Responding to an Emergency

Guidance document for Schools

3rd edition: January 2012 (revised and re-issued December 2013)

Issued by PCC H&S Unit

Amendment Record to the Original Document

Version:	Date of Amendment	Amended by:	Amendment details:
Version 1	January 2012		Original document
Version 2	March 2012	A. Kill	2.2 Communication and educational visits Response to emergencies – Off site activities (pink box) guidance reference updated and Portsmouth emergency key numbers added. The addition of Appendix 10 Procedure for obtaining emergency advice and assistance whilst abroad. The addition of Appendix 10A London telephone numbers of European embassies. The addition of Appendix 10B Other useful contact numbers.
Version 3	December 2013	A. Kill	2.2 Communication and educational visits Response to emergencies – Off site activities (pink box) update of Daytime Education Service Portsmouth emergency key number to 023 9284 1209 Appendix 10B - Other useful contact numbers: update of Daytime Education Service Portsmouth emergency key number to 023 9284 1209

Introduction

This guidance has been produced by PCC H&S Unit to assist schools in responding to an emergency by ensuring suitable controls are considered and put in place to minimize foreseeable risks to an acceptable level.

The information contained in this document is based on DfES guidance and should not be referenced in isolation. Further information on emergency planning is available on the Department for Education website. Further advice can be sought from PCC H&S Unit.

Purpose of this guidance

The purpose of an emergency/contingency/business continuity plan is firstly to allow consideration of various types of emergency at the school premises and about how the school is placed to deal with them, and secondly to give the school community confidence when faced with a crisis.

The advice contained in this guide should not be taken as an authoritative interpretation of the law. That is a matter for the courts.

Contents

Associated Documents

Emergency and Contingency First Response Handbook Templates

- Annex A - Chair of Governors copy
- Annex B - Headteachers copy
- Annex C - Sitekeeper/Out of hours copy

1.0 <u>Planning</u>

1.1 Developing the plan

When developing the school emergency/contingency plan:

- Recognise that a climate of support and trust among staff will strengthen the school's response at a time of crisis.
- Devote a staff meeting or part of a staff-development session to the plan. This should happen in the initial stages and again once the plan is complete.
- Identify key school staff including a School Emergency Management Team (SEMT). Experience has shown that identifying a group of staff prepared to assume emergency roles and assist in leading the response is particularly valuable.
- Recognise the importance of the need for support and of identifying ways of obtaining it (SEMT Welfare role).
- You could also think of ways in which the national curriculum provides learning experiences for pupils about loss, change and bereavement.
- Once the plan is operational it is advisable to nominate a member of staff to regularly review and update its details.

1.2 Useful measures

To facilitate quick and effective action in the event of an incident, the following measures are recommended:

<u>At school</u>

- Once the plan has been drawn up, consider how and where it will be kept and who should have access to details of the plan and of emergency contact information.
- Nominated administrative staff should be able to access personnel files on the school computer system.
- Up to date lists of contact telephone numbers and addresses should be held centrally, both on computer and in readily accessible folders. These may include contact details of members of staff who have specific functions within the plan such as the SEMT, as well as of pupils' parents.

<u>At home</u>

- An incident may happen out of school hours. It is good practice for the head teacher (together with a nominated person or persons from SEMT) to have a copy of the most up to date version of the school emergency/contingency plan and home telephone list at home.

<u>Media</u>

- Nominate a person (either a governor or member of staff) who can be called upon to assist in responding to the media – SEMT media management role.
- Instruct all other staff not to give interviews or comment on any written or printed material. Make it clear that no such material should be handed out to the media – SEMT media management role.

- Make sure that staff know that in the early stages of an incident; they should direct any media requests to the head teacher or their nominee – SEMT media management role.

1.3 Evacuation procedures

It is important to devise and practise an evacuation plan, which should:
- Identify several evacuation routes and assembly points (taking into account the needs of disabled staff and students – please refer to 'Fire safety – Personal Emergency Evacuation Plan' within the H&S manual on IntraLINK).
- Limit the use of corridors, stairways, exits and walkways during an emergency.
- Consider the possibility that evacuation could be from inside (classroom) to outside (playground, playing field) or vice versa.
- Consider that partial evacuation may be sufficient in some cases (for example if the school is made up of separate blocks).
- Include a head-count of all staff and students following an evacuation.
- Include arrangements for contacting parents to let them know where their children have been evacuated to and that they are safe.

This is in addition to the evacuation procedures schools must have in case of fire.

You may wish to use the Evacuation notes template at Appendix 1.

1.4 Stay in building procedures

Some incidents may necessitate staying within the confines of buildings such as the release of noxious gases from a local fire or an intruder, these should include:
- Ensuring windows and doors are closed to the outside environment.
- Limiting the use of corridors, stairways, exits and walkways.
- Arrangements for contacting parents to let them know that their children are safe.

Further guidance is available at Appendix 2 - Shelter guidance and Appendix 3 - Lock down procedures.

1.5 School closure

Some incidents may necessitate full or partial closure of the school site. Guidance is available in Appendix 4 – School closure procedure.

1.6 Suspicious packages

Postal bombs or biological / chemical packages might display any of the following signs:
- Excessive wrapping

- Grease marks or oily stains on the envelope / wrapping
- An unusual odour including (but not restricted to) ammonia, almonds or marzipan
- Discolouration, crystals or powder-like residue on the envelope / wrapping
- Visible wiring / tin foil
- Heavy weight for the size of the package
- Uneven weight distribution
- Too many stamps for the weight of the package
- Poor hand writing, spelling or typing
- Delivery by hand from an unknown source
- Wrongly addressed or come from an unexpected / unusual source
- No return address or a postmark that does not match the return address.

The likelihood of a school receiving a postal bomb or biological / chemical package is low. However, if you do receive a suspicious package carry out the actions below.

1. Remain calm.
2. Put the letter / package down gently and walk away from it:

   - Do not touch the package further
   - Do not move it to another location
   - Do not put the package into anything (including water)
   - Do not put anything on top of it.
3. Note its exact location.
4. Evacuate the building, keeping people away from the room as far as possible. Ensure that any assembly points are located away from the danger of flying glass.
5. Notify the Police (999) and the headteacher / nominated emergency contact immediately
6. Do not use mobile phones, two-way radios or sound the alarm using the break glass call points.

Guidance on a possible procedure is available at Appendix 5 - Bomb threat procedure you may wish to adapt this to your particular site.

If anyone is exposed to a potentially hazardous substance carry out the actions below:

1. Keep all persons exposed to the material separate from others, and available for medical examination. Ask them to remain calm and avoid touching their eyes, nose or any other part of their body.
2. Ensure that ventilation / air circulation systems in the building have been turned off and that all doors (including internal fire doors) and windows have been closed.
3. Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention urgently.

1.7 Emergency services

Calling the Emergency Services

On dialling you will be asked which service you need (e.g. police, ambulance or fire service) and put through to the appropriate control officer. Ask for the ambulance service if there are casualties. If more than one service is needed the control officer can pass on messages to other services.

The control officer will need the following information:

- Your telephone number
- The exact location of the incident e.g. the road name and any important details about approaching and accessing the school site
- The type and seriousness of the incident i.e. major fire
- Details of any hazards e.g. gas leak or fire

Which emergency service?

The police for:

- Fatality
- Assault or sexual assault
- Siege, hostage situation or firearms incident
- Disappearance or removal of pupil
- Telephone or bomb threat
- Collapse or damage to building or equipment
- Motor vehicle collision or impact in school building
- Impact by equipment, machinery or aircraft
- Natural hazards

Ambulance for:

- Serious injury
- Serious fit or illness

Fire services for:

- Fire or flood on the school property

It is good practice to retain a site information pack for the emergency services Appendix 6 - Site information may prove useful as a template.

1.8 Counselling

There may be a need for immediate social and psychological support for some of those people affected by an incident.

Emotional impact on children is not always immediately obvious to parents or teachers. At times children find it difficult to admit their distress to adults, often because they know it will upset them.

In some children, the distress can last for months and may affect academic work. Teachers should note any changes in behaviour and alert others as set out in contingency plans.

There are a number of key issues that must be considered:
- The relaying of accurate information to pupils is vital. Schools are particularly prone to rumour, which adds to distress.
- The families of pupils caught up in an incident need full and accurate information as quickly as possible.
- Formal debriefing meetings for both pupils and teachers are a very important part of the rehabilitation process.

Appendix 7 contains further guidance on post incident support including Counselling.

1.9 Bereavement

Pupils should be told as soon as possible of a person's death. This is to prevent them learning from some other, possibly inappropriate, source.

Whenever possible they should hear the news from someone close to them, in familiar surroundings.

It is very important to tell the truth as far as it is known, even 'white lies' will have to be renegotiated later on.

Children may not take everything in at this stage. They will go over and over the facts later, asking more questions and gradually assimilating the information. Do not worry about having to keep on giving the same answers.

These points encapsulate the overall message in helping bereaved children:
- Try to maintain feelings of security, of being cared for and loved.
- Maintain all the necessary practical care.
- Be honest at the child's level of understanding.
- Continue to talk and communicate.
- Do not pretend to believe what you don't believe.
- Try to understand the child's feelings and reassure where possible.
- Don't be afraid to say 'I don't know'.
- Don't be afraid to share your own feelings.
- Remember there are others who can help.
- Don't be afraid to admit to colleagues and family that you can't cope at any particular time.

Appendix 7 contains further guidance on post incident support.

1.10 Media handling

An emergency plan should include arrangements for dealing with media interest. Members of the school community may feel pressured into giving interviews or making statements to the press, and it is important to have procedures set down in the school's emergency plan and to stick to them.

These might include, for example:
- Identifying particular staff or governors to deal with the media, and giving them training in media handling if possible

- Planning to use a particular phone number for media inquiries, and letting the local press know in advance what this will be (remember, local radio in particular can help keep the public informed about what is happening and you may want to discuss this with your local station when you are formulating your emergency plan)
- In the event of a major incident the police will take some actions immediately:
  — Control access to the site to allow rescue services and investigators to carry out their work unhindered.
  — Establish a media liaison point - this is a designated point at the disaster scene, preferably outside the outer cordon, for the reception of media personnel. It may be little more than a rendezvous point to start with, but can quickly grow into a   major media facility as national and international reporters turn up with crews and trucks (depending on the scale of the incident)

Additional guidance is available within 3.5 Media management role.

Press interviews

The media, particularly local broadcasters, can often be the best way of getting accurate information or advice to members of the local community. A brief interview with someone authoritative at the scene of an incident can be a powerful way of defusing   rumour and panic which may otherwise spread quickly.

However, to people not used to being interviewed this can seem like very unwelcome pressure at a difficult time. Any member of the school community may be approached to give press interviews, including pupils. Journalists may want to get access to school premises or try to contact individuals at home.

 Remember to include procedures on handling the media in the school's emergency plan, and make sure all staff and governors are familiar with the guidance.

Points to note with media interviews:

Do...
- Be prepared. If you are not sure what the reporter wants to ask you, ask corporate communications to contact them in advance.
- Think carefully about how you should respond and what you are going to say before you speak to a reporter. For example, it may be appropriate for the school to defend its actions, or it may be appropriate to admit a mistake has been made and to say sorry. Whatever the situation, corporate communications will be able to help and advise.
- Write down the main points, or key messages, you want to get across and talk to corporate communications. Keep your key messages short and to the point, and keep them in front of you when you are speaking to the reporter to help you focus on the points you want to make.
- If you are not confident about a face to face or telephone interview, talk to corporate communications as they may be able to arrange for the reporter to email questions so that you can respond in writing.
- Use simple terms and plain English when talking to reporters, especially in

technical matters. Remember, the information needs to be understood by their readers/viewers/listeners.

- If you don't know the answer to a question, tell the reporter you need to check some details and will call them back to them. Don't risk proving inaccurate information. And make sure you do call them back.

- Keep a record of what you have said to the reporter and let corporate communications know so they can record it in their media management system. This enables the council to ensure it responds consistently to the same or similar questions, and to answer any follow-up questions.

- Treat reporters with the respect and courtesy that you'd expect them to show you. You will generally have a better chance of getting your message if you do. Call a reporter back if you've said you will – it's a basic courtesy.

- Remember that deadlines are all-important. Most reporters have little say over when a story is going to be used. They are told the absolute latest when they need to file (send/transmit) their story. If you are asked to provide a quote or information by 11.30am, it's no use being disappointed if you miss the boat at 11.35am. A late response runs the risk of a story being used without an input from the school or council, which could be damaging for both.

What not to do...

- Don't make critical comments about other organisations or other council departments.

- Don't talk about areas outside your expertise.

- Don't give 'off the record' information. This phrase has many shades of meaning, even among journalists. Just because you agree a conversation is 'off the record' does not mean the journalist will honour that agreement, particularly if they feel it is in the public interest to report what you have said.

- Never say 'no comment' - except in the specific instances listed below. Even if a reporter is aware that circumstances make it difficult for the council to comment, if we refuse to comment it makes the council appear secretive and look as if we have something to hide. Although we can all point to examples to the contrary, especially in the national press, reporters are trained to write stories in which views are balanced. If we say nothing, the story is guaranteed to be unfair.

- Do not give details or numbers of fatalities or casualties. This is the role of the Police.

2.0 <u>Communication</u>

Additional guidance is available within 3.3 Communications role.

2.1 Communicating with parents

When something happens it is important that there is good communication with parents. Schools should have parents' contact details in case they need to be contacted in an emergency. These should of course be regularly checked and kept absolutely up to date, and include home, work and mobile numbers where people have them.

Something to think about when drawing up an emergency / contingency plan is how you are going to communicate with parents in the event of an incident?

Having procedures in place will help manage the situation more effectively and will help to reassure parents and pupils. Incidents that might arise are where the running of the school may be affected (involving fire, flood, health and safety issues) or where there has been a serious incident at or near the school, or on an organised activity. Different levels of urgency and sensitivity will arise depending on the nature of the incident.

Once your plan is agreed, it will instil parents with confidence if they are told what arrangements are in place and that they will be contacted by the school if an emergency does happen. This may also help encourage them to let the school know if their contact details change. Giving parents such confidence may also help discourage them from inundating the school with panic calls if they hear something on the radio or elsewhere.

The other important route by which parents get information about what has happened at school is through their children. They may hear a range of colourful and inaccurate versions about any incident so communicating simply and honestly with pupils is very important too.

Thinking about procedures may also help identify any training needs for staff in knowing how to communicate effectively with parents in possibly stressful circumstances.

A further issue to consider is making sure parents know the place where you would take their children to if the school had to be evacuated for any reason. Your emergency plan should include arrangements for alternative accommodation to which you can transfer in an emergency.

You should also be aware whether, in an emergency, there is a possibility that your school could be requisitioned as an evacuation centre for use by refugees from outside the area. You may want to discuss this with your LA.

2.2 Communication and educational visits

Response to emergencies – Off site activities

Guidance on dealing with offsite activities is given in the Hampshire County Council – green 'Off-site activities and educational visits' document.

The HCC regulation and guidance documents are now available at www.hampshireoutdoors.com

Portsmouth emergency key numbers:

Daytime:	Education Service	023 9284 1717
	Press/media	023 9268 8073
Out of hours:	Education Local Authority Duty Officer	07985 870667
	City Contact Officer via CCTV	023 9284 1304 or 1305

Insurance:	Lifeline Plus Assist	+44 (0)20 8762 8326
	Policy No:	0010626365

Please see Appendices:

APPENDIX 10   Procedure for obtaining emergency advice and assistance whilst abroad

APPENDIX 10A   London telephone numbers of European embassies

APPENDIX 10B   Other useful contact numbers

When planning an educational visit, the school will need to think about how to contact parents should there be change to the arrangements (e.g. if the group is going to arrive home later than expected) and how to inform them if an incident happens while their children are away. It is also essential to ensure that parents can contact their child via the school should there be an emergency at home, and that they have a number to ring for information in the event of an incident during the visit.

There should, therefore, be a named school-home contact who will act as a link between the group, the school and the parents. This person should be in possession of all relevant materials relating to the trip and all emergency details. It is advisable to have a second contact in reserve. Details of parents' contact numbers must be available at all times, both in school and to the nominated person while the group is on a visit.

Parents will need to know what will happen in an emergency, and should:

- Know the itinerary or destination details.
- Be aware of the emergency contact arrangements at home and at school (particularly during holiday periods when the school may be closed) and at all the venues the group will visit.
- Provide contact numbers for day and night use in an emergency.

Parents agreeing to their children going on a visit should sign a Parental Consent Form which will give emergency contact details.

Parents on the educational visits

Some parents may be part of the educational visit group, possibly on a one-to-one basis with their own child or as a part of the general adult-pupil ratio. The group leader will usually take charge in an emergency but all those involved, including supervisors, pupils and parents should be informed of the emergency leader, the named back up cover and what they themselves are expected to do in an emergency. Before the trip, the parents in a group should be made fully aware of the emergency procedures and how to follow them in an emergency.

Informing parents following an incident

Wherever possible, the parents of all the other children at the school should be

informed that the school has experienced an incident and that their child may be upset (and may want counselling).

It is difficult to give specific advice because of the many different ways an incident may occur, but there are some general pointers that will ensure information is passed on effectively and sensitively:

- Select several staff members who will be good at coping with a difficult and emotionally draining task.

- Get the calls done quickly: misinformation will spread informally among parents very quickly. Remember to keep to hand a hard copy of parents' contact details in case you are unable to access your PCs or electronic database for any reason (and think about keeping a second set at an alternative location in case you cannot enter your office).

- Brief those who are selected to make contact, perhaps by writing a framework script and rehearsing the message first.

- Start with a clear list of who needs to be called and who does not. Keep records of who has been contacted successfully.

- Give parents clear information and advice about what they should do (e.g. whether they are to follow their normal collection routine or collect their child immediately, or whether the school will be closed for a time).

- Warn parents if there seems to be a lot of media interest: journalists may try to get interviews with parents or pupils. Advise them to contact the school if they are approached (though it will obviously be up to individuals to decide whether they   co-operate).

- Offer help with the arrangement of transport, if necessary and feasible.

- Check that the parents or children are not left alone in distress, perhaps suggesting that the person seeks support from relatives or neighbours.

- Offer useful phone numbers for support or for more information (e.g. the emergency helpline number or the hospital number).

A useful template is available in Appendix 8 Communication channels.

3.0 Roles and responsibilities

The following 'aide memoir' sheets are intended for use as a reminder for those who have been allocated School Emergency Management Team (SEMT) responsibilities. You may wish to adapt them to ensure they are site specific and include them in a grab pack for when an event occurs.

3.1 Co-ordination role

	Co-ordination: Initial response
1.	Establish a basic overview of the incident.
2.	If the incident has occurred on an educational visit: • Liaise with the educational visit leader on a regular basis • Consider sending extra staff to support the educational visit leader • Discuss with the educational visit leader the arrangements for notifying parents / carers • Consider how parents / carers and pupils will be reunited.
3.	Wherever possible, assign members of staff to relevant School Emergency Management Team (SEMT) roles: • Business continuity • Communications • Log-keeping • Media management • Resources • Welfare.
4.	Remember to: • Allocate tasks amongst the SEMT • Ensure that staff are clear about their designated responsibilities • Establish the location and frequency of SEMT / staff briefings • Ask staff to maintain a log of actions made and decisions taken • Assign a log-keeper to provide administrative / secretarial support.
5.	Inform all other staff of the incident. Ensure staff are briefed (and given tasks) on a regular basis.
6.	Take action to protect property.
7.	Work closely with other organisations (e.g. emergency services, local authority) as required. Provide accurate and factual information to those arriving on-scene.
8.	Ascertain the whereabouts of all pupils, staff and visitors (using timetables, registers and visitor books may help). Ensure the emergency services are aware of anyone who is unaccounted for.
9.	Inform governors as appropriate.
10.	Decide the most appropriate method of contacting relatives of pupils / staff affected by the incident. If the matter is very serious (such as a fatality) liaise with the Police about informing next of kin.

	Co-ordination: Ongoing response
11.	Act as the main contact for co-ordination of the response. Continue to liaise with the emergency services and other organisations.
12.	Continue to allocate tasks amongst the SEMT. Work closely with the SEMT to co-ordinate their actions and help to resolve any complications or difficulties that arise.
13.	If the response is likely to last for a significant amount of time, consider staff rotation / shift patterns.
14.	Ensure that regular briefings are given to: • Staff • Pupils • Parents / carers • Governors • Extended services (where applicable).
15.	Work closely with the 'media management' role to provide regular briefings to the media. Seek support from other organisations if necessary.
16.	Check that everyone who should have been notified of the incident has been informed.
17.	In the event of a serious injury or fatality, report the incident to the Health and Safety Executive (HSE) as soon as possible.
18.	Seek advice on legal and insurance issues, if appropriate.
19.	If the incident is a crime scene (or subject to a fire investigation) seek advice from the Police and / or Fire & Rescue Service.
	Co-ordination: Recovery
20.	Act as the main contact for the recovery process. Continue to allocate tasks amongst the SEMT and other staff.
21.	Ensure that post incident support is available to all who may require it (please refer to appendix 1 for more information).
22.	Work closely with the 'resources' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.
23.	Complete any necessary forms / paperwork.
24.	Arrange a debrief for school staff involved in the response.
25.	Represent the school at other debriefs which may take place (e.g. one organised by the local authority or Local Resilience Forum).
26.	Initiate a review of the school emergency plan.
27.	Consider contacting the headteachers of nearby schools to inform them of any important issues relating to the incident.

3.2 Business continuity role

Business continuity: Initial response

1.   Assess the nature of the incident, e.g.:
 	
    • Loss of utility supply
 	
    • Loss of supplier
 	
    • Loss of premises
 	
    • Loss of personnel
 	
    • Loss of telecommunications.

2.   Establish what effect the emergency will have on the operation of the school. Try to ascertain how long the disruption will last.
3.   Consider how the incident will affect any extended services that use the school premises. Liaise with these services as necessary.
4.   Attempt to recover important documentation, records and equipment if safe to do so (consult the emergency services for advice if necessary).
5.   If appropriate, contact organisations which can assist in document restoration.

Business continuity: Ongoing response
6.   Minimise any disruption to the provision of education. Put arrangements in place to keep the school open and try to maintain normal school routines (e.g. teaching, exams) wherever possible.
7.   Seek support from other organisations (e.g. buddy schools, the local authority, suppliers / contractors) as required.
8.   Work with the 'communications' role to ensure staff, pupils and parents / carers are informed of any changes to the school routine.
9.   In the event of a public health incident (e.g. pandemic influenza), consider ordering infection control supplies and increasing the cleaning regime.

Business continuity: Recovery
10.   Work with school staff and other organisations to restore the usual school routine as a matter of urgency.
11.   Put in place arrangements for remote learning, if necessary.
12.   Make an inventory of any equipment which has been damaged. Arrange for important items / documentation to be salvaged, restored or replaced.

3.3 Communications role

	Communications: Initial response
1.	Dedicate telephone lines for incoming and outgoing calls. Arrange extra support at reception if necessary.
2.	Record a new message on the school answer phone if appropriate. Consider setting it to 'answer only' mode.
3.	Support staff with any communication needs they may have.
4.	Inform those involved in the response of any communication difficulties (e.g. poor mobile signal in the area).
	Communications: Ongoing response
5.	Ensure regular information is provided to: • Pupils • Parents / carers • Governors • Extended services.
6.	Consider the most effective arrangements for contacting pupils and parents / carers (please refer to appendix 8 – Communication channels). Ensure that records of calls made to parents / carers are maintained.
7.	Liaise with the 'media management' role about contacting local radio stations.
8.	Update the school answer phone on a regular basis.
9.	Liaise with the 'co-ordination' role in sending a letter home to parents / carers. This could include information on: • What has happened • How their child was involved • The actions taken to support those involved • Who to contact if they have any concerns or queries.
10.	In the event of a major emergency, seek support from the local authority; they may be able to establish a helpline for enquiries from the public.
	Communications: Recovery
11.	Provide regular briefings to pupils and parents / carers.
12.	Assist the 'business continuity' role in providing remote / virtual learning.
13.	Check that any information in the public domain (e.g. website content) is accurate and up-to-date.

3.4 Log-keeping role

	Log – keeping: Initial response
1.	Attend School Emergency Management Team (SEMT) briefings. Keep a log of important information, actions taken and decisions made.
2.	Ensure that each member of staff keeps an incident log. Refer to page Appendix 9 Log-keeping guidelines.
	Log – keeping: Ongoing response
3.	Provide administrative / secretarial support to the SEMT.
4.	Keep accurate records of anyone admitted to hospital or treated by the emergency services.
5.	Record details of any expenditure incurred by the school.
	Log – keeping: Recovery
6.	Collate all incident logs, making copies if necessary.
7.	Ensure records related to the incident are archived securely but make these available to authorised staff for future reference (e.g. in the event of a debrief or enquiry).

3.5 Media management role

	Media management: Initial response
1.	Seek support from other organisations (e.g. emergency services, local authority) in responding to media requests.
2.	Ensure media access to the site, staff and pupils is controlled. Do not let the media onto the school site or give them access to pupils unless there is a specific reason for doing so and permission / consents are in place. Ask for support from the Police if necessary.
3.	Designate a specific area for the media away from the main entrance to the school, so they do not prevent or intimidate people entering and leaving the site.
4.	Develop a brief media statement (designed to provide reassurance) on behalf of the school. Information given must be limited until the facts are clear and all parents / carers have been notified.
5.	Arrange for an appropriate member of staff to act as a spokesperson (preferably this person will have received media training). If a suitable spokesperson is unavailable the Police or local authority may be able to undertake this role.
6.	Be prepared to be interviewed by the media.
	Media management: Ongoing response
7.	Devise an ongoing strategy for responding to media requests. Work closely with the media to establish what information they require and when their deadlines are.
8.	Gather information from the School Emergency Management Team (SEMT), emergency services and other organisations as appropriate.
9.	Provide regular statements to the media. Ensure each message conveys an accurate, consistent and reassuring message. All press releases should be checked and agreed by the emergency services (and other organisations as appropriate).
10.	Advise staff on where to direct media enquiries. Ask staff, pupils and parents / carers to avoid speculation when talking to the media.
11.	Try to prevent the spread of misinformation (especially through the use of mobile phones).
	Media management: Recovery
12.	Keep the media informed of developments in the recovery process. Present a positive and reassuring image to the public.
13.	Be aware of media interest in memorials or anniversaries of the event.

3.6 Resources role

	Resources: Initial response
1.	Take action to protect property. Consider turning off utility supplies.
2.	Ensure the emergency services can access / egress the school without hindrance. Consider sending a member of staff to the school entrance to prevent people restricting access by parking in unsuitable places.
3.	Advise the emergency services of any property related issues / hazards (e.g. asbestos, chemical stores). Consider providing personnel with a site map.
4.	Work with other staff and the emergency services to control access to the school: • Advise staff and governors that they might have to prove their identity before the emergency services will grant them access. • Provide authorised visitors with identification badges and ensure they sign-in and sign-out. • Ensure that media access to the site is controlled.
	Resources: Ongoing response
5.	Liaise with utility suppliers as required.
6.	Establish safe and secure areas to assist the response. E.g.: • School Emergency Management Team (SEMT) briefing room • Briefing area for parents / carers • Media briefing room.
7.	Work closely with staff and other organisations to provide access to facilities and resources as required. This may involve opening or closing parts of the school.
8.	Ensure the school site is secure (e.g. provide temporary fencing around damaged areas, arrange for broken windows to be boarded).
9.	Work with the 'business continuity' role to arrange temporary accommodation, if required.
	Resources: Recovery
10.	Work closely with the 'co-ordination' role in organising remedial work to property and liaise with insurance companies, salvage specialists and loss adjusters as appropriate.
11.	Arrange a site visit with relevant personnel (e.g. emergency services, utility suppliers, local authority) involved in the recovery phase.
12.	Procure temporary classrooms if appropriate.

3.7 Welfare role

	Welfare: Initial response
1.	Establish arrangements to meet the welfare needs of pupils, staff, parents / carers, visitors and responders.
2.	Identify pupils who may require additional support: • Those with Special Educational Needs (SEN) • Those with medical needs • Those with Personal Emergency Evacuation Plans (PEEPs) • Anyone who may be particularly vulnerable or badly affected (e.g. those who were involved in, or witnessed, the incident).
	Welfare: Ongoing response
3.	Assess the welfare and emotional needs of all those involved. Continue to monitor and support those who may be particularly affected by the incident.
4.	Make arrangements for reuniting pupils with their parents / carers. Ensure that a member of staff is present to meet and greet them.
5.	In groups as small as practicable, inform pupils about the incident. Consider the best way to convey bad news. In the event of a tragic incident, consider seeking support from educational psychologists about the best way to inform and support pupils.
6.	Where possible, every child should to be spoken to, and asked if they are alright, before they leave school.
7.	Take account of religious and cultural factors. Consider contacting religious leaders within the community for support.
8.	Ensure that staff take regular rest periods.
	Welfare: Recovery
9.	Please refer to Appendix 7 - Post incident support for information on welfare arrangements and post incident support after the emergency response.

4.0 <u>Resources</u>

4.1 Emergency and Contingency First Response Handbook Templates

Accompanying this guide are three Handbook templates, these have been provided as a framework to assist in the implementing of an Emergency and Contingency plan and can be adjusted to suit the needs of each individual School. Each handbook consists of a series of checklists each for a specific incident, the checklists are designed to be removed after an incident and replaced with a blank copy. The removed checklist, along with any notes should be kept as a record. Each checklist contains a series of actions that should be taken should that particular incident occur.

- **Annex A - Chair of Governors copy**

  This handbook template is for use by the Chair of Governors or their allocated deputy. The purpose of this handbook is to assure both the Chair of Governors and the Governing Body that appropriate action has been taken and to ensure that the Headteacher or their deputy is supported in the early stages of an emergency.

- **Annex B - Headteachers copy**

  This handbook template is for use by the Headteacher or their allocated deputy. The purpose of this handbook is to assist the Headteacher in ensuring that appropriate steps have been taken during the initial response to an emergency situation.

- **Annex C - Sitekeeper/Out of hours copy**

  This handbook template is for use by the Sitekeeper / Caretaker, those with responsibility for Out of Hours provision or their allocated deputy. The purpose of this handbook is to assist the Sitekeeper / Caretaker and/or those with responsibility for Out of Hours provision in ensuring that appropriate steps have been taken during the initial response to an emergency situation.

Each of those mentioned above, including deputies, should retain two copies of their handbook. One copy should be kept within easy reach during working hours and one for outside of working hours, each handbook has an individual number to aid in keeping track individual copies.

4.2 School trips and outdoor learning activities: Tackling the health and safety myths

HSE Statement - This statement gives clear messages to tackle the myths about bureaucracy and prosecution.

This document can be found online at: www.hse.gov.uk/services/education/school-trips.pdf

4.3 Department for education advice on legal duties and powers for local authorities, head teachers, staff and governing bodies

This document summarises the existing health and safety law relevant to schools and explains how it affects local authorities, governing bodies, head teachers and

other school staff. It covers activities that take place on or off school premises, including school trips.
This document can be found online at:
www.education.gov.uk/schools/adminandfinance/healthandsafety

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Appendix 1 - Evacuation notes

Signals	
Signal for fire evacuation	[Insert details here]
Signal for bomb evacuation	[Insert details here]
Signal for all-clear	[Insert details here]

Assembly points – fire evacuation	
Fire evacuation assembly point A	[Insert details here]
Fire evacuation assembly point B	[Insert details here]

Assembly points – bomb evacuation	
Bomb evacuation assembly point A	[Insert details here]
Bomb evacuation assembly point B	[Insert details here]

If the school has been evacuated and pupils are not able to return to school (or go home) it may be possible to relocate temporarily to another building (e.g. buddy school or place of safety)

Pre-identified buddy school/place of safety/rest centre	
Name of premise	[Insert details here]
Type of premise	[Insert details here]
Contact name and details of keyholder(s)	[Insert details here]
Address	[Insert details here]
Directions / map	[Insert details here]
Estimated travel time (walking, with pupils)	[Insert details here]

Appendix 2 – Shelter guidance

Signals	
Signal for shelter	[Insert details here]
Signal for all clear	[Insert details here]

Initial response	
1.	Ensure all pupils are inside the school building.
2.	If appropriate, move pupils away from the incident (e.g. to the other side of the building).
3.	Dial 999, if appropriate. Dial once for each emergency service that you require.
4.	If sheltering from an environmental hazard (e.g. a smoke plume) ensure all doors and windows are closed and ventilation / air circulation systems are switched off.
5.	Check for missing / injured pupils, staff and visitors.
6.	Reassure pupils and keep them engaged in an activity or game.
7.	Notify parents / carers of the situation.
8.	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

Appendix 3 - Lockdown procedures

Signals	
Signal for lockdown	[Insert details here]
Signal for all clear	[Insert details here]

Lockdown	
Rooms most suitable for lockdown	[Insert details here]
Entrance points (e.g. doors, windows) which should be secured	All external
Communication arrangements	• Two-way radios • Classroom telephones • Mobile phones • Instant messaging / email • Other.

Upon hearing the lockdown signal, take the action below. If someone is taken hostage on the premises, the school should seek to evacuate the rest of the site.

Initial response	
1.	Ensure all pupils are inside the school building. Alternatively, ask pupils to hide or disperse if this will improve their safety.
2.	Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the building.
3.	Dial 999. Dial once for each emergency service that you require.
4.	Ensure people take action to increase protection from attack: • Block access points (e.g. move furniture to obstruct doorways) • Sit on the floor, under tables or against a wall • Keep out of sight • Draw curtains / blinds • Turn off lights • Stay away from windows and doors.
5.	Ensure that pupils, staff and visitors are aware of an exit point in case the intruder does manage to gain access.
6.	If possible, check for missing / injured pupils, staff and visitors.
7.	Remain inside until an all-clear has been given, or unless told to evacuate by the emergency services.

Appendix 4 - School closure procedure

Generic actions - Initial response	
1.	Assess the need for closure. Consider whether any mitigation measures are possible, such as: ▪ Partially opening the school to some pupils ▪ Asking a buddy school for assistance ▪ Purchasing infection control supplies (in the event of a public health incident).
2.	If necessary, assemble an SEMT.
3.	Seek support from other organisations (e.g. the local authority) as appropriate.
4.	Ensure that everyone who needs to be aware of the closure is notified, using the most suitable options in Appendix 8 - Communication channels. It may be appropriate to inform: ▪ Pupils ▪ Parents / carers ▪ Staff ▪ Governors ▪ Local radio stations ▪ The local authority.
5.	If the closure takes place during the school day, arrange transport for pupils as necessary.
6.	If the closure takes place outside school hours, at least one member of staff should be present at the school entrance at the beginning of the school day, to ensure that any pupils who do arrive are informed of the closure, and to check pupils are able to return home safely.
7.	Make alternative arrangements for exams if necessary.

Generic actions - Ongoing response	
1.	Ensure pupils, parents / carers, governors and the media are regularly informed of developments.
2.	Consider how pupils with Special Educational Needs (SEN) or medical needs may be affected if the school remains closed for an extended period of time.
3.	Ensure the security of the school premises.
4.	Put in place arrangements for remote learning.

Appendix 5 - Bomb threat log

+ **If you receive a telephone call from someone who claims to have information about a bomb, record as much information as possible.**

Time of call:

_____

Telephone number you were contacted on:

_____

Exact wording of the threat:

....

....

+ **Stay calm. Being cautious, and without provoking the caller, try to ask the questions below.**

Where is the bomb right now?

....

What will cause it to explode?

....

When will it explode?

....

Did you place the bomb? If so, why?

....

What does it look like?

....

What is your name?

....

What kind of bomb is it?

....

What is your telephone number?

....

What is your address?

....

....

+ **Try dialling 1471. You may get information on where the phone call was made from.**

Did dialling 1471 work?

....

Time the call ended:

....

+ **Contact the Police (999) and headteacher / nominee immediately.**

+ **Carry out further actions based on Police advice.**

What gender was the caller?

❑   Male

❑   Female

Approximately how old was the caller?

....

Did the caller have an accent?

....

Did the caller use a codeword?

....

Did the caller sound familiar?

....

What sort of voice did the caller have?

❏ Normal	❏ Well spoken	❏ Impediment
❏ Loud	❏ Poorly spoken	❏ Stutter
❏ Quiet	❏ Deep	❏ Lisp
❏ Whispered	❏ High pitched	❏ Slurred
❏ Clear	❏ Hoarse	❏ Other
❏ Disguised	❏ Nasal	

At what pace did the caller speak?

❏ Normal	❏ Quick	❏ Slow

What manner did the caller have?

❏ Normal	❏ Upset	❏ Irritated
❏ Calm	❏ Angry	❏ Muddled
❏ Excited	❏ Rational	❏ Other
❏ Laughing	❏ Irrational	

Were there any distinguishable background noises?

....

....

Notes:

....

....

Appendix 6 - Site Information

Utility supplies	Location	Notes/instructions
Gas	[Insert details here]	[Insert details here]
Water	[Insert details here]	[Insert details here]
Electricity	[Insert details here]	[Insert details here]
Heating	[Insert details here]	[Insert details here]

Internal	Location	Notes/instructions
Asbestos	see Asbestos Register kept in [Insert details here]	[Insert details here]
Chemical store(s)	[Insert details here]	[Insert details here]

Pre-designated	Location	Notes/instructions
SEMT briefing area	[Insert details here]	[Insert details here]
Media briefing area	[Insert details here]	[Insert details here]

Appendix 7 - Post incident support

	Assistance for pupils and parents / carers
1.	Introduce a strategy to monitor pupils and staff who may be particularly affected by the incident. Ensure that staff are aware of this strategy.
2.	Offer pupils and staff the opportunity for psychological support and counselling. Ensure staff and pupils know that support is available and arrange access to these services as necessary.
3.	Consider which pupils need to be briefed, how, and by whom.
4.	Provide opportunities for pupils to discuss their experiences (e.g. promoting discussion during class, arranging a special lesson). Do not discourage pupils from talking about their experiences.
5.	Consider providing relevant books in the school library.
6.	Arrange for a member of staff to visit those affected (at home or at hospital). Ask for consent from parents / carers before doing this.
7.	Make arrangements to express sympathy to those who have been hurt. Consider encouraging pupils to send cards / messages to those affected.
8.	Be sensitive about the demands practical issues might make on pupils (e.g. deadlines for coursework, imminent exams).
9.	Send a letter to parents / carers with information on: • The nature of the incident • How their child was notified of the incident • Arrangements for support organised by the school • Who to contact if they would like additional support.
10.	Maintain regular contact with parents / carers.
11.	Do not make public any sensitive / confidential information about individuals unless consent has been given by pupils and parents / carers.
12.	Consider organising an event for parents / carers to discuss any issues or concerns they might have.
13.	If pupils who were particularly affected by the incident leave school (e.g. transferring from primary to secondary education) consider, sensitively and confidentially, notifying the headteacher of the new school.
	General Actions
1.	Request support from educational professionals trained in psychological debriefing, critical incident stress debriefing, bereavement counselling and trauma management if appropriate.
2.	Consider requesting support from other organisations. E.g.: • Teacher Support Network • Samaritans

	• Right Core Care.
3.	Manage any distress that could be caused by ongoing Police enquiries, legal proceedings and media attention.
4.	Cancel or rearrange any events which are inappropriate.
5.	Plan appropriate support for staff to enable them to cope with any questions or discussions pupils might have about the incident.
6.	Ensure that any new roles given to staff do not place too great a burden. Over time, staff may need to be relieved of any additional responsibilities given to them.
7.	Ensure that new staff are aware of the incident, which pupils were involved and how they were affected.
8.	Consider any actions which can be taken to support the local community if affected by the incident (e.g. fund raising).
Returning after a period of absence	
1.	Negotiate with parents / carers a suitable date for returning to school after a period of absence.
2.	Consider if any additional support could be provided which would make the return easier. E.g.: • Initial part-time attendance • Alternative methods of teaching • A sanctuary that pupils could use if upset during the school day.
3.	Brief pupils who may be able to help in the process of resettling (e.g. close friends).
4.	Ensure that all staff are aware of the need for sensitivity. Put in place special arrangements for: • Missed work • Rescheduling projects • Exams.
Funeral arrangements	
1.	Contact bereaved families to express sympathy on behalf of the school.
2.	Take account of religious and cultural factors (e.g. some faiths wish to hold funerals within 24 hours of death). Consider contacting religious leaders within the community for support.
3.	Consult parents / carers sensitively about funeral arrangements. Try to establish if representatives from the school will be invited to the service. It may be useful to consider: • Closing the school on the day of the funeral as a mark of respect • A senior member of staff attending the funeral on behalf of the school • If staff and pupils can be allowed time off school to attend the funeral

	• Providing transport to take pupils and staff to the funeral • Providing pupils with information about what happens at funerals • Arranging floral tributes and / or donations.
Remembrance	
1.	Taking into account the wishes of the family, consider providing a suitable memorial at the school: • Garden • Seating area / bench • Tree • Book of condolence • Fountain • Sculpture • Painting • Photograph • Prize (e.g. a sporting / academic trophy for older children).
2.	Be aware of important dates which may need to be prepared for. E.g.: • Birthdays • Christmas • Mother's day • Father's day • Anniversary of the event.
3.	Discuss with governors, staff, parents / carers and pupils how to mark anniversaries and other important dates. E.g.: • Commemorative service • Special assembly • Concert • Display • Sports event.
4.	Be aware of renewed media interest near anniversaries of the event.

Appendix 8 - Communication channels

Designated telephone lines	Contact number	Location of telephone
Incoming calls	[Insert details here]	[Insert details here]
Outgoing calls	[Insert details here]	[Insert details here]

Methods of communication	Notes / instructions
Answer phone	[Insert details here]
School website	[Insert details here]
Text messaging system	[Insert details here]
Local radio stations	[Insert details here]
Telephone tree	[e.g. Managers to phone their teams]
Email	[Insert details here]

Group	Preferred method of contact	Contact details are available from
Pupils	[Insert details here]	[Insert details here]
Parents / carers	[Insert details here]	[Insert details here]
Governors	[Insert details here]	[Insert details here]
Extended services	[Insert details here]	[Insert details here]

Appendix 9 - Log-keeping guidelines

	Thursday, 19/05/2011	
7.40pm	*Received call from Jane Sutcliffe at the council. Report of a fire at school (although she's unsure which parts of the building are affected). Police and fire service are on-scene. Jane offered to send someone to the school to assist with the response - I gave her my mobile number and she'll let me know who will attend. I'll contact Philip Healy (caretaker) and we'll aim to arrive at school within half an hour.*	Notes should be recorded in chronological order.
7.50pm	*Rang Philip. Number engaged.*	
7.55pm	*Rang Philip. Told him about the situation and asked him to meet me at the school entrance as soon as possible. He'll be there for 8.15pm.*	
8.05pm	*Received text message from Jane - someone from her team (Andrew Taylor) will meet us at the entrance in about 10 / 15 minutes. Mobile number for Andrew: ~~07802 388~~ 07802 338 202.*	If you make a mistake don't try to overwrite the original text - cross it out with a single line and start again.
8.20pm	*Arrived at school, Philip and Andrew already there. Spoke to fire officer - one classroom ablaze, adjacent ones likely to be severely affected by smoke damage. Unsure of the cause but arson can't be ruled out at the moment. We'll have to close the school tomorrow. Also need to arrange a site visit in the morning (provisional time 8am).*	
8.40pm	*Informed Anna Hughes (deputy headteacher) about the incident. Asked her to notify parents / carers that the school will be closed tomorrow. She'll arrange for other staff and governors to be told and put a notice on the school website. I'll contact the radio stations.*	Only include times, dates or initials within the margins.

- Notes should be clear, intelligible and accurate.
- Include factual information.
- Use plain and concise language.
- Keeps records of any expenditure.
- Do not remove any pages.
- Do not use correction fluid.

Appendix 10 - Procedure for obtaining emergency advice and assistance whilst abroad

If a medical emergency occurs whilst a party is abroad, advice and assistance can be obtained as follows:

      Telephone :   +44 (0)20 8762 8326

      Policy No :   0010626365

A 24-hour emergency service is provided on this number and party leaders must carry the telephone number with them at all times.

The emergency service should be used where there is likely to be a substantial claim under the heading of medical expenses and additional expenses associated therewith, or if there is a serious incident where decisions have to be taken immediately which will involve additional expenses, eg hire of an air ambulance. If the Insurers are contacted and their instruction taken, such expenses as may be incurred in complying with their instructions will not be open to challenge.

Insurers may have to be involved both for travel insurance or accusations of negligence. Contact: PCC's Risk and Insurance Officer, Naomi Stefanie on **(023) 9284 1442.**

Appendix 10A - London telephone numbers of European embassies

Austria - Austrian Embassy
18 Belgrave Mews West
London SW1X 8HU
Tel: 020 7344 3250

Belgium - Belgian Embassy
17 Grosvenor Crescent
London SW1X 7EE
Tel: 020 7470 3700

Denmark - Royal Danish Embassy
55 Sloane Street
London SW1X 9SR
Tel: 020 7333 0200

Finland - Embassy of Finland
38 Chesham Place
London SW1X 8HW
Tel: 020 7838 6200

France - French Embassy
58 Knightsbridge
London SW1X 7JT
Tel: 020 7073 1000

Germany - Embassy of the Federal Republic of Germany
23 Belgrave Square
London SW1X 8PZ
Tel: 020 7824 1300

Greece - Embassy of Greece
1a Holland Park
London W11 3TP
Tel: 020 7229 3850

Ireland - Irish Embassy
17 Grosvenor Place
London SW1X 7HR
Tel: 020 7235 2171

Italy - Italian Embassy
14 Three Kings Yard
Davies Street
London W1K 4EH
Tel: 020 7312 2200

Luxembourg	-	Embassy of Luxembourg 27 Wilton Crescent London SW1 8SD Tel: 020 7235 6961
Netherlands	-	Royal Netherlands Embassy 38 Hyde Park Gate London SW7 5DP Tel: 020 7590 3200
Portugal	-	Portuguese Embassy 11 Belgrave Square London SW1X 8PP Tel: 020 7235 5331
Spain	-	Spanish Embassy 39 Chesham Place London SW1X 8SB Tel: 020 7235 5555
Sweden	-	Swedish Embassy 11 Montagu Place London W1H 2AL Tel: 020 7917 6400
Consular Section, Foreign Commonwealth Office	-	Tel: 020 7270 1500

Appendix 10B - Other useful contact numbers:

Portsmouth emergency key numbers:

Daytime:	Education Service	023 9284 1717
	Press/media	023 9268 8073
Out of hours:	Education Local Authority Duty Officer	07985 870667
	City Contact Officer via CCTV	023 9284 1304 or 1305
Insurance for Offsite-activities:	Lifeline Plus Assist	+44 (0)20 8762 8326
	Policy No:	0010626365

……………………………………………………………………………………………

Duke of Edinburgh's Award Contact	Sophie Payne, Award Officer	023 9282 4618	07908 617167
Hampshire Police	Portsmouth Central	08450 454545	
Health & Safety Executive	01256 404000		
Health & Safety Unit	02392 841131	(office hours)	
Adult Social Care Help Desk	023 9268 0810		
Children's Social Care and Safeguarding	8.30 am - 5.00 pm	02392 839111 02392 200132	Central (Merefield) North (Medina)
	5.00 pm - 8.30 am week nights and all day weekends + bank holidays	08456 004555	
Hampshire County Council Emergency Team	01962 876218 (Outdoor Education Unit)		
PCC Risk Insurance Officer	023 9284 1442		
AMS Help Desk	Mon-Thurs 8am-5pm, Fridays 8am-4pm and out-of-hours answer phone	023 9284 1311	All building related queries