

## FIRE EVACUATION PROCEDURES

### 1. WHEN A FIRE IS DETECTED IN THE MAIN BUILDING

The fire alarm system should automatically sound. If a fire is discovered and the alarm is not sounding, press the plastic face of any of the alarm points, which are situated throughout the school. The alarm will ring continuously.

The office team will contact the Fire & Rescue Service (if the fire panel has not automatically done so) and will take the emergency holdall, class registers, visitors' book and asbestos register to the Assembly Point. The office team will check off all visitors. A first aid kit is in the emergency holdall and first aiders from the staff will be able to render assistance should this be necessary.

The kitchen staff must turn off all appliances (except fridges and freezers) and the gas isolation valve and proceed to the assembly point.

#### Fire Emergency Information pack

To enable the Fire & Rescue Service commander to better assess the risks to fire fights the Fire Emergency Information Pack will be given to them. This will include the following:

- An updated copy of the most recent asbestos register is stored online at AlphaTracker. The fire service also have access to this.
- The Fire Safety Procedure showing list of responsible people
- A drawing of the premises indicating:
  - a) Essential structural features such as escape routes etc.
  - b) Location of any hazardous or flammable material
  - c) The location of shut off points for electricity, gas and oil
  - d) The location of fire alarm call points and the control equipment for the alarm
  - e) The location of the two nearest water hydrants

### 2. EVACUATION

Everyone must exit the building by the nearest **DESIGNATED FIRE EXIT** and make their way to the assembly point, on the top playground. All doors should be closed (and windows if time permits) on leaving the building if safe to do so.

The person who raised the alarm should advise the Headteacher immediately of the location of the fire – as should any staff on the way out of the building.

To remove queues forming directly outside the building classes should exit in the below methods. Persons within any other room within the building should use the nearest designated fire exit, move around the building via the shortest route possible to the assembly point, avoiding crossing the car park due to the potential arrival of emergency vehicles at speed.

Should a fire be identified on a person's route around the building, then they should find an alternative route to reach the fire assembly point. All adults can reach the exit buttons for internal fencing and the EYFS gate can be opened through a code known to all school staff members.

**Years 5 and 6:** Exit through classroom fire exit. Down the stairs and across other playgrounds to the top playground.

**Years 3 and 4:** Exit through classroom fire exit. Walk along the main path and down to top playground (unless smoke/fire can be seen from the building where they are walking past – then use stairs).

**EYFS, Years 1 and 2:** Exit through classroom fire exit. Move around the right hand side of the building – being aware of the increased risk movement past the kitchen and boiler room poses. Go through green fencing to access the top playground. Do not cross the car park unless essential.

**Hall evacuation in the event of an assembly:**

When more than one class is in the hall with less than the required number of teachers to move each class, when the fire bell is activated, the class teacher must make their way to the hall to collect and evacuate their children. Front classes should leave via fire exits at the front of the school – back classes, if safe, can exit through the Forest Room and Year One fire exits to vacate the building swiftly.

In the event of an exit being unusable – leave by the nearest safe fire exit. Any child or adult with special needs or disabilities must be given assistance necessary to enable their speedy but safe evacuation from the building by teacher or accompanying adult, in accordance with their Personal Emergency Evacuation Plan.

Contractors/visitors must read and confirm their understanding of the H&S leaflet held in reception on each visit and abide by the evacuation procedure as read and understood on arrival to the site.

**3. FIRE IN THE KITCHEN** – Kitchen staff to use the fire alarm point in the kitchen to raise the alarm. If possible turn off all appliances (except fridges and freezers), close windows and turn off the gas isolation valve. Proceed to the assembly point on the top playground through the fire exit or through the hall fire exit, if option one is blocked.

**4. DELEGATION OF DUTY-** In the event of the Headteacher being away from the school the Deputy Headteacher or most senior staff member will assume their responsibilities.

**5. ALLOCATED ASSEMBLY AREA ON PLAYGROUND AND CHECKING OFF**  
Please see appendix 1 for allocated areas on the top playground

ALL children, staff and visitors must be checked off to ensure the buildings are empty. In adverse weather conditions relocation may be required. If it is not possible to reoccupy the school for any length of time, The Holiday Inn Grove Road can be used for temporary accommodation. A map indicating the route to be taken to the hotel is attached.

Classes should assemble from EYFS (far left) to Year Six.

The office staff are responsible for printing daily lists of children in each class. These are stored in the red file next to the printer. Should any child enter or leave the school during the day, this should be amended on the printed list. The lists are then taken outside to be checked off by the person registering the class during the time of evacuation.

**6. PROCEDURE AT LUNCHTIME**

**Children in the hall** – If the children are still eating in the hall the Lunchtime Supervisors must accompany them outside to the top playground using the fire exit doors and the path to the top playground/across the car park supervised if there is a large quantity.

**Children in the school building** – To be told to make their way to the nearest exit and onto the top playground. The Headteacher/Deputy will conduct a sweep of the building as will the trained fire marshals (CS & NL). Other staff should evacuate via their nearest exit.

**Children in the lower playground** – Lunchtime Supervisors to take children along the paths and onto the top playground to be checked.

**Children on the playground** – To line up immediately in fire drill lines. Lunchtime Supervisors to help KS1 children to line up in usual fire drill lines and maintain order.

## 7. FIRE FIGHTING

Evacuation is more important than firefighting. If the location of the fire is unknown or uncertain, the Headteacher can ask two members of staff, working together to ascertain its location, size etc. and report back.

Generally firefighting will only be of a reactive nature e.g. to secure a means of escape from the building. The appropriate provisions for the use of firefighting equipment in the premises will only be undertaken by suitably trained staff when the situation has been assessed as reasonable safe to do so.

This firefighting will only be undertaken by a minimum of two suitably trained staff that must have due regard to the following:

- a) Check that the extinguisher is suitable for that particular type of fire
- b) Ensure that the Headteacher is aware they are tackling the fire and they must report back to that person when leaving the building.
- c) Only tackle small fires
- d) Take two extinguishers if possible
- e) Leave the building if the first extinguisher has little or no effect on the fire
- f) If one person of the two needs to leave the building then both will leave.

### THEY WILL NOT:

- a) Enter a thick smoky atmosphere or where it is obviously a rapidly developing fire or the fire is already well established
- b) Remain in the building if visibility is deteriorating
- c) Remain in the building if they feel unwell or smoke fumes are affecting their breathing.

## 8. PROCEDURE FOR FIRE BEFORE SCHOOL STARTS OR AFTER SCHOOL

Should a fire be detected before or after the school day, or during breakfast club, the procedure is to sound the alarm and evacuate. Staff in classrooms take children/parents out, SLT or site staff members to check toilets and line up on the top playground. Usual checks to be conducted using appropriate registers and the most senior persons to check the building and make decisions if fire is detected.

## 9. SCHOOL CLOSURE

The Managing Critical Incidents Plan will be brought into operation if there is a need to close the school.

## 10. ALARM POINTS AND FIRE FIGHTING APARATUS

All staff are advised where the alarm points are in the school. All staff are advised of the location of extinguishers and conduct annual e-learning to enable them to use them, should this be essential for their safety and evacuation. All staff will complete the fire 'e-learning' annually or as part of induction.

## 11. TESTING

Tests of alarm call points are carried out on a rotational basis, throughout the year.

Fire drills are carried out each term at different times of the day and in different situations and evaluated by the Headteacher and discussed at staff meetings.

The alarm system and fire extinguishers are checked over annually by a qualified contractor.

## 12. VISITORS TO THE SCHOOL

All visitors to the school will be given on arrival, or beforehand, the information leaflets for visitors – Health and Safety, as well as Safeguarding. These give advice on the fire procedures to follow. These are held in reception.

## EMERGENCY RESPONSE PROCEDURES

### 13. THREAT LEVELS

Members of the public should always remain alert to the danger of terrorism and report any suspicious activity to the police on 999 or the anti-terrorist hotline: 0800 789 321. If your information does not relate to an imminent threat, you can also [contact MI5](#).

#### Government threat levels

What the threat levels mean:

Threat levels are designed to give a broad indication of the likelihood of a terrorist attack.

- LOW means an attack is unlikely.
- MODERATE means an attack is possible, but not likely
- SUBSTANTIAL means an attack is a strong possibility
- SEVERE means an attack is highly likely
- CRITICAL means an attack is expected imminently

#### CRITICAL

When at critical threat level adults will man the exterior doors in the morning and then these will be locked to prevent intruders entering the building. Entry without visibility will not be granted to any visitor.

## 14. SUSPICIOUS ITEMS

When dealing with suspicious items apply the 4 C's protocol:-

**CONFIRM** whether or not the item exhibits recognisably suspicious characteristics.

The HOT protocol may be used to inform your judgement:-

Is it **HIDDEN**?

Has the item been deliberately concealed or is it obviously hidden from view?

**OBVIOUSLY** suspicious?

Does it have wires, circuit boards, batteries, tape, liquids or putty-like substances visible?

Do you think the item poses an immediate threat to life?

**TYPICAL** Is the item typical of what you would expect to find in this location?

Most lost property is found in locations where people congregate. Ask if anyone has left the item.

**CLEAR** the immediate area.

Do not touch it.

Take charge and move people away to a safe distance. Even for a small item such as a briefcase move at least 100m away from the item starting from the centre and moving out.

Keep yourself and other people out of line of sight of the item. It is a broad rule, but generally if you cannot see the item then you are better protected from it.

Think about what you can hide behind. Pick something substantial and keep away from glass such as windows and skylights.

Cordon off the area.

**COMMUNICATE** - Call 999.

Inform your control room and/or supervisor.

Do not use radios within 15 metres.

**CONTROL** access to the cordoned area.

Members of the public should not be able to approach the area until it is deemed safe.

Try and keep eyewitnesses on hand so they can tell police what they saw.

## 15. MAIL HANDLING

Small deliveries by courier and mail handling:

Most businesses will receive a large amount of mail and other deliveries which offers a potentially attractive route into premises for terrorists. Delivered items which includes letters, parcels, packages, and anything delivered by post or courier, have been a commonly used tactic by criminals and terrorists. Delivered items may be explosive, incendiary, contain sharps, blades or chemical, biological or radiological (CBR) material. The phrase 'white powders' is often used in the context of mail and encompasses CBR material as well as benign materials. Be aware that such materials may not be white and may not be powders.

Anyone receiving a suspicious delivery is unlikely to know which type it is, so procedures cater for every eventuality. Threat items come in a variety of shapes and sizes; a well-made device will look innocuous, but there may be tell-tale signs.

Indicators for suspicious deliveries/mail:

General indicators that a delivered item may be of concern include:

- unexpected item, especially if hand delivered
- a padded envelope (Jiffy Bag) or other bulky package
- additional inner envelope or other contents that may be difficult to remove
- labelling or excessive sealing that encourages opening at a particular end or in a particular way
- oddly shaped or lopsided
- envelope flap stuck down completely (normally gummed envelope flaps leave slight gaps at edges)
- marked 'To be opened only by...' 'Personal' or 'Confidential'
- item addressed to the organisation or a title (rather than a specific individual)
- unexpected or unusual origin (postmark and/or return address)
- no return address or return address that cannot be verified
- poorly or inaccurately addressed address printed unevenly or unusually
- unfamiliar writing or unusual style
- unusual postmark or no postmark
- more stamps than needed for size or weight of package
- greasy or oily stains emanating from the package
- odours emanating from the package

### Explosive or incendiary indicators

A delivered item may have received some rough handling in the post and so is unlikely to detonate through being moved. Any attempt at opening it, may set it off or release the contents. Additional explosive or incendiary indicators include:

- unusually heavy or uneven weight distribution
- small hole(s) in the envelope or wrapping

Additional CBR indicators include:

- powders, liquids emanating from the package
- wrapping stained by liquid leakage
- unexpected items or materials found in the package on opening or x-raying (loose or in a container) such as powdered, crystalline or granular solids; liquids; sticky substances or residues
- unexpected odours observed on opening
- sudden onset of illness or irritation of skin, eyes and nose

#### **Actions upon discovery of any suspicious delivered item:**

Avoid unnecessary handling and x-raying:

- if you are holding the item, put it down on a cleared flat surface
- keep it separate so it is easily identifiable
- do not move it, even to x-ray it
- if it is in an x-ray facility, leave it there

Move away immediately

- clear immediate area and each adjacent room, including rooms above and below
- if there is any suggestion of chemical, biological or radiological materials, move those directly affected to a safe location close to the incident - keep these individuals separate from those not involved

- prevent others approaching or accessing the cleared areas

Do not use mobile phones or two-way radios in the cleared area or within fifteen metres of the suspect package.

- Communicate regularly with staff, visitors and the public
- Notify police
- if the item has been opened, or partially opened prior to being deemed suspicious, it is vital that this is communicated to the police
- ensure informants and witnesses remain available to brief the police, and that the accuracy of their observations is preserved: encourage witnesses immediately to record their observations in writing, and discourage them from discussing the incident or their observations with others prior to the arrival of the police

**If a CBR incident is suspected:**

- undertake improvised decontamination of contaminated people as quickly as possible, ideally within the first 15 minutes
- Do not use lifts to move around, or evacuate the building
- If the alteration of the HVAC system features within your response plan, this should be undertaken as quickly as possible
- If in doubt call 999 and ask for the police
- Clear the area immediately
- Do not attempt to open the letter or package
- Avoid unnecessary handling
- Keep it separate so it is easily identifiable.

#### **16. BOMB THREAT AND CHEMICAL, BIOLOGICAL AND RADIOACTIVE THREATS**

The vast majority of bomb threats are hoaxes designed to cause alarm and disruption. As well as the rare instances of valid bomb threats, terrorists may also make hoax bomb threat calls to intimidate the public, businesses and communities, to draw attention to their cause and to mislead police. While many bomb threats involve a person-to-person

phone call, an increasing number are sent electronically using email or social media applications.

No matter how ridiculous or implausible the threat may seem, all such communications are a crime and should be reported to the police by dialling 999.

It is important that potential recipients - either victims or third-parties used to pass the message - have plans that include how the information is recorded, acted upon and passed to police.

### **The bomb threat message**

Bomb threats containing accurate and precise information, and received well in advance of an actual attack, are rare occurrences. Precise motives for hoaxing are difficult to determine but may include revenge, extortion, a desire to impress, or a combination of these and other less understandable motives. The vast majority of cases are hoaxes and the intent is social engineering, to cause disruption, fear and/or inconvenience the victim.

### **Communication of the threat**

A bomb threat can be communicated in a number of different ways. The threat is likely to be made in person over the telephone; however, it may also be a recorded message, communicated in written form, delivered face-to-face or, increasingly, sent by email or social media (e.g. Twitter or Instagram, etc.). A threat may be communicated via a third-party, i.e. a person or organisation unrelated to the intended victim and identified only to pass the message.

### **Immediate steps if you receive a bomb threat communication**

Any member of staff with a direct telephone line, mobile phone, computer or tablet etc., could conceivably receive a bomb threat. Such staff should, therefore, understand the actions required of them as the potential first response to a threat message.

If you receive a telephone threat you should:

- stay calm and listen carefully
  - have immediate access and complete the checklist on key information that should be recorded (see bomb threat checklist – appendix two)
  - if practical, keep the caller talking and alert a colleague to dial 999
  - if displayed on your phone, note the number of the caller, otherwise, dial 1471 to obtain the number once the call has ended
  - if the threat is a recorded message write down as much detail as possible
- If the threat is received via text message do not reply to, forward or delete the message.

- note the number of the sender and follow police advice
- contact the headteacher or a member SLT upon receipt of the threat. They will make an assessment of the threat.

If the threat is delivered face-to-face:

- try to remember as many distinguishing characteristics of the threat-maker as possible

If discovered in a written note, letter or as graffiti:

- treat as police evidence and stop other people touching the item

If the threat is received via email or social media application:

- do not reply to, forward or delete the message
- note the sender's email address or username/user ID for social media applications

- preserve all web log files for your organisation to help the police investigation (as a guide, 7 days prior to the threat message and 48 hours after)

### **Assessing the credibility of bomb threats**

Evaluating the credibility of a threat is a critical task, particularly if the attack being threatened is imminent. This is a tactic used to place additional pressure on decision makers. Police will assess the threat at the earliest opportunity. When specific intelligence is known to police, advice will be issued accordingly; however, in the absence of detailed information, it will be necessary to consider a number of factors:

- is the threat part of a series? If so, what has happened elsewhere or previously?
- can the location of the claimed bomb(s) be known with precision? If so, is a bomb visible at the location identified?
- considering the hoaxer's desire to influence behaviour, is there any reason to believe their words?
- if the threat is imprecise, could an external evacuation inadvertently move people closer to the hazard?
- is a suspicious device visible?

### **What to do next?**

SLT must decide which of the following actions is most appropriate, given the details available to them.

#### External evacuation

This will be conducted in the style of a fire drill and staff will evacuate pupils in the same manner.

When everyone has been evacuated the SLT members will make the decision as to whether evacuation is needed offsite.

#### Internal evacuation

SLT members will communicate with staff where pupils should be moved for safety. SLT members will check the school for suspicious items.

Searches will be conducted by the SLT team and communication made via phone. If a suspicious package is found then the fire alarm will be used to trigger an evacuation.

### **17. VEHICLE-BORNE IMPROVISED EXPLOSIVE DEVICES (VBIED)**

This form of attack is possible due to the nature of the school site's fencing and car park being next to the fields and playgrounds. All vehicles entering the school site are approved by the site manager or office staff on arrival. The school gate will be locked during school hours. Visitors will be asked to use the community car park.

Staff must be vigilant to noticing any unusual activity within the car park and report this immediately for further investigation and action by SLT members.

Any vehicles that are unknown to staff and remain there overnight should be reported to the SLT immediately. In the event that a VBIED should explode then usual bomb threat procedures will be followed.

### **18. VEHICLE AS A WEAPON (VAAW)**

This form of attack is possible due to the nature of the school site's fencing and car park being next to the fields and playgrounds. Vehicles could attempt to gain access by ramming through the fence or entering the car park if it was unlocked. All vehicles entering the school site are approved by the site manager or office staff on arrival. The school gate will be locked during school hours. Visitors will be asked to use the community car park.

In the event of VAAW children will be evacuated and moved to a place of safety.

## 19. SUICIDE ATTACKS

Use of the locked front door is used in every event to admit only known personnel and visitors with plausible and who pose no threat to security. Any unknown attempts to be admitted will have the security assessed. If needed a member of the SLT will approach the door to confirm identification and gain further details through the glass before admitting them. If a person's face is not clearly visible, they cannot be understood, or they are wearing clothing that may indicate hidden devices or weapons, they will not be permitted onto the school site.

## 20. INSIDER THREAT

The risks posed by the insider threat are lessened by our thorough pre-employment checks, DBS and by having a strong security and safeguarding culture.

## 21. CYBER THREAT

All staff members undertake Safeguarding training, which incorporates how to keep children safe online, and the curriculum includes teaching for children about staying safe online. No staff member will open emails or click on links from unknown senders or suspicious email addresses that appear likely to be hoax.

All information is saved on the school's server and maintained by Harrap.

## 22. DYNAMIC LOCKDOWN PROCEDURES

Restriction of access and egress to the site (or part of) through physical measures in response to a threat, either external or internal. The aim is to prevent people moving into danger areas and attackers accessing a site (or part of).

Lockdown procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

### LOCKDOWN:

1. Signalled by a siren through the loud hailers and outside a hand bell across all areas and spreading as heard, or verbal communication (as the site has an internal security fencing). The hailers and bell are kept in the Emergency Cupboard in the office.

2. The principle here is for everyone to gather inside and the school's external doors be locked.

- A member of the office team will immediately ring the first alarms. Senior leaders will support.
- Another will contact the appropriate Emergency Services through the emergency Police alarm (located under the main office desk and in EYFS) and 999.
- Staff and pupils in corridors or cloakrooms, or working in other spaces, should join their usual classroom by the most direct route through the school.
- Blinds should be closed and lights turned off and IWBs turned off.
- All windows, doors and gates must be closed immediately.

**Rucstall Primary School**  
**Evacuation and Emergency Response Policy Oct 2024**



- A member of the Year 1/2 team will lock the KS1 cloakroom and library door, Year 3/4 team will lock the KS2 cloakroom door/library and community room, Y5/6 team the cloakroom and mid-entrance door.
- Available office members or SLT will check the hall, office areas and staff room.
- HC3S Kitchen Staff will close their doors, lock knives away and move into the PPA room.
- Staff should keep children quiet during a lockdown.
- If children are outside they should be moved inside the building quickly and quietly via the nearest entrance and return to their classrooms.
- Staff should conduct a register on Arbor to check all children are present.
- When safe to do so, a member of the office team should conduct a staff register check.

3. In these exceptional circumstances staff should not immediately evacuate if the fire alarm sounds; instead be ready to do so if smoke is seen.

4. Once the procedure has been initiated, a member of the admin or senior leadership team will visit each class for a registration check. Staff should be prepared to be contacted via telephones across the site, and if they have their mobile phone in the classroom should have this to hand asap. The class teacher has responsibility to ensure all children in their class present that day are accounted for. Phone calls/ walkie talkies should be used to communicate with the office team if children are unaccounted for and a search instigated by the office team and/or SLT.

5. The end of a lockdown can only be signalled through personal communication by a member of SLT and a debrief will be arranged.

6. The Headteacher is responsible for agreeing how the cause of the incident should be communicated immediately following its end to all staff, parents, the chair of governors and Hampshire County Council.

7. The admin team will give out a letter to parents about the incident.

8. The procedure will be reviewed by SLT, and updated if necessary, after each occurrence.

9. Pupils will not be released to parents during a lockdown.

All situations are different, once all staff and pupils are safely inside, senior staff will conduct an on-going risk assessment based on advice from the Emergency Services. This can then be communicated to staff and pupils. Emergency Services will advise as to the best course of action in respect of the prevailing threat.

Actions	Completed
Staff will be notified by siren/ bell ringing	
EYFS to use the 'door jammers' on the classroom door	
Year 1 to use the 'door jammers' on the doors to the hall.	
Year 3 to use the 'door jammer' on the door leading to the KS2 library	
Year 5 to use the 'door jammer' on the door in-between Year 4 and 5	
Police to be contacted (or appropriate Emergency Services) In a serious event the emergency alarms will be activated	
Office member to receive any calls about missing children	

SLT member to check all doors and children in safe locations following registrations	
--	--

### Staff and pupil training

Staff will receive annual training in procedures through SLT. There will be termly drills to practise fire, dynamic lockdown and bomb threat procedures for staff and pupil training.

### STAY SAFE principles

In the event of a firearms or weapons attack the guidance is to RUN> HIDE> TELL.

### Stay Safe

#### Firearms and weapons attack

'Stay Safe' principles (Run Hide Tell) give some simple actions to consider at an incident and the information that armed officers may need in the event of a firearms and weapons attack. <https://www.gov.uk/government/publications/recognising-the-terrorist-threat>.

#### Run

- Escape if you can.
- Consider the safest options.
- Is there a safe route? RUN if not HIDE.
- Can you get there without exposing yourself to greater danger?
- Insist others leave with you.
- Leave belongings behind.

#### Hide

- If you can't RUN, HIDE.
- Find cover from gunfire.
- If you can see the attacker, they may be able to see you.
- Cover from view does not mean you are safe, bullets go through glass, brick, wood and metal.
- Find cover from gunfire e.g. substantial brickwork / heavy reinforced walls.
- Be aware of your exits.
- Try not to get trapped.
- Be quiet, silence your phone.
- Lock / barricade yourself in.
- Move away from the door.

#### Tell

- Call 999 - What do the police need to know?
  - Location - Where are the suspects?
  - Direction - Where did you last see the suspects?
  - Descriptions - Describe the attacker, numbers, features, clothing, weapons etc.
  - Further information - Casualties, type of injury, building information, entrances, exits, hostages etc.
- Stop other people entering the building if it is safe to do so.

#### Armed Police Response

- Follow officers' instructions.
- Remain calm.
- Can you move to a safer area?

Avoid sudden movements that may be considered a threat.  
Keep your hands in view.

#### Officers may

- Point guns at you.
- Treat you firmly.
- Question you.
- Be unable to distinguish you from the attacker.
- Officers will evacuate you when it is safe to do so.

#### 23. MEDIA AND COMMUNICATIONS

In all of these circumstances (in keeping with Managing Critical Incidents documentation) all mobile phones will be kept by SLT members and communication with the media and parents will take place only through the headteacher and persons they have nominated. A member of the office staff will always ensure that a mobile phone is taken outside for communication purposes.

#### 24. STAFF AND PUPIL TRAINING

These procedures are practised alongside fire and bomb threat procedures. This policy, with training, will be shared annually with staff.

#### 25. EVACUATION AND EMERGENCY RESPONSE PACK

Within the school pack there will be the following documents (in addition to the registers, visitor's book and Fire Emergency Information Pack):

- Mobile phone (staff member's)
- Whistle
- Fob for the main doors
- First aid kit (inc. gloves, tape, pins)
- Main key set
- Contact pack for all parents/carers and staff emergency contact details
- Signs to attract the Emergency Services to the back of the school
- Contact details for the secondary and preschool on the shared site - fire marshal to attend after initial contact
- Torch
- Hi-Vis vests x4
- Spare batteries
- Scissors
- Clips
- Pens/Pencils
- Notebook
- Document wallets
- Pupil medicines
- Copies of: Managing Critical Incidents, Evacuation and Emergency Response Policy, Disaster Recovery Plan, Emergency Information Pack, Basingstoke and Deane District Emergency Response Plan, Evacuation Route.

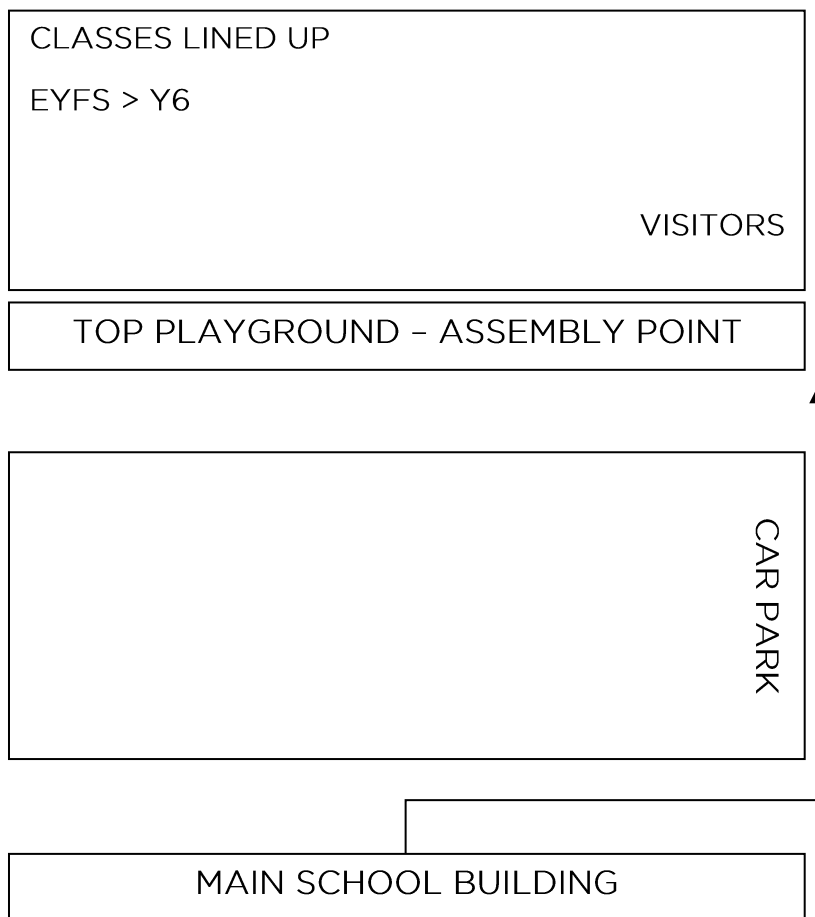
#### 26. POLICY REVIEW

This policy will be reviewed annually, or sooner if changes are required.

Policy Date:	October 2024
Review Due:	October 2026
Date Approved:	October 2024

Appendix One

RUCSTALL PRIMARY SCHOOL ALLOCATED ASSEMBLY AREAS ON PLAYGROUND



## Appendix Two

There are two routes from the school to the Holiday Inn:

