

# Manor Green School Critical Incident Plan

**Date of Issue**                      **18/5/18**                      **Date of Review**                      **Autumn 2025**  
**Last Updated**                      **24/05/2023**  
   **Under review Dec**  
   **2025**

**Person Responsible for updating plan:**                      **Tanya Marley**

## DISTRIBUTION RECORD

Name	Location	Date of issue
All Staff	Email	18/5/18
All Staff	Email	27/2/19
All Staff	Email	24/5/23

## Contents

### Page No

3	1.0 Introduction
3	2.0 School Emergency Plan
3	3.0 Aims and Objectives
4	4.0 Definitions
5	5.0 School Information
6	6.0 Local Hazards/Risks to school
7-9	7.0 Initial Response
10-13	8.0 Roles and Responsibilities
14	9.0 School Utility locations and emergency contact numbers
15	10.0 CIMT contact details
16	11.0 Useful Contact numbers
17-30	12.0 Action Plans
31-32	13.0 Business Continuity Plan
33-35	14.0 Closure Plan
36-42	15.0 Communications Plan
42-44	16.0 Contact details
44-46	17.0 Bereavement
46-48	18.0 Evacuation Plan
48	19.0 School Examinations
48	20.0 First Aid
48-50	21.0 Infectious Disease Plan
50	22.0 Lockdown Plan
51-53	23.0 Migration Plan
54	24.0 Radio Station Contact Details
54	25.0 Shelter Plan
55-59	26.0 After the Event
60	27.0 Training and Exercising

## 1.0 Introduction

The Department for Education (DfE) recommend that schools have emergency plans in place.

This document has been prepared to assist in providing an appropriate response to Emergencies and Business Continuity requirements that may affect the school. It is intended to prepare the school with the ability to:

- Respond to any **Emergency or Critical Event** affecting pupils, staff, contractors, and visitors
- Work with building users and outside agencies, to manage **Business Continuity** thereafter and **Recover** from the incident

This document has been prepared using the Royal Borough of Windsor and Maidenhead Model School's emergency plan.

This plan will be reviewed on a regular basis to confirm that the arrangements are still appropriate. A review will also take place if there are any significant changes in the arrangements and the document, including the appendices, will be revised and reissued within three months from the review date, where this is necessary.

## 2.0 School Emergency Plan

Manor Green School is committed to ensuring that in the event of an emergency situation affecting the school, the school will provide an effective response, work with all relevant emergency services and external agencies to ensure the impact of the emergency situation is minimised as far as reasonably practicable on the school and the local community.

## 3.0 Aims and Objectives

### Aim

Manor Green School aims to provide effective emergency response arrangements, which will ensure the safety of pupils, staff, visitors and contractors using the school premises.

### Objectives

- Ensure an effective Emergency Response Plan is in place
- Ensure that all emergency incidents are communicated swiftly and clearly
- Maintain welfare and duty of care arrangements for all pupils, staff and visitors.
- Ensure that an effective Emergency Response Team is in place.
- Ensure that all actions and decision making during the incident is properly recorded.
- Minimise disruption to the school as far as is reasonably practicable.
- Provide the recovery team with a detailed list of actions until recovery is achieved.
- Arrange the return to normal working arrangements at the earliest opportunity.

## 4.0 Definitions

A critical incident constitutes a serious disruption arising with little or no warning on a scale beyond the coping capabilities of the school operating under normal conditions

Or

Where there has been a death or serious injury arising on the school premises or during off site activities.

An incident/event may be un-anticipated, imminent or in progress.

It may occur on school premises, out of school area (i.e. on a school trip) or in the local community.

### Types of Critical Incident

1. Death/ suicide of a student or member of staff
2. Serious accident in school or on a school trip
3. Serious illness or disease i.e. meningitis
4. Pandemic i.e. flu
5. Violent intrusion onto school premises
6. Serious and immediate physical threat to students and/or staff
7. Deliberate act of violence
8. Fire, flood, explosion, gas leak
9. Students retained in buildings for long periods of time e.g. Severe weather
10. Bomb Threat
11. Major structural damage
12. Release of hazardous substances on or near school site
13. Health Hazard
14. Abduction
15. Sex offender issues
16. Emergency school closure

## 5.0 School Information

<b>Headteacher</b>	Mrs Helen Hannam
<b>School Address</b>	Elizabeth Hawkes Way Maidenhead Berkshire SL6 3EQ Chiltern Road
<b>School Telephone Number</b>	01628 513800
<b>Emergency Access</b>	<p>The school's vehicular access is via Cannons Lane onto Elizabeth Hawkes Way only.</p> <p>Pedestrian access can also be made via Cox Green School playing fields, located on the secondary playground adjacent to Ho-Yen class accessed via access control card, and at the top of the drive also accessed via access control.</p>
<b>No of Pupils</b>	307
<b>Age Range</b>	2-19
<b>No of Staff</b>	358
<b>Other information</b>	Manor Green School is a Special Education Needs establishment.

## 6.0 Local Hazards/Risks to School

Prior to planning for an emergency, it is important that we conduct an emergency focused Risk assessment in order to highlight the **key risks** and allow subsequent planning effort to be channelled into the risks that are appropriate to the school.

