



## **BOSSS (UK) LIMITED Emergency Plan**

- This is the Emergency Plan of BOSSS (UK) Limited. In this document, “we”, “our”, or “us” refer to BOSSS (UK) Limited.
- The aim of this emergency plan is to help BOSSS (UK) LIMITED staff respond effectively to an emergency. This plan is intended to cover a range of potential incidents that could occur, including:
  - serious injury to a student or member of staff (eg transport accident)
  - significant damage to property (eg fire)
  - criminal activity (eg omb threat)
  - severe weather (eg flooding)
  - public health incidents (eg flu pandemic)
  - the effects of a disaster in the local community



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## SECTION 1 - CONTACT DETAILS

### 1.1 Guardianship information

| Guardianship details      |  |
|---------------------------|--|
| Name                      | BOSSSGuardians (BOSSS (UK) Limited)                                      |
| Registered address        | 42A Packhorse Road, Gerrards Cross, England, SL9 8EB, UK.                |
| Registered Company Number | 4487010  |
| Office telephone number   | +44 (0)1202 980804   |
| Office email address      | <a href="mailto:Boss.guardian@outlook.com">Boss.guardian@outlook.com</a> |

| Useful websites               |  |
|-------------------------------|--|
| Guardianship website          | <a href="http://www.bosssuk.co.uk">www.bosssuk.co.uk</a>             |
| National Health Service       | <a href="http://www.nhs.uk/111">www.nhs.uk/111</a>                   |
| Department for Education      | <a href="http://www.gov.uk/dfes">www.gov.uk/dfes</a>                 |
| Foreign & Commonwealth Office | <a href="http://www.gov.uk/fco">www.gov.uk/fco</a>                   |
| Environment Agency            | <a href="http://www.gov.uk/ea">www.gov.uk/ea</a>                     |
| Met Office                    | <a href="http://www.metoffice.gov.uk">www.metoffice.gov.uk</a>       |
| Health and Safety Executive   | <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>                   |
| Teacher Support Network       | <a href="http://www.teachersupport.info">www.teachersupport.info</a> |



## 1.2 Contact details - Guardianship staff and DSL

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\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

| Name                | Job title                            | Contact number      | Contact email           | Notes<br>(e.g. first aid trained) |
|---------------------|--------------------------------------|---------------------|-------------------------|-----------------------------------|
| Tina Tao Wong       | Head of Student coordination and DSL | +44 (0) 7776 206352 | info@bosssguardians.com |                                   |
| Candy Lam           | Deputy DSL                           | +44 (0)7922 152628  | info@bosssguardians.com |                                   |
| Betty Woon Hong Ong | Managing Director                    | +44 (0) 7710 946398 | info@bosssguardians.com |                                   |

## 1.3 Contact details - other organisations

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\* Leave this field blank for use during an emergency; you may need to record alternative contact details.

| Organisation            | Contact details  | Notes |
|-------------------------|--|-------|
| Police                  | Tel: 999 (24 hour)<br>Tel: 101 (24 hour, non-emergency number) |       |
| Fire & rescue service   | Tel: 999 (24 hour)   |       |
| Ambulance service       | Tel: 999 (24 hour)   |       |
| National Health Service | Tel: 111 (24 hour)   |       |



|                               |  |  |
|-------------------------------|--|--|
| Department for Education      | Tel: 0370 000 2288 (office hours, general enquiries)   |  |
| Foreign & Commonwealth Office | Tel: 0207 008 1500 (24 hour, consular assistance)  | If abroad, please dial:<br>+44207 008 1500   |
| Environment Agency            | Tel: 0845 988 1188 (24 hour, floodline)  |  |
| Met Office                    | Tel: 0370 900 0100 (24 hour, weather desk)   |  |
| Health and Safety Executive   | Tel: 0845 300 9923 (office hours, incident contact centre)<br>Tel: 0151 922 9235 (24 hour, duty officer)<br>Tel: 0151 922 1221 (24 hour, duty press officer) |  |
| Teacher Support Network       | England: 08000 562 561 (24 hour)<br>Wales: 08000 855 088 (24 hour)<br>Scotland: 0800 564 2270 (24 hour)  | The Teacher Support Network can provide practical and emotional support to staff in the education sector and their families. |





## SECTION 2 - ACTIVATION

### 2.1 Notification of incident

---

Information about an incident may come from a number of sources (e.g. member of staff, school, homestay, student, parent / carer, member of the public, the emergency services, the local authority). Whoever receives the alert should ask for, and record, as much information as possible.

- + **Maintain a written record of your actions using this form and a log book. You may wish to record any new contact details in section 1.**
- + **Offer reassurance and support. Be aware that all those involved in the incident (both directly and indirectly) may be suffering from shock or may panic.**
- + **Find out what has happened. Obtain as clear a picture as you can.**
- + **Discuss with the informant what action needs to be taken and by whom.**

Name of informant:

.....

Date and time of call:

.....

Contact details of informant:

.....

Date and time of incident:

.....

Exact location of incident:

.....

.....

Details of incident:

.....

.....

Where is the informant now and where are they going?

.....

.....

.....



People affected (including names, injuries, where they are, where they are being taken to):

.....

.....

.....

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

.....

.....

.....

What advice have the emergency services given?

.....

.....

.....

Who has been informed?

- Guardianship organisation BOSSS (UK)
- Homestay
- Student
- Parent
- School staff
- Extended services
- Insurance company

- Police
- Fire & Rescue Service
- Ambulance Service
- Local authority
- Health and Safety Executive
- Foreign & Commonwealth Office
- Media

Does anyone else need to be informed?

.....

.....

.....

Are any other actions required?





.....

.....

.....

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

Name of educational visit leader:

Number of students on educational visit:

.....

.....

Nature of educational visit:

Number of staff on educational visit:

.....

.....

Location of educational visit:

.....

.....

.....

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

.....

.....

.....

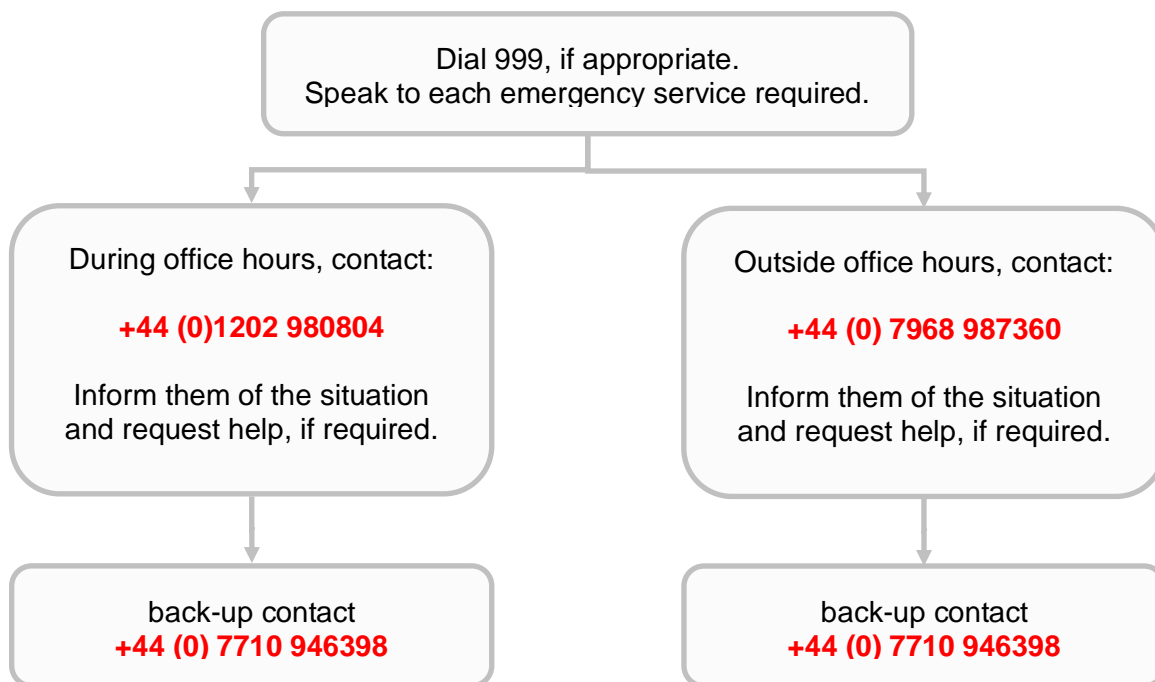
## 2.2 Initial action

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Immediately inform the nominated emergency contact. If they are not able to respond (they may be involved in the incident) the senior person present should follow the instructions below.

- + **Assess the situation and establish a basic overview of the incident.**
- + **Take immediate action to safeguard students, staff and homestays.**
- + **Attend to any casualties and administer first aid, if appropriate.**
- + **If appropriate, dial 999 for the emergency services and provide them with an overview of the situation. If in doubt, dial 999.**

The emergency services notify each other of incidents but consider speaking directly to each organisation required. This will ensure that each service has the information they need to respond appropriately.



These contact details should only be used in an emergency. Do not give them to the media, students, or members of the public.

- + **Fetch any equipment that may prove useful (e.g. first aid kit, grab bag).**
- + **Log all communications and actions.**
- + **Refer to the list of emergency contact numbers for additional support if required.**
- + **Where possible, try to maintain normal routines.**



### 3.1 Roles and responsibilities - co-ordination

| Ref <sup>r</sup> | Co-ordination - initial response  | Tick / sign / time |
|------------------|---|--------------------|
| C1               | Establish a basic overview of the incident.   |                    |
| C2               | If the incident has occurred on an educational visit: <ul style="list-style-type: none"><li>▪ Liaise with the educational visit leader on a regular basis</li><li>▪ Consider sending extra staff to support the educational visit leader</li><li>▪ Discuss with the educational visit leader the arrangements for notifying parents / homestay / BOSSS (UK) LIMITED representative</li><li>▪ Consider how parents / homestay / BOSSS (UK) LIMITED representative and students will be reunited.</li></ul> |                    |
| C3               | Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.  |                    |
| C4               | Take action to protect property.  |                    |
| C5               | Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.  |                    |
| C6               | Ascertain the whereabouts of all students, staff, homestays. Ensure the emergency services are aware of anyone who is unaccounted for.  |                    |
| C7               | Inform parents, homestays, staff and students as appropriate.   |                    |
| C8               | Decide the most appropriate method of contacting relatives of students / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.<br><br>If student, obtain the emergency contact details from the parent registration document in the student care plan.   |                    |



| Ref' | Co-ordination - ongoing response   | Tick / sign / time |
|------|--|--------------------|
| C10  | Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.   |                    |
| C11  | If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.  |                    |
| C12  | Ensure that regular briefings are given to: <ul style="list-style-type: none"><li>▪ Guardianship organisation staff</li><li>▪ Students</li><li>▪ Parents</li><li>▪ Homestays</li><li>▪ Schools</li><li>▪ Extended services</li></ul> |                    |
| C13  | Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.   |                    |
| C14  | Check that everyone who should have been notified of the incident has been informed.   |                    |
| C15  | In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.  |                    |
| C16  | Seek advice on legal and insurance issues, if appropriate.   |                    |
| C17  | If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.  |                    |

| Ref' | Co-ordination - recovery   | Tick / sign / time |
|------|--|--------------------|
| C18  | Act as the main contact for the recovery process.  |                    |
| C19  | Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).  |                    |
| C20  | Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. |                    |
| C21  | Complete any necessary forms / paperwork.  |                    |
| C22  | Initiate a review of the Guardianship emergency plan.  |                    |

## 3.2 Roles and responsibilities - log-keeping

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Please refer to appendix 7 for more information on log-keeping.

| Ref' | Log-keeping - initial response                          | Tick / sign / time |
|------|---|--------------------|
| LK1  | Ensure that each member of staff keeps an incident log. |                    |

| Ref' | Log-keeping - ongoing response   | Tick / sign / time |
|------|--|--------------------|
| LK2  | Keep accurate records of anyone admitted to hospital or treated by the emergency services. |                    |
| LK3  | Record details of any expenditure incurred by BOSSS (UK) LIMITED.                          |                    |

| Ref' | Log-keeping - recovery  | Tick / sign / time |
|------|---|--------------------|
| LK4  | Collate all incident logs, making copies if necessary.  |                    |
| LK5  | Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry). |                    |



### 3.3 Roles and responsibilities - media management

| Ref <sup>r</sup> | Media management - initial response  | Tick / sign / time |
|------------------|--|--------------------|
| M1               | Seek support from other organisations (e.g. emergency services, school, local authority) in responding to media requests.  |                    |
| M2               | Ensure media access to the site, staff and students is controlled. Do not let the media onto the site or give them access to students unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary. |                    |
| M3               | Designate a specific area for the media, so they do not prevent or intimidate people entering and leaving the site.  |                    |
| M4               | Develop a brief media statement (designed to provide reassurance) on behalf of BOSSS (UK) Limited. Information given must be limited until the facts are clear and all parents / homestay / staff / schools have been notified.  |                    |
| M5               | Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.                                |                    |
| M6               | Be prepared to be interviewed by the media.  |                    |

| Ref <sup>r</sup> | Media management - ongoing response  | Tick / sign / time |
|------------------|--|--------------------|
| M7               | Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.  |                    |
| M9               | Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate). |                    |
| M10              | Advise staff on where to direct media enquiries. Ask staff, students and parents / homestays / schools to avoid speculation when talking to the media.   |                    |
| M11              | Try to prevent the spread of misinformation (especially through the use of mobile phones).   |                    |

| Ref <sup>r</sup> | Media management - recovery   | Tick / sign / time |
|------------------|---|--------------------|
| M12              | Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public. |                    |
| M13              | Be aware of media interest in memorials or anniversaries of the event.  |                    |



### 3.4 Roles and responsibilities - resources

| Ref' | Resources - initial response  | Tick / sign / time |
|------|---|--------------------|
| R1   | Take action to protect property. Consider turning off utility supplies.   |                    |
| R2   | Ensure the emergency services can access. Consider sending a member of staff to prevent people restricting access by parking in unsuitable places.  |                    |
| R3   | Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.  |                    |
| R4   | Work with other staff and the emergency services to control access: <ul style="list-style-type: none"><li>▪ Advise staff etc that they might have to prove their identity before the emergency services will grant them access</li><li>▪ Provide authorised visitors with identification badges and ensure they sign-in and sign-out</li><li>▪ Ensure that media access to the site is controlled</li></ul> |                    |

| Ref' | Resources - ongoing response   | Tick / sign / time |
|------|--|--------------------|
| R5   | Liaise with utility suppliers as required.   |                    |
| R6   | Establish safe and secure areas to assist the response e.g. <ul style="list-style-type: none"><li>▪ Briefing area for parents / homestay / schools / staff</li><li>▪ Media briefing room</li></ul> |                    |
| R7   | Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.                                |                    |
| R8   | Ensure the site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).   |                    |
| R9   | Work with the 'business continuity' role to arrange temporary accommodation, if required.  |                    |

| Ref' | Resources - recovery   | Tick / sign / time |
|------|--|--------------------|
| R10  | Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate. |                    |
| R11  | Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.                                     |                    |



### 3.5 Roles and responsibilities - welfare

| Ref' | Welfare - initial response  | Tick / sign / time |
|------|---|--------------------|
| W1   | Establish arrangements to meet the welfare needs of students, staff, parents / homestays / schools and responders.  |                    |
| W2   | Identify students who may require additional support: <ul style="list-style-type: none"><li>▪ Those with Special Educational Needs (SEN)</li><li>▪ Those with medical needs</li><li>▪ Those with Personal Emergency Evacuation Plans (PEEPs)</li><li>▪ Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).</li></ul> |                    |

| Ref' | Welfare - ongoing response   | Tick / sign / time |
|------|--|--------------------|
| W3   | Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.  |                    |
| W4   | Make arrangements for reuniting students with their parents / Ensure that a member of staff is present to meet and greet them.   |                    |
| W5   | In groups as small as practicable, inform students about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support students. |                    |
| W6   | Where possible, every child should to be spoken to, and asked if they are alright.   |                    |
| W7   | Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.  |                    |
| W8   | Ensure that staff take regular rest periods.   |                    |

| Ref' | Welfare - recovery   | Tick / sign / time |
|------|--|--------------------|
| W9   | Please refer to appendix 1 for information on welfare arrangements and post incident support after the emergency response. |                    |





## APPENDIX 1 - POST INCIDENT SUPPORT

| Ref' | Post incident support - assistance for students / parents / homestays / staff  | Tick / sign / time |
|------|--|--------------------|
| P1   | Introduce a strategy to monitor students and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.   |                    |
| P2   | Offer students and staff the opportunity for psychological support and counselling. Ensure staff and students know that support is available and arrange access to these services as necessary.  |                    |
| P3   | Consider which students need to be briefed, how, and by whom.  |                    |
| P4   | Provide opportunities for students to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage students from talking about their experiences.   |                    |
| P5   | Consider providing relevant books.   |                    |
| P6   | Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / homestays / staff representative before doing this.   |                    |
| P7   | Make arrangements to express sympathy to those who have been hurt. Consider encouraging students to send cards / messages to those affected.   |                    |
| P8   | Be sensitive about the demands practical issues might make on students (e.g. deadlines for coursework, imminent exams).  |                    |
| P9   | Send a letter to parents / homestays / staff with information on: <ul style="list-style-type: none"><li>▪ The nature of the incident</li><li>▪ How their child was notified of the incident</li><li>▪ Arrangements for support organised by BOSSS (UK) LIMITED</li><li>▪ Who to contact if they would like additional support.</li></ul> |                    |
| P10  | Maintain regular contact with parents / homestay / staff / students  |                    |
| P11  | Do not make public any sensitive / confidential information about individuals unless consent has been given by students and parents / homestays / staff.   |                    |
| P12  | Consider organising an event for parents / students / homestay / staff to discuss any issues or concerns they might have.  |                    |
| P13  | If students who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school and new homestay.  |                    |



| Ref' | Post incident support - general actions  | Tick / sign / time |
|------|--|--------------------|
| P14  | Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate. |                    |
| P15  | Consider requesting support from other organisations e.g. <ul style="list-style-type: none"><li>▪ Samaritans</li><li>▪ Cruse Bereavement Care.</li></ul>                               |                    |
| P16  | Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.   |                    |
| P17  | Cancel or rearrange any events which are inappropriate.  |                    |
| P18  | Plan appropriate support for staff to enable them to cope with any questions or discussions students might have about the incident.  |                    |
| P19  | Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.                   |                    |
| P20  | Ensure that new staff are aware of the incident, which students were involved and how they were affected.  |                    |
| P21  | Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).  |                    |

| Ref' | Post incident support - returning after a period of absence   | Tick / sign / time |
|------|---|--------------------|
| P22  | Negotiate with parents and students / homestays / staff a suitable date for returning to school after a period of absence.  |                    |
| P23  | Consider if any additional support could be provided which would make the return easier. E.g.: <ul style="list-style-type: none"><li>▪ Initial part-time attendance</li><li>▪ Alternative methods of teaching</li><li>▪ A sanctuary that students could use if upset during the school day.</li></ul> |                    |
| P24  | Brief students who may be able to help in the process of resettling (e.g. close friends).   |                    |
| P25  | Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: <ul style="list-style-type: none"><li>▪ Missed work</li><li>▪ Rescheduling projects</li><li>▪ Exams</li></ul>   |                    |



| Ref' | Post incident support - funeral arrangements   | Tick / sign / time |
|------|--|--------------------|
| P26  | Contact bereaved families to express sympathy on behalf of BOSSS (UK) LIMITED.   |                    |
| P27  | Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.  |                    |
| P28  | Consult parents / homestay / staff sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: <ul style="list-style-type: none"><li>▪ A senior member of staff attending the funeral on behalf of the guardianship organisation</li><li>▪ If staff and students can be allowed time off school to attend the funeral</li><li>▪ Providing transport to take students and staff to the funeral</li><li>▪ Providing students with information about what happens at funerals</li><li>▪ Arranging floral tributes and / or donations.</li></ul> |                    |

| Ref' | Post incident support - remembrance   | Tick / sign / time |
|------|---|--------------------|
| P29  | Taking into account the wishes of the family, consider providing a suitable memorial where possible: <ul style="list-style-type: none"><li>▪ Garden</li><li>▪ Seating area / bench</li><li>▪ Tree</li><li>▪ Book of condolence</li><li>▪ Fountain</li><li>▪ Sculpture</li><li>▪ Painting</li><li>▪ Photograph</li><li>▪ Prize (e.g. a sporting / academic trophy for older children).</li></ul> |                    |
| P30  | Be aware of important dates which may need to be prepared for. E.g.: <ul style="list-style-type: none"><li>▪ Birthdays</li><li>▪ Christmas</li><li>▪ Mother's day</li><li>▪ Father's day</li><li>▪ Anniversary of the event.</li></ul>  |                    |
| P31  | Discuss with school governors, staff, parents / homestay / and students how to mark anniversaries and other important dates e.g. <ul style="list-style-type: none"><li>▪ Commemorative service</li><li>▪ Special assembly</li><li>▪ Concert</li><li>▪ Display</li><li>▪ Sports event</li></ul>  |                    |
| P32  | Be aware of renewed media interest near anniversaries of the event.   |                    |

## APPENDIX 2 - SITE INFORMATION

---

| Utility supplies | Location | Notes / instructions |
|------------------|----------|----------------------|
| Gas              |          |                      |
| Water            |          |                      |
| Electricity      |          |                      |
| Heating          |          |                      |

| Internal hazards  | Location | Notes / instructions |
|-------------------|----------|----------------------|
| Asbestos          |          |                      |
| Chemical store(s) |          |                      |

| Pre-designated areas | Location | Notes / instructions |
|----------------------|----------|----------------------|
| Media briefing area  |          |                      |

## APPENDIX 3 - SCHOOL CLOSURE

---

| Ref' | Generic actions - initial response   | Tick / sign / time |
|------|--|--------------------|
| 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. It may be appropriate to inform: <ul style="list-style-type: none"> <li>▪ Students</li> <li>▪ Parents / homestays</li> <li>▪ Staff</li> </ul> |                    |
| SC5  | If the closure takes place during the school day, arrange transport for students as necessary.   |                    |
| 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 students, parents / homestays, are regularly informed of developments.  |                    |
| SC9  | Consider how students with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time. |                    |
| SC11 | If applicable, put in place arrangements for remote learning.  |                    |

## APPENDIX 4 - COMMUNICATIONS

---

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  |
|--------------------------|---|
| Text messaging system    | <ul style="list-style-type: none"> <li>Communication to be made via telephone calls and/or Wechat.</li> </ul> |

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 |
|-------------------|-----------------------------|------------------------------------|
| Students          | WeChat                      | DSL                                |
| Parents           | WeChat                      | DSL                                |
| Homestays         | WeChat                      | DSL                                |
| School            | Email                       | DSL                                |
| Extended services |                             |                                    |



## APPENDIX 5 - BOMB THREATS

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- + **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?

.....

What will cause it to explode?

.....

When will it explode?

.....

Did you place the bomb? If so, why?

.....

What does it look like?

.....

What is your name?

.....

What kind of bomb is it?

.....

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 BOSSS (UK) LIMITED / 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"/> Upset      | <input type="checkbox"/> Irritated |
| <input type="checkbox"/> Calm     | <input type="checkbox"/> Angry      | <input type="checkbox"/> Muddled   |
| <input type="checkbox"/> Excited  | <input type="checkbox"/> Rational   | <input type="checkbox"/> Other     |
| <input type="checkbox"/> Laughing | <input type="checkbox"/> Irrational |                                    |

Were there any distinguishable background noises?

.....

.....

Notes:

.....





BOSSS Guardians

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## APPENDIX 6 - 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 or homestay 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 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 7 - LOG-KEEPING GUIDELINES

|        |  |
|--------|--|
|        | Thursday, 19/05/2019   |
| 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: 07802 388 07802 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 / homestay / BOSSS (UK) LIMITED representative 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.

If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.

Only include times, dates or initials within the margins.

- + 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.



A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

