



## SEDBERGH INTERNATIONAL SUMMER SCHOOL

<b>Major Contingency Plan</b>	
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## 1. HEADLINES TO REMEMBER:

The initial steps will always be the same:

1. CALL EMERGENCY SERVICES AS REQUIRED
2. MAKE SURE SOMEONE IS IN CHARGE – IF NOT, TAKE CHARGE
3. CALL OUT COURSE DIRECTOR – COO – BURSAR OPERATIONS - STATES MANAGER – OPERATIONS DIRECTOR
4. TAKE ALL STEPS TO SECURE SAFETY AND WELFARE OF PUPILS

Contact details are on the back page, the final annexe to this document, for easy reference.

COPIES OF THIS PLAN WILL BE LODGED WITH MAPS AND ATTACHMENTS AS FOLLOWS –

- ◆ WELFARE OFFICE
- ◆ ISS OFFICE

## 2. INTRODUCTION

The purpose of this plan is to have a coherent means of tackling a major incident or catastrophe and a method of recovering the School. The initial primary aim is to protect life, property, reduce casualties and maintain education and pastoral care. An essential element of any such incident is that it will attract the press and publicity and once the immediate issues ensuring safety of staff and pupils are addressed there must be a consideration of the reputation of Sedbergh School.

## 3. DEFINITIONS

The following extract is taken from “Managing Emergencies in Cumbria” dated December 2007 and is underpinned by Cabinet Office requirements for local authorities.

*The Civil Contingencies Act defines ‘emergency’ as:*

- *an event or situation which threatens serious damage to human welfare in a place in the UK*
- *an event or situation which threatens serious damage to the environment of a place in the UK; or,*
- *war, or terrorism, which threatens serious damage to the security of the UK.*

*In addition, the event or situation must pose a challenge for a responding organisation’s ability to perform its functions.*

*This definition implies the event or situation is extremely serious, and at the local level it is agreed that a coordinated response may be required for incidents that do not meet the above criteria.*

*In Cumbria we have adopted the commonly used definition of 'major incident' namely; Any emergency that requires the implementation of special arrangements by one or more of the emergency services, the NHS or the local authority for:-*

- *The rescue and transport of a large number of casualties*
- *The involvement either directly or indirectly of large numbers of people*
- *The handling of a large number of enquiries likely to be generated both from the public and the news media*
- *The large-scale deployment of the combined resources of the emergency services*
- *The mobilisation and organisation of the emergency services and supporting organisations, eg Local Authority, to cater for the threat of death, serious injury or homelessness to a large number of people.*

*This definition describes more clearly the sort of event or situation that is likely to require a planned multiagency response and has been developed from principles used by the police, fire and rescue service, and the NHS for many years. 'Major incident' and 'emergency' are often used synonymously. We will use the term 'major incident' from now on in this plan.*

*Although there are many types of major incident, the following objectives are similar on each occasion. These are to:*

- *save life*
- *prevent the incident from getting worse*
- *relieve suffering*
- *protect the environment*
- *protect property*
- *help with any criminal or other technical investigation*
- *promote self-help and recovery*
- *restore normality as soon as is practicable*

*Stages – A major incident is generally recognised to have four stages:*

- *the initial response*
- *the consolidation phase*
- *the recovery phase; and*
- *the restoration of normality.*

**Possible causes of a major incident might be**

- gas explosion/leak
- chemical explosion or tanker spillage
- fire
- asbestos

- transport accident
- plane crash into a building
- an attack by a terrorist or 'shooter'
- hostage taking
- flood
- severe weather
- building or other structural collapse
- electrical failure
- Legionella
- water pollution
- emerging diseases
- major pandemic
- major problem with a member or members of staff
- unforeseen problem with pupils
- anything else unforeseen

**A plan** needs to be flexible and resilient enough to adapt to any emergency. No plan can or should attempt to cover every eventuality. However, it is imperative to have a framework for action and that is what is provided here.

**When an 'event' takes place,** it is important that there is a clear command structure to provide a coherent School response to the Emergency Services.

**The first thirty minutes** of the incident is called "the golden hour": this is where the right decision at the right time is absolutely paramount in order to save life and prevent further injury.

#### 4. MAJOR INCIDENT PLAN FOR ANY DISASTER: PROPERTY OR PERSONNEL

##### a. INITIAL RESPONSE WHEN AN EMERGENCY OCCURS

1. The **immediate need** is for SOMEONE to take charge of the initial actions – to create a focal point for dealing with the crisis and turning that into a road to recovery.
  - The initial ‘Incident Commander’ could be anyone – usually the first person on the scene.
  - If possible they should **control and direct action rather than get involved** in assisting people. When concentrating on a detail an overview of the situation and the ability to command will be lost.
  - The appropriate emergency service should be called.
  - The Course Directors and COO/member of SLT should be contacted.
2. The initial ‘Incident Commander’ should then transfer authority to the first senior person to arrive. This may be a member of the police or emergency services in which case they will assume overall control. It may be a senior member of staff.
3. For the Summer School the senior member of staff will liaise with the emergency service controller until the School **Crisis Action Team** (CAT) builds up.

The task of the **Crisis Action Team** is to take whatever action is required to resolve the immediate problem. The role of the team is to turn uncertainty or chaos into some form of order.

##### The Crisis Action Team will consist of:

	First choice(s) for ISS	Could also be
1. <i>Someone to take command</i>	Gemma Newton Anthony Everest	COO Member of School Leadership Team (e.g. Headmaster)
2. <i>Someone to take minutes and notes of the event because the scene may be a crime scene and later evidence may be very important</i>	Georgina Tyrell	Activity Staff
3. <i>A safety advisor</i>	Sarah Beswick Monika Kinder Matt Edgar	House Parent
4. <i>Someone to identify people involved in the incident and, if necessary, take contact details and notes</i>	Charlotte Aldred	House Parent Activity Staff
5. <i>A press/public liaison person. News of the incident may very soon circulate on social media and enquiries may start coming in very quickly</i>	Kirsten Bentley	Nicky Millington David Milner

## Dealing with casualties:

Anyone affected may be witnesses, victims, or suspects and carry evidence or hazards.

- **Uninjured survivors.** These will have been involved but not necessarily need or want medical attention. They will be witnesses. Their details will be required by the casualty bureau as well and the police senior investigating officer. They should leave unless required for - and able to give - assistance.
- **The injured need assistance.** First aid should be given preferably by someone with first aid experience. When the emergency services arrive they will undertake what is necessary. They may operate a labelling system of patients:
  - immediate first priority – red
  - urgent second priority – yellow
  - delayed third priority – green
  - deceased – white
- **The deceased.** HM Coroner has the responsibility of identifying those who have died and establishing the cause and time of death. The coroner may wish to view bodies in situ. The dignity of the deceased and the feelings of dependents or relatives should be considered and protected. The dead should not be moved unless it is the only way of reaching a live casualty.

## b. THE RECOVERY PHASE

When the **immediate crisis and danger is over**, attention will shift to recovery. The recovery management will be managed by the CAT.

Handling information: FIRST STAGE

- prepare a simple, straightforward description of what has happened for the media and interested parties (see annexe A)
- designate someone to liaise with the media. All enquiries from the media should be dealt with by one press officer to whom all enquiries should be directed. Never say 'no comment' but, 'thank you for your enquiry. Please could you contact N on this number XXXXXX'
- prepare a script for all those who make contact with parents and interested parties to use. Careful briefing and a standard message is required
- contact Chairman of Governors
- contact with parents by Course Director/Operations Director/Welfare Officer
- brief all staff. Emphasise that colleagues should stick to facts and never speculate on causes/consequences of the incident.
- all those who speak to people not within the immediate Summer School community should keep a note of who has been contacted or made contact, time and contact details and any notes of the conversation. (form at Annexe C) This will also provide a list of who has phoned in order that this can be checked against next of kin lists.

- brief the office staff (including the Bursary and Sedbergh Medical Practice) concerning the incident.
- maintain an up-to-date list of parents who have been informed

#### Handling information: SECOND STAGE

- prepare a summary of what has happened
- inform Governors via HM or COO
- prepare a letter for distribution to all parents
- contact insurance agent
- contact services and suppliers

#### Welfare of pupils and staff

- identify immediate needs, sleeping accommodation, food, electricity, heating, light, and so on
- Start to identify middle term needs for the next 48 hours. This activity will only commence when all pupils and staff are safe, reasonably warm and well supervised

### **c. RESTORATION OF NORMALITY**

The initial and consolidation phases see the completion of dealing with the immediate emergency and the ground of preparation for returning to normality. This may involve

- What the Course Director will say at an assembly
- Ongoing counselling provided for those affected by the incident
- The ordering of the life of the Summer School
- Making any adjustments necessary for the resumption of normal patterns of life. See below under property and personnel matters.

### **d. Points to Consider**

- Think about use of mobile phones. Outside lines will rapidly jam with incoming calls.
- Maintain an up-to-date list of parents to be informed and where it will be held
- Give the contact number of the families involved, where appropriate taking into account privacy and GDPR restrictions
- Keep a list of essential phone numbers available: emergency crisis number/ hospital numbers are at the back of this document but others may need to be recorded during the incident.
- How will the flood of enquiries from anxious parents be processed?
- How will parents, guardians and staff be advised of an incident?
- How will further information will be conveyed and by whom?
- Emphasise to staff that the privacy of colleagues/pupils and parents must be maintained in the face of the media enquiries. A foolish quote in an unguarded moment would be disastrous.



- Consider whether communication should be transferred most appropriately in person or by social media. Once an item is on social media there is no control of what happens to it or where it goes.
- At what point would a flu pandemic become critical and when should School be closed?

## 5. MAJOR INCIDENT PLAN – PROPERTY DISASTERS

Whatever the incident or the scale of the disaster, order can only arise out of chaos if firm leadership is provided and direction given to all those trying to assist. If leadership is not given, the well-meaning can end up causing confusion and hinder the recovery process.

The Summer School operates on two extensive and geographically spread sites, and it is highly unlikely, if not impossible, that an entire campus, or both, could be affected simultaneously, other than in a Lockerbie situation, or as an after effect of an incident at Sellafield Nuclear Plant.

The most likely buildings to be affected are a boarding house or School buildings. The Prep School may lose access to the whole of the main campus apart from the nursery or sports pavilion.

Dependent on the location of the incident, the ‘command centre’ may vary, but the initial crisis management is likely to centre – apart from the site itself – in either the main ISS office (at reception), the Staff Common Room or Thornfield House.

### a. INITIAL RESPONSE

- **MAKE SURE SOMEONE IS IN CHARGE – IF NOT, TAKE CHARGE**
- **CALL EMERGENCY SERVICES AS REQUIRED**
- **CALL OUT COURSE DIRECTOR/OPERATIONS DIRECTOR – COO – BURSAR  
OPERATIONS – ESTATES MANAGER**
- **TAKE ALL STEPS TO SECURE SAFETY AND WELFARE OF PUPILS.**

**The person in charge should undertake immediate action:**

- Liaise with the emergency service when they arrive and meanwhile-
- Get people to attend to casualties. If possible the ‘Incident Commander’ should **direct action rather than get involved** in assisting people. When concentrating on a detail, an overview of the situation and the ability to command will be lost.
- Ask someone to commence a written or recorded log of all of your actions/decisions/instructions with date, time and who you have told to do what or what you have been advised to do by the emergency services or SLT. (If it is not written down, it did not happen!) This information will form part of the legal evidence in the event of an enquiry. (See Annexe D.)
- Send someone for the emergency pack. These are located in Thornfield House. A list of items included in the pack is located at annexe G.
- Evacuate buildings if appropriate. Activation of the fire alarm will result in evacuation. If buildings are evacuated, the muster points for evacuees will be those designated in the standing fire regulations for the building concerned.
- Get someone to contact Welfare Officer and Sedbergh Medical Practice

### **Early Actions**

- Immobilise utilities if necessary, gas, electric etc Isolation Points for Utilities. (Annexe L)
- The Estates Manager must be contacted immediately to assist with isolating hazards.
- Ensure that site plans are made available.
- Ascertain if there is a list or register of those who might be on the premises
- Get someone to take a roll call to confirm evacuation
- Keep people off site who are not required.
- Ensure everyone remains accounted for.
- The Crisis Action Team will decide the next step of School closure or sealing off an area.
- Be aware that the event will very quickly be widely public on social media

### **Hazards on site:**

The following hazards exist in most locations:

- Gas, electricity, hot water

Other hazards may exist such as:

- Asbestos
- Chemicals
- Oils and paint
- Compressed gas (Design, Science, Queen's Hall)
- Radiation (Physics)

## **b. THE RECOVERY PHASE**

If recovery is going to take a long time, the long-term sustainability of the team should be considered. Consideration should be given to:

- Setting up shifts,
- Arranging for food and regular refreshments
- Access to washing facilities and change of clothes.

## **c. PLAN FOR THE FIRST 24 HOURS AFTER DISASTER**

The imperative is to start building a plan and to communicate this to those who will either action the plan or be affected by it. At this stage advice should be sought from Marsh (the insurance broker) who will provide initial advice. It is likely that in a serious incident, loss adjusters will be on site quickly and will provide advice; this may lead to rapid deployment of temporary accommodation and facilities. In the meantime until insurance representatives are on site items for consideration are:

- **Meals may need to be adjusted**

The Chef Manager should be informed and an alternative feeding plan established based on the number of people who need to be fed.

- **Possible relocations**

Depending on the location and severity of the disaster, can another part of the School be utilised (for classrooms for instance) instead?

- Sports Pavilion
- Holy Trinity Church
- Thornfield House

Do we need to look outside the School for assistance?

- Local halls – call local authority
- Other schools
- Local hotels
- Local churches

Do we need to re-accommodate boarders?

Options:

- Other boarding houses
- Hotels
- Camp beds for immediate use in an alternative School location

### Evaluating needs and alternative accommodation

The team now need to start summarising problems and actions to take. A table could look like this: (Blank at Annexe E)

<b>Problem</b>	<b>Options</b>	<b>Remarks</b>	<b>Action</b>	<b>Who?</b>
<i>Classrooms</i>  None in main building	Use Sports Hall  Utilise areas of School unaffected such as:  <ul style="list-style-type: none"> <li>■ Boarding house</li> <li>■ Pavilion</li> <li>■ Art department</li> <li>■ Marquees</li> <li>■ Dining hall</li> <li>■ Library</li> </ul>	Numbers needed  Numbers available  How many rooms? Desks available? Visitors – how many rooms available? Locate where available?  Contact Parish Council	Need to move children and desks  Check Check  Check	Deputy Bursar Ops  Estates Manager + Maint Staff  COO/ Bursar
<i>Loss of kitchens</i>	Use another house  Use Home Economics		What items useable? Need list of items required	Chef Manager
<i>Complete loss of power</i>	Standby generators	Contact A Plant. How soon available? Other implications: heating?		Estates Manager

These are only examples. Depending on the incident, this list would become much more detailed. The outcome will be determined by WHAT is to happen and who will be responsible for the activity. If a main School building or boarding house is completely unusable then a major readjustment is required. It is vital the confidence of parents is retained. It must be pointed out early to parents that the School is fully insured and that those parts of the School affected would be rebuilt quickly.

#### d. EDUCATIONAL RECOVERY PLAN

If the disaster affects teaching properties, the senior person present is to delegate the task of assessing how education can continue at the School using the matrix sheet above, consider:

- First check on site to see what we can use
- Decide how essential it is to continue with English lessons – is it near the end of the summer school? Can lessons be cancelled or replaced, e.g. should students be taken

on off-site excursions to enjoy the rest of their time and allow the school's recovery to be managed?

- Have other local schools got spare capacity? Consider the other School site, consult with relevant senior staff.
- Will we require coaches or other transport?
- Keep all staff informed of plan, send a time and date for a briefing
- Do we need agency teachers, can other schools help?

**e. FIRE & RESCUE SALVAGE STRATEGY**

The Fire & Rescue Service will recover salvage of significant value after all priority rescue has been carried out; the School can request this service, for example fine arts, sculptures of any value. Discussions can take place with the Fire & Rescue Service during familiarisation tours or as directed by the School Incident Commander (an inventory would be required).

## 6. MAJOR INCIDENT PLAN – PERSONNEL DISASTERS

The crisis to be faced might not involve loss of property but be a personnel disaster such as a coach crash or aircraft accident involving pupils. It will be vital that the Summer School management act quickly. Such an incident may occur on or off school premises.

### a. INITIAL RESPONSE

1. CALL EMERGENCY SERVICES AS REQUIRED
2. MAKE SURE SOMEONE IS IN CHARGE – IF NOT, TAKE CHARGE
3. CALL OUT COURSE DIRECTOR – OPERATIONS DIRECTOR – COO - BURSAR OPERATIONS – ESTATES MANAGER
4. TAKE ALL STEPS TO SECURE SAFETY AND WELFARE OF PUPILS.

The following actions should be considered in the event of a personnel emergency

- Where there are casualties, the up-to-date list of pupils with medical conditions should be obtained from the database. This should highlight pupils who should not be given a blood transfusion.
- The list should be copied for the Ambulance Incident Manager.
- A member of staff should be delegated to meet the emergency services at reception (or elsewhere as appropriate).
- The emergency services are likely to require an incident room.
- Copies of house or class lists should be available.
- A list should be compiled of who was injured and the hospital(s) to which they were taken. SLT members may have to give medical consent in loco parentis. *Permission for blood transfusions should not be given to those children whose parents have refused permission for this.*

### b. THE RECOVERY PHASE

- One of the senior staff should inform parents as soon as possible.
- Where parents cannot be contacted quickly, members of the senior staff may need to give medical consent in loco parentis.
- Where deaths have occurred, parents and agents should be notified via any communication method (preferably telephone/video conference) as soon as possible. Travel to the parents/travel for the parents to the UK would also be paid for by the Summer School if desired by the family. The Summer School would organise and pay for repatriation of the body/bodies.
- Where parents arrive at the Summer School after a disaster has taken place during the school day, a decision will be required whether pupils not directly affected by the incident should be allowed to accompany parents home.
- Pupils affected in some way by the incident may be allowed home/to the parent's accommodation (if rented/a hotel) if accompanied by a parent.
- Any pupils leaving the Summer School premises with a parent must sign out.

- Consideration should be given to setting aside Tom Penny, Library or Sports Pavilion for briefing or counselling parents.
- Where pupils or staff are injured an accident report form must be filled out (available in all departments, boarding houses, School Office, Bursary, etc).

### **Recovery plan**

The way ahead following an incident involving injury or death to pupils will require the most careful and sensitive planning. Before taking any action or making an announcement, the impact of the action should be considered.



## 7. INCIDENTS OFF CAMPUS

This may happen in a:

- road accident while a group of students is away from the Summer School.
- if there is a major incident in a place where a group of pupils has gone on a trip
- on an activity, like a pothole collapse or major climbing accident.

The incident may occur some distance from the Summer School so in preparation the following actions prior to the trip should be carried out:

- Drivers and staff members need to be briefed on what to do if a major incident occurs.
- All key staff should have copies including all trip/visits/pupil information/next of kin list and contact numbers – these should also be available from the Summer School Office.
- The party leader should carry an emergency number/mobile phone on which to make contact with the CAT.

In the event of an incident the following should be considered:

- Staff or a driver may themselves be victims and therefore unable to respond. So information may only be available from the emergency services until members of staff can travel to the incident.
- Social media means that news of the incident is liable very quickly to be public.
- The first the Summer School may know is a call from a concerned parent.
- The Crisis Action Team will not have first-hand presence at the scene.
- The Crisis Action Team needs to decide a strategy and obtain accurate information concerning the incident

## **8. PANDEMICS**

The emergency and health services are aware that there will, at some stage be a major pandemic. In their view it is not a matter of if but when. The consequences of a pandemic are likely to be:

- Incapacitated pupils who may require isolation or removal from the Summer School.
- Loss of teaching staff, adding pressure to the remaining teaching staff
- Loss of operations staff, particularly those responsible for feeding
- An impact on the Summer School's supply chain requiring alternative suppliers

The Department of Health UK Influenza Pandemic preparedness Strategy 2011 assesses the likelihood, impact and response to a pandemic.

The summary of planning assumptions for pandemic preparedness is attached as Annexe F.

The nature of the response required will depend upon the severity of the outbreak.

## **9. AFTER AN INCIDENT**

### **Health and Safety Issue**

Prime consideration should be given to health and safety issues. These include:

- isolating electrical, gas and water systems in the event of damage to a building
- having electrical systems tested by a qualified electrician before using them again
- having electrical equipment tested where it has suffered damage

### **Debriefing**

It is important that everyone is debriefed. This includes

- the pupils involved
- the staff involved
- the staff members managing the crisis

Counselling should be arranged only after discussion as to who requires it: current wisdom suggests that this can sometimes create rather than ameliorate problems.

There should be a review of how the Incident was addressed and what lessons could be learnt for the future.

### **IMPORTANT**

This document provides the framework that should be followed in the event of a serious incident or disaster, and all staff must be aware of its existence. The Bursar is responsible for the document. Staff must seek advice from members of the Crisis Action Team (CAT) before attempting to make decisions that might affect the actions of the Team. In particular, it is imperative that staff should NOT discuss the circumstances of the incident or disaster with the media but that all enquiries should be directed to the Team. All media enquiries should be dealt with by one press officer to whom all questions should be directed. Care should be taken in what is said to the police. They need accurate information. Similarly, the Team will undertake to provide all staff with information and advice – along with instructions on dealing with pupils, parents and other people connected with the Summer School.

If you have comment on this plan and can suggest improvements then these should be directed to the Bursar Operations as a matter of urgency.

## ANNEXES

The following information is held in emergency packs for use with this plan by way of assistance –

- A. Draft press release
- B. Brief Incident Aide Memoire
- C. Telephone conversation checklist
- D. Incident Event Log Sheet
- E. Blank table for actions
- F. Summary of planning assumptions for flu pandemic planning
- G. Emergency pack contents and locations
- H. Actions which need to be in place to minimise the loss prior to an emergency
- I. Brief résumés for senior staff
- J. The Joint Emergency Services Interoperability Programme – Useful tools in an emergency
- K. IT Failure
- L. Emergency switch-off locations
- M. Critical incident contact list (Last so easy to find quickly)

Emergency folders should also contain:

- Large scale maps showing - public telephones (consider using phones in other areas around the School) nearest accident/emergency hospital
- Small site plans showing - fire points, assembly points, fire hydrants, flammable and hazardous products storage area - location of alternate buildings
- School directory
- Access plans for parent phone numbers – refer to database of pupils' files (in Summer School Office)
- More on Press Officer press contact details and instruction

## **ANNEXE A – DRAFT CRISIS PRESS RELEASE**

### **PRESS**

Handling the press may prove very difficult. They may not respect property or human sensibilities. Saying the wrong thing could have significant repercussions, and they will look for the sensational. There needs to be one designated point of contact for the press.

In the first instance, all press queries must be directed to the Course Director or COO. If the circumstances warrant, the COO may nominate a spokesman.

Rather than say 'no comment' thank the press for their enquiry and refer them to the Course Director or COO.

The School has a Press Officer and access to a PR firm and a media expert who has journalistic experience. Details of contact numbers are at Annex M.

**PAs on the switchboard should be given a prepared statement as soon as possible (example below).**

Police: Be careful of what you say to the Police until you are clear of what has happened. They will be assimilating evidence and so anything reported should be considered and accurate. (Remember, as with driving accidents, that insurance companies will not want acceptance of liability without all issues being properly considered).

### **DRAFT CRISIS PRESS RELEASE**

Switchboard –

*The Course Director/COO is out/occupied/in a meeting at the moment. I will pass on your message as soon as possible, and I know that (s)he will want to get back to you whenever (s)he can/when (s)he is free.*

*We can acknowledge that 'the event' – accident/fire/mishap – has taken place. We are co-operating fully with the emergency services to recover the situation, and are unable to comment further at this stage.*

If casualties –

*We can/are unable to confirm if there are casualties, and cannot release any details until the families and next of kin are informed.*

If the situation allows –

*May we send you our current statement/press release on the matter?*

Or –

*May we forward our statement/press release when we are in a position to do so?*

If pressed –

*There is nothing further which we can add at this time. Everything we can say about the matter is/will be contained within the press release.*

Important to emphasise full co-operation with emergency services, police, etc.

Dependent on the incident, there may be a requirement for a press briefing, very possibly in conjunction with the emergency services and/or police. Its organisation and control could be the responsibility of the COO, and a pre-briefing script prepared for the Course Director.

**NB Any press release issued must also be put on the Summer School website as soon as it is complete.**

## **ANNEXE B – BRIEF INCIDENT AIDE MEMOIRE**

**NB This cannot be prescriptive and every incident cannot be accurately anticipated. This is not intended to be a straightjacket. If you are in charge before senior management/CAT arrive/are available, you must exercise your initiative in the circumstances.**

### **1. At School – Plant/Facilities Emergency**

**e.g. Fire, flood, ‘unnatural event’, major road crash in School grounds, etc.**

- Contact emergency services
- Take charge at the scene
- Contact Course Director, Welfare Officer, Bursar Operations, Estates Manager, COO and Sedbergh Medical Practice as you are able
- Check for casualties
- Administer first aid
- Remain at scene or evacuate as appropriate, secure safety of pupils, and await arrival of emergency services or CAT

### **2. At School – Personnel Emergency as Result of Accident/Incident**

- Take charge
- Contact emergency services and Sedbergh Medical Practice/Welfare Officer
- Administer first aid as required
- Alert Course Directors, Bursar Operations, COO

### **3. Road Accident Off Campus**

- Call emergency services
- Check your party for injuries/casualties/shock
- Supervise to safety if possible, well back from emergency lane if on motorway
- Report situation to AA Emergency Assistance (details in minibus)
- Call Summer School Office during working hours, at other times Course Director/Operations Director/Deputy Bursar Operations
- Sketch scene of accident before/after
- Make record of events leading up to and circumstances of accident
- Obtain details of other vehicles, registrations, drivers, witnesses if available
- Do not admit liability (if relevant)
- Stay with party (give police names/numbers)

## ANNEXE C – TELEPHONE CONVERSATION CHECKLIST

Date	Time	Person	Contact number	relationship	
<b>Conversation notes</b>					
Date	Time	Person	Contact number	relationship	
<b>Conversation notes</b>					
Date	Time	Person	Contact number	relationship	
<b>Conversation notes</b>					



## ANNEXE D – INCIDENT EVENT LOGSHEET

Log keeping is crucial to controlling an incident and to providing post incident evidence. In keeping logs the following types of information should be recorded: Events, Decisions (and ideally why) and Actions (by whom and when completed).

**SEDBERGH SCHOOL  
MAJOR CONTINGENCY EVENT LOG SHEET**

Incident Commander Name.....

Date of Incident.....

Ser	Time	Event	Decision/Action Taken	Signature

**ANNEXE E – BLANK TABLE FOR ACTIONS**

<b>Problem</b>	<b>Options</b>	<b>Remarks</b>	<b>Action</b>	<b>Who?</b>

## **ANNEXE F – FLU PANDEMIC**

A flu pandemic is likely to be a “slow burn” emergency with some warning of spread of flu through the country but this may happen relatively quickly. Wider national preparations are outlined on the NHS website.

It is estimated by the NHS that once a pandemic strain of influenza arrives in the country, it will take up to two weeks to become established in outbreaks through the country. Once established the outbreak can last from between three and five months depending on the season.

The key considerations in the event of a flu pandemic breaking out are:

- Pupils may catch flu and many cases spread across the Summer School causing disruption to lessons and activities programmes. Plans may need to be made to quarantine pupils there will need to be consideration of having pupils collected.
- Academic staff catch flu and cannot teach causing disruption to lessons. Plans should be in place for wider cover than usual and a trigger point identified to help decide when the Summer School is no longer able to function properly.
- Support staff catch flu and key services such as catering and cleaning are disrupted. This may also lead to a complete close down of the Summer School or an alternative meal plan. House and Activity Staff may need to take on house cleaning tasks, and teachers may need to assist in cleaning the school building.
- Parents catch flu and are unable to come to collect children.
- Depending on the strain of flu there may be more fatalities in the country and the Summer School should be aware of the impact that this may have on staff and pupils if more widespread than usual.

In the event of an outbreak there will be a requirement for the SLT to consider the implications and produce a contingency plan to suit the situation. This should be widely distributed to relevant staff in the Summer School and parents should be aware of what they might be required to do. In addition, extra hygiene measures should be introduced to minimise risk of spread through contact.

## ANNEXE G – LOCATION OF EMERGENCY PACKS

Locations of emergency packs at Casterton Sedbergh Preparatory School (ISS) are:

- HM's PA Office
- School reception
- Mulberry Bush office

The Transport Officer and Maintenance Foreman will check that any vehicles are properly equipped with First Aid Boxes before they are used.

CSPS First aid boxes are at:

First Aid boxes are located at the following points:

- School Office
- Pre-Prep – *ground and first floor*
- Beale House
- Cressbrook House
- Kitchen
- Art Block - *ground and first floor*
- Swimming pool
- Sports Hall - in adjacent Domestic Science room
- Science laboratories - *1 in each laboratory*
- Rifle range
- Riding Stables
- Maintenance shed
- Each minibus (The Transport Officer is responsible for checking these)
- Works Vehicles (The Maintenance Foreman is responsible for checking these)
- Sports Field garage adjacent to astroturf (Sports Coaches are responsible for checking their First Aid Bags)

The Welfare Officer is responsible for regularly checking that the contents of First Aid boxes are complete and replenished as necessary. The Summer School also has its own stock of First Aid kits for use on-site, during off-site activities and excursions, and it is also the Welfare Officer's role to ensure these are well-stocked. If stock is used, staff are to report use to ensure replacement. A check should be made before each weekly excursion and again on the return from weekly excursions to allow time to order replacements.

Activity staff are responsible for ensuring that their First Aid Bags are properly equipped before each activity.

Each games team and activity is provided with a First Aid Kit (or is given one on request).

### **Content of emergency packs**

- The Major Contingency Plan
- Floor plans for all main school buildings
- Site plans of school site
- Fire hydrant and assembly points
- Locations of local hospitals – Kendal and Lancaster
- Spare log sheets

### **Contents of First Aid Kits**

- Sterile wipes
- Protective gloves
- Selection of plasters (replenished regularly)
- Triangular bandage
- Eye pad
- Medical dressing
- Large dressing
- Space blanket
- Safety pins
- CPR shield

## **ANNEXE H – ROUTINE ACTIONS WHICH NEED TO BE IN PLACE TO MINIMISE THE LOSS PRIOR TO AN EMERGENCY**

To ensure that losses are minimised the following things should be attended to regularly and routinely.

- ◆ Fire safety checks are carried out as stipulated each term – conducted by maintenance
- ◆ Staff are instructed in the use of fire extinguishers during induction
- ◆ Extinguishing appliances are inspected regularly – part of fire inspection process
- ◆ Emergency procedures are practised – fire drills are conducted weekly during ISS
- ◆ The Fire & Rescue Service are familiar with the premises and know where the hydrants are located – Sedbergh fire detachment conduct regular rehearsals on School property
- ◆ Back-ups of key computer records are kept on password-protected online storage spaces
- ◆ All fire doors are kept closed – routine requirement
- ◆ Site plans showing locations of on/off switches for utilities and areas of particular hazards are available to the Fire & Rescue Service – held in emergency response packs
- ◆ A fireproof safe is used for manual records

Additionally, the risk of incident is reduced if:

- ◆ Staff are familiar with Safety on School Trips Code of Practice
- ◆ Staff are familiar with Minibus Code of Practice

Mass communication. Social media means that news will travel very fast and so the Summer School needs to be prepared.

## **ANNEXE I – BRIEF RESUMÉS FOR SENIOR STAFF**

### Peter Marshall, Chief Operating Officer

Peter Marshall joined Sedbergh School in 2008, following a career in the banking sector, his final position being Director of Commercial Banking at RBS. He had also been a Major in the Territorial Army, Northumberland Fusiliers, receiving a Territorial Distinction in 1992. His period as Chairman of Governors of a boys' day school in Newcastle upon Tyne was an introduction to the role of Bursar.

Peter is married to Mandy (Prep School Registrar), and they have three adult children.

### Will Newman, Headmaster, Casterton Sedbergh Prep School

Will Newman joined Casterton Sedbergh Prep School as Headmaster in September 2017 from Taunton Prep School where he was Deputy Headmaster for three years. He is also a compliance inspector for the Independent Schools Inspectorate. He has taught Science and English and has a first class degree in Education from Exeter University. He won a Commonwealth Scholarship to study at the University of Victoria in Canada where he gained a Master of Arts in Physical Education.

Will is married to Liz who teaches Science and Maths and they have two children who are both pupils at the Prep School.

## ANNEXE J – THE JOINT EMERGENCY SERVICES INTEROPERABILITY PROGRAMME (JESIP)

JESIP is a programme of activity designed to improve the way the Police, Fire & Rescue and Ambulance services work together when responding to multi agency incidents. It is relevant to an emergency at Sedbergh because it provides an understanding of how the emergency services will be controlling an incident and where the crisis action team will integrate with the emergency services. Full details of JESIP are at: <http://www.jesip.org.uk>. Some of the key tools and diagrams have been included below as they may be useful.

### JESIP TIERS OF COMMAND

Emergency responders adopt levels of command when responding to incidents. The level does not convey seniority or rank but the level of command an individual has at the incident. The figure below shows the generic tiers of command and basic responsibilities.



These levels are can also be named as:

- **Gold – Strategic**
- **Silver – Tactical**
- **Bronze - Operational**

Points to note:

- It will not be unusual to hear the emergency services referring to people as “the Police Bronze”.
- These should not be confused with military nomenclature which is similar but different in that Tactical and Operational are the other way round.



## JOINT DECISION MODEL

The Joint Decision Model is included because it is a useful decision making tool for making effective decisions



Commanders should use the Joint Decision Model (JDM) to help bring together the available information, reconcile objectives and make effective decisions - together. Like most decision models, the JDM centres around three primary considerations:

Situation	Direction	Action
What is happening?	What do you want/need to achieve in the first hour (the desired outcomes)?	What do you need to do to resolve the situation and achieve your desired outcomes?
What are the impacts?	What are the aims and objectives of the emergency response?	
What are the risks?	What overarching values and priorities will inform and guide this?	
What might happen and what is being done about it?		

Along with a commander's personal experience and knowledge of any given situation, the JDM is designed to help commanders make effective decisions together.

## Overarching Aim

The overarching aim or purpose for using the JDM is common to all those involved in emergency response - the words in the centre “Working Together – Saving Lives, Reducing Harm”. All commander and responder staff should remind themselves of the importance of this purpose when responding to a multi-agency incident and applying JESIP.

## METHANE

The pneumonic METHANE is a useful guide to collating and passing information between locations. It helps to ensure clarity during a situation which may be chaotic and where people are under stress. By following the pneumonic in a logical fashion, the correct information will be passed to the right people in a timely fashion.

**M\ETHANE** is now the recognised common model for passing incident information between services and their control rooms.

As increased numbers of organisations and people use M\ETHANE for passing incident information, the more accurate initial information gathering will be resulting in a faster and more accurate response.

<b>M</b>	<b>MAJOR INCIDENT</b>	Has a major incident or standby been declared? (Yes / No - if no, then complete ETHANE message)	<i>Include the date and time of any declaration.</i>
<b>E</b>	<b>EXACT LOCATION</b>	What is the exact location or geographical area of the incident?	<i>Be as precise as possible, using a system that will be understood by all responders.</i>
<b>T</b>	<b>TYPE OF INCIDENT</b>	What kind of incident is it?	<i>For example, flooding, fire, utility failure or disease outbreak.</i>
<b>H</b>	<b>HAZARDS</b>	What hazards or potential hazards can be identified?	<i>Consider the likelihood of a hazard and the potential severity of any impact.</i>
<b>A</b>	<b>ACCESS</b>	What are the best routes for access and egress?	<i>Include information on inaccessible routes and rendezvous points (RVPs). Remember that services need to be able to leave the scene as well as access it.</i>
<b>N</b>	<b>NUMBER OF CASUALTIES</b>	How many casualties are there, and what condition are they in?	<i>Use an agreed classification system such as 'P1', 'P2', 'P3' and 'dead'.</i>
<b>E</b>	<b>EMERGENCY SERVICES</b>	Which, and how many, emergency responder assets and personnel are required or are already on-scene?	<i>Consider whether the assets of wider emergency responders, such as local authorities or the voluntary sector, may be required.</i>

## **ANNEXE K – IT FAILURE**

Most major incidents would involve the IT Department where the following is affected.

- Power loss
- Water damage
- Network loss
- Loss of communications (telephones and mobiles)
- Loss of an application such as the Summer School database

In the event of the above, or any other incident that relates to or affects the School's IT systems, the following should be contacted in the order listed.

Tony Roberts, Deputy Bursar Compliance	07967 326458
Harry Wright, Network Manager	07970 611611
Paul Marley, External IT Support	07740 335810 or 0151 280 8040

365 Technical Consultants out of hours. This number is automatically routed to whoever is on duty: call 0845 467 0520

All of the above have access to the DigiDen and all areas of the network and systems.

## ANNEXE L – EMERGENCY SWITCH-OFF LOCATIONS

Plans of cut-off locations are held by the Estates Manager and Works Foreman.

<u>Premises</u>	<u>Electricity Switch Off</u>	<u>Gas Cut off</u>
<b>SEDBERGH SCHOOL</b>		
<i>Boarding Houses:</i>		
Carus (The Terrace)	Private Side cellar	Private side cellar
Carus (Brackensghyll main building)	Plant room to east of building	Plant room to east of building
Footer View	Tutor's kitchen	Under front stairs
Marshall	Under window on half landing	Downstairs WC
Evans	Main Kitchen	Main kitchen storeroom
Hart	Kitchen corridor at bottom of stairs	Far end of cellar corridor
Lupton	Utility room off wash up area	Front garden
Gorton Room	East end ground floor	Yard
1 Railton Yard	Right hand ground floor bedroom	Outside front door
2 Railton Yard	Bottom of stairs	Outside front door
3 & 4 Railton Yard	Outside number 3	Outside number 3
Powell	Front vestibule, HSM's entrance	Main boiler room and boys' hot water boiler room
Robertson	Ground floor corridor east	Boiler room and back garden
Robertson Lodge	In the plant room	outside west wall
School	Kitchen corridor outside staff room	Outside kitchen wall near boiler room
Sedgwick	Kitchen corridor at bottom of stairs	Kitchen yard
Winder	Under cellar stairs	Kitchen yard in outhouse
<i>Senior school teaching areas:</i>		
School buildings	Entrance hall off car park (rear of Book Room)	Main boiler room
Powell Hall	Ante room off front hall	Main boiler room
Science block	Office	Room 33 storeroom
Maths & Biology block	Prep room	Boiler room
Design Centre	Over new changing room	Outside top gallery entrance
Library	WC	Gateway off Back Lane
Guldrey Lodge	Secretary's office	Basement cupboard under stairs
Thornely Studio	Store off the main hall	Store of hall
Sixth Form Centre	Offices and cloakroom	In service cupboard on left of entrance
Danson	Staff room	outside south wall

<u>Premises</u>	<u>Electricity Switch Off</u>	<u>Gas Cut off</u>
Fives Courts classrooms	in classroom block	Gateway off Back Lane
<i>Sports &amp; extra-curricular facilities:</i>		
Queen's Hall	Kitchen entrance	East end of pool
Hirst Centre	Within electrical switchgear cage on left hand side of equipment store when entering through external doors	Right hand side of bottom of metal steps which lead up to first floor plant room
Sports Hall	Cupboard in ground floor office	East end of pool
Swimming pool	Plant room	East end of pool
Shooting range	Plant room	East end of pool
Armoury	Plant room	East end of pool
Chapel	South transept	East garden
Buskholme pavilion	Boiler room	On side of track to Sid's Barn
Knowles pavilion	Downstairs kitchen	Boiler room
1525 pavilion	Beside front door	n/a
Astro-turf (old) pavilion	Memorial Lodge outhouse	n/a
New Field pavilion	n/a	n/a
Akay Pavilion	Store room next to toilet	n/a
Squash courts	Cleaners' cupboard	Outside courts
Fives courts on Hart House drive	outside west wall	n/a
<i>Administration and support facilities:</i>		
Headmaster's Office	Entrance hall off car park (rear of Book Room)	Main boiler room
Bursary	Inside front door	Boiler room
Shack	Over second left office door	Room 33 storeroom
Ground staff	Paint shop/implement shed	Implement shed
Archives	Foundation store	Gateway off Back Lane
Foundation/OS Club Office	Foundation store	Gateway off Back Lane
Laundry	Inner north wall	Outside on squash court wall
Workshops	Joiners' workshop	By main entrance off road
Sid's Barn	n/a	n/a

## CSPS Emergency & Gas Switch Off Locations

<u>Premises</u>	<u>Electricity Switch Off</u>	<u>Gas Cut off</u>
<b>PREP SCHOOL</b>		
<i>School buildings &amp; boarding houses:</i>		
Main School	Corridor in main cellar	Main cellar, front corner, also outside in gravel next to hatch at front of School, outside Head's office
Main School (rear)		External, slatted cupboard outside Shooting range
Thornfield (formerly Harben) private side	Within the cellar	Main school cellar, front corner
Thornfield (formerly Williams) boarding accommodation	Entrance of the cellar	External – outside the entrance within slatted cupboard
Beale	Ground floor corridor	To the right of the main entrance
Cressbrook House	Corridor in main cellar and above false ceiling by main office	External – next to games room entrance outside
Maintenance sheds	Entrance of mower store area	
Maths and Science block	Within store cupboard at the back of Maths block	Under main building in entrance to void
Music	Entrance to music	Same as maths and science
Art block	Left hand cupboard within the study centre, first floor	External, slatted cupboard on lawn outside the stables
Gym	Under stairs cupboard going to pool corridor	External, slatted cupboard outside Shooting range
Home economics	Entrance to room, now with key switch	External, slatted cupboard outside Shooting range
Pool areas	Under stairs cupboard going to pool corridor	External, slatted cupboard outside Shooting range
Pavilion	Within the boiler house	Within the boiler house
Mulberry Bush	Entrance next to Elderberries classroom	Slatted cupboard at front of building
<i>Residential properties:</i>		
Beckside	Under stairs	Under stairs
Old Hall	Within the kitchen	Under front kitchen window outside
Lodge	Within the cellar	Outside the Lodge kitchen window

## ANNEXE M CRITICAL INCIDENT CONTACT LIST

### Sedbergh School Staff –

Role	Name	Home	Mobile
Chief Operating Officer	Peter Marshall	015396 20716	07791 228557
Bursar Operations	Toby Lehmann	01729 823090	07932 024078
Estates Manager	Glen Dugdale		07415 161649
Deputy Bursar Compliance	Tony Roberts		07967 326458

### CSPS School and medical Staff –

Role	Name	Work	Mobile
Headmaster	Will Newman	015242 79200 Ext:9266	07897 386606
Prep School Estates	Stephen Pickup	015242 79200 Ext:9209	07980 662178
Medical Officer	Dr William Lumb	01539 718191 (surgery)	
Senior Nurse	Justine Mahon		07990 576363
Headmaster's PA	Jane Hartley	015242 79200 Ext:9204	07904 356245

### Sedbergh School and Casterton Sedbergh Prep School – Out of Hours Emergency

#### Emergency

A definition of an emergency is: “a sudden serious and dangerous event or situation that needs immediate action to deal with it”

In School terms the following applies:

- Maintenance:
  - o Serious flood
  - o Boiler failure – hot water (all year) or central heating (in winter)
  - o Significant loss of roof tiles
  - o Major electrical failure
  - o Fire warning systems failing

<b>Maintenance</b>	Sedbergh Out of Hours Maintenance Emergency	SS	07795 331 557
	Stephen Pickup	CSPS	07890 662 178

- Catering:
  - o Failure of a major piece of catering equipment
    - Oven
    - Cooker
    - Dishwasher
    - Fridge or Freezer

- o Chef does not arrive in time to work – Nick Beaumont or Jane Dodd for Nick Beaumont’s days off
- o No catering assistant and no reason given – Jane Dodd or Nick Beaumont for Jane Dodd’s days off

<b>Catering</b>	Chefs – Nick Beaumont (Not Sunday and Monday)	SS and CSPS	07912 270 738 / 015242 79285
	KA’s – Jane Dodd (Not Tuesday and Thursday)	SS and CSPS	07799 696 882

**In all cases, when the phone is not answered, please follow up with an email and text message which can be read once phones are back in action.**

### SEDBERGH SCHOOL OPERATIONS CONTACT NUMBERS LIST

<b>ROLE/DEPARTMENT</b>	<b>NAME</b>	<b>SITE</b>	<b>CONTACT NUMBER</b>
<b>Bursar Operations</b>	Steve Ewence	SS & CSPS	07730 988 116 / 015242 79277
<b>Facilities Manager</b> (Maintenance, Cleaning, Laundry, Transport, Grounds)	Gavin Kerr	SS & CSPS	07917 121 337 / 015242 79299
<b>Security</b>	Simon Woof - Sedbergh	SS	07712 323 703
	Piotr Cegla - Sedbergh	SS	07712 323 700
	Steve Atkinson - Casterton	CSPS	07465 990 035
<b>Maintenance</b>	Peter Kliszat – Clerk of Works	SS	07917 121 336
	Stephen Pickup - Casterton	CSPS	07889 537 368
<b>Grounds</b>	Martin South – Grounds Manager	SS & CSPS	07702 896 276
<b>Project Manager</b>	Glen Dugdale	SS & CSPS	07921 427 274
<b>Special Projects Officer</b>	Toby Lehmann	SS & CSPS	07932 024 078 / 01539 244019



<b>Hospitality</b>	Nick Beaumont – Catering Manager	SS & CSPS	07912 270 738 / 015242 79285
	Sara Kearney – Chef Manager	CSPS	sara.kearney@sedberghschool.org
	Gary Crumlish – Deputy Chef Manager	SS	gary.crumlish@sedberghschool.org
	Sarah Barge – Events Coordinator	SS & CSPS	015242 79284
	Jane Dodd – Front of House and Catering Staff Manager	SS & CSPS	07799 696 882
	Jasmine Brown – Hospitality Procurement Officer	SS & CSPS	015242 79280
<b>Cleaning</b>			
	Rachael Armer – Cleaning Manager	SS & CSPS	07843 357 478
<b>Transport</b>			
<b>(Vehicle Emergency Procedure)</b>	Mark Wenlock, Transport Manager	SS & CSPS	07703 814 585 / 015242 79279
	Shannon Thwaite, Transport Officer	SS & CSPS	07703 814 585 / 015242 79278

## Emergency Contacts out of School –

<b>Fire / Ambulance / Police</b>		<b>999</b>
<b>Kendal Police (non-emergency)</b>		<b>101</b>
<b>Marsh (insurers)</b>	<b>Alan Carter</b>	<b>07770 803478 emergency only</b>
	<b>Mark Pridding, Broker</b>	<b>07825 063191</b>
	<b>Office</b>	<b>01444 313100</b>
Bank	Barclays	0330 1529025
Builders & roofers	MK Conversions	015396 22038 / 07771 824958
Coach hire	Woofs	015396 20414
	Braithwaite's	015396 20250
	Bibby's of Ingleton	015242 41330
Compressor hirers	tbc	
Department for Education		0370 0002288
Earth removal plant	S R Hall	07966 508495
Electricity emergency	Electricity North West	0800 1954141
Electrics contractor	Randall & Hodgkinson	07798 900911 (Peter Randall)
	Howsons Electrical	07813 877548 (Andrew Howson)
Environment Agency	To report environmental disasters	0800 807060
Gas emergency	National Gas Emergency No	0800 111999
Glaziers	Westmorland Glass	01539 730000
Hospitals	Westmorland General	01539 732288
	Royal Lancaster Infirmary	01524 65944
H&S Executive	Information line	0300 0031747
	To report incidents, injuries, diseases & dangerous occurrences	0345 3009923
Local authorities	SLDC	01539 733333
	Cumbria County Council	01228 606060
Local paper	Westmorland Gazette	01539 720555
Local radio	Radio Cumbria	01228 592444
Local planning officer	YDNP	01969 652349
Loss adjuster	through Marsh	see above
Medical Centre	Sedbergh	01539 718191
Plumbing emergencies	Fairclough & Woodruff	01524 770932 (office) 07831 242948 (Dave Fairclough) 01524 792620 (Dave Fairclough's home)
Portable classroom supplier	Portakabin	0845 3142392
Post Office		015396 20406
PR agency (through Marsh)	Quantum Public Relations	01233 500200
Property agents	Carter Jonas	01539 722592
	Dacres Commercial	01943 885411
Solicitors	Thomson Hayton Winkley	01539 815700
	Veale Wasbrough Vizards	0117 9252020
Telephone	Amillan	0845 5048885
	BT	0800 800150
Water emergency	United Utilities	0345 6723723