and communications issued. This log is an invaluable record for accountability, future review, and any potential investigations or enquiries. This log can be done via paper, typed or even as a voice recording. Each entry should include the date, time, action/event, who initiated/responded, and any relevant outcomes or observations.	
Continuously collect, verify, and analyse information from all available sources. The situation can evolve rapidly, so maintaining an up-to-date understanding is critical.	
Conduct regular, brief reviews of the situation with the incident management team. Assess the effectiveness of actions already taken and determine if the current plan remains appropriate.	
During extended incidents, proactively consider and address the basic welfare needs of pupils and staff who may be sheltered on-site. This includes ensuring access to potable water, suitable food (where feasible), basic hygiene facilities, and warmth. Pay particular attention to the needs of vulnerable pupils or staff who may require additional support, medication, or specific care.	
Where safe and appropriate, take photographs or videos to accurately document the scene, any damage, conditions, or actions being taken. This can be vital for insurance claims, debriefs, and investigations.	
If the incident involves an investigation (e.g., a crime scene, a serious accident), take steps to secure and preserve any physical evidence, adhering to instructions from emergency services.	
Identify any additional resources that may be required (e.g., specialist equipment, additional personnel, external support) and establish clear procedures for obtaining them.	
Ensure staff involved in the response have appropriate breaks, access to refreshments, and are not exposed to unnecessary risks.	
Be mindful of the psychological impact of the incident on staff. Encourage mutual support and identify individuals who may require post-incident welfare support or debriefing.	
Take steps to secure areas directly affected by the incident to prevent unauthorised entry, further damage, or interference with evidence.	
If emergency services assume control of the scene, ensure a clear, concise, and comprehensive handover of all relevant information, including the incident log, current situation, and any immediate concerns.	

General Communication Process

Every emergency presents a unique set of challenges and circumstances. Consequently, the precise communication procedures you will need to implement will inherently differ from one incident to another. This guidance serves as a high-level framework, offering essential considerations for your communication process during an emergency.

The on-call Duty Officer can provide invaluable assistance and advice regarding these general procedures. However, should your school require more specialised communications guidance or direct support, this would typically fall under a separate Communications Service Level Agreement (SLA). If your school has such an SLA in place and a communications specialist is activated, the Civil Contingencies Duty Officer will work collaboratively with them, ensuring a fully coordinated and effective response.

Unlike some procedural checklists, the considerations outlined below are not intended to be followed rigidly, line by line. Instead, they provide a flexible guide, highlighting key aspects you may wish to consider and adapt based on the specific demands of your situation.

Initial Assessment	Initial when done
Designate a clear individual (or small team) responsible for overseeing all communications.	
Identify backup personnel in case the primary lead is unavailable.	
Collect and document all verified facts before communicating. Avoid speculation.	
Identify and document what is known, what is unknown, and what is being actively managed.	

Internal Communications (Staff & Pupils)	Initial when done
Brief all staff on the situation, their immediate responsibilities, and key messages.	
Ensure staff understand their role in supporting pupils and managing communication with them.	
Consider the age and vulnerability of pupils when deciding how and what information to share directly with them. Provide reassurance and guidance appropriate to the situation.	
Establish procedures for managing pupil questions and concerns.	

External Communications (Parents/Guardians & Key Stakeholders)	Initial when done
Determine the urgency and necessity of immediate communication.	
Select the most appropriate channel for initial notification (e.g., text message for urgent alerts, email for more detail).	
Draft a concise, factual, and reassuring initial message.	
Consider how to manage incoming calls/queries from concerned parents.	
Plan a schedule for regular updates, even if it's to state, "no new information at this time."	
Identify preferred channels for ongoing communication (e.g., school website, parent app, email).	
Ensure consistency in messaging across all platforms.	
Notify the relevant local authority departments (e.g., Children's Services, LADO etc).	

Other Key Stakeholders (Identify and inform other essential contacts as needed):	Initial when done
<i>Update and inform as needed -</i>	
Neighbouring schools (if relevant to the incident)	
Transport providers	
Catering services	
Relevant governing body members	
Specialist support services (e.g., bereavement counselling for the death of a pupil).	

Media Management (if applicable)	Initial when done
Determine if media attention is likely or has occurred.	
Designate a single spokesperson (usually the Headteacher or Chair of Governors).	
Prepare a factual holding statement.	
Avoid speculation and do not share sensitive personal information.	

General principles regarding message content and tone

- Ensure all communications are factually accurate, unambiguous, and easy to understand.
- Avoid jargon or overly technical language.
- Convey empathy and understanding for those affected.
- Provide reassurance about actions being taken to manage the situation and ensure safety.
- Clearly state any actions required from recipients (e.g., "do not come to school," "collect children from...").
- Provide practical advice or guidance where appropriate.
- Ensure all messages, across all channels and spokespersons, are consistent.

Specific Hazard / Response Procedures



Gas Failure

A gas failure, or suspected gas leak, requires immediate and decisive action due to the potential for fire, explosion, or health impacts from carbon monoxide. It's critical to prioritise safety and follow established protocols to protect everyone on the school premises.

Gas Failure Checklist	Initial when done
If you smell gas, hear a hissing sound, or suspect a leak, do not operate light switches, electrical appliances, or anything that could create a spark. Do not use mobile phones inside the affected area.	
Open windows and doors (if safe to do so) to ventilate the area.	
Turn off the gas supply (if safe to do so).	
Evacuate the immediate area of the suspected leak, moving everyone to a safe, well-ventilated location away from the building. Consider activating the evacuation procedures.	
From a safe location outside the building, call 999 if there is a direct risk to life. Otherwise call National Gas Emergency Service on 0800 111 999	
Contact the Civil Contingencies Team on 01254 51098.	
At the assembly point, conduct a full headcount of all students and staff against registers. If anyone is missing do not re-enter, call 999 and ask for the Fire Service explaining that you have evacuated for a gas leak and someone is missing. Follow the ETHANE mode.	
Brief staff on the situation, confirming the suspected gas leak and the immediate actions taken. Instruct them to keep pupils calm and together.	
Consider sending Pupils home early or moving to Buddy School.	
Prepare and send an initial communication to parents/guardians via informing them of the incident, that the school has been safely evacuated, and providing instructions for collection or further information.	
Upon arrival, provide emergency services and gas engineers with all known information about the leak, building plans, and access points.	
When the emergency services or gas engineers says its safe to, re-enter the building.	

