



EMERGENCY MANAGEMENT AND BUSINESS CONTINUITY PLAN

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1. PURPOSE

The purpose of an emergency management plan is to allow consideration of various types of emergencies and about how the school is placed to deal with them, and to give the school/school community confidence when faced with a crisis.

The plan relates to:

- a) An event which threatens the safety of students and/or staff, the school premises, or a crisis which might affect the public reputation of the school/school,
And
- b) Where the Headteacher consider that the school will benefit from receiving additional (external) support or,
- c) Where the community in which the school is used is affected by an emergency.

The plan provides guides to actions that will be considered by the Headteacher, members of the SLT, the Trustees and the school emergency management team in case of an emergency at the school, or on an educational visit or within the local community.

Written records will be kept and any expenditure relating to an emergency will be accounted for.

The plan covers procedures for an incident occurring in school time and out of school hours, weekends and during school holidays.

2. AIMS

The overall aim is to provide a safe and secure environment during any emergency situation with the outcome to maintain, as far as possible, a normal level of service.

To create an awareness of the need for planned arrangements to be made and to ensure all parties are aware of their actions and responsibilities.

Provide re-assurance of the practical help that is available from other agencies.

To ensure all known factors have been addressed to enable the safety and welfare of all parties affected.

3. AREAS OF EMERGENCY MANAGEMENT

In School:

- A deliberate act of violence, such as the use of a knife or firearm.
- A school fire or explosion.

Loss of IT

A student or teacher being taken hostage.

The destruction or serious vandalism of part of the school.

Extreme weather affecting accessibility

Outside School:

The death of a student or member of staff through natural causes or accidents.

A transport-related accident involving students and/or members of staff.

A more wide-spread disaster in the community.

Death or injuries on school journeys or excursions.

Civil disturbances and terrorism.

Emergency Activation

If you receive an alert you should record as much information as possible using the table below:

Name of the person informing of the incident	
Date and Time of the incident Occurring	
Details of the incident: (including actual words used by informant)	
Who else has been informed?	
Exact location of the incident	
Casualties	
Any action taken so far	
Name of contact at the scene	

If appropriate, call 999 for the police, fire or ambulance, giving the information above. IF IN DOUBT CALL 999.

Then immediately inform the Headteacher, who in turn will contact the CEO who will contact the Chair of Governors and Chair of Trustees.

If these people are not available to respond (they may be involved in the incident) the senior person present must follow the instructions 1-4 on the checklist of initial action by Headteacher, Deputy Headteacher or School Operations Manager.

4. Checklist of Initial Action by Headteacher, Deputy Headteacher or Operations Manager

	√
1. Assess Situation	
2. Take immediate action to safeguard students and staff where necessary	
3. Log all communications and actions	
4. Call for support Call 999 if appropriate Insurance RPA Day Time: 03300 585566 Out of Hours: 03300 585 566 Site Issue – OCS site team Day Time: 07776 658 986 All numbers listed should only be used in an emergency. DO NOT GIVE THEM TO THE PRESS, PARENTS OR PUBLIC	
5. Assemble a school emergency management team from pre-identified staff and relieve them of their normal duties	
6. Refer to the list of emergency contact numbers for additional support if required.	
7. Where possible, avoid closing the school and try to maintain normal routines.	

GO TO IMPLEMENTATION



CORE
EDUCATION
TRUST

5. SCHOOL EMERGENCY - IMPLEMENTATION

Responsibility of Headteacher or nominee co-ordinating SLT

Immediate Response	√
Ensure that accurate, factual information is available for those arriving at the scene.	
Liaise with the police, fire, ambulance services, the local authority, and other agencies who may become involved. Act as the schools' main contact to coordinate response and give your contact details (Not the school's main line).	
Inform the Chair of Governors & COO of Trust	
Inform all parents and staff of injured students. Decide how to inform other parents.	
Ensure all staff maintains a log of actions and decisions.	
Allocate tasks below among SLT as appropriate.	
Ongoing Response	
Provide regular briefings for staff, and continue to liaise with the emergency services and local authority.	
Try to maintain normal routines as far as possible	

Action List for SLT

Welfare - Immediate	√
Take actions to secure the immediate safety of students and staff – this may include evacuation or keeping pup students and staff inside the building (sheltering).	
Establish the whereabouts of all students, staff and visitors using timetables, registers and the visitor's book, and make a list of those unaccounted for.	
Welfare - Ongoing	
Establish a staff rota and ensure that staff take regular rest periods	
Identify those students and /or staff who are badly affected, and who need extra support	
Make arrangements for reuniting students with their parents	
Take account of religious and cultural factors, and consider contact with leaders of local faith communities. In particular, some faiths may wish to hold funerals within 24 hours of death, so swift and sensitive enquiries must be made to ascertain whether it would be appropriate for representatives of the school, including students, to attend	
Communications - Immediate	
Consider emergency communications needs. Dedicated lines for incoming and outgoing calls and arrange extra support for reception. If necessary, seek support from the local authority, who may be able to set up a public helpline for enquiries from the public in the event of a major injury.	

Incoming calls: Operations Manager (Sasha Reid) and Designated Safeguarding Lead (Rebecca Zolna). Outgoing calls: Senior Leader Mobile Phone if available or mobile phone determined at the time.	
Communications – Ongoing	
Inform students, in groups as small as practicable, considering the best way to impart tragic news (seek advice from our Educational psychologist service)	
Inform parents of children not directly involved in the incident, as decided by the Headteacher or nominee. Use any existing arrangements, such as Teachers to Parents text messaging system, for contacting parents quickly and efficiently.	
Receive visitors to the school, ensuring they sign in and out and are issued with ID badges.	
Media management – Immediate	
Avoid responding to media enquiries and direct them to the designated PR communications team (See Media sheet & Emergency Contacts Lists) or where not in place refer them to CORE Education Trust Head Office	
Ensure that any media access to the site, staff and students is controlled. In a major emergency, the police can deal with the press and prevent intrusion onto the site. Be aware of the potential problems caused by the spread of misinformation through student and/or staff use of mobile phones.	
Media Management – Ongoing	
Liaise with the designated PR communications team to decide the ongoing strategy for dealing with the press.	
Be prepared to be interviewed by the press if necessary.	
Resources – Immediate	
Ensure access to site for emergency services	
Open/Close parts of school as required, and turn off water, gas and electricity supplies if necessary.	
Ensure the security of the school premises.	
Resources – Ongoing	
Establish a safe and secure base for the SLT	
Arrange a place to receive parents of children involved.	

6. STRUCTURE OF THE SCHOOL EMERGENCY MANAGEMENT TEAM

The Role of the Emergency Management Team:

When dealing with an emergency there are three levels of roles:

Bronze – Operational – carrying out tasks as directed, this could involve multi-agencies

Silver – Tactical – co-ordination team, allocate tasks

Gold –Strategic (EMT) – identify issues, deliberate results

- Overall strategic co-ordination with responsibility and accountability for the event
- To take a high-level view of what has happened, what can reasonably be expected to happen and who/what can help the resolution
- To maintain a strategic overview and NOT become drawn into tactical decisions (**Hands OFF**)
- Set, review and update the strategy – including tactical parameters

Roles can be combined, however leave, sickness etc must be taken into account to ensure availability at all times.

Role	Name	Alternate Deputy Name
Incident Manager	Headteacher	Deputy Head
Deputy Incident Manager	Deputy Head	School Operations Manager
Parent Liaison Officer Communications	Deputy Head	Assistant Headteacher
Administration Manager Resources	School Operations Manager	Admin Officer
Media Liaison Officer Media Management	Headteacher	Deputy Head
Teachers Liaison Officer Communications	Assistant HT	Assistant HT
Facility/Premises Manager Resources	Site Manager	School Operations Manager
School Liaison Officer Welfare	Assistant HT	Deputy Head
Others as required	CEO	CEO

7. Emergencies on Educational Visits

The Headteacher or their pre-agreed nominees should be immediately informed of any incident by the group leader.

Initial Action by Headteacher or Nominee

Maintain a written record of your actions using this pro-forma and your log book.
Offer reassurance and support. Be aware that all involved in the incident, those at the school and you, may be suffering from shock or may panic.
Find out what has happened. Obtain as clear a picture as you can: Who informed you of the incident? (usually the group leader)

Name	Status	Telephone No	Additional Numbers
Where are they now and where are they going?			
Discuss with the group leader what action needs to be taken and by who			
If you can obtain access to the educational visit risk assessment do so			
Record the details of the off-site activity/visit during which incident occurred			
Location and nature of activity/visit			
Name of person in charge of activity/visit		Telephone Numbers	
Number of people on the visit	Students:	Teachers:	Others:
Record the details of the incident			
Date and time of incident		Location	
What has happened?			
People affected	Name	Injury	Where they are/will be taken to
Emergency Services involved and advice they have given			
Names and locations of hospitals involved			

Arrangements for students not directly involved in the incident			
Name of person in charge of your group at the incident		Telephone Numbers	
Depending on the scale of the incident, consider assembling a school emergency management team from the list of staff to assist with the response			

Having activated the emergency plan, go to implementation

Emergencies on Educational Visits

Ongoing action list for Headteacher or nominee

Communication	√
Inform school staff as appropriate, depending on the time and scale of the incident	
Consider emergency communication needs. Dedicate lines for incoming and outgoing calls and arrange extra support for reception if required Line to be used for incoming calls only – Main School Phone Line Line to be used for outgoing calls only – designated SLT mobile phone / dedicated emergency telephone line	
Immediately inform parents of any injured students of what has happened and where their son/daughter is. Record what their plans are e.g. to travel to their son/daughter, any assistant they need and any means of communications with them (e.g. mobile phone number). In event of a major incident the police may give advice regarding naming badly injured people or fatalities. You may also need to inform next of kin of any staff who have been involved.	
Inform parents of any other students on the visit but not directly involved in the incident. Decide which parents should be informed and by whom and contact them as appropriate. Parents should first hear of the incident from the school (or from the party leader), not from hearsay or from the media. Information given must be limited until the facts are clear and all involved parents/next of kin are informed.	
Inform the Chair of Governors	
Refer to the list of emergency contacts	
Consider arranging the following:	
Assistance at the school or at the site of the incident by key personnel or others	
Communications support, including additional telephone lines	
Help with arranging travel and transport between the incident, parents and the school	
Help with media management, including press statement and interview briefing	
Establishing links with agencies in the authority where the accident has occurred	
Contact insurance company	
Inform students and staff at school and their parents. Decide what information you should give. Remember that information given must be limited until the facts are clear and all involved parents/next of kin are informed. In the event of a tragic incident, consider seeking support from an educational psychology service about the best way to inform students and to support them afterwards.	

Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones).	
Media Management	
Introduce, if necessary, controls on school entrances and telephones.	
At least initially, the school is advised to avoid responding to media enquiries and direct these to the designated PR/Media contact.	
Liaise with the media contact and prepare a press statement.	
Resources	
Arrange a quiet space to receive parents of the children involved as they arrive at school.	
Reporting of accidents	
Tell the staff involved to prepare a written report noting events and times. Inform HSE and Trade unions if necessary. In the event of serious injuries or a fatality HSE should be informed within 24 hours. Staff may wish to submit draft reports to trade union legal officers.	

Group Leader's Action Card

Immediate action in an emergency	√
Assess the situation and take immediate action to ensure the safety of students and staff	
Establish if anyone is injured and how	
Call the emergency services if necessary	
Be aware that you and others may be suffering from shock	
Next steps:	
During school hours contact the Headteacher or School Operations Manager Outside school hours contact as above	
Give clear details of what has happened and who is involved	
Discuss with the Headteacher or School Operations Manager who should inform parents and next of kin of students and staff	
The Headteacher or School Operations Manager should contact Marsh Insurance	
Avoid speaking to the media – if necessary direct them to the designated PR Officer Staff and students should be told to avoid talking to the media or spreading the story unnecessarily (particularly via use of mobile phones)	
Make notes of what has happened and your actions	
Keep in contact the Headteacher, Deputy Head or School Operations Manager	

Stand-Down and Recover

Recovery plan checklist. Mark N/A where appropriate

As soon as possible after the emergency:	√
Liaise with parents regarding plans for attendance at funerals	
Liaise with parents regarding plans for attendance/representation at memorial services	
Arrange debriefing meetings for staff and students	
Arrange debriefing meetings for the Headteacher and SLT	
Identify and support high-risk students and staff	
Promote discussion of the emergency in class	
Consider the need for individual or group support	
Help affected students and staff to come back into school	
Seek advice on legal issues from the School's legal representatives	
Initiate a review of the school emergency plan, evaluating the school's response feeding in any lessons learnt	
In the longer term:	
Consult and decide on whether and how to mark anniversaries	
The impact of some incidents can continue for years, so thought may need to be given to ongoing identification and support measures for both students and staff who are affected.	
Remember that legal processes, enquiries and news stories may bring back distressing memories and cause upset within the school	
Remember to make any new staff aware of which students were involved and how they were affected.	

8. BUSINESS CONTINUITY



Generic issues	Debriefing – evaluation and lessons learnt
	Impact
	Recovery structures and processes
	Data protection and sharing
	Working with the media
	Investigations and prosecutions
Human Assistance	Needs of people – health and non-health
	Community engagement
	Commemoration
	Community Cohesion
Environmental	Impact on local area
Economic	Economic and business recovery
	Financial impact
Infrastructure	Access to and security of sites
	Utilities
	Repairs/Damaged School Buildings
	Site Clearance
	Dealing with insurance issues

Debriefing

- Arrange debriefing meetings for Headteacher, SLT, staff and students

- Identify and support risks
- Liaise with parents

Human Assistance

- An evaluation of the needs of all students /staff/parents etc should be made and plans put in place to determine their needs e.g. counselling etc.
- In all instances the local community should be involved and informed as much as possible
- Long-term plans for any special assemblies/memorials etc should be agreed
- The designated media liaison officer will be directed to deal with any media issues

Environmental

- If damage has occurred in the wider community then this should be assessed and evaluated and decisions made on how the school can help/aid

Economic/Infrastructure

RPA insurance will be notified during the emergency plan.

- The site should be inspected by a building surveyor to ensure it is safe.
- A full survey of the losses incurred should be made as soon as it is safe to do so. Inventories and floor plans should be used to assist with this process – included in emergency kit bag
- ICT recovery plan should be actioned.
- Contractors contacted e.g. portakabins etc.
- Alternative accommodation identified.

Preliminary Information:

Alternative space for accommodation – field or car park
Access points to school would need to be reconsidered.

EMERGENCY TEAM SHOULD NOT INITIATE ANY PROVIDER WITHOUT LIAISON WITH RPA INSURANCE

The list of key providers to contacts the event of an emergency include:

- **Headteacher**
- **Operations Manager**
- **Director of Business and Operations**

9. APPENDIX 1

Closing the school due to extreme weather conditions

The objective of all CORE academies is to stay open throughout the whole school year unless it is deemed a Health and Safety risk to students and staff.



School employees have a contractual duty to report for work at the normal workplace every day that the school is deemed 'open'. Staff should make an attempt to come into work even during adverse weather conditions, travel disruption etc. Employees should also make every effort to attend work on time e.g. by exploring alternative means of transport or setting of earlier for work or spending longer time travelling to and from work. If a member of staff is unable to do this, they must contact the school as soon as possible.

What will happen if school is open:

Employees will not be contacted if school is open. Information will be put on the school website, the local radio and text messaging service.

All employees should try to get to school safely.

If employees feel they would struggle to journey to work safely then they should contact the school.

What will happen if school is closed:

The CEO will make the decision to close the school.

Team Leaders will be notified and this will kick start the informing of other staff and all team leaders have a 'snow list' to contact their team.

Please make sure the school admin staff have details of up to date contact information.

The Headteacher will inform the local radio stations. A text message will also be sent out to all parents.

Staff should be mindful of any visitors who may be attending school so that the admin team can notify them of the school closure.

What will happen if adverse weather conditions commence after the start of school:

The CEO will make all decisions.

Parents will be informed that if they wish they can collect their child early.

As student numbers diminish the Headteacher will try and send staff that live the furthest from school home and any staff with specific medical conditions (please keep the admin team informed of any medical issues).

Staff who live locally will be expected to remain at school until all students have been collected safely.

10. APPENDIX 2:

School Site Information and Risk Assessment

Each School Site has an Emergency Kit Bag containing the following information:

- A full copy of the school emergency plan
- An up to date detailed plan of each site including the location of cut-off valves and switches for gas, water and electricity and information on the drainage system.
- Details of how to reset the alarm system
- Fire exits/means of escape
- Key Contacts

11. APPENDIX 3:

Communications:

Designated phone lines in case of an emergency:

Incoming calls: Operations Manager (Sasha Reid) and Designated Safeguarding Lead (Rebecca Zolna).

Outgoing calls: Senior Leader Mobile Phone if available or mobile phone determined at the time.

In the event of power failure a mobile phone will be designated as the key incoming line for emergency services and an additional mobile phone for incoming calls.

The School will communicate with parents in the following way:

During the day: message on answer machine, website, text

School Closure: website/text message

The School will communicate with companies affected by school closure or emergency by direct contact from a designated mobile phone.

A pre-recorded message will be provide on the answer phone.

12. APPENDIX 4:

Evacuation Plan

Fire

All staff should familiarise themselves with the exit route to take in the event of a fire, the evacuation point and the correct sound signal for a fire. The evacuation procedures are as follows:

All Staff, Student and Visitors

- On discovering a fire raise the alarm
- Do not attempt to tackle the fire unless you feel safe to do so and have received the appropriate training
- Do not stop to collect personal belongings
- Assist any children under your supervision from the building
- Leave the building by your nearest exit
- Make way to designated assembly point – Pope Street
- Do not re-enter the building until instructed to do so

Office/ Admin Staff

- On the alarm sounding call the Fire Brigade
- Collect registers and emergency contact details and grab bag
- Make way to assembly point by nearest exit - TARMAC

Fire Marshals/Teachers

- Teachers are expected to lead their classes out of the nearest fire exit and go to the assembly point (Tarmac)
- On hearing the alarm assist students /staff to evacuate the building
- Sweep designated areas, ensure all areas are clear including toilets
- Ensure all fire doors are closed in designated area
- Evacuate the building by the nearest exit
- Make way to designated assembly point – Pope Street
- Notify Fire coordinator your area is clear

BSS or PFI

- On the alarm sounding go straight to the fire panel to determine zone of activation
- Make way to zone to investigate ensuring own safety at all times
- In the event of evidence of real fire tackle if safe to do so, if not leave building by nearest exit and report to Fire coordinator
- If zone clear report to fire coordinator

13. APPENDIX 5

Pandemic Influenza Plan

The decision to close the school due to pandemic would be made by the Headteacher and Chair of Trustees on the recommendation of the Environmental Health Department.

The school will then be required to notify the Local Authority and the Environmental Health Dept.

Any student showing symptoms of pandemic flu at school should be isolated from other students and arrangements made for them to be collected and taken home.

If the school is aware of a large number of children with specific symptoms information will be sent out to all parents to minimise the spread of infection whilst the school remains open.

Advice to follow to minimise infection:

- Cover nose and mouth when coughing or sneezing using a tissue when possible
- Dispose of dirty tissues promptly and carefully
- Wash hands frequently with soap and water to reduce the spread of the virus from hands to face or to other people
- Clean hard surfaces (eg door handles) frequently using a normal cleaning product

14. APPENDIX 6

Bomb Threats and Suspect Packages

Bomb threat prompt card for reception staff

If you take a telephone call from someone who claims to have information about a bomb:

	√
Stay calm	
Let them finish the message without interruption. Try to record EXACTLY what they say, especially any codeword they might give	
Make a note of: • The exact time of the call • The caller's sex and approximate age • Any accent the person has, or any distinguishing feature about their voice e.g. speech impediment, state of drunkenness etc. • Any distinguishable background noise	
When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller: • Where is the bomb? • What time is it due to go off? • What kind of bomb is it? • What does it look like? • What will cause it to explode? • Why are you doing this? • What is your name? • What is your address? • What is your telephone number?	
Report the call to the police and the Headteacher/nominated deputy immediately. In the extreme unlikely event that there was a codeword with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police and then notify the Headteacher.	

Guidance on suspect packages

The likelihood of a school receiving a postal bomb or suspected biological/chemical package is very low, however, you should be aware of the immediate steps to be taken if you receive a suspect package or come into contact with a biological or chemical substance.

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

- Grease marks or oily stains on the envelope or wrapping
- An unusual odour including but not restricted to almonds, ammonia or marzipan
- Discolouration, crystals on surface or any powder or powder-like residue on the envelope or wrapping (suspect biological/chemical threat)
- Visible wiring or tin foil
- The envelope or package may feel very heavy for its size
- The weight distribution may be uneven
- Delivery by hand from an unknown source or posted from an unusual place
- If a package, it may have excessive wrapping
- There may be poor hand writing, spelling or typing
- It may be wrongly addressed, or come from an unexpected source
- No return address or postmark that does not match return address
- There may be too many stamps for the weight of the package

If you suspect that a letter or a package may contain a bomb:

	√
Stay calm	
Put the letter or package down gently and walk away from it DO NOT PUT THE LETTER OR PACKAGE INTO ANYTHING (INCLUDING WATER) AND DO NOT PUT ANYTHING ON TOP OF IT	
Ask everyone to leave the area (including classes if necessary)	
Notify the police and the Headteacher/nominated deputy immediately DO NOT USE MOBILE PHONES OR SOUND THE ALARM USING THE BREAK GLASS CALL POINTS	

If you suspect that a letter or a package may contain a biological or chemical treat

	√
Stay calm	
Do not touch the package further or move it to another location	
Shut windows and doors in the room and leave the room, but keep yourself separate from others and available for medical examination	
Notify the Headteacher/nominated deputy immediately	

The Headteacher/nominated deputy should then:

	√
Notify the police immediately on 999	
Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed	
Evacuate the building, keeping people away from the contaminated room as far as possible	
Keep all persons exposed to the material separate from others and available for medical attention	
If anyone is experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) seek medical attention immediately	

If **anyone** believes they have been exposed to biological/chemical material, they should be encouraged to:

- Remain calm
- Do not touch eyes, nose or any other part of the body
- Wash your hands in ordinary soap where facilities are provided

15. APPENDIX 7

IT Failure

In the event of IT Loss through system failure / unavailability (e.g. server failure), infrastructure failure / unavailability (e.g. power failure or building closure) or data loss / unavailability (e.g. computer virus or malware attack) the immediate priorities are: -

- ensure availability of effective methods of communication (i.e. telephone, email, radios, social media, website etc.)
- ensure access to key documents required by the Headteacher / SLT to manage the emergency
- ensure availability of MIS data for student and staff records and contact details

IT Emergency Contact List

Area of Facilitation	Company / Employee Name	Emergency Contact Details
Person / company responsible for offsite MIS Data Hosting / Backup	Zoltan Kovacs	0121 389 2824 ext 2001
Person / company responsible for offsite Headteacher / SLT Documents	Zoltan Kovacs	0121 389 2824 ext 2001
Holder / supplier of hardware that can be used to access the required data	Zoltan Kovacs	0121 389 2824 ext 2001
MIS provider who can assist with accessing the data / setting up a temporary instance of the MIS if needed	SIMS	support@educationsoftwaresolutions.co.uk
Telecoms provider / manager	CO-Connect	02392 322 555
Temporary internet access provider / equipment holder	Zoltan Kovacs	0121 389 2824 ext 2001
Social Media account manager(s)	Amy Tullett	0121 389 2824 ext 1950
Website provider / manager	Zoltan Kovacs	0121 389 2824 ext 2001
Email provider / manager	Zoltan Kovacs	0121 389 2824 ext 2001

IT Recovery Plan

Following any initial emergency response, the priority is then to restore services as quickly as possible including: -

- Full restoration of MIS System
- Full restoration of all staff and student files
- Full restoration of access to all critical systems
- Full restoration of telecoms systems and internet access

16. APPENDIX 8

Log Keeping

Basic Principles

Notes must be **contemporaneous or made as soon as reasonably practicable after the incident** (that is, within 24 hours)

They must be:

Clear
Intelligible and
Accurate

17. APPENDIX 9

Working with the Media

COMMUNICATION IS KEY

Working with the media can protect the School's reputation and public image. **HOWEVER, Statements relating to the incident should be cleared with a CORE Press Communications officer first.**

The media can be intrusive and will be keen to get information as quickly as possible.

MEDIA LOG SHEET

Logged by:

Date:

Name of Caller:

Organisation Name:

Time of Call:

Line of questioning:

Further information required:

Media Tips:

- Don't say 'No'
- Always ask them what they are going to ask you
- Ask for 5 minutes before you respond
- Pity/Praise/Promise
- Don't let press onto premises, or if they are, establish a dedicated area where they are supervised
- Be aware of students spreading rumours and using their mobile phones

Note: Do not offer to call anyone back