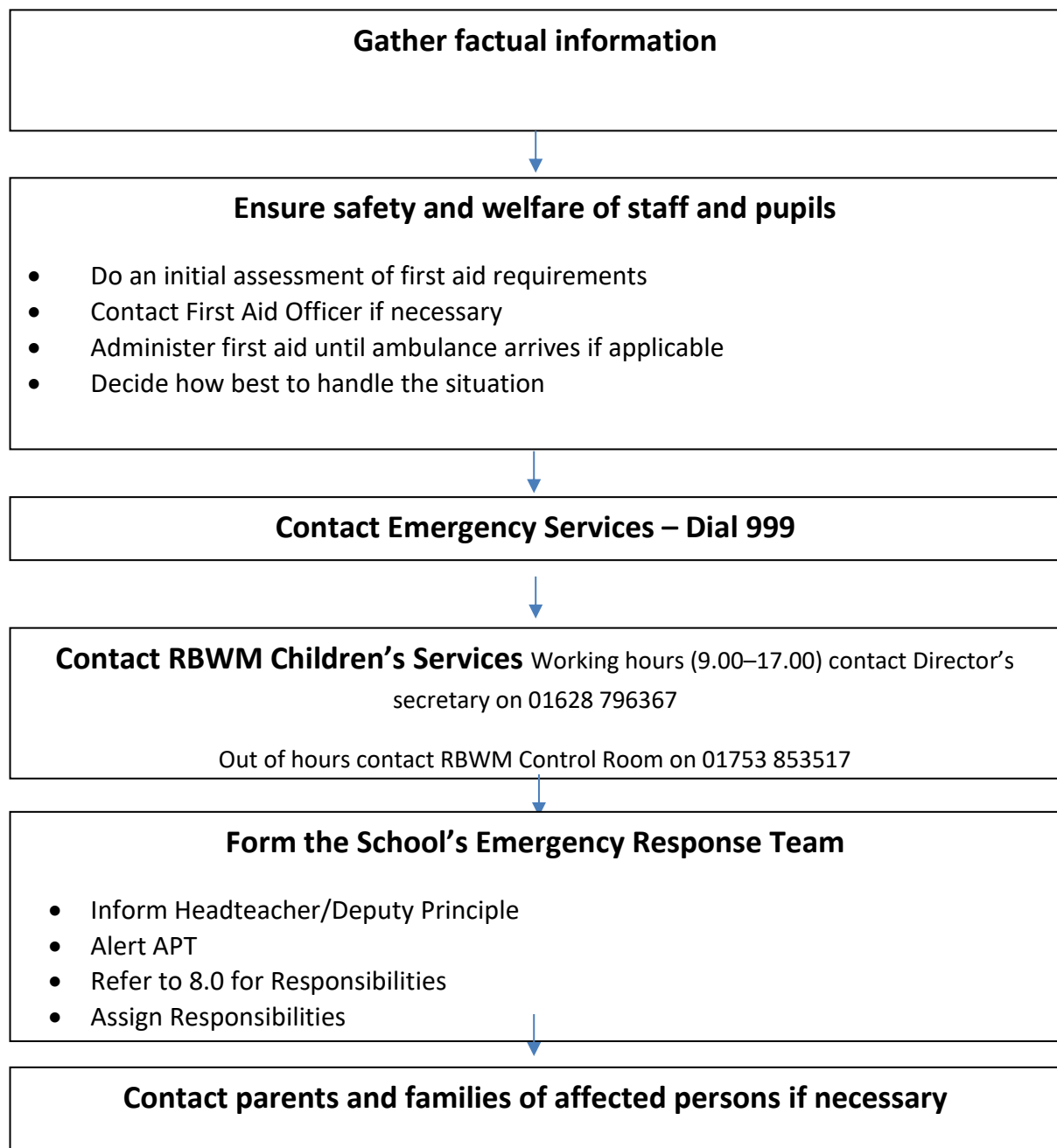
Local Hazard/Risk to School	Location	Potential Impact	Control Measures	Likelihood
Main Road	Cannon Lane	Closure of road would impact on staff/pupils accessing site		Possible
Hydrotherapy Pool	Pool Hall in Main School	Structural damage to pool could result in flooding of part of school	Pool is regularly inspected and maintained	Unlikely
Hydrotherapy Pool chemicals	Pool Plant Room in Main School	Accidental mixing of chemicals can create lethal gases	Pool chemicals are stored correctly, both are stored separately and equipment regularly inspected and maintained.	Unlikely
Local Airfield	White Waltham	Planes flying regularly over the premises could result in a plane crash on or near the school premises		Unlikely

## 7.0 Initial Response

### INITIAL RESPONSE

## 7.1 WHAT TO DO IN AN EMERGENCY

### CRITICAL INCIDENT FLOW CHART



## **7.2 ASSESS THE SCALE OF THE EMERGENCY**

The first task in the event of an emergency situation is therefore to gather relevant information in order to make an assessment of the situation before any decisions are made. Remember that information gathered should be verifiable, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, based on hearsay or second hand.

Annex E form can be used to record the initial contact information.

## **7.3 FORM A TEAM TO DEAL WITH THE EMERGENCY**

### Critical Incident Management Team (CIMT)

The Critical Incident Management Team (CIMT) are responsible for implementing the School emergency plan(s), they will respond to actions issued by the Headteacher, and must record all actions and decisions made in their log book, they must be available to attend all briefings and de-briefs.

The Critical Incident Management Team comprises of;

- Headteacher
- Deputy Principle
- Head of HR
- Head of Estates
- Head of Finance
- PA to Head Teacher

### Base for Critical Incident Management Team - Conference Room

The base for the CIMT will be the MGS Conference Room, Facilities or Cox Green office where it is still possible to use. The alternative on-site location will be the Facilities Office. Where it is not possible to use the school premises as a base the CIMT will convene at Cox Green School (Obtain permission in advance).

Air Ambulance required to land at Cox Green School, the school would ask that in the event of CI and air ambulance landing on our field, that Manor Green must make contact via reception or one of our emergency contacts.