Water Failure


A significant water failure, such as a burst pipe, complete loss of mains water supply, or contamination, can severely disrupt school operations, impact hygiene, and potentially cause structural damage. Prompt and appropriate action is essential to ensure safety, maintain hygiene, and minimise disruption.

Water Failure Checklist	Initial when done
If there is a burst pipe or significant leak, immediately attempt to locate and turn off the main water isolation valve (stopcock) if safe to do so.	
Assess any immediate risks such as slipping hazards, electrical hazards (if water is near electrical points), or structural damage.	
Identify the cause and extent of the water failure (e.g., burst pipe, external mains issue, contamination).	
If there is significant flooding posing a risk to life or severe structural damage, call 999 immediately and ask for the Fire Service.	
Contact the Civil Contingencies Team on 01254 51098.	
For major mains supply issues, check your location on the United Utilities website and log any issues if not already present. https://www.unitedutilities.com/emergencies/up-my-street/	
If it's an internal leak, try to contain the water using buckets, towels, or other absorbent materials.	
Move valuable equipment and resources away from affected areas.	
Brief all staff on the situation, including areas to avoid and alternative arrangements for toilets and handwashing.	
Determine the impact on drinking water, toilets, handwashing facilities, and kitchen operations.	
Assess if alternative arrangements (e.g., bottled water, temporary hand sanitiser, off-site catering) are feasible.	
Consider the severity and likely duration of the water failure when deciding if to send pupils home early or activate a "buddy school" arrangement.	
Prepare and send an initial communication to parents/guardians informing them of the incident, any impact on school operations (e.g., partial closure, early pick-up), and providing instructions or further information.	

Arrange for qualified plumbers or the water utility company to attend to assess and repair the issue.	
Once the issue has been resolved and declared safe confirm the water supply has been fully restored and is safe for use (e.g., running taps to clear air, checking for leaks).	
Initiate cleaning and drying of any affected areas.	

Electricity Failure

An electricity failure, whether a localised power cut or a widespread outage, can significantly impact a school's ability to operate safely and effectively. It affects lighting, heating, catering, IT systems, communication, and security. Prompt and decisive action is crucial to ensure the safety and welfare of all on-site.

Electricity Failure Checklist	Initial when done
Assess immediate risks such as loss of emergency lighting, heating, fire alarms, or security systems.	
Determine if the outage is school-specific (e.g., trip, internal fault) or widespread (e.g., local area power cut). Check external streetlights or contact neighbours.	
If the power cut is only internal, check the main circuit breaker/fuse box. Do not attempt to fix electrical faults unless qualified to do so.	
Contact the Civil Contingencies Team on 01254 51098.	
Ensure emergency lighting activates where installed.	
If automatic fire alarms or other critical safety systems are affected, consider activating a full evacuation if safety cannot be guaranteed.	
Ensure all electrical equipment is turned off to prevent damage when power is restored.	
For external power failures, check the Electricity North West's website for updates on the outage and log the issue if not already reported. https://www.enwl.co.uk/power-cuts/	
Brief all staff on the situation, the expected duration (if known), and any implications for teaching, movement, or breaks.	
Reinforce safety procedures, especially regarding stairs, dark areas, and handling of potentially affected food items.	
Determine the impact on heating, lighting, hot water, toilets (flushing mechanisms), kitchen operations (food spoilage, cooking), IT systems, and communication methods.	
Assess if alternative arrangements (e.g., portable heaters, catering alternatives, manual registers) are feasible for short-term and sustained outages.	
Consider the severity and likely duration of the power failure when deciding if to send pupils home early or activate a "buddy school" arrangement. <u>arrangement.</u> 	

Prepare and send an initial communication to parents/guardians informing them of the incident, any impact on school operations (e.g., partial closure, early pick-up), and providing instructions or further information.	
For internal faults, arrange for a qualified electrician to attend.	
For external outages, monitor updates from the network distributor.	
Once the issue has been resolved and declared safe, confirm power has been fully restored and systems (e.g., heating, IT) are functioning correctly.	
Reset clocks, alarms, and any affected equipment.	

Severe Injury (Pupil)

A severe injury to a pupil is a highly distressing event that requires immediate, calm, and coordinated action. The primary focus is the welfare of the injured pupil, followed by supporting witnesses, staff, and the wider school community. Clear, compassionate, and accurate communication is paramount, balancing the need to inform with respecting privacy and managing emotional responses.

Severe Injury (Pupil) Checklist	Initial when done
Immediately assess the situation and ensure the safety of the injured pupil and others present.	
Administer appropriate first aid or delegate to a qualified first aider.	
Prevent further injury or distress to others by securing the area if necessary.	
Call 999 immediately and request an ambulance (and police if the injury is suspicious or involves a serious crime). Provide clear details of the incident, the pupil's condition, and the school's full address. Follow the ETHANE model.	
Contact the Civil Contingencies Team on 01254 51098.	
Designate a lead person for managing the incident, often the Headteacher or a senior leader.	
Ensure any pupils or staff who witnessed the incident are moved to a calm, safe space away from the scene and are supervised.	
Consider initial emotional support for witnesses. Avoid asking them to discuss details repeatedly.	
Identify any safeguarding concerns that may arise from the incident and follow established school safeguarding procedures.	
Seek advice from the emergency services around contacting parents as they may take the lead in doing this.	
Consider informing the Health and Safety Executive (HSE) if the injury is reportable under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013). Or contact the Health and Safety team if you have the relevant SLA with them.	
Initial internal staff briefing (outside of those dealing with the immediate incident) should be factual, address concerns, and guide how to manage pupil questions.	

