



Emergency Management Plan

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Date: November 2014

Signature: _____
(Chair of Governors)

To be reviewed November 2016

Emergency Management Plan

1. Introduction

Aims

- 1.1 The aim of this Policy is to ensure that all staff and governors are equipped with a full and concise working document to deal with any crisis that affects the school, it's staff or pupils. These incidents may range from a flooded classroom; a water leak; loss of all computer data to the death of a pupil or member of staff; tragic accident during a school trip or other off-site visit.
- 1.2 All senior members of staff and governors must be clear about their responsibilities and duties at such time and should be able to use this document to easily identify who should be contacted and how in a number of different scenarios.
- 1.3 It is the responsibility of the school office administrator to ensure that the contact lists held within this document are kept up to date and it is the responsibility of all holders of this document to ensure that they keep the personal information that it contains as confidential.

The Impact of the School

- 1.4 The impact of incidents will vary depending upon the circumstances and size of the school. For example in a small rural primary school any serious incident affecting the health and welfare of a pupil will have a huge devastating effect on the whole school and wider community and will require greater support from staff, governors and the LA.
- 1.5 Plans should be in place to cover all eventualities while making a subjective judgment on the level of support needed and the impact upon the school.

Where copies are kept

- 1.6 Head Teachers Office, Site Managers store and on the school network.

Review Date

- 1.7 Annually

2. Intruders on School Premises

- 2.1 Good schools always maintain an "Open Door" Policy for parents / carers and visitors alike but this must be balanced against the likelihood of serious threats to staff and pupils in schools. These threats may take the form of;

- Theft of equipments and/or personal belongings of either staff or pupils.
- Vandalism of equipment and/or premises.
- Violent pupils threatening either fellow pupils and/or staff.
- Violent parents / carers threatening either pupils and/or staff.
- Unknown intruder threatening either pupils and/or staff.

Visitors

- 2.2 All visitors are requested to enter via the school reception and sign the visitors' book and read our safeguarding statement.
- 2.3 All visitors should be issued with identification by means of a badge and/or lanyard. This process also ensures visitors' safety if a fire evacuation or drill should take place during their visit. Any lengthy unplanned visit will be advised personally to all teaching staff by the Head Teacher.
- 2.4 Visitors should (if at all possible) be escorted to their destination and introduced to the relevant member of staff in that area. All staff should feel confident in issuing a polite challenge to any visitors; "Can I help you?" or "Are you lost?" will cover most situations.
- 2.5 If any member of staff or pupil feels uneasy about the presence of behaviour of any visitor they should report their concerns immediately to a member of the Senior Management Team asking the visitor to accompany them to the office. Any serious concerns or threats should follow the procedures below.

Assess the Risk

- 2.6 Try to categorise the intruder and the degree and type of threat posed. Any knowledge of the intruder, their motivation or background, will be of help for the school and possibly the emergency services should they become involved.
- Walk in opportunist thief.
 - Former pupils.
 - Parents / carers.
 - Non-custodial parent seeking access to children or seeking to remove children from school.
 - Armed intruder.
 - Unknown quantity.
- 2.7 Look out for people who are not staff but appear to have authority to be there. Wearing a suit, carrying a clipboard or wearing overalls are all good cover for a sneak thief.

Challenge the Intruder

- Do not stand too close or invade personal space, this could trigger violent confrontation.
- Avoid an aggressive stance such as finger wagging or folded arms.
- Be polite. Stay calm; speak gently, slowly and clearly
- Explain your authority to challenge them if it is questioned.
- Always tell another person when going to speak to possible intruders.
- Avoid arguments.
- Never place your hand on potentially aggressive intruder.
- Do not turn your back, and if you leave the room, do so backwards.
- Try to leave yourself an escape route which you have planned on entry to the area.
- Be on the lookout for weapons.
- If there is more than one intruder, do not confront them on your own, do not do it. Seek help; no-one will think the less of you.

Contacting the Emergency Services

2.8 Whilst we have a good working relationship with the local police the emergency number should always be used in the following circumstances;

- There is any danger to life.
- Actual or expected threat of violence.
- Threat of damage to property.
- A crime is in progress.
- A further crime may occur.
- There is any other incident which in your judgement required an immediate response.

Emergency Communication

2.9 In order to reach a decision on how to deal with an intruder, you may need to contact another member of staff quickly without the intruder knowing your intention. You may also need a way of summoning help, such as calling the police. The following coded messages could be used for the following circumstances;

“Would you please ask to cover my class from the moment?” - Please send the Head Teacher or Senior Teacher immediately.

Sending a pupil or member of support team with a pre-determined book or piece of equipment to the office/Head teacher where those staff will be alerted to the need for assistance in the classroom concerned.

During the Event

2.10 If there is any question of a risk to pupils and/or staff, evacuate the school using normal fire evacuation procedures.