I have listed their numbers below for you and we would ask that the numbers are called in order outlined below:

1. Reception Main Line: 01628 629 415
2. Tom Smith (Operations Director): 07888838227
3. Penelope Chate (PA to the Headteacher): 01628 629 415 ext.: 342 or 07964 676935



If your - colleague could make the call to us if the field is needed, we can then ensure lessons are relocated and access to the field prevented, as necessary.

An incident may be reported from a member of staff, pupil, parent, emergency services or the local authority.

It is anticipated that in general the incident will be reported to Reception.

Whoever receives notification an incident has occurred should request and record the following information providing as much detail as possible.

- Name of person reporting incident
- Details of the incident
- Has anyone else been informed, i.e. emergency services
- Precise location of the incident
- Details of any injured persons or casualties
- Action taken
- Name and contact number for person at scene of incident
- Any further assistance required

Immediately inform the Headteacher or deputy

#### Headteacher or nominated Deputy Principal responsibilities

The Headteacher or their nominated deputy and Pa to Headteacher will take the lead in managing the incident.

They will;

- Manage the incident
- Instigate an action plan for managing the incident
- Delegate responsibilities
- Liaise with the Police and the Media Representative at RBWM
- Establish a crisis team meeting at an agreed place
- Complete checklist at Appendix A

## 8.0 Roles and Responsibilities

### Headteacher and Deputy Principle

#### Action

#### Tick Box

#### On notification of an incident:

1. Begin a log noting:
2. Time, date and contact details of person informing
3. Exact location of incident
4. Nature of incident
5. Details of casualties or possible casualties
6. Ensure accurate factual information is available for those arriving at scene

#### Assess Situation

1. Arrange for First Aid to be administered where required
2. Arrange for emergency services to be called where appropriate
3. Consider evacuation or lockdown procedures to be implemented
4. Consider implementation of school closure if appropriate

Activate school emergency plan

Act as main point of contact to co-ordinate response

Inform Chair of Governors

Inform all staff, and parents of injured pupils

Inform other parents

Ensure all staff maintain a log of actions

Convene emergency meeting with CIMT

Delegate tasks to CIMT

Provide regular updates for staff

Ensure staff involved in the incident prepare a written report detailing factual events

In the event of a fatality or serious injuries call the HSE within 24 hours

## Headteacher

### **Action**

### **Tick Box**

Obtain as much information as possible from the Headteacher regarding the incident and start a log

Assist and support the Headteacher in activating the Critical Incident Plan

Where directed by Headteacher, arrange for the safe evacuation of all pupils, staff and visitors to the school to designated evacuation points

Where directed by Headteacher, co-ordinate the lock down of the school

Assist the Headteacher in providing regular updates to pupils and staff

Advise the Headteacher of any Media contact

Attend regular briefings and de-briefs

Assist in returning the school to normal working conditions

## PA to Headteacher

### **Action**

### **Tick Box**

Obtain as much information as possible from the Headteacher regarding the incident and start a log

Assist and support the Headteacher in activating the Critical Incident Plan

As directed by the Headteacher contact:

- Emergency Services
- Members of the CIMT
- School governors
- Parents
- RBWM – to add to the school closure list on their website ([info@rbwm.gov.uk](mailto:info@rbwm.gov.uk)) or 01753 853517

Distribute copies of the Critical Incident Plan as required

Ensure registers and pupil records are available, including PEEP's

Ensure parental/carers contact details are available

Obtain visitor report from Reception

Be available to assist the CIMT in obtaining any information required

Where appropriate cancel external visitors to the school

Assist in returning the school to normal working conditions

## **Head of Estates/Deputy Principle/Facilities Manager**

### **Action**

### **Tick Box**

Obtain as much information as possible from the Headteacher regarding the incident and start a log

Assist and support the Headteacher in activating the Critical Incident Plan

Arrange staff to meet emergency services and ensure access to the incident scene is free from obstructions

Where appropriate preserve the scene of the incident

Where appropriate take photographs of incident scene

Provide emergency services with site plan and information regarding hazards on site

Where appropriate and safe to do so;

- Isolate gas supply – Floor plan to be shared
- Isolate Electricity supply – Floor plan to be shared
- Isolate water supply – Floor plan to be shared
- Isolate IT/Servers

Liaise with Headteacher and Emergency Services

Manage security of site

Manage evacuation or lock down of site

Assist in returning the school to normal working conditions

## Off Site Activities

### Trip Leader Responsibilities

#### **Action**

#### **Tick Box**

#### **Prior to trip**

Ensure you have all relevant information, and a fully charged mobile phone

In the event of an incident occurring:

- Assess the situation and take immediate action to ensure the safety of pupils and staff
- Establish number and nature of injuries
- Arrange for First Aid to be administered where appropriate
- Call Emergency Services where appropriate
- Inform Headteacher

Account for all pupils and staff

Keep a log of actions and decisions

Inform Headteacher, giving clear factual information regarding the incident

Follow the advice of the Headteacher

Do not speak to the Media, advise the Headteacher of any Media contact

Do not discuss legal liability

Ensure continuous liaison with the Headteacher

## **9.0 School Utility locations and emergency contact Numbers**

### **Gas**

Meter located at bottom of drive by Cannon Lane

Isolation valve located in main plant room

Gas Leak call Transco on 0800 111 999

Loss of gas call Tencer on 01494 459801

### **Water**

Meter located at bottom of drive by Cannon Lane

Isolation valve located in Annex Plant room below meter and in pit by main meter

Loss of water to site call Southeast Water on 0333 000 0002/ Out of Hours 0333 000 0365

