

# 2024

'FROM GREAT TO AMAZING'

## Health and Safety Policy



SUCCESS, UNIQUENESS, ENVIRONMENT, COMMUNITY

Revised September 2024

Review Frequency Annually

### Implementation Process

- Staff (September 2024)
- Governors (Autumn 2024)

Signed  (HT)

Signed  (CoG)

# London Borough of Enfield

## Health and Safety Policy

	Name	Signature	Date
Prepared by:	Mary Cassidy		October 2013
Checked and Reviewed by:	Paul Bishop / Julia Moulton		July 2024
Approved by:	Peter Nathan		July 2024
Document Title:	Health and Safety Policy for Suffolks Primary School		
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This page is for Schools Health & Safety Team document control only.

This plan is subject to ongoing change and will be updated as and when required.

## **Governing Body**

This policy supplements and should be read in conjunction with the London Borough of Enfield, Schools Health Safety Framework Policy. It lays down the local organisation and arrangements established by the governing body to implement that policy.

The governing body is committed to high standards of health, safety and wellbeing and will take all reasonable steps to ensure the Education Services and Children & Families Services Health and Safety Framework Policy, and its health and safety procedures e.g. Health and Safety documents available on the Schools Traded Services Site, Fire Log Book, Responsible Persons Premises Log etc are implemented. In view of this, the school's own safety policy has been devised to complement that of the Local Authority and provide those details that a Local Authority policy cannot.

**The governing body recognises its responsibilities as set out in the Local Management of Schools Scheme. We will endeavour to ensure the Education Services and Children & Families Services Framework Policy is implemented with regard to:**

- a safe and healthy working environment with adequate control of health and safety risks arising out of the school's activities
- an effective local organisation to implement the policy
- full consultation with staff on matters affecting their health and safety
- effective communication throughout the school on health and safety matters
- provision of information, instruction and supervision
- ensuring staff are competent to carry out their work and meet their health and safety responsibilities; and the provision of adequate training and development
- obtaining competent advice when that is not available within the school
- risk assessments are undertaken, and the necessary controls implemented
- the effective management of contractors
- effective monitoring and review of the implementation of the policy and health and safety performance adequate resources to implement this policy

The governing body will review this policy annually.

# RESPONSIBILITIES

## Head

The Head is responsible for the overall implementation of this policy throughout the school. This includes day-to-day responsibility for maintenance and development of safe working practices and conditions for all staff, pupils, visitors and any other person using the premises or undertaking activities under the school's control. In particular, the Head will:

- a) nominate a senior manager as health and safety coordinator
- b) ensure subordinate managers meet their health and safety responsibilities
- c) ensure the arrangements for consultation with staff are implemented and chair the safety committee
- d) ensure effective communication of health and safety matters
- e) ensure requirements with regard to staff competence are met
- f) ensure health and safety standards, school health and safety procedures/codes of practice are implemented
- g) ensure risk assessments are carried out
- h) undertake risk assessments in relation to directly managed staff (e.g. stress risk assessments)
- i) ensure health and safety monitoring is undertaken, including:
  - (i) incident reporting and investigation
  - (ii) specific equipment & premises inspections
  - (iii) termly inspections
  - (iv) monitoring of health safety action plans
  - (v) health and safety in staff appraisals
  - (vi) ensuring an annual (or ongoing) report is provided to the governing body
  - (vii) make recommendations to the governing body in relation to external independent audits
  - (viii) report to the governing body any health and safety issues that cannot be resolved.

## Senior Management Team

The Senior Management Team will support the Head with regard to the overall management of health and safety in the school. This includes:

- a) providing leadership by ensuring health and safety is considered as part of every decision
- b) considering the health and safety impact of new initiatives
- c) informing the Head about any health and safety issues that affect the school
- d) agreeing strategic health and safety initiatives
- e) monitoring the overall implementation of the school's health and safety policy in their areas of control and agreeing health and safety reports.

## **School Health and Safety Coordinator**

The Health and Safety Coordinator is responsible for the overall coordination of health and safety throughout the school on behalf of the Head. Responsibilities include:

- (a) coordinating all aspects of health, safety and wellbeing policy and practice
- (b) liaising with safety representatives and attending the safety committee
- (c) disseminating health and safety information
- (d) coordinating accident reporting procedures
- (e) coordinating emergency evacuation procedures
- (f) ensuring health and safety matters raised by staff are dealt with
- (g) maintaining a central file of health and safety procedures and other relevant information;
- (h) monitoring implementation of the policy by:
  - (i) ensuring heads of department undertake inspections
  - (ii) ensuring incidents are investigated
  - (iii) reporting 'reportable' incidents to the Health and Safety Executive.
  - (iv) managing the schools annual monitoring checklist
  - (v) making recommendations to the Head teacher about an independent audit
  - (vi) reporting health and safety issues that cannot be resolved to the Head/governing body.

## **Other Managers**

*(Including Heads of Department, Managers of Non-Teaching Staff)*

Managers are responsible for implementing this policy in their area of control. This includes:

- (a) ensuring staff meet their health and safety responsibilities
- (b) consulting with staff on matters affecting their health and safety
- (c) communicating health and safety information to staff
- (d) assessing staff competence and ensuring appropriate training and development
- (e) ensuring school-wide health and safety standards, and school health and safety procedures/codes of practice, are implemented
- (f) ensuring risk assessments are carried out
- (g) ensuring safe working procedures and codes of practice are prepared for activities under their control
- (h) undertaking risk assessments in relation to directly managed staff
- (i) implementing monitoring arrangements, such as:
  - (i) incident reporting and investigation
  - (ii) specific equipment / premises inspections
  - (iii) termly inspections
  - (iv) the schools annual monitoring checklist
  - (v) including health and safety in staff appraisals
- (j) reporting any health and safety issues which cannot be resolved to the health and safety coordinator/Head.

## All Members of Staff

All members of staff are responsible for:

- (a) taking care of their own health and safety and the health and safety of others affected by their actions
- (b) co-operating with the governing body by following the schools safe working procedures and meeting responsibilities laid down in this policy
- (c) reporting health and safety hazards and any inadequacies they identify in health and safety procedures to their line manager or the school health and safety coordinator
- (d) undertaking any health and safety training/development identified as necessary
- (e) using work equipment in accordance with safe working procedures, instructions and training
- (f) not making unauthorised or improper use of equipment
- (g) ensuring a risk assessment is undertaken when carrying out projects or new activities
- (h) reporting health and safety incidents, and near misses, in accordance with the schools reporting procedures.

## Safety Representatives

Safety Representatives do not have responsibilities under this policy. However, they have functions as laid down in the Safety Representatives and Safety Committees Regulations 1977 (SI 1977 No. 500). Reasonable time will be provided to enable safety representatives to carry out their functions subject to the exigencies of the service. This should be arranged with their line manager and the health and safety coordinator.

Where no union representation for safety is available under the Safety Representatives and Safety Committees Regulations 1977, the Health and Safety (Consultation with Employees) Regulations 1996 will apply and employees will be consulted directly as individuals, or through **elected** health and safety representatives (known as “representatives of employee safety” in the Regulations), or a combination of the two.

# **ARRANGEMENTS FOR IMPLEMENTING THE POLICY**

## **Consultation with Staff**

### **Health and Safety Committee**

There is an established Health and Safety Committee for Schools, which meets termly. It is chaired by the Director of Education and includes management representatives and safety representatives elected by the staff. The committee facilitates consultation on schools' issues, such as policy, strategy and guidance. It is also a forum where safety representatives can raise issues concerning health and safety and where unresolved issues can be addressed.

### **Local consultation**

In the absence of Health & Safety Committee for the school, all concerns are raised with the School Business Manager who liaises with Head Teacher, Premises Governor and Site Manager to address any issues, unresolved matters.

### **Health and Safety Procedures**

The Schools Health and Safety Team has drawn up health and safety procedures and arrangements covering school-wide issues. These include the Health and Safety Framework Policy, Health and Safety Policies, Guidance, Briefings and procedures as found on the Schools Traded Services site (The Hub), Fire Log Book, Responsible Persons Premises Log etc.

Further procedures following required control measures for the school are drawn up locally following risk assessment.

### **Educational visits**

The role of the educational visits coordinator, arrangements for seeking approval - both within the school and where appropriate from the LA, planning and safety during the visit, pre-visits, staff ratios, etc is covered in the 'Guidance for off-site Visits

### **Fire and emergency procedures**

The roles of all staff; how the evacuation will be conducted; arrangements for ensuring everyone has left the building etc are derived from risk assessment and follow from guidance in the Fire Log Book.

### **Risk Assessments**

The health and safety procedures referred to above were drawn up on the basis of an assessment of the risks. Some require further detailed assessment of the activity (e.g. display screen equipment, educational visits); in these cases, the relevant member of staff must undertake the assessment. Others are generic risk assessments and where activities comply with the assessment there is no need to record a separate assessment. Where an activity differs from the generic assessment, the person responsible for the activity must ensure there is a re-assessment to account for these

variations. Where this is minor it may be no more than adding a simple local variation to the generic assessment.

Heads of Department and other line managers are responsible for ensuring risk assessments are drawn up and implemented for activities carried out under their area of control. For many such activities, line managers should arrange for a departmental health and safety procedure to be drawn up as a generic assessment, although, again, local variations may be needed when it is necessary to deviate from the generic assessment.

Formats for general risk assessment are available from the Schools Policy and Guidance on Risk Assessment and includes specific guidance and advice e.g pupil risk assessment. All are available on the Schools Traded Services Site (The Hub) under Schools Health and Safety.

# Whole school Health and Safety Procedures

## Evacuation Fire & Bomb Plan)

(see Appendix 4 – Emergency

- **Signal – Fire Alarm Bell for both**
- **All Clear – Loud Hailer (music mode)**
- Teachers and classroom staff to follow 'in case of fire procedures' (displayed in each classroom)
- Fire Marshals to check all designated areas and report to Saira Patel on roll call when completed
- All staff and visitors should assemble in the field
- No-one is to return to building without the permission of the Headteacher

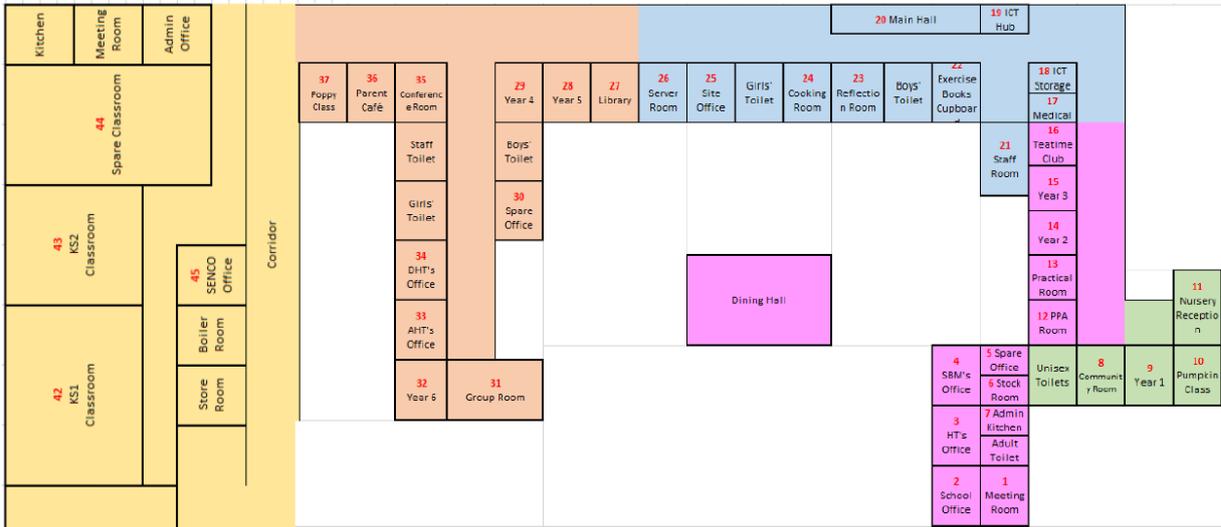
<b>Area</b> <small>(please refer to coloured map)</small>	<b>Fire marshal</b>	<b>In absence</b>
Russet House Area 1	Catherine Kent	Patricia Okechukwu
Area 2	Joanna Reilly	Kelly Willis
Area 3	Julia Williams	Justine Yoxall
Area 4	Saira Patel	Simone Titman
Area 5	James Wheeler	Sarah Hudd
Area 6	Donna Mungham	Kate Hallsworth

Training for fire Marshals to be completed every September and/or when a new fire marshal is appointed. Fire Marshals should be easily recognised by wearing red high visibility jackets.

Only Fire Marshals and Site Team should be in school building after fire alarm has been activated and should leave the building as soon as their checks are completed.

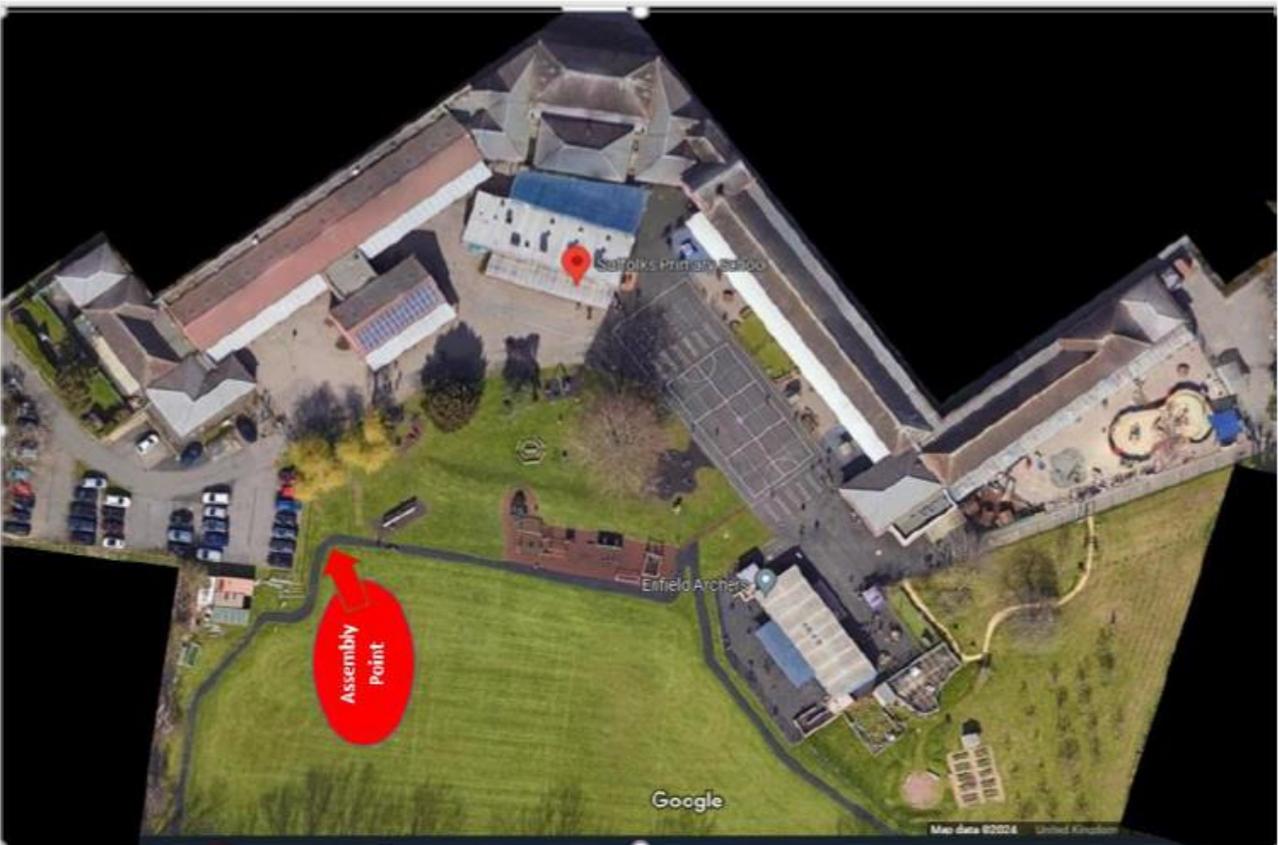
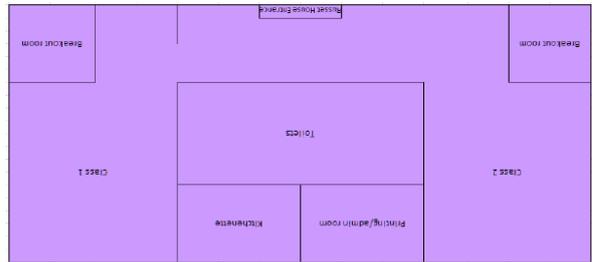
*Fire Drills should take place termly and should be reported to governors through health and safety committee meetings*

*No Evacuations drills should take place. Headteacher will ensure that Carterhatch Juniors are aware of our expectations to use their building in this circumstance.*



Fire Marshals	
Catherine Kent	Area 1
Jo Reilly	Area 2
Julia William	Area 3
Saira Patel	Area 4
James Wheeler	Area 5
Donna Mungham	Area 6

Absence Cover	
Patricia Okechukwu	Area 1
Kelly Willis	Area 2
Justine Yoxall	Area 3
Simone Titman	Area 4
Sarah Hudd	Area 5
Kate Hallsworth	Area 6



## Shelter

(See Appendix 5 Emergency Plan)

Within the school we have 2 loud hailer which can produce a 'Siren' sound. One is base in the office, and the other in the Resource Base.

Upon hearing the shelter signal, take the action below

- **Signal – Siren**
- **All clear – loud hailer (music mode)**
  
- Ensure all pupils are inside the building
- If appropriate, move pupils away from the incident (e.g. to the other side of the building).
- If sheltering from an environmental hazard (e.g. smoke, insects) ensure all doors and windows are closed.
- Check for missing / injured pupils, staff and visitors
- Reassure pupils and keep them engaged in an activity or game
- Remain inside until an all-clear has been given, or unless told to evacuate by emergency services.

## Lock down

(See Appendix 6 – Emergency Plan)

In the event that outside of the building there is a threat that does not warrant full evacuation and may pose more of a risk if staff and pupils are outside. This could be an intruder or a local threat.

Within the school we have a Lockdown siren which is based in the office.

- **Signal – Voice warning throughout the school**
- **All Clear – Loud hailer (music mode)**
  
- The system will automatically lock all external doors that have not been left open. Please close all windows.
- Office staff will call over to the community rooms to ensure they are notified of alert, without putting themselves in any danger. No-one should leave the community rooms.
- As much as possible normal practice should resume in class as to not panic the children.
- Staff should be vigilant to any attempts to enter the building and should immediately advise the site manager or Headteacher.
- Site team should check the perimeter of the site before lock down is lifted.
- No-one is to enter or leave school buildings until Headteacher gives permission for the lock down to be lifted.

*No Lock down drills takes place, staff should ensure their understanding and ask the Head Teacher if unsure.*

*All in circumstances in absence of Headteacher, Deputy Headteacher should make health and safety judgments.*

**PLEASE READ COMPLETE GUIDANCE FROM THE ATTACHED APPENDICES AS LAID OUT IN THE SCHOOL EMERGENCY PLAN POLICY**

**Appendix: Individuals with Specific Responsibilities in the Policy and Access to Information on Health and Safety**

<b>Responsibility</b>	<b>Name</b>
Head Teacher	Andrea Cassius
Senior Management Team	Andrea Cassius James Wheeler Semine Hamit Saira Patel
Health & Safety Co-Ordinator	Andrea Cassius
Other Managers <i>(include heads of non-teaching staff such as specialists such as Premises Manager and Educational Visits Coordinators)</i>	Tony Cowan (Site Manager)
Safety Representatives	Saira Patel
First Aiders	Full list displayed in the front office and Welfare Room
Appointed Persons	Arta Zyberi-Kadiu
Location of First Aid Boxes	Welfare Room
Name and address of nearest hospital	North Middlesex Hospital Cheshunt Minor Injuries Center Chase Farm Urgent Care Center
Fire Safety Manager / Evacuation Officer	Saira Patel
Location of Fire Log Book	Site Office
Fire Assembly Point	Field next to car park
Time of weekly Fire Alarm Tests	Thursday at 7am
Asbestos (Appointed Person) Web tracker access	Saira Patel/Tony Cowan

Procedures reporting hazards (Name and/or contact arrangements)	Saira Patel/Tony Cowan
Legionella (Appointed Person)	Saira Patel
Premises Manager/Site Manager	Tony Cowan (Site Manager) Abjuil Miah (Site Assistant)

**Documents relating to this Policy are listed below along with the locations in which they can be found.**

<b>Documents</b>	<b>Location</b> (e.g. Office, School Website etc.)
Fire Log Book	Site Office
School Policies	Website/Shared Drive
Asbestos Management Plan	Site Office
Legionella Risk Assessment	Site Office
Staff Training Plan (SH&ST Training Programme)	Display Board
First Aid Book	Welfare Room
Accident/Incident Reporting Guide	Welfare Room
COSHH Assessments	Site Office
Risk Assessments	Smart Log
Responsible Persons Premises Log	Site Office
Education Visits Guide	Shared Drive

## APPENDIX 4 - EVACUATION

Signals	
Signal for fire evacuation	Fire Alarm bell sounds
Signal for bomb evacuation	Fire Alarm bell sounds
Signal for all-clear	Loud Hailer

Assembly points - fire evacuation	
Fire evacuation assembly point A	School Field
Fire evacuation assembly point B	Bishops Stopford Playing Field

Assembly points - bomb evacuation	
Bomb evacuation assembly point A	School Field
Bomb evacuation assembly point B	Carterhatch Junior School (Check with Carterhatch)

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

Pre-identified buddy school / place of safety / rest centre	
Name of premise	Bishops Stopford Secondary School
Type of premise	Education
Contact name and details of key holder(s)	Tammy Day (Head teacher)
Address	Brick Lane, Enfield
Directions / map	Next door to Suffolks Primary School
Estimated travel time (walking, with pupils)	5 minutes
Estimated travel time (by coach, with pupils)	n/a
Capacity	500
Capacity (sleeping)	
Facilities / resources	
Notes	

## APPENDIX 5 - SHELTER

Signals	
Signal for shelter	Siren
Signal for all-clear	Loud Hailer

Upon hearing the shelter signal, take the action below.

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

## APPENDIX 6 - LOCKDOWN

Signals	
Signal for lockdown	Siren with voice advising school is in lockdown
Signal for all-clear	Loud Hailer (music mode)

Lockdown	
Rooms most suitable for lockdown	All rooms
Entrance points (e.g. doors, windows) which should be secured	All external gates If on timed opener to be closed via Net 2 programme
Communication arrangements	<ul style="list-style-type: none"> <li>▪ Two-way radios</li> <li>▪ Classroom telephones</li> <li>▪ Mobile phones</li> <li>▪ Instant messaging / email</li> <li>▪ Other.</li> </ul>
Notes	

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

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

## APPENDIX 7 - SCHOOL CLOSURE

Ref'	Generic actions - initial response	Tick / sign / time
SC1	Assess the need for closure. Consider whether any mitigation measures are possible, such as: <ul style="list-style-type: none"> <li>▪ Partially opening the school to some pupils</li> <li>▪ Asking a buddy school for assistance</li> <li>▪ Purchasing infection control supplies (in the event of a public health incident).</li> </ul>	
SC2	If necessary, assemble an SEMT.	
SC3	Seek support from other organisations (e.g. the local authority) as appropriate.	
SC4	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in appendix 6. It may be appropriate to inform: <ul style="list-style-type: none"> <li>▪ Pupils</li> <li>▪ Parents / carers</li> <li>▪ Staff</li> <li>▪ Governors</li> <li>▪ Local radio stations</li> <li>▪ The local authority.</li> </ul>	
SC5	If the closure takes place during the school day, arrange transport for pupils as necessary.	
SC6	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.	
SC7	Make alternative arrangements for exams if necessary.	

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

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

## APPENDIX 8 - COMMUNICATIONS

Designated telephone lines	Contact number	Location of telephone
Incoming calls	020 8804 1534	Main Office
Outgoing calls	020 8804 1534	Head or SBM Office

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

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

Group	Preferred method of contact	Contact details are available from
Pupils	Text	Arbor
Parents / carers	Text	Arbor
Governors	Text	Arbor
Extended services	Phone call	See above contact list

## APPENDIX 9 - BOMB THREATS

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

Time of call:

Telephone number you were contacted on:

.....

.....

Exact wording of the threat:

.....

.....

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

Where is the bomb right now?

.....

.....

When will it explode?

.....

What does it look like?

.....

What kind of bomb is it?

.....

What will cause it to explode?

.....

Did you place the bomb? If so, why?

.....

What is your name?

.....

What is your telephone number?

What is your address?

.....  
.....

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

Did dialling 1471 work?

.....  
Time the call ended

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

- Male  
 Female

Approximately how old was the caller?

.....

Did the caller have an accent?

.....

Did the caller use a codeword?

.....

Did the caller sound familiar?

.....

What sort of voice did the caller have?

- |                                    |  |                                     |
|------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Normal    | <input type="checkbox"/> Well spoken   | <input type="checkbox"/> Impediment |
| <input type="checkbox"/> Loud      | <input type="checkbox"/> Poorly spoken | <input type="checkbox"/> Stutter    |
| <input type="checkbox"/> Quiet     | <input type="checkbox"/> Deep          | <input type="checkbox"/> Lisp       |
| <input type="checkbox"/> Whispered | <input type="checkbox"/> High pitched  | <input type="checkbox"/> Slurred    |
| <input type="checkbox"/> Clear     | <input type="checkbox"/> Hoarse        | <input type="checkbox"/> Other      |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal         |                                     |

At what pace did the caller speak?

- |                                 |                                |                               |
|---------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> Normal | <input type="checkbox"/> Quick | <input type="checkbox"/> Slow |
|---------------------------------|--------------------------------|-------------------------------|

What manner did the caller have?

- |                                  |                                   |                                     |
|----------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> Normal  | <input type="checkbox"/> Laughing | <input type="checkbox"/> Rational   |
| <input type="checkbox"/> Calm    | <input type="checkbox"/> Upset    | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Angry    | <input type="checkbox"/> Irritated  |

Muddled

Other

Were there any distinguishable background noises?

.....  
.....

Notes:

.....  
.....

## APPENDIX 10 - SUSPICIOUS PACKAGES

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

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

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

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

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

Ref'	Initial response - if exposed to a potentially hazardous substance	Tick / sign / time
------	--	--------------------

SP7	Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.	
SP8	Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.	
SP9	Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.	

## APPENDIX 11 - LOG-KEEPING GUIDELINES

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

Notes should be recorded in chronological order.

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