- 2.11 There may be situations where evacuation would increase the risk or exacerbate a sensitive situation. Circumstances will dictate the action to be taken and either the Head Teacher or individual members of staff will have to take the responsibility of making a judgement as to the right course of action.
- 2.12 If there is a physical threat to staff or pupils always call the police using 999.
- 2.13 Nobody should attempt, or feel that they are expected, to “have a go” if there is any question of their being at risk of injury as a result. If there is a risk of equipment being stolen it is better to lose such equipment rather than risk a violent incident. Similarly, if there is a risk of assault, an intruder could claim you used unreasonable or unjustified force on them.
- 2.14 Avoid direct confrontation until the Police arrive. Where staff or pupils are not in immediate danger from an intruder, try to keep track of their movements and inform the police of their whereabouts when they arrive.
- 2.15 In the case of attempted abduction or direct physical threat to a pupil you will be required to make an immediate judgement. Consider;
- Will the victim be in greater danger or lesser danger if the intruder is confronted?
 - Is it possible to speak to and reason with the intruder?
 - Is the intruder known to you and the pupil?
 - Do you have any knowledge of the victim or intruder that may assist your judgement?
- 2.16 It is not reasonable to suggest that the Head Teachers or other staff can do more than follow their own assessment of the situation and act accordingly. The only principles which must be followed are to take the course of action which you believe presents the least risk to the child and school staff, and summon the police as soon as possible.

After the Event

- 2.17 It is possible that staff or pupils may be traumatised by intruder incidents, even if they do not display immediate signs of trauma or disturbance.
- 2.18 It may be appropriate to arrange counselling. There may also be an on-going need for psychological support and guidance to help the school community come to terms with the incident. For information and advice on on-going support, contact the Education Psychology team-Right Call Care.
- 2.19 If the intruder has left the premises and may pose a threat to other schools, contact should be made with the local schools in the vicinity via any emergency telephone cascade system in operation in your area.
- 2.20 It may be appropriate for the Head Teacher to Chair of Governors to brief Officers from the Local Authority about the incident, particularly if there is any media interest.

- 2.21 No other member of staff or governor should speak to the press or broadcast media without first consulting the Executive Head Teacher. The first point of contact for such issues should be the Portsmouth City Council Press Office. This is in the context of pupils being placed in the school from PCC.

3. Trespass, Nuisance or Disturbance on School Premises

- 3.1 Although trespass is not a criminal offence, a Head Teacher may order any unwelcome or unauthorised visitors off the school premises. This right is extended by Section 547 of the Education Act 1996. Section 547 makes it a criminal offence if a person present on educational premises without lawful authority causes or permits nuisance or disturbance to the annoyance of persons who lawfully use those premises.
- 3.2 It applies whether or not the lawful users are present at the time and to all school buildings, playgrounds, playing fields and other areas for outdoor recreation.

Exercise of Section 547 & Police Involvement

- 3.3 The Head Teacher can ask unauthorised persons to leave, but only a Police Officer can remove a person from the school premises provided they have reasonable cause to suspect that the person is committing or has committed an offence under Section 547.
- 3.4 On no account should staff attempt to remove physically from the premises a person who may be committing an offence. If a person will not comply with an instruction to leave the premises, or if in the view of the authorised person an instruction or confrontation might inflame the situation by dialling 999.
- 3.5 Problems not requiring an immediate police response should be dealt with by contacting the local police station on 101 (direct). If there is prior knowledge of the likelihood of trouble on educational premises, the police should be contacted in advance using the above telephone number. If there is any question of immediate risk to staff, pupils or others or damage to property, a 999 call should be made.

Less Serious Cases

- 3.6 In less serious cases of nuisance or disturbance (e.g. persons allowing dogs to foul playing fields, parents / carers persistently smoking on school premises etc.); the following steps should be taken by the authorised members of staff.
- a) Warn the person concerned of the sanctions that Section 547 provides. Ask the person to refrain from committing an offence and/or ask them to leave the premises. Ask them for their name and address.

- b) In cases of persistent offences or if the offender takes no notice of a warning given as above, inform the offender that he/she may be prosecuted; ask for the offenders name and address; make a written report of the incident immediately after and in as much details as possible, including any remarks made by the offender. Take a separate statement from any witness to the incident.
- 3.7 It is emphasised that if at any stage this process an authorised person believes that they or others may be at risk; they should withdraw and summon police help by dialling 999.

Record Keeping & Warning Letters

- 3.8 The Head Teacher should ensure that a detailed record is kept of any incidents. In more serious cases or with persistent offenders a letter to the offender to the effect that consideration will be given to legal proceedings will be raised. If this has no effect and the person continues to offend, the school will write in stronger terms. In extreme cases, Legal advice will be sought to institute a prosecution on behalf of the school.
- 3.9 It is understood that schools may have difficulty in the heat of the moment in deciding whether an incident is likely to have serious consequences, presenting danger to people or a threat to property.

Offensive Weapons Act 1996

- 3.10 Section 139A of the Offensive Weapons Act 1996 came into force on 1st September 1996. This makes it an offence to carry an article with a blade or point, or an offensive weapon, on school premises. Conviction can result in a fine, imprisonment or both.
- 3.11 If someone is carrying such an item for good reason or with lawful authority such as;
- Use at work
 - Educational purpose
 - Religious reasons
 - As part of a national costume.
- 3.12 Such use is permissible and in the unlikely event of them being charged in such circumstances, they have a defence.
- 3.13 Section 139A also provides a police officer with the power to enter school premises and search for such articles if there are reasonable grounds for suspecting articles to be present.

4. Keeping Staff Safe

- 4.1 Violence or the threat of violence towards school staff is still comparatively rare. Nonetheless, it is advisable to consider the circumstance in which violence or threat might occur and the precautions which can be taken to minimise risk.

Be Aware of You Own Behaviour

- 4.2 Violent confrontation may occur as a result of inappropriate behaviour by school staff. Whilst there is no excuse for violence, all staff should ensure that their own behaviour is assertive but controlled and reasonable.

Be prepared

- 4.3 Staff may know in advance that a meeting is likely to be difficult and that certain parents / carers are prone to over-react, or that they will strongly disagree with a school action or decision. If staff think these circumstances may apply, seek the advice of either the Head Teacher or member of SLT and ensure that a colleague is present throughout any such meeting.

Intoxicating Substances & Stress

- 4.4 If it is apparent that someone you are meeting has been drinking, or if there is a suspicion that they may be under the influence of drugs, all staff should be very cautious. If it is possible to withdraw from the situation to enlist assistance then do so. People suffering from stress or over-tiredness may also be more prone to commit acts of violence.

Be Aware of Your Surroundings

- 4.5 Ensure you are aware of the following:
- If in an office or classroom, how could you get help if it was needed?
 - Do you have an escape route?
 - Always position yourself between the person you are meeting and the door.
 - Do not turn your back, and if leaving the room, do so backwards.
 - If possible, remain behind a barrier such as a desk.
 - Avoid potentially dangerous locations such as the tops of stairs, restricted spaces and areas where there is equipment which could be used as a weapon.
 - Is there another member of staff within earshot?

Try to Remain Calm

- 4.6 In a confrontational situation, try to gently persuade the aggressor to back down or compromise and;
- Keep calm, speak gently, slowly and clearly.

- Do not show aggression in response to aggression.
- Do not argue.
- Do not invade personal space by standing too close.
- Avoid wagging your finger or folding your arms.
- Never place your hand on an aggressive person.
- Be aware of the person's movements and body actions which might signal that it is time to withdraw from the situation/seek help.

Staff Working Alone

- 4.7 A member of the Site Team is almost always present at the school site if any staff are in the building. Only nominated key holders can enter the building without the Site Team being on the premises.
- 4.8 Nominated key holders agree that they will not enter the building alone, unless in an emergency situation, such as when the alarm system has been triggered. If they do need to enter the building alone they must inform another key holder or caretaker of their intention to do so and if necessary wait outside until another key holder or member of staff arrives to accompany them. If a key holder considers there may be an intruder at large inside the building they should remain outside and contact the police by ringing 999.
- 4.9 On occasions members of staff may find themselves working outside school hours alone in an area of the building. In this eventuality they must;
- Consider whether it is really necessary to work alone.
 - Ensure that a member of the site staff has secured the building so that no other person can enter without their knowledge.
 - Notify the member of the site staff of their whereabouts and agree with them a system of checking on their safety at regular intervals.
 - Ensure they have the number of the site team in their mobile phone which they must keep with them at all times, in case they need to summon assistance.

Fight or Flight?

- 4.10 If the options in a violent situation are to fight or move away, move away. Exceptions might be where there is a direct threat to a pupil or pupils, or if it is violent and will require unique judgement, staff should discuss possible reactions to such situations.

Assault on School Staff

- 4.11 Staff should bear in mind the following key points:
- Violence does not only include physical assault but also distressing or intimidating verbal aggressions. Incidents arising from racial, sexual or religious harassment are also included. Intimidating behaviour can also include malicious damage to property, rude gestures and innuendo.

- All violent incidents, including threat and abuse from whatever source (e.g. intruders, parents / carers, other employees, pupils, etc) must be recorded and reported to one of the Health and Safety Officers, who include the Executive Head Teacher or Head of school, SLT and Premises Manager.
- People will have differing reactions to violence, threats and abuse and differing perceptions of what constitutes such behaviour. All staff should bear in mind that what might seem trivial to one person may cause another substantial distress.
- Report any violent incident to the Head Teacher as soon as possible however minor it might seem.
- Staff present at a violent incident should act to prevent further violence but must be mindful of the potential risk to themselves. If possible, try to remove the assailant from the scene or move the assaulted person to a safe place.
- The Head Teacher should interview the victim and any witnesses as soon as possible and obtain written statements. If the police have been involved, no investigation or interviews should be undertaken prior to their arrival.
- Requests by the employee for legal advice should be referred to Legal Services immediately.
- If an employee is injured they should obtain a medical statement about their injuries.
- Any serious assault should normally be reported to the police but the Head Teacher should be mindful of the wishes of the employee.
- Counselling support is available for employees and may be appropriate following a violent incident.

5. Premises Emergencies & Adverse Weather Conditions

5.1 Premises emergencies may come under a number of areas;

- 1) Fire
- 2) Damage to buildings
- 3) Loss of power and/or heating
- 4) Loss of water and/or drainage
- 5) Computer failure
- 6) Adverse weather conditions

5.2 All decisions to close the school premises for whatever reason should be communicated to the Local Authority for initial approval, Local radio stations should also be notified. Wherever possible, information relating to the closure should be recorded on the school's answer phone system, remembering to change the message if details of the re-opening change and website.

5.3 The aim of this plan is to minimise delay in returning normal thus enabling the school to continue to deliver the service it provides with as little disruption as possible.

5.4 The first response following a crisis might be to draw a quorum of the SLT together to decide on immediate courses of action necessary to ensure the safety of staff and pupils where appropriate and property including buildings and office equipment which might be salvageable. Where the crisis involved damage to property, the

School's Insurance Company must be informed immediately and certainly prior to any attempt to salvage the situation begins.

- 5.5 Additional duties and responsibilities may need to be undertaken to some members of staff in times of crisis in order that a return to a normal state of working may be expedited for the school as a whole. The school must accept that in order to continue to work as a team, it may be necessary to work in an environment that is unfamiliar and possibly inconvenient from a communications point of view as there are few sites nearby which could accommodate all staff and pupils. The length of time in achieving this will be determined by the extent of the damage to the building.
- 5.6 It is an advantage for the purposes of this plan to have some current knowledge on the availability of other suitable accommodation or at least the details of a number of estate agents so that alternative accommodation can be quickly arranged.

Action Check List

1. Establish extent of damage
 - Accommodation
 - Documentation
 - Information Communication Technology
 - Staff injuries
 2. Accommodation
 - Not ascertainable but beyond day 1
 - Likely to be less than 5 days
 - More than 5 days but not total
 - Total loss
 3. Fireproof filing cabinets/ICT back-up
 - List of locations
 - List of contents
 - Recovery procedures.
- 5.7 The following systems will be needed to facilitate best possible operation during any major emergency.
- SYSTEMS
 - E.g. Capita SIMS system – pupil monitoring, personnel records, pupil records, email system, other school management systems, external links / portals to other systems, ? Generic systems such as Microsoft Office, files and information backed up off site – i.e. those required to facilitate running of the school.
- 5.8 The following essential equipment to continue service delivery;
- Telephone

- Answer machine
- Facsimile machine
- Computers (Ultimately to match current inventory – see appendix 2)
- Internet access
- Printers ultimately to match inventory
- Photocopier
- Paper, envelopes, exercise books,
- Desks and chairs
- Filing cupboards

Fire Safety

- 5.9 Each Head of Learning and subject co-ordinator assesses the risk of fire in their area as part of the normal risk assessment process. The results are passed to the Health and Safety Co-ordinator (Business Manager) who makes an overall assessment of risk across the school.
- 5.10 Using the result of those assessments, the Leadership Team issues a fire emergency plan that includes a system for calling the Fire Brigade. It designates those persons responsible for liaising with fire service personnel on their arrival, a clear evacuation plan, a plan for putting the school back into operation following an emergency and a process for reviewing the plan after an emergency or after fire drills. A copy of the plan is available from the Health and Safety Co-ordinator and is posted on the Staff Room Notice board and throughout the school.
- 5.11 Fire Evacuation Officers are appointed by the Health and Safety Co-ordinator, in consultation with staff. Those appointed as FEOs are responsible for ensuring that their area of the school is properly evacuated in the event of a fire.
- 5.12 The fire evacuation procedures to be followed are displayed in every room in the school and where appropriate, in corridors and other common areas. These procedures are pointed out to visitors, contractors and new staff as soon as they come onto the premises.
- 5.13 Fire Drills take place at least once a term. The Health and Safety Co-ordinator records the time taken for evacuation and any comments from staff on how the drill was conducted. The Facilities Manager logs the results in the school's Fire Log situated in the Facilities Manager's Office.
- 5.14 Specific arrangements are in place for the evacuation of pupils or staff with physical disabilities, in particular wheelchair users. In event of fire the lift is not to be used.
- 5.15 The fire alarm system is tested weekly by the Facilities Manager and the results recorded in a log. Any defects that become apparent are rectified immediately.

- 5.16 Fire Extinguishers are checked by premises staff weekly to ensure they are in the right place and have not been tampered with. A competent contractor carries out the annual thorough inspection and maintenance of equipment.
- 5.17 Fire exits and fire evacuation routes are checked weekly by premises staff, to ensure they are not blocked and are useable.
- 5.18 The Health and Safety Co-ordinator liaises with the Fire Brigade and with PCC Fire Safety Advisor regularly to ensure the school's fire precautions meet current legislative requirements.
- 5.19 The school site is designated a non-smoking area.
- 5.20 Pupils are frequently reminded that in the event of a fire the Fire Alarm Bell will ring. They should be quiet immediately in order to hear the instructions given by the member of staff who is in charge of them at the time.

Fire Procedures

Raising the Alarm

- 5.21 The person discovering a fire should raise the alarm by breaking the glass in the nearest fire alarm point. Fire alarm points are clearly marked throughout the building.
- 5.22 The call centre will phone the school to see if the Fire Brigade is required. A member of the school office staff will tell the call centre whether or not they are required upon instruction from the Head Teacher or in her absence, the senior person nominated.

Action on hearing the fire alarm

- 5.23 The fire signal is a long continuous ring of the school bell.
- 5.24 Where fire or smoke are not immediately obvious or witnessed by staff, the Facilities Manager will check fire alarm panel and investigate. The Facilities Manager must report to the Head Teacher as soon as they confirm fire.
- 5.25 On hearing the alarm all staff, pupils and visitors must exit via the nearest fire exit. Fire evacuation routes are clearly marked on Fire Action notices in each room. Where possible without compromising safety, staff should ensure that doors and windows are closed as they evacuate their work areas. All exits are marked by luminous signs throughout the school.

5.26 DO NOT STOP OR RE-ENTER THE BUILDING TO COLLECT ANY PRIVATE BELONGINGS.

Loss of Water and/or Drainage

5.27 The loss of water to school premises can pose serious Health & Safety problems including the inability to flush toilets and wash hands for both pupils and staff, as well as the lack of water for any food preparation activities.

- All senior staff and premises staff must be aware of, and have access to, the mains water cut-off tap.
- The Head Teacher and/or administrator should firstly try to establish the reason for lack of water drainage, e.g. check for burst water pipes, overflowing drains.
- If a water leak is established the facilities manager should be contacted immediately who will then contact the appropriate water company. If the facilities manager is not available the site manager or a member of the site team.
- If blocked drains are found contact should be made with Clear Drains and arrangements made for immediate attention.
- The Head Teacher is responsible for making any necessary decision about vacating the school premises and whether that action is necessary.

Computer Failure

5.28 This only applies to the administrative systems in school.

- It is the responsibility of the Network Manager to ensure that daily backups are taken of the data held on the main server. All data and virtual servers are replicated daily on a local basis and then uploaded to an off-site data centre. Several different methods of backup are used to accomplish this and the recovery of the data has been fully tested and verified. SQL backed up for finance database. SIMS backed up for finance database. SIMS backed up through CAPITA approved plugin.
- It may be possible to send an email by using a laptop if the main router is not down.
- Any of the local schools could be contacted and asked for message to be sent on our behalf
- The Network Manager will advise on replacement server and/or computer, if necessary, and make necessary arrangement of data from most current available backup tape.

Adverse Weather Conditions

5.29 The LA will notify schools, by use of the school portal as soon as possible and within hours of any expected onset of severe weather where it is thought that the assessment of risk warrants it.

The Decision to Close

5.30 If for any reason, it is impossible for any teaching staff to reach the school, a member of SLT will use the Teach to Parent text messaging facility to communicate to parents / carers and staff. A cascade system of communication needs to be put into practise to ensure that children are not left at the school by parents / carers who are unaware of the staff situation.

- 5.31 The cascade system may include the use of Governors, some of whom may live close to the school. In the absence of any member of the teaching staff, a governor can take charge of the situation and ought to make his/her way to school as soon as possible to ensure that parents / carers are informed of the fact that the school is closed.
- 5.32 The communication system should include the availability of Governors or other members of staff who would be able to assist locally. Even if a closure has been authorised by the Head Teacher, unsupervised pupils who arrive at school must be accepted onto the premises and sent home only if it is known to be safe to do so.

The Position of Staff

- 5.33 In adverse weather conditions staff are expected to make all reasonable efforts to get to school, even if their arrival is delayed.
- 5.34 Even if the school is wholly or partly closed to pupils, staff are expected to report to work and undertake appropriate preparation or other duties as directed by the Head Teacher. Staff unable to reach their own school should contact a school more readily accessible to see whether their attendance would be of benefit.

In-School Measures

- 5.35 Parents / carers / carers will receive a text message through the Parent to Teacher text messaging facility.
- 5.36 Parents / carers / carers should be advised to keep a check on local radio broadcasts during emergency conditions in case closures or changes to normal school arrangements are made. Announcements should be placed on the school website as soon as a decision is made regarding school opening/closures.

Staff should;

- Check immediately at the onset of the emergency that the telephone is in working order and check it repeatedly, ensure availability of mobile telephone if necessary
- Try to keep check on radio broadcasts. If possible keep battery radio in school
- It is the responsibility of the Premises Manager to inspect the safety and accessibility of the school premises at the beginning of every day, If closure is imminent they should contact the Head Teacher, Chair of Governors, vice-Chair of Governors, in that order to establish authority to close the school.
- If the school buildings become unsafe it is the Head Teacher's responsibility to decide if the school needs to be evacuated to another building.

- If excessively high winds or heavy snow occur during the day schools may find that they have to feed and possibly accommodate pupils overnight. Obviously every attempt should be made to get the pupils home by making contact with parents / carers.

- Staff should be effectively deployed in school to deal with the emergency, duties would typically include;
 - Moving children to a safe area at first sign of emergency in easily contracted groups for support and reassurance. Any adult helpers should stay with the class they are with.
 - Head Teacher to make a check of the school to ascertain all staff and pupils are clear of dangerous area.
 - Cut off electricity/gas/water, if necessary, by caretaker or Head Teacher. Check, damage. Report the situation to the Local Authority.
 - Keep all staff up to date on the developing situation. Re-assure the children re, brothers and sisters and provide games, videos etc, if possible.
 - Liaise with Executive Head teacher whether/when to contact local radio stations to broadcast school closure message.
 - When situation allows, check the affected area (only if safe to do so). Spare staff to salvage belongings.
 - Keep the LA informed.
 - If/when parents / carers collect, limit entry/exit points in order to ensure safe collection of children. Staff to be posted at all entry points to ensure parents / carers report to the office and “sign out” their children before taking them home.
 - When all the children have been taken home hold a short staff meeting to assess the situation and plan for the next day.
 - Ensure governors are notified of details of the emergency.
 - A letter to parents / carers should be sent home as soon as possible to give them the latest information.

Financial Management

- 5.37. In the event of a disruption and activation of the Emergency Management Plan there may be urgent purchases and expenses.
- 5.38. Where the current school site is unavailable for a period of time the school should take steps to secure an alternative site from which they can gain access to their financial systems to re-start operations.
- 5.39. The Finance Team is responsible for;
- Advising on insurance issues related to the recovery process,
 - Retaining an up to date asset register for supporting potential insurance claims
 - Communicating and coordinating with insurance company and adjustor/s,
 - Maintain a list of suppliers to contact to inform them of potential payment delays
 - Ensure petty cash available to make emergency purchases
 - Contact the bank to issue emergency cheque books and charge cards should existing ones not be accessible or no longer available
 - Contact payroll provider to ensure that payment logs for approval are diverted as appropriate so that staff continue to be paid

- Maintain a log of any incoming income receipts and ledger code destination and ensure that it is safely stored until it can be banked.
- Documenting and reconciling continuity expenditures (example: purchases, hours worked, etc.) until access to IT systems are restored

6. Death of Pupils or Staff Member

- The Local Authority should be informed of the incident as soon as possible. Assistance for the school can then be given.
- It is the responsibility of the Police to advise the parents / carers, or next of kin of the staff member, of the tragedy.
- The Senior Leadership Team (SLT) should ensure that all staff members (this must include those who may be off sick and regular supply/volunteers) and governors are made aware as quickly as possible of the situation; the Chair of Governors should ask his fellow governors to assist in this process.
- All staff should be asked to respect the need for all communications with local community, parents / carers, media etc. to only be done through the Local Authority.
- The SLT should ensure that the educational psychologist is informed
- The SLT should make arrangements to close the school if necessary (although as far as possible, normal practice should continue) and ensure that the Health and Safety officer is notified.
- The SLT should make arrangements to write a letter home to parents / carers as soon as possible giving as much information as is felt appropriate.
- Follow offsite policy procedures where event happens during a trip.

7. Infectious Diseases in School

7.1 Cases of infectious disease may occur from time to time in schools or nurseries. Their importance depends on several factors:

- The severity of the disease.
- The number of children affected.
- The mode of Transmission.
- The amount of fear they generate.
- Whether any specific action is necessary to stop further cases (e.g immunisation, improving food-handling practices etc).

How do we know there might be an outbreak?

7.2. There are several ways in which schools may come aware that they have a case of infectious disease.

- Children may be ill
- There may be a sudden increase in the number of absentees

- Parents / carers may advise the nursery or school that their children are suffering from an infectious disease
- The Consultant in Health Protection may contact the school

What should the Head Teacher do?

7.3. If a member of staff thinks there may be a case he or she should refer to the School Health Advisor. It is helpful for the initial assessment of the situation if a member of staff can find out;

- How many children are ill
- How the illness is being presented
- When did each child fall ill

7.4. If there is an outbreak (i.e. 3 or more cases of the same illness), the school should contact School Health Advisor and Local Authority to discuss management issues e.g. Personnel, admission/exclusion, catering and cleaning.

Role of Environmental Health.

7.5. If an outbreak of food poisoning is suspected the Catering Company manager will be asked to investigate. Environmental Health may also assist in the assessment and control of outbreaks of diarrhoea and/or vomiting not thought to be due to food poisoning (e.g. Dysentery).

Other Action

7.6. For certain infectious diseases (e.g. some cases of meningitis) it may be necessary for letters to be sent home with all children in a class or school. Arrangements for this will be made through the Head Teacher/person in charge.

Cleaning in Outbreaks

7.7. Additional cleaning requirements in outbreaks will be provided by the premises team after consultation with environmental health.

Exclusions from School

7.8. There are some general rules about excluding children from school when ill;

- Sickness and diarrhoea, minimum of 24 hours
- Some children may have other illnesses which affect their cases are dealt with on an individual basis

8. Coping With Crises in School

Reactions of Pupils

- 8.1. The effect upon a school community of a tragedy, whether through violent, accidental or natural causes, will inevitably be severe and long lasting. The most immediately affected survivors will only be able to return to normal school life with a considerable degree of support and understanding on the part of other members of the school.
- 8.2. The reactions of pupils involved in a crisis will vary. Staff can help pupils by looking out for signs of nervousness, anxiety or depression, difficulties with concentration, memory or sleeping and anti-social behaviour. Some survivors of tragedies suffer from severe feelings of guilt that they have been spared, when their friends have died.
- 8.3. Those most likely to be seriously affected are those whose lives were put at greatest risk, who witness injury and death and who suffer other disadvantages (unstable family relationships etc.). It is not always possible to tell whether or how much children are suffering. Staff, parents / carers and other pupils can all help by keeping a watchful eye.
- 8.4. The emotional, social and academic effects of a tragedy can be very long term. Minor and seemingly unconnected occurrences can trigger off emotional reactions.
- 8.5. It is important to encourage pupils to express their feelings in an environment where they feel it is safe to do so.

External Support

- 8.6. Regular staff meeting will be needed to keep children under review and decide upon appropriate action, including any need for specialist referral. The Head Teacher and SLT should liaise with the education psychologist.
- 8.7. Therapists and counsellors can be made available to supplement (not replace) the resources of the school. It is important that the school remains in control of the situation and any supportive external guidance that may be offered, staff should not allow themselves to be overwhelmed by well-meaning but potentially intrusive assistance.
- 8.8. In a major incident involving the wider community outside the school, special procedures will be initiated by Social Care to co-ordinate the provision of aftercare of victims.

Reactions & Roles of School Staff

- 8.9. The most important role of school staff after a tragedy is to observe and listen to the children. They need to be sensitive that pupils respond in different ways and to beware of the danger of adding to the burden of children through inappropriate behaviour on their part.

8.10. The Head Teacher should be aware of the difficulties that staff are likely to face and that they themselves have had to come to terms with the trauma. The Head Teacher should monitor work pressures and look for any signs that staff are becoming overwhelmed with the distress of the pupils and themselves. Staff may need their own support group.

Dealing with the Media

8.11. The Head Teacher and Chair of Governors should be prepared for likely questions and should be clear what they are prepared to say and what not to say to the media. The Senior Leadership Team should meet to agree this before anyone talks to them media. It is never appropriate to allow the media onto the school premises or to give them access to staff or pupils.

Reactions of Parents / carers

8.12. There are obvious limits to the amount of support and assistance that school can offer to parents / carers but it is important that staff should be aware of parents / carers' likely reactions.

Rebuilding

8.13. Following a significant crisis every effort will be made to support staff pupils and their families and where appropriate, involving the community. It may be appropriate to plan memorial services visits and positive events.

9. Use of Schools in Civil Emergencies

9.1. Local Authority Councils typically have made plans to deal with major incidents that might occur in peacetime such as an escape of chemicals from nearby factory, road tanker etc which can either affect schools or require them to be used as a Reception centre for people evacuated from a particular area. The academy will remain a centre for existing schools.

10.0 War

10.1. Local Authority Councils have prepared contingency plans for use in the event of war. These plans, which in general are an extension of peacetime arrangements for responding to major incidents, will be issued if the current low level threat of hostile attack should significantly increase. In the event of war most schools would be available to be used as emergency feeding centres and rest centres.

11. Telephone Cascade System

11.1. The telephone cascade system provides a means of rapid communication to all schools in the area, through the local authority. The most frequent purpose is to pass on stranger alert messages from the Police but the telephone and email cascade system may also be used to relay severe weather warnings or other emergency information.

12. First Priority – The Pupils

12.1. Even where schools have planned in fine detail their reaction to any emergency, circumstances may arise that cannot be anticipated. In facing such emergencies the main consideration must be the safety of pupils. This may involve a good deal of additional work on the part of staff, which is greatly appreciated by all. The following points should ensure pupils' safety and should always be observed;

- If there is any doubt that pupils can return home safely in prevailing conditions, regardless of age, every attempt should be made to either convey them home or secure alternative arrangements for them. Alternative arrangements must only be made following parental/carer permission.
- If the parents / carers or guardians or younger pupils are not at home to receive them, they should not be released.
- Any unsupervised pupils arriving at school should be accepted onto the premises and sent home only if it is known that they can return safely to a parent or guardian.
- If a course of action includes any greater element of risk of injury to a pupil, it should not be taken.

13. Crisis Management

13.1. For the purposes of this Plan a "crisis" is an incident which, because of its scale or impact, is beyond the scope of resolution by normal mechanism or decision making authority within acceptable time scales. The characteristics of a crisis are;

13.2. The Academy needs to react immediately with a need for extensive co-ordination across the school and that there are potentially major negative PR consequences or there is a major disruption to the operation of the Academy.

13.3. In this eventually the Academy should work to the check list that it has in place to enable objectives, priorities and tasks to be assigned, managed and achieved to effectively manage the crises.

The main elements are:

- Manage the crises.
- Protect human life.
- Maintain business continuity.

- Protect reputation.
- Return to normal operations.

Action Plan

13.4. The nature, size and impact of the crises will determine the actions to be taken which may be reactive in nature but will include;

- Determine the scope and impact of the crisis;
- Develop a strategy to deal with the immediate impact of the crisis;
- Prioritise immediate actions. Minimise further damage/harm;
- Allocate individual and/or group responsibilities for implementing action;
- Deploy resources and equipment;
- Communicate information, advice and instructions;
- Monitor and re-evaluate conditions.

Role Lead

Crises Co-ordinator

Operational Co-ordinator

Group Member Roles

13.5. **Crises co-ordinator** is responsible for all actions in fulfilling the objectives of the crises management process. Specifically to;

- Maintain overall executive control and co-ordinate actions
- Co-opt any other member of Academy staff to assist with the incident

13.6 **Operations and Administration Managers** will work with the Co-ordinator, logging and dealing with queries, recording actions and decisions, maintaining an official record of events, relaying information as required. This role will also have responsibility for arranging clerical/secretarial/reception support as required.

13.7. **Communications** is responsible for all information releases and to;

- Interface with the senior management team;
- Manage all Academy statements, media releases and interviews, arrange press conferences and media visits;
- Monitor press/media coverage and take action as required;
- Manage internal communications with staff, parents / carers and pupils;

13.8. **Pupil Support** is responsible for assistance to pupils and for liaison with communications in relation to communication and information, including;

- Co-ordinate provision of assistance for directly affected pupils;
- Work closely with site management in the event of pupil teaching accommodation being directly affected;
- Co-ordinate liaison with family members in event of pupil emergencies;

- Liaison with relevant external organisations

13.9. **Site Management** is responsible for checking the damaged location, dealing with Emergency Services and to;

- Organise the containment and assessment of physical and environmental damage;
- Initiate and control the restoration of building services, communications and access for business continuity;
- Co-ordinate in salvage, damage management and clean up operations;
- Locate, supply and equip alternative workspaces as necessary

13.10. **Human Resources (EPS)** is to advise on action necessary to ensure at all times the safety of all persons at any affected locations and to assess and provide expert advice in relation to specific hazards;

- Advise on the welfare of affected staff and those involved in managing the crises – including counselling, debriefing, rest breaks.
- Liaise with the Health & Safety Executive, Environment Agency and any other relevant statutory authority.
- Liaison with staff.
- Co-ordinate provision of assistance for directly affected staff.
- Co-ordinate liaison with family members in event of staff emergencies.

13.11. **Information Systems** is responsible for all aspects involving Information Services. Specifically to;

- Assist in damage assessment, salvage and clean-up operations;
- Implement the Academy's IT back up plan
- Restore and secure IT systems, applications, data etc.;
- Provide advice on the IT/IS implications of the incident.

Contacts

13.12 The school will maintain contact lists to manage communications in a crisis. These will include:

- Staff contact details.
- Next of Kin etc.
- Governors contact details .
- Local Schools contacts.
- Parents / carers & Pupils contacts.

Telephone numbers

Local education office

HCC emergency out of hours **023 9226 5113**

HCC press office **01962 847368**

Property Services Customer Services Help Desk
01962 847801

Property Services emergency out of office hours
0870 242220

Emergency Planning Unit **01962 845248**

Employee Support Line **02380 626606**

Children's Services Health & Safety Team
(Reporting & Enquiries) **01962 876220**

General telephone numbers

Fire and Rescue Service **999**

Local police

District council

Local gas company: EMCOR

Local electricity company: EMCOR

Local water company: EMCOR

HCC Property Services : Rod Constable - 01962
845228