Partial loss of water to site call Tencer on 01494 459801

### **Electricity**

Meter located at Electrical Room in Facilities Compound

Isolation valve located at Electrical Room in Facilities Compound

Loss of electricity call M&B Electrical Services on 0118 966 1898

### **Telephones**

Loss of telephones call Cranberry 01553 666111

### **Loss of IT services**

Call Lynx Networks on 01908 6338

Contact details held on version issued to CIMT members only

#### 10.0 Critical Incident Management Team (CIMT) Contact details

Name	Job Title	Work Number	Home/Mobile Number	Comments
Helen Hannam	Headteacher	07771 813167		
Warren Griffiths	Deputy Principle	0777 5071295		
Warren Griffiths	Head of Wellbeing and Safeguarding			
Anna Weir	Head of HR	07393293973		
Tanya Marley	Head of Estates			
Charlotte Deer	PA to Headteacher	07771508657		
Asif Khan	Senior Caretaker	07473 646674		
Joolz Scarlett		07899 954199		
Natasha Padda	Facilities	07557 335420		
Mary Keenan	Head of Link	07803 086423		
James Addison	Link	07792 560139		

## 11.0 Useful Contact Numbers

Local Authority	Royal Borough of Windsor and Maidenhead
General Enquiries	01628 683800
Children's Services	01628 683234

Emergency Services	In a genuine emergency always call 999
Ambulance, Police, Fire Brigade	999
Police (non emergency)	101
<b>Hospital:</b>	
Wexham Park Hospital	01753 633000
Wexham	
Slough	
Berkshire	
SL2 4HL	

**Clive Haines – Director of Education – 07825 862200**



## **12.0 Action Plans**

### **Accidents and Injuries**

Ensure students, children and young people are not at risk from hazards. If an accident or near miss occurs ensure this is recorded using the EVOLVE on-line accident book: <https://evolve.edufocus.co.uk/safety/login.asp> . Guidance and instructions are available on SharePoint.

If an accident occurs offsite.

- Administer First Aid until ambulance arrive if applicable or person feels better.
- Alert the school, who will then inform parents/guardians.
- An incident log must be kept.

### **Attack on a student/Member of staff**

Refer to Behaviour Support Policy.

Following any incident, the establishment will provide emotional and practical support for those involved as a follow up to any immediate medical treatment.

After any incident, information will be recorded (with the use of the accident and incident forms) in sufficient detail to devise appropriate preventative strategies and to share with others. Staff and students will be encouraged to report all incidents so that a true and accurate picture can be developed.

### **Bomb Threat/Suspicious Packages**

#### **Bomb Threat**

1. Stay Calm
2. Allow the caller to complete message without interruption
3. Record exactly what they say
4. Make a note of;
  - Exact time of call
  - Any accent
  - The sex of the caller
  - Approximate age
  - Any background noises
  - Telephone number they are calling from
5. Attempt to ask the following questions.
  - Where is the bomb?
  - What time will it go off?
  - What does it look like?
  - What will make it explode?
  - What is your name?
  - What is your address?
  - What is your telephone number?

6. Call the Police
7. Inform Headteacher

### Suspicious Packages

The likelihood of receiving a postal bomb or suspected chemical package is extremely low, however we should be aware of the steps to be taken in the event.

Postal bombs or chemical packages may display any of the following signs.

- Grease marks or oily stains on the envelope or packaging
- An unusual odour similar to Almonds, ammonia or marzipan
- Feels heavy for its size
- Posted from an unusual place

Action to be taken.

- Stay calm
- Put the letter or package down and move away from it
- Ask others to move away from the letter or package
- Inform the Headteacher
- Contact the Police
- Do not use mobile phones or sound the fire alarm, as this may activate a bomb

### **Carbon Monoxide Leakage**

Carbon monoxide is a product of the incomplete combustion of gas, for example in a central heating boiler or gas fired convector heater. This can be caused by inadequate ventilation or mechanical faults resulting in the leakage of carbon monoxide into the surrounding area.

Carbon Monoxide is colourless and odourless. It combines more readily with the haemoglobin in human red blood cells than oxygen, and inhalation can make people feel sleepy, fall unconscious, and where there is prolonged exposure, to die from oxygen starvation. Inhalation of carbon monoxide can also turn the skin pink.

In the case of suspected carbon monoxide leakage:

- Call the Headteacher
- Open all doors and windows
- Switch off and isolate the appliance that is suspected of causing the leak.
- Report the appliance to the Head of Estates who will arrange an urgent call out of a CORGI-registered contractor.
- Report the matter to the Corporate Health and Safety Team

If you are unable to identify the source of the leak, consider evacuating all or part of the building.

## **CHEMICAL / TOXIC / HAZARDOUS SPILL**

Call the Headteacher/Deputy Principle/Head of Estates

If it is safe to do so identify the substance spilled and take necessary action to minimise contamination if trained to do so.

Contact CLEAPSS (Consortium for Local Authorities Provision of Science Service) (see Outside Organisations Contact Details page 61) for guidance on the storage, disposal and cleaning up of small-scale spills.

Contact the RBWM Radiation Protection Officer (see contact details page 41)

If the spill is severe, evacuate the building using fire drill procedures, move all persons to a safe location, and call the emergency services. The Fire & Rescue Service are the lead agency in dealing with chemical/toxic/hazardous spillage incidents.

If severe spill is immediately outside the building, follow lock-down procedures, keeping all pupils inside and all doors and windows locked. Switch off fans or air conditioning and avoid using electrical equipment in case sparks are produced. Do not smoke.

## **Death**

### Death of student or staff member on site

1. Call 999 immediately requesting an ambulance and police attend
2. Arrange Facilities Staff to meet emergency services
3. If death caused from hazard, make safe area
4. Do not move the body
5. Preserve the site using barriers where applicable
6. Move all pupils and staff away from the area
7. Headteacher to plan communication methods, in the event of a death the Police usually inform parents/next of kin
8. Headteacher to inform Health and Safety Executive by telephone 0845 300 9923
9. Headteacher to inform chair of governors and Local Authority
10. Headteacher to plan management of ongoing Bereavement Issues and communication with pupils and parents.

In the event of the death of a child, young person or member of staff, the establishment will immediately inform the Director of Children's Services who will notify and alert the relevant LA staff to the death.

The school has an employee assistance programme (free and confidential counselling service) which staff can use at any time.

In the event of a student or employee death the school use an organisation which can provide a counsellor on-site if required and they can provide either one-to-one support for individual members of staff and/or a group session.

The following should be regarded as a checklist of possible responses to bereavement.

With the loss of a member of staff the school should liaise with the RBWM (Human Resources Team) in respect of pension entitlements for the family of the deceased. The RBWM HR team will also deal with the necessary correspondence including a letter from the Director to the family of the deceased where this is appropriate.

Where the deceased is a teacher, the school may also need to make arrangements for other staff to cover their classes, arrange for temporary or supply teachers, and for making a new appointment to the post. The school's Human Resources team can also assist with this.

In addition, the school need to consider how to deal with the family of the deceased, working with the Police Family Liaison Officer, the staff, pupils, parents and the wider school community.

Where the deceased or their family are from a minority or ethnic group, the school should ensure that staff understand and are sensitive to their cultural needs.

The school will immediately establish a line of communication with the family of the deceased and agree with the family what information can be released about how the person died and what happened. (Via the Police Family Liaison Officer) The school will also consult with the family about what the school is doing and will respect the wishes of the family concerning any arrangements including involvement by the family. In the same way the school will respect the wishes of the family about involvement by the school in any arrangements being made by the family e.g. for the funeral.

Staff will be notified straight away. They may also need to be briefed about what the school is doing, take time to prepare themselves to handle questions from pupils and parents, and to monitor pupils for any signs of emotional trauma. Arrangements will also be made to notify ancillary staff such as admin, catering and cleaning staff etc. at the appropriate time in an appropriate way. Staff may themselves be affected by the bereavement, and the Headteacher will talk to them collectively and individually over the coming days/weeks/months, monitor them, and ensure they receive the necessary support if they are unable to cope e.g. bereavement counsellors, obtainable via the Human Resources team. Chairman of Governors and governing body may also have a role in monitoring the Headteacher and staff for signs of stress.

It is important for the school to carefully manage the way the news is given to pupils, which will be in a controlled way. Time will be taken to plan how to break the news to pupils, what to say, and who will say it. Ideally this will be by the Headteacher at morning assembly followed up by class time in tutor groups. Pupils will need to be told what has happened and how everyone is feeling about it. It may also be appropriate to tell them why it happened, and younger pupils may need to be re-assured that it will not happen again, and it will not happen to them. It may be necessary to explain to pupils that the school is grieving/mourning the loss of the individual, what this means, how this makes us feel, that this is a natural process we all go through, what will be happening in school because of this, and how they can participate. It may be important for pupils, and especially younger pupils, to then be with the teachers and staff who they are familiar with so that they can feel safe to talk and share about how they feel about what has happened. This follow-up time is important to enable teachers to provide reassurance, answer individual questions and provide guidance to the class group about how they should be feeling, that it is alright to feel sad, or not to feel sad, and how to respond to what has happened. Bereavement is a normal part of human experience and while it may be very sad, it is important not to over-play it, or make pupils feel traumatised or distressed. Pupils may also need some practical way to focus how they feel about what has happened, and the

establishment can provide ways to do this, e.g. writing cards, making floral tributes, planting a tree of remembrance, a plaque, a book of condolence, a book of remembrance, a special assembly, a memorial service etc. An appropriate quiet area could be set-aside in the school for pupils to come to talk to staff about what has happened. The school may take advice from the Education Psychology Service when planning how to handle the pupils in this situation.

The Headteacher may need to write a letter to parents to inform them about what has happened and concerning any arrangements that have been made. If the deceased is a member of staff, parents may need to know what arrangements the school is making to provide staff to cover their classes. In addition, the Headteacher and staff may need to make themselves available before/after school for parents and others to talk to. A follow up letter may be required to notify parents about subsequent events and arrangements e.g. special assembly, memorial service etc.

The wider school community will also need to be notified and involved in an appropriate way. They may also be able to provide useful support e.g. the PTA, extended school providers, early year's providers, voluntary organisations, local churches, faith groups etc. and anyone who has links with the school. The school's website and newsletter could also be used to carry the news.

In cases of bereavement many people feel the need to express their feelings about what has happened, by sending cards, flowers, money or other items to the school, unless they are specifically told not to.

Cards could be put on a special pin board/display, forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance. They will not be thrown away because this might hurt the sender's feelings.

The school may need to designate a suitable place for people to put flowers where they are visible and can be perused. It may be appropriate to make them into a floral tribute but ensure that flowers that may arrive later can also be included otherwise people may feel that their contributions have been rejected. Pupils could help with displaying/arranging the flowers. Remember flowers will quickly perish without water, and even with water flowers may wilt and become unattractive in time. But disposal of flowers may also be a contentious issue, and they will not be just thrown away. The school may need to adopt a policy for this e.g. the flowers to be used at the funeral, or taken to the cemetery, or another appropriate location at an appropriate time. This may be an opportunity to discard any wilted stems, remake the floral tribute or make them into wreaths. The small cards sent with the flowers may also contain written messages, and these could be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.

Items such as toys or photographs could also be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.

Books of condolence or remembrance could be forwarded to the bereaved family at an appropriate time.