<p>Consider a general communication to other parents if the incident has caused significant disruption or concern, being mindful of the injured pupil's privacy. This might state that an incident occurred and that all pupils on site are safe, without going into specific details.</p>	
<p>Plan for ongoing emotional support for pupils and staff, especially those directly involved or affected. This may involve school counsellors, educational psychologists, or external bereavement support if applicable.</p>	
<p>Begin an internal investigation into the circumstances of the injury to identify causes and prevent recurrence.</p>	

Severe Injury (Staff or Visitor)

A severe injury to a staff member or visitor is a distressing event that demands an immediate, calm, and coordinated response. The primary focus is the welfare of the injured individual, followed by supporting witnesses (including pupils), and ensuring the broader school community is appropriately managed. Communication in such circumstances must be prompt, factual, and highly sensitive, strictly adhering to privacy protocols (including GDPR) while providing necessary information and support.

Severe Injury (Staff or Visitor) Checklist	Initial when done
Immediately assess the situation and ensure the safety of the injured person and others present.	
Administer appropriate first aid or delegate to a qualified first aider.	
Prevent further injury or distress to others by securing the area if necessary.	
Call 999 immediately and request an ambulance (and police if the injury is suspicious or involves a serious crime). Provide clear details of the incident, the person's condition, and the school's full address. Follow the ETHANE model.	
Contact the Civil Contingencies Team on 01254 51098.	
Designate a lead person for managing the incident, often the Headteacher or a senior leader.	
Ensure any pupils or staff who witnessed the incident are moved to a calm, safe space away from the scene and are supervised (especially pupils).	
Consider initial emotional support for witnesses. Avoid asking them to discuss details repeatedly.	
<p>Seek advice from the emergency services around contacting next of kin/emergency contacts as they may take the lead in doing this, especially if the individual is being transported to hospital. Always defer to their guidance regarding timing and specific information.</p> <p>For Staff: The designated lead person should, if known and appropriate, attempt to contact the injured staff member's pre-identified emergency contact. This should be done sensitively and factually, stating what has occurred and where the individual is being taken.</p> <p>For Visitors: Obtain emergency contact details (e.g., from visitor sign-in logs) and similarly notify their designated next of kin or emergency contact.</p>	

<p>If the injured person is a visitor who is at the school in a professional capacity (e.g., contractor, substitute teacher or from another organisation), consider notifying their employer, following any advice provided by the emergency services and the injured persons right to privacy.</p>	
<p>Consider informing the Health and Safety Executive (HSE) if the injury is reportable under RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013). Or contact the Health and Safety team if you have the relevant SLA with them.</p>	
<p>Initial internal staff briefing (outside of those dealing with the immediate incident) should be factual, address concerns, and guide how to manage pupil questions.</p>	
<p>Consider a general communication to other parents if the incident has caused significant disruption or concern, being mindful of the injured person's privacy and GDPR requirements. This might state that an incident occurred and that all pupils on site are safe, without going into specific details.</p>	
<p>Plan for ongoing emotional support for pupils and staff, especially those directly involved or affected. This may involve school counsellors, educational psychologists, or external bereavement support if applicable.</p>	
<p>Begin an internal investigation into the circumstances of the injury to identify causes and prevent recurrence.</p>	

Flooding

Flooding, whether caused by severe external weather, a burst internal pipe (as previously covered), or local watercourse overflow, poses significant risks to school safety, infrastructure, and operations. It can lead to immediate hazards, property damage, and long-term disruption. A rapid and coordinated response is essential to protect lives, minimise damage, and manage the impact on the school community.

Flooding Checklist	Initial when done
Call 999 if anyone is trapped or in danger and await instructions from the emergency services. DO NOT ENTER FLOOD WATER.	
Evacuate the immediate area of the flood moving everyone to a safe location. Consider activating the evacuation procedures or shelter procedure depending on the nature and location of the flood.	
Assess any immediate risks such as slipping hazards, electrical hazards (if water is near electrical points), or structural damage.	
If electrical systems are compromised by water, immediately turn off the main electricity supply if safe to do so.	
Prevent access to severely flooded areas.	
Contact the Civil Contingencies Team on 01254 51098.	
Disconnect/isolate utilities (Gas, Water, Electric).	
Unplug electrical items, moving critical equipment to a higher area if possible.	
Collect personal belongings including insurance details.	
Raise furniture off the floor.	
Weigh down any loose items outdoors where possible.	
Move vehicles away from the affected area, but only if you can do this without driving through flood water.	
Call Environment Agency Floodline on 0845 988 1188 for information and advice.	
Brief all staff on the situation, affected areas, and any changes to routines, including alternative routes or access restrictions.	

Instruct staff on safe movement through the school and how to manage pupil concerns or questions.	
Ensure pupils avoid flooded areas and understand safety instructions.	
Consider following the off-site evacuation procedures if deemed necessary and appropriate.	
Consider the severity and likely duration of the flooding when deciding if to close the school, send pupils home early, or activate a "buddy school" arrangement.	
Prepare and send an initial communication to parents/guardians informing them of the incident, any impact on school operations (e.g., partial closure, early pick-up), and providing instructions or further information.	
Contact your insurers as soon as possible and follow their advice. Most insurers have a 24hr helpline. Do not throw away damaged goods until your insurer has authorised you to do so. If possible, take photographs of the damage.	
Check the safety of electricity and gas before use. A qualified electrician needs to check any electrical equipment and circuits that have been exposed to floodwater.	
Check with your local water supply company that the water supply has been declared safe.	
If possible, disinfect any toys or equipment that the pupils may use that have been in or near flood water.	
Ventilate the premises whilst taking care for security.	

Infectious Disease

The outbreak of an infectious disease within a school community requires a focused and rapid response to minimise transmission, protect the health of pupils and staff, and maintain educational continuity where possible. This requires close liaison with public health authorities and clear, consistent communication. Please note that as infectious diseases are a health issue, Civil Contingencies is not able to provide advice or guidance outside of what is detailed below.

Infectious Disease Checklist	Initial when done
Identify suspected cases of infectious disease and, where appropriate, ensure individuals are isolated to prevent further spread, following established school health protocols.	
Advise unwell individuals (staff/pupils) to consider going home (as per any internal school sickness policies) and contact 111 if symptoms suggest an infectious disease or they need medical advice.	
Contact your Local Health Protection Team for advice. The UKHSA North West Region Office hours are Monday to Friday 09:00 hrs to 17:00 hrs. They can be contacted via 0344 225 0562.	
Provide them with all available information regarding the suspected outbreak (number of cases, symptoms, potential source, age groups affected).	
Follow all advice and instructions provided by the Health Protection Team, as they are the lead authority for managing infectious disease outbreaks.	
Contact Civil Contingencies Duty Officer on 01254 51098 so they are aware of the outbreak, as they may be able to assist with other areas relating to the outbreak.	
Brief all staff on the situation, reiterating enhanced hygiene measures (e.g., frequent handwashing, proper cough/sneeze etiquette, increased cleaning of high-touch surfaces).	
Ensure adequate supplies of soap, hand sanitiser, and cleaning materials are available.	
Provide guidance on monitoring for symptoms among pupils and staff.	
<p>Guidance on specific measures on how to manage specific infectious diseases can be found at https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z</p> <p>If in doubt always follow the advice and guidance of the UKHSA.</p>	

Severe Heat

Periods of severe heat, particularly during heatwaves, can pose significant health risks to pupils and staff, ranging from discomfort to serious heat-related illnesses such as heat exhaustion or heatstroke. Maintaining a safe and comfortable indoor environment, managing outdoor activities, and ensuring proper hydration are critical during such times. Proactive measures and clear protocols are essential to protect the well-being of the school community.

Severe Heat Checklist	Initial when done
If any person is suffering signs of heat-related illness (e.g., headache, dizziness, nausea, excessive sweating, cramps, weakness), move them to a cool room immediately. Contact NHS 111 for advice. In an emergency (e.g., collapsed, confusion, very hot skin, not sweating, seizure), contact 999 immediately.	
Contact your Local Health Protection Team for advice if multiple pupils are suffering heat-related illness. The UKHSA North West Region Office hours are Monday to Friday 09:00 hrs to 17:00 hrs. They can be contacted via 0344 225 0562.	
Contact the Civil Contingencies Duty Officer on 01254 51098 so we are aware of widespread heat-related issues that might affect multiple schools or require broader local authority support.	
Ensure children and staff have plenty of water readily available and are encouraged to drink frequently.	
Avoid vigorous physical activity when temperatures exceed 30°C. Review and adjust timetables for outdoor lessons, sports days, and playtime.	
Advise or enforce the wearing of loose, light-coloured clothing and wide-brimmed sunhats when outdoors.	
Ensure children and staff stay in the shade whenever possible during outdoor time.	
Encourage and facilitate the use of sunscreen.	
Open windows early in the morning or overnight to release stored heat when outside temperatures are cooler than indoors.	
Close windows when outside air is warmer than indoors to prevent hot air from entering.	
Use blinds or curtains to block sunlight from entering classrooms and common areas but ensure adequate ventilation.	
Minimise electric lighting and avoid leaving equipment on standby to reduce internal heat generation.	

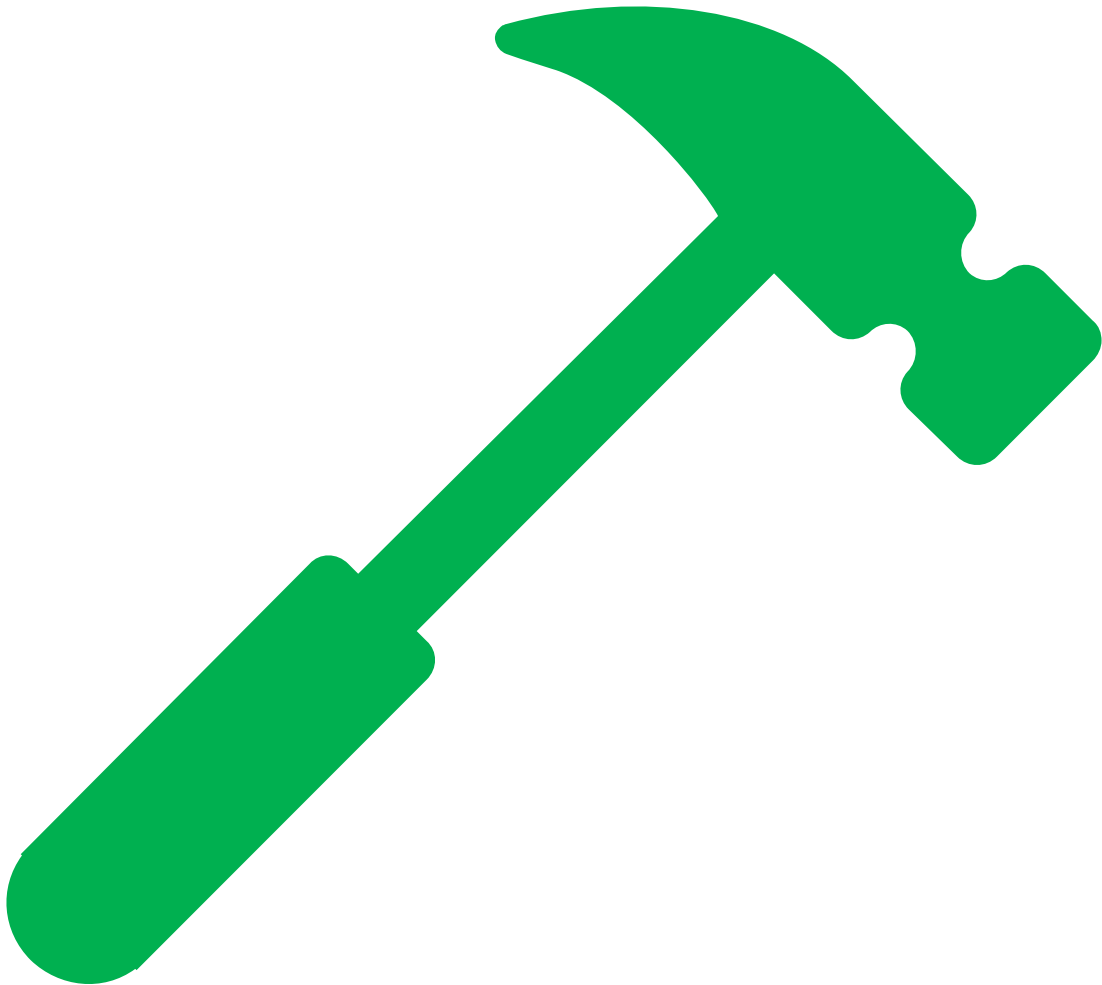
<p>Use oscillating fans below 35°C; above this, fans may worsen dehydration by increasing sweat evaporation without providing sufficient cooling.</p>	
<p>Communicate with parents/guardians about the school's measures to manage heat and any specific requests (e.g., sending water bottles, appropriate clothing, applying sunscreen before school). Inform them of any changes to the school day schedule or activities due to the heat.</p>	
<p>Regularly monitor indoor temperatures and the well-being of pupils and staff throughout the day. Adjust measures as necessary based on ongoing conditions and advice from health authorities.</p>	

Severe Snow/Ice

Periods of heavy snow and widespread ice can severely disrupt school operations by making travel unsafe for pupils and staff, impacting heating, and increasing the risk of slips, trips, and falls on school premises. Effective management requires careful risk assessment, clear communication, and preparedness for potential closures or utility disruptions.

Severe Heat <u>Snow/Ice</u> Checklist	Initial when done
Assess whether it is safe for pupils and staff to come to school, considering not just the conditions at the school but where possible nearby locations that pupils and staff may be travelling from. Consider transport routes, pedestrian access, and the safety of the school site itself.	
Consult with other local schools, if appropriate, to understand broader conditions and coordinated approaches.	
Contact the Civil Contingencies Duty Officer on 01254 51098. The Civil Contingencies Duty Officer should have frequent updates from the MET Office and may be able to further advise on local conditions and wider borough impact.	
Implement immediate measures to manage snow and ice on pathways, entrances, and critical access routes within the school grounds. This includes gritting/salting and clearing snow.	
Ensure adequate supplies of grit/salt are readily available.	
Clearly mark or cordon off hazardous areas that cannot be made safe.	
Communicate safety advice to staff, pupils, and parents regarding navigating the school grounds.	
If a decision is made to close the school, communicate this to parents/guardians and staff as early as possible via pre-determined method.	
If the school remains open but there are significant travel warnings, advise parents on safe travel precautions.	

Recovery



Recovery

Every emergency presents a unique set of challenges and circumstances, and consequently, the path to recovery will also be inherently different from one incident to another. This guidance provides a high-level framework for initiating recovery and conducting essential debriefs.

The on-call Civil Contingencies Duty Officer can provide invaluable assistance and advice regarding general recovery procedures. Crucially, if and when an incident occurs, the Civil Contingencies team will assist your school in developing a tailored recovery plan to address the specific impacts and needs arising from that event.

As part of the SLA, full debrief facilities, conducted by a trained College of Policing debriefer, are provided. These will be arranged via the Civil Contingencies team to ensure a thorough and professional review of the incident response.

Unlike some procedural checklists, the considerations outlined below are not intended to be followed rigidly, line by line. Instead, they provide a flexible guide, highlighting key aspects you may wish to consider and adapt based on the specific demands of your situation and the nature of the recovery required.

Initial Recovery Phase	Initial when done
Once emergency services have declared the scene safe and departed, take immediate steps to secure any affected areas of the school. This may involve boarding up windows, locking doors, or establishing temporary barriers to prevent unauthorised access.	
Conduct a preliminary assessment of any damage to school property, infrastructure, and resources. Document this thoroughly with photographs and notes for insurance purposes and to inform repair plans.	
Verify the safety and functionality of all essential utilities (electricity, gas, water). If there are any concerns, do not re-establish services without professional assessment.	
Provide initial updates to staff, pupils (where appropriate), parents/guardians, and relevant stakeholders regarding the immediate aftermath of the incident and preliminary recovery efforts. Manage expectations regarding the timeline for return to normal operations.	
Continue to monitor and address the immediate welfare needs of pupils and staff affected by the incident. This may involve providing a safe space, access to basic refreshments, or initial emotional support.	

Identify and activate a core recovery team responsible for coordinating and overseeing the longer-term recovery efforts, potentially distinct from the initial incident management team.	
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Longer-Term Recovery

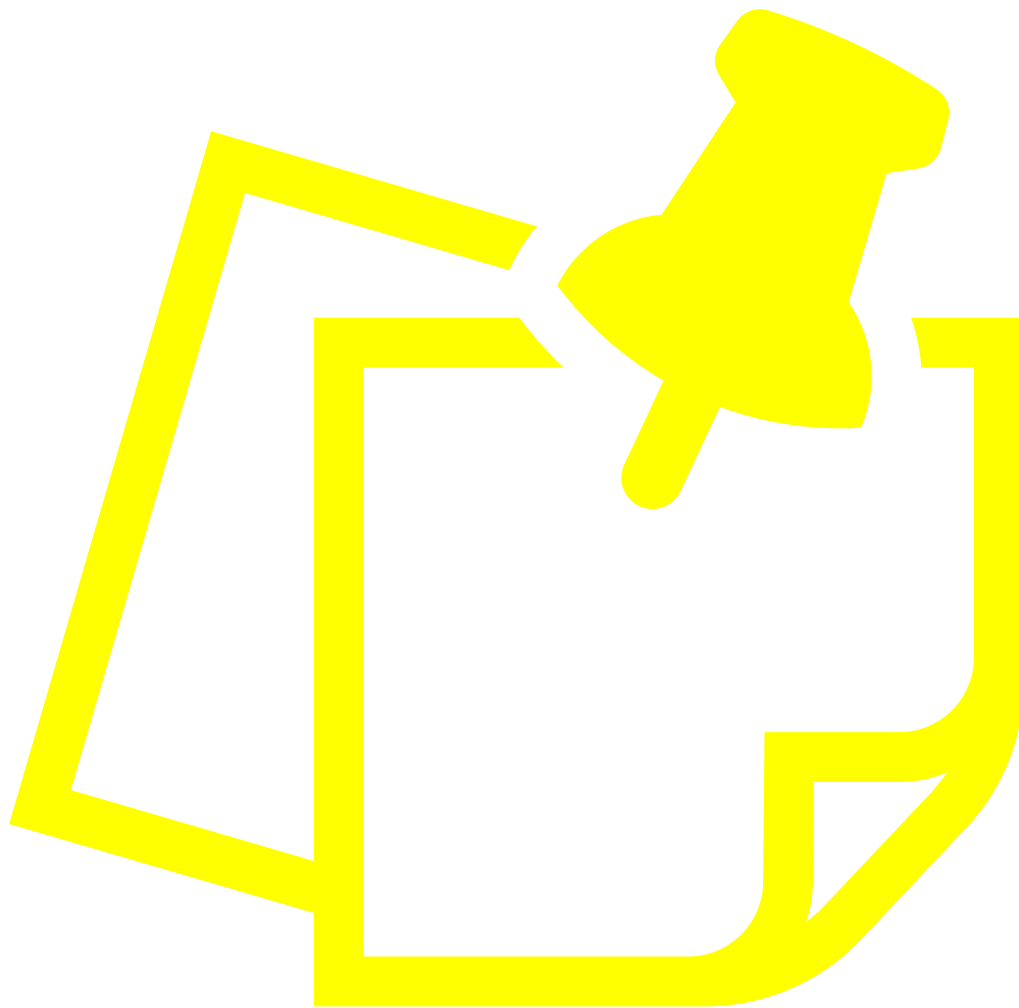
Once initial recovery has been completed. You will then look to Collaborate with the Civil Contingencies team to develop a detailed, tailored recovery plan. This plan should encompass:

- **Physical Recovery:** Repairs, clean-up, restoration of facilities, and procurement of necessary equipment.
- **Financial Recovery:** Assessing costs, engaging with insurance providers, and identifying potential funding sources.
- **Educational Recovery:** Strategies for re-establishing teaching and learning, potentially in alternative locations, and addressing missed curriculum.
- **Psychosocial Recovery:** Providing ongoing emotional and psychological support for pupils, staff, and parents affected by the incident. This may involve engaging with educational psychologists or mental health professionals.
- **Business Continuity:** Strategies to maintain essential school functions even while full recovery is underway.

The plan should also consider:

- **External Agency Liaison:** Maintain ongoing liaison with relevant external agencies (e.g., local authority departments, insurers, contractors, health services) to coordinate recovery efforts and access available support.
- **Financial Management:** Accurately track all costs associated with the incident and recovery. Work closely with finance teams to manage budgets, process claims, and ensure proper financial governance.
- **Phased Re-occupation:** Plan for a safe and managed phased re-occupation of school facilities, ensuring all safety checks and necessary repairs are completed before pupils and staff return.
- **Ongoing Communication:** Maintain consistent and transparent communication with all stakeholders throughout the recovery process, providing updates on progress and any challenges.

Essential Supporting Information & Reference



School Emergency Summary Sheet

School Identification & Contacts	Key Contact/Information
School Info	
School Name	Intack Primary School
School Address	White Birk Road, Blackburn, BB1 3HY
Main School Phone Number	01254 52815
Head Teacher Name	Fiona Salisbury
Head Teacher Contact (Emergency)	07773021323
Deputy Head / Emergency Contact 2 Name	Craig Taylor
Deputy Head / Emergency Contact 2 Contact	07702056254
Number of Pupils (Current Roll)	369
Number of Staff (Current FTE)	50
Utilities Info	
Electricity Provider	EDF Energy
Electricity Provider General Number	0845 366 3664
Gas Provider	Total Energies
Gas Provider General Number	0800 111 999
Water Provider	Water Plus
Water Provider General Number	0345 072 6072
Insurance/Security Info	
Main Insurance Provider	DfE Risk Protection Arrangement (RPA)
Insurance Policy Number	119118
Insurance Claims Contact Number	+44 (0) 3300 585 566
Property Management/Facilities (if external) Company/Name	Top Marks
Property Management/Facilities (if external) Contact Number	0161 552 4494
School Security/Alarm Company	Catch Point
School Security/Alarm Company Number	Mon-Fri 08:30-17:30 – 01254 692121 Out of hours - 08448791217

Document Control

Schools should review this document and adapt it as required, including specific school information in all relevant sections.

Plan administration	
Version number	002
Date of issue	November 2025
Electronic copies of this plan are available from	The Staffroom in the safeguarding folder
Hard copies of this plan are available from	November 2025
Location of emergency grab bag(s)	Deputy Head's room hanging on the door
Date of next review	October 2026
Person responsible for review	Craig Taylor

This plan is confidential. Do not give any contact details or sensitive information to the media, pupils, parents / carers or members of the public without permission.

Plan Sign-off:		
Role	Signature	Date
Headteacher	Fiona Salisbury	November 2025
Chair of Governors	Abdul Qadoos	November 2025

Map of the School

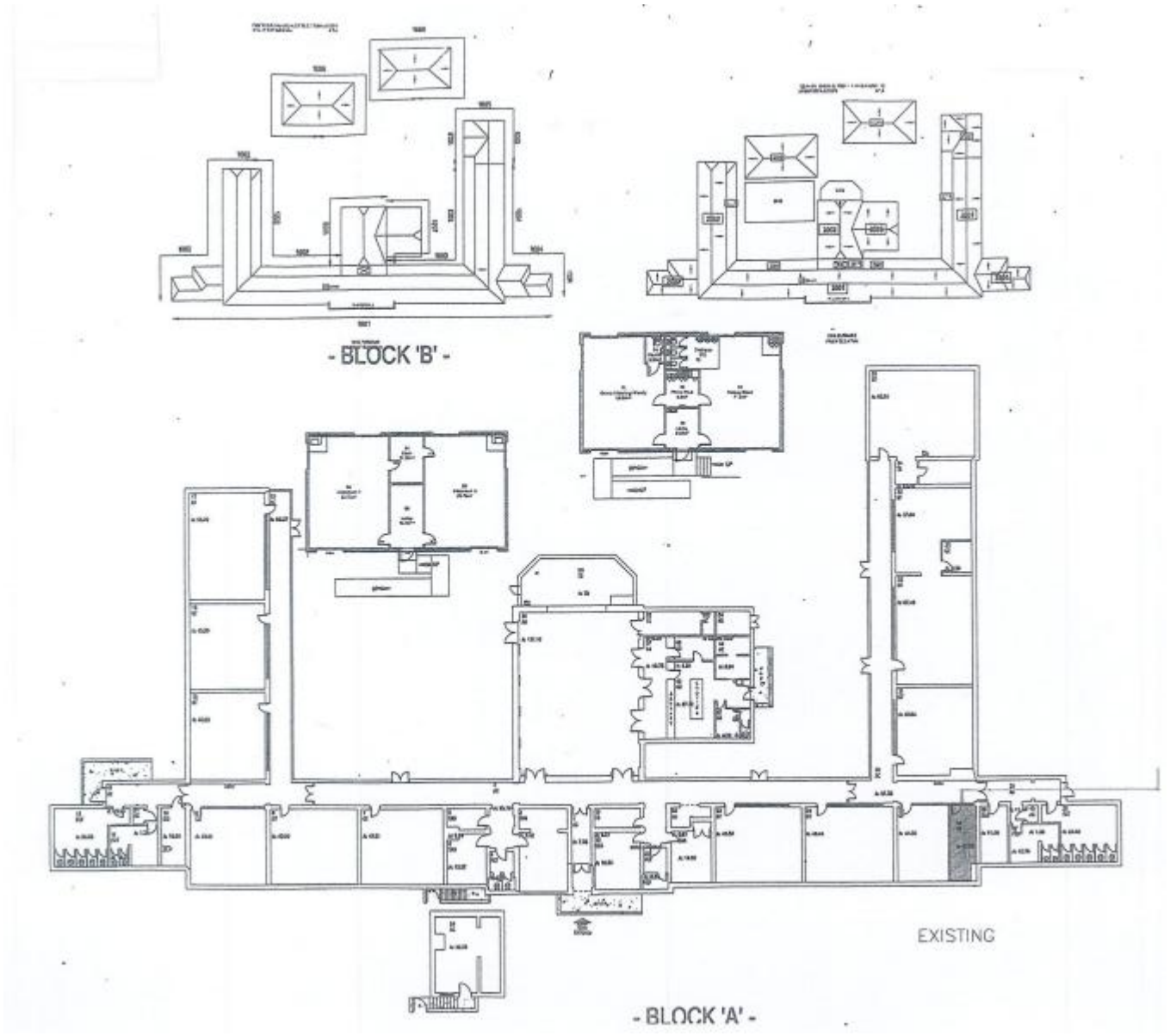
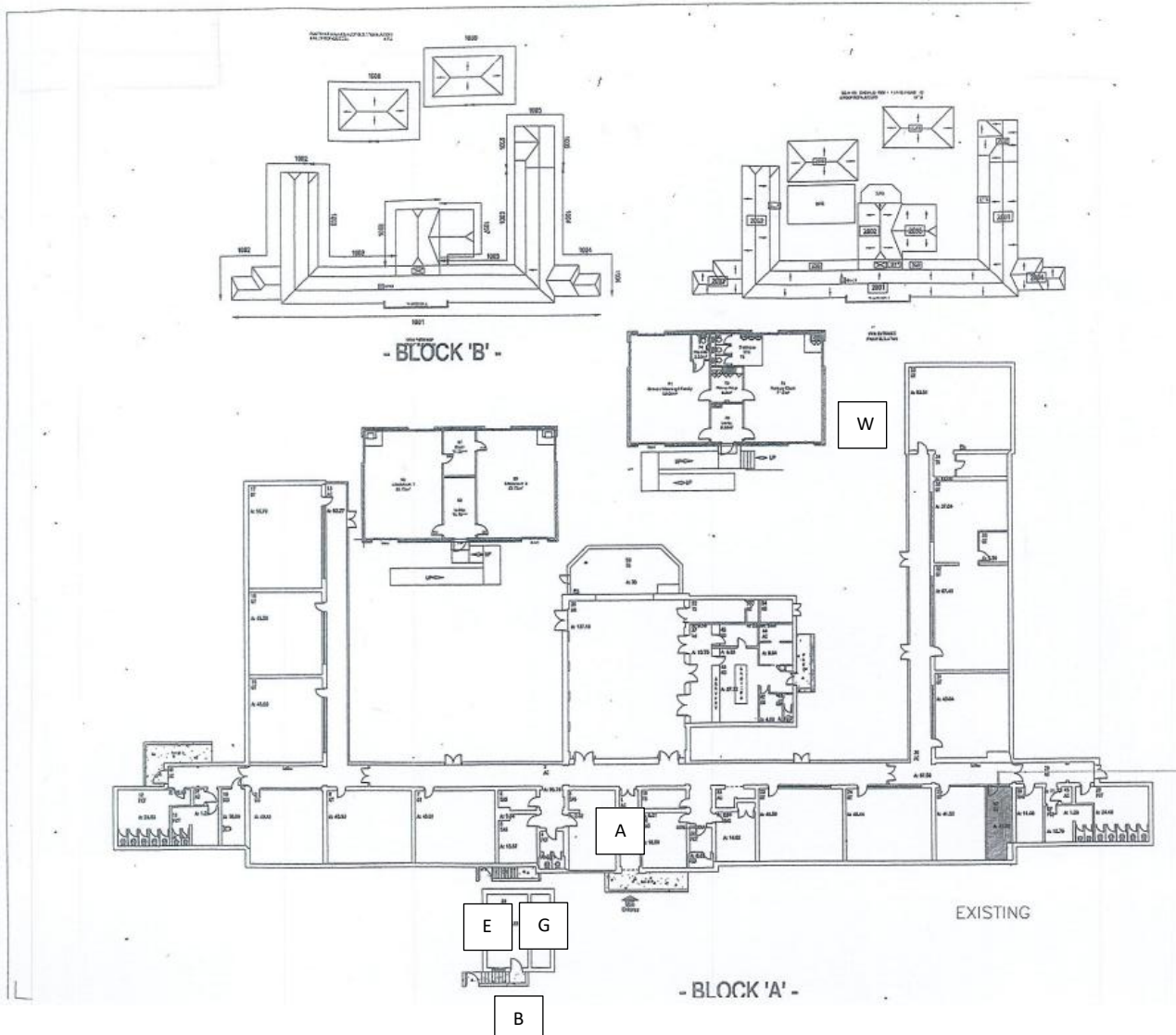


Photo of Alarm Panel





Photo of Utilities Shut Off Points



Location of:	
Alarm panel (A)	Main Entrance Inside grey box near light switch
Gas supply isolator (G)	Boiler Room Near Gas Meter at end of shelving There are 2 levers one for the boilers and one for the kitchen
Electricity supply isolator (E)	Boiler Room Left Hand Wall Behind Boilers
Water supply isolator (W)	Main Isolator For Whole Site Near Rear Vehicle Gates
Boiler (B)	Boiler Room Control Panel on Right Hand Wall Opposite Boilers
Hazardous materials (COSHH)	Metal Cabinet Near kitchen backdoor /Metal Filling Cabinet Site Supervisors Room
Asbestos register	Main/SBM Office

Disclaimer

The emergency plans and guidance provided by the Blackburn with Darwen Civil Contingencies Team are intended to offer comprehensive support for users during emergency situations within the specified school premises. These plans are designed to assist in decision-making and response actions based on the most current information available as of 01/08/2025. However, users must adhere to the following disclaimers and conditions of use:

1. **Scope of Use:** This disclaimer applies to all users of the emergency plans, including internal staff, external partners, and any other individuals involved in the emergency response within the school premises. These plans are not applicable during school trips or any activities outside the school premises.
2. **Information Accuracy and Updates:** The information contained in these emergency plans is accurate to the best of our knowledge as of the date of writing. However, users must remain vigilant to changes in laws, regulations, and guidelines. Users are responsible for ensuring they are operating with the most recent version of these plans and must regularly review updates from authoritative sources.
3. **User Responsibility and Professional Judgement:** While these plans provide detailed guidance, users must exercise their professional judgement and consider wider information and guidance beyond the scope of these documents. In any situation where there is uncertainty, users must consult with an on-call duty officer immediately at 01254 51098. Users are expected to use their discretion and expertise in applying the provided guidance to specific circumstances.
4. **Liability for Errors and Omissions:** Blackburn with Darwen Civil Contingencies Team disclaims any liability for errors or omissions in the emergency plans. We endeavour to ensure accuracy, but no guarantees are made regarding the completeness or adequacy of the information. Users assume full responsibility for the use of these plans and any decisions made based on the provided guidance.
5. **Third-Party Information:** The emergency plans may reference or incorporate guidance from government and other third-party sources. While every effort is made to ensure the accuracy of such information at the time of inclusion, Blackburn with Darwen Civil Contingencies Team does not assume responsibility for the ongoing accuracy or completeness of third-party information.
6. **Geographic and Situational Limitations:** These plans are specifically tailored for use within the designated school premises. They are not intended for application during

off-site activities, including school trips. Users must ensure that any actions taken are in compliance with the situational and geographic scope of these plans.

7. Confidentiality and Privacy: The information contained within these emergency plans is classified as Official-Sensitive. It is intended for use only within the specific school and should not be shared with unauthorised individuals or entities. Users must take all necessary precautions to safeguard the confidentiality of the information contained herein.
8. Injury, Damage, and Reputational Issues: Blackburn with Darwen Civil Contingencies Team will not be liable for any injuries, damages, or reputational harm arising from the use or misuse of these emergency plans. Users are responsible for their actions and decisions made during emergency situations, and they must operate within the bounds of their professional expertise and judgement. Any adverse outcomes, including physical injuries, property damage, or impacts on reputation, are the sole responsibility of the users.
9. Acknowledgement and Compliance: By using these emergency plans, users acknowledge that they have read, understood, and agreed to comply with the terms of this disclaimer. Failure to adhere to these terms may result in inappropriate responses or actions during emergencies, for which Blackburn with Darwen Civil Contingencies Team will not be held responsible.

For any uncertainties or further clarifications, users must contact the on-call duty officer at 01254 51098.