N.B. the family of the bereaved may not want to be bombarded with cards, flowers or other items, so the establishment will always ask first before forwarding these to the family.

A clear written record of money received, and donors will be maintained by the school and the money will be used for the purpose for which it was given. Money given for the family of the deceased will be passed on to them or donated to a charity instead if they prefer, and the school will respect their wishes. In the case of multiple bereavements, the school will carefully consider a policy on how such money will be distributed. The school will take specialist advice if it is considering setting up charitable trusts.

It will not be necessary to provide helplines for counselling in respect of a single bereavement, however this may be appropriate in respect of multiple fatalities or where the incident involved violence. Where individual pupils or staff appear to be more seriously affected, bereavement counselling assistance can be obtained from the Human Resources team for staff, and the Education Psychology Service for pupils as required. See APPENDIX L.

## **EARTHQUAKE**

A major earthquake is not likely to happen in the UK, but after the recent small tremors in the Winchester, Gloucester and Rutland, here are some important points to consider:

If one or two people are in the room, the safest place to be is under the door frame.

With a class of children, ask them to take cover under their desks and cover their faces with their arms to protect against falling objects.

Once initial shocks have ceased check the building for damage

If the building appears to be damaged, consider evacuating part or all of the building and contact the Building Services immediately.

## **Explosion**

1. Sound fire alarm
2. Evacuate the building(s)
3. Call emergency services dialling 999
4. Carry out roll call to ensure everyone is out of the building
5. Do not re-enter the building until the emergency services have given all clear
6. Complete accident form
7. Head of Estates to assess any damage caused

## **Fights between pupils**

Refer to school behaviour support policy

## **Fire**

In the event of a fire during school hours, the usual evacuation procedures will be followed.

Speak to IT regarding Servers

## **Flood**

Call The Headteacher/Associate Headteacher or Head of Estates and Deputy Principal.

If the flooding comes from leaking or burst pipes or tanks, switch off the stop-tap, isolate the tanks and switch off any heating and hot water plant e.g. boilers and hot water cylinders that are fed from it.

In the event of a main water pipe burst call the water company.

If water threatens electrics, switch off the power at the incoming mains.

Monitor the situation.

Speak to IT regarding Servers

If necessary, evacuate the area

If flooding worsens, evacuate the whole buildings. During heavy rain, find a suitable building to house the staff and pupils.

In situation of major flooding, the RBWM will provide guidance and assistance, contact the Building Services Manager.

## **Gas Leak**

In the event of a gas leak on school premises the following action will be taken.

1. Inform Head of Estates there is a smell of gas
2. Open all doors and windows
3. Where possible move all pupils, staff, visitors and contractors to another part of the site
4. If required a full site evacuation may be required, in this case the fire alarm will be sounded
5. Head of Estates to call Transco immediately.
6. Where safe to do so the gas supply will be cut off and all plant switched off
7. Transco will advise on safe steps to be taken and whether a full evacuation is needed.

## **HEATING FAILURE**

**It should be noted the school has a number of heating systems, Combined Heat & Power unit (CHP), Biomass boilers and a gas boiler, therefore total heating failure is unlikely.**

This is covered within the Workplace (Health Safety and Welfare) Regulations 1992 and there are no changes to be made because it is a school.

Areas where there is a lower-than-normal level of physical activity because of sickness or physical disability. These areas include sick rooms and isolation rooms, but never other kinds of sleeping accommodation = 21° C Tanya

Areas where there is a normal level of physical activity, such as classrooms, exam rooms, libraries and areas for private study = 18° C Tanya

All washrooms, sleeping accommodation and circulation spaces. This temperature standard applies also to areas where there is a higher-than-normal level of physical activity, perhaps

because occupants are engaged in physical education. Such areas might include gyms and drama workshops = 15° C

The heating temperatures are monitored via the Building Management System (BMS), the Head of Estates holds a calibrated thermometer.

In the event of a failure of the heating system the Headteacher will contact the Head of Estates who will ascertain the cause of the failure and try to get the system working.

Where deemed necessary the Head of Estates may decide to nominate a professional heating engineer to help resolve the problem.

Where the above temperatures cannot be maintained in the occupied parts of the establishment, then the Headteacher will consider whether any of the following actions may be appropriate:

- Take the affected areas out of use
- Provide temporary heaters (N.B. this should be subject of a risk assessment by the Headteacher as there may be hazards such as high surface temperatures, naked flames or fumes from bottled gas depending on the types of heaters to be used.
- Close the establishment.

## HEATWAVE

A heatwave is a prolonged period of excessively hot weather, which may be accompanied by high humidity. The trigger temperatures for the **Southeast of England are 31 degrees C during the day or 16 degrees C at night.**

The Department of Health issues a heatwave plan for the UK. The core elements of this plan are:

- A Heat-Health Watch system operating from 1 June to 15 September, based on Met Office forecasts, which will trigger levels of response from the Department of Health, local authorities and other bodies.
- Advice and information issued by the Department of Health directly to the public and to health and social care professionals before a heatwave is forecast and when one is imminent.

The heat wave alert level can be found at.

<http://www.metoffice.gov.uk/weather/uk/heathealth/>

The establishment will take precautions to ensure that those at risk are protected from the effects of the sun including:

- Mitigating/minimising exposure
- Providing access to clean drinking water
- Encouraging the wearing of sun hats/sun block
- Communicating this to parents



## **HOSTAGE SITUATION**

Do not try to intervene or be a hero

Co-operate and follow the instructions of the hostage taker

Alert Emergency Services and RBWM as soon as possible.

Try to remain calm and spread calmness. The children are likely to copy your behaviour

Isolate the hostage area by evacuating other pupils or through lock-down procedure

If possible, account for everyone in the school, including all pupils, children, young people and staff, visitors, contractors etc. in order to identify who might be being held hostage

On arrival of emergency services, provide them with the information and with copies of the establishment locality plans.

## **INDUSTRIAL EMERGENCY NEAR ESTABLISHMENT**

For example, a chemical fire or chemical spill creating hazardous fumes or smoke

Be aware of the direction of the wind and how this may affect the school

Contact the emergency services and RBWM immediately and follow their instructions

This may include pupils, children, young people and staff remaining in the school and closing all doors and windows to minimise inhalation of fumes

Be prepared to Shelter or implement the Establishment Evacuation, Migration and Closure Plans.

## **LIGHTNING STRIKES**

If pupils, children, young people and staff are outdoors, avoid water, hilltops and trees. Stay away from any metal objects and avoid contact with others.

If you think anyone is at risk of being struck, inform them to drop to their knees and bend forward. DO NOT LAY FLAT.

If in a building, instruct them to move away from windows and do not touch metal structures or phones and computers.

## **Missing Child/ absconded or abducted**

Refer to behaviour support policy.

## **OFFENSIVE WEAPONS / SHOOTINGS**

An offensive weapon is defined as 'any article made or adapted for causing injury to the person or intended by the person having it with them for such use by them.' This includes knives and

guns but could also include hand tools or even pencil sharpener blades where these are being used or threatened to be used in an offensive manner.

There are a number of special exceptions which permit the carrying of knives:

- For religious reasons (e.g. Sikh's kirpan)
- As part of a national costume (e.g. Scottish highland dress)

As a general rule, the Police should be called to deal with any incident believed to involve a weapon. An assessment should be made of the seriousness of the incident to help the Police make their own judgement on the nature and immediacy of the response.

There may be exceptional circumstances where staff may decide that immediate action is required before the Police arrive, where possible de-escalation processes should be used, wherever possible the child or person suspected of possessing a weapon should not be confronted in front of others. Preferably two or more members of staff should be present and attempts to obtain the weapon should not be made.

Where there is reasonable belief that a child or young person may be carrying an offensive weapon, it might be appropriate for members of staff to ask a child or young person to hand the weapon over willingly or search a child or young person who agreed to co-operate. Such action comes within a member of staff's authority to discipline a child or young person. However, staff are under no obligation to search a child or young person themselves. The Police are empowered to undertake a search where a child or young person declines to co-operate.

Where the person suspected of carrying an offensive weapon is not a registered child or young person at the school or where an incident involving a child or young person takes place outside the school premises, any search will be undertaken by the Police.

Members of staff may on occasion take possession of a knife or other weapon brought into the school. In possession of such an item and depending on the circumstances, the school should decide to secure it and either surrender it to the Police immediately or arrange for it to be removed by the parent/guardian if deemed appropriate to do so.

Some other points to note following any such incident would include completion of appropriate documentation, such as the violent incident report form etc. debriefing process, staff/child, young person counselling and support processes.

## **OFFSITE ACTIVITIES**

- Please refer to the Educational Visits' Protocol Checklist and the following RBWM documents:
- LT Emergency Action Card
- Offsite Critical Incident or Emergency – guidance for Emergency Contacts
- RBWM/AfC Offsite Emergency Incident Escalation Plan

## **SEVERE WEATHER**

Severe weather can include deep or persistent snowfall heavy rain, storms etc.

The Head of Estates will monitor Met Office weather forecasts/warnings.

Upon receipt of a severe weather warning from the LA, or the Head of Estates, the Headteacher will consider the following possible actions:

- Circulate the warning or situation to key staff
- Decide to close the school in advance where this seems sensible
- Monitor the weather conditions as they deteriorate
- Alert the Head of Estates to review heating settings and to make arrangements for frost protection and the gritting of roads and footpaths on site

The Headteacher, in consultation with the Chair of Governors and others as appropriate, will decide to close the school when the weather conditions make it dangerous or impossible for people to travel to school at which point they will initiate the schools closure procedures.

## **SEXUAL ASSAULT / ABUSE**

For child reporting inform Head of Wellbeing & Safeguarding/ Deputy Principle/Headteacher

For staff member reporting issue follow below

Call first aider to the scene.

Call the Police using the 999 number

Provide support in a private area with 2 familiar staff members present taking into account their gender (do not leave the child or young person with a lone adult).

Secure scene/evidence/ record information. Do not wash the victim's body or clothes (as you may be destroying important evidence needed by the police).

## **SICKNESS / INFECTIOUS DISEASE**

On report of infectious diseases, Head of HR will notify all staff by e-mail, detailing type of disease, area effected and NHS recommendations.

Head of Estates will arrange deep clean Facilities Manager of infected areas and check D0fE website for details of possible closure and inform Headteacher.

PA to Headteacher will notify relevant parents/guardians.

1. Where a number of pupils and/or staff are suspected or diagnosed with a serious illness or disease, enforce additional hygiene routines
2. Inform local authority and take advice
3. Record number of absences
4. Where necessary Head of Estates /Facilities Manager arrange deep cleaning of areas
5. Where necessary Head of Estates to arrange temporary closure of affected parts of school
6. Headteacher to liaise with Head of Estates, CEO and Chair of Governors and consider whether to close school

## **TERRORISM**

The Home office holds primary responsibility for counter terrorism in the UK, and the Security Service (M.I.5) holds detailed information on the current threats to national security. M.I.5 provides relevant advice as these threats change and any specific advice will be passed on to schools via RBWM who work closely with Thames Valley Police.

It is not possible to plan for every eventuality, but the following measures will be used to enhance general security and reduce the incidence of crime on the site:

- *Security on site will be regularly reviewed and risk assessments will be employed to identify vulnerabilities.*
- *Security will be included in the briefs for any new building works.*
- *Security and security awareness will be represented at a senior level on the establishment management team.*
- *Good basic housekeeping will be maintained with public areas kept clear, tidy and well-lit.*
- *Access points through the boundary and into the school buildings will be kept to a minimum and kept locked at certain times*
- *Staff, contractors and visitors will be issued with passes.*
- *Parking will be controlled and vehicles kept away from the buildings.*
- *Appropriate physical security measures will be employed e.g. locks, alarms, CCTV surveillance and lighting*
- *When recruiting staff or hiring contractors, identities will be checked and references sought.*
- *Access to confidential information and IT systems will be restricted and controlled.*
- *The Schools Emergency Plan will be regularly reviewed and tested.*

The school also has a role in responding to terrorist events whether or not the school has been directly affected. Children and young people may react to media coverage of events at home or abroad in different ways, including being frightened by news and images of conflict and destruction.

The school will seek to prevent tensions arising between pupils, from different ethnic backgrounds or religions, by challenging crude stereotyping and facilitating discussions based on accurate information in a safe environment in which children and young people can explore their understanding and come to terms with their fears.

School will follow **PREVENT** strategies.

## **THREATENING/ SUSPICIOUS PERSONS**

Dependent upon the circumstances, staff may feel able to approach and dissipate any threatening situation. However, there are also likely to be circumstances whereby it is immediately obvious that a person will not be approached or challenged, and the principles of Lockdown may apply.

Call the Police.

Notify them of the identity of the individual, where this is known, or give them a description and if possible, their vehicle registration number.

## **TRESPASS / INTRUDERS**

Schools are not public places and members of the public have no legal right of access. Any person who enters without permission is therefore a trespasser and may be asked to leave.

Trespass is not a criminal offence, but a matter that may be pursued through the civil courts.

However, any person who is present on school premises, including playgrounds and playing fields, without lawful authority, and causes nuisance or disturbance is guilty of a criminal offence, and may be liable on conviction to a fine under Nuisance or Disturbance on School Premises Section 547 of the Education Act 1996. They can be removed from the premises by the police, and the school should call the police in such cases.

The schools security strategy is that nobody (including governors, staff and pupils) has an unrestricted right of access to the school premises, except those who have a statutory right to enter for certain purposes (e.g. the LA, OFSTED and Health & Safety Executive inspectors).

Security procedures are in place to reduce the incidence of trespassing, including:

- Visitors, contractors and suppliers must book in and out of reception, wear visitor's badges, and park in designated spaces. They will be accompanied by a member of staff at all times while on site unless permission is given for them to be unaccompanied. \* Lanyard system – Red - accompanied at all times – Green – DBS checked, Grey or Orange- staff
- Access around the site is restricted by the provision of fences and gates.
- This access is controlled by an access control system.
- The school is protected by an intruder alarm

The school policy is that persons not wearing visitor's badges will be challenged and asked why they are on site. If they have no good reason to be on site, they will be asked to leave.

Where trespassing becomes a recurring problem, the following additional measures will be considered:

The Headteacher (in consultation with the LA and governing body) can issue notices to be posted at the entrances to the school site. Such notices will, of course, be welcoming, but will clarify the terms on which people may enter.

Those who have a broad permission to enter (i.e.: staff, pupils, contractors, out-of-hours users) will be informed, by letter, of the limitations both in terms of time and place as to their permission to enter the premises.

Such arrangements may not, of course, deter a determined intruder, but they leave no doubt that the schools' premises are private and thus provide a clear basis for treating as a trespasser any person who enters the premise without permission.

Legal action may ultimately be considered in consultation with the LA.

Where a Headteacher is seeking to exclude a parent from school premises, the parent will be afforded the opportunity to provide a written reason why they will not be excluded before a decision is made by the Headteacher.

## **UNSAFE STRUCTURES**

Evacuate the building if necessary.

Call the Headteacher/ CEO / Head of Estates

Move away from the building if very serious.

Contact RBWM Building Control

Consider activating the Schools Closure Plan

## **UTILITY FAILURE**

This could be a failure of the power, water or gas supplies.

In the event of a power failure teaching staff should stay in the classroom with the children until further instructions are given.

Staff who are not teaching should immediately report to the school office.

The Head of Estates/Headteacher should contact the utility company and establish a timescale for reinstating the supply.

Depending on the timescale for reinstating the supply the Headteacher should decide whether or not to close the school for the rest of the day or for a longer period.

Where the failure is due to damaged mains e.g. a burst water main, if possible, shut off the supply and contact Head of Estates immediately.

### **13.0 BUSINESS CONTINUITY PLAN**

There are four stages in Business Continuity Planning as follows:

1. Identify Key Business Activities
2. Assess the potential impact on the organization from potential emergencies/incidents
3. Identify Business Continuity Measures required
4. Put in place an Action Plan to implement the Mitigation Measures

#### **SCHOOL BUSINESS CONTINUITY PLAN**

<b>KEY BUSINESS ACTIVITIES</b>	<b>EMERGENCY /INCIDENT</b>	<b>IMPACT</b>	<b>BC MEASURES</b>	<b>ACTION PLAN</b>
Teaching & Learning	Loss of a Building, e.g. due to fire, flood, major utility failure etc.	High impact from the start	<ul style="list-style-type: none"> <li>• Temporary accommodation to be hired</li> <li>• Temporary utilities</li> <li>• Bldgs &amp; Contents Insurance</li> <li>• Loss of resources</li> <li>• School closure (if reqd)</li> <li>• On-line learning as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Liaison with Council (Head)</li> <li>• Council/utility companies (Head of Estates)</li> <li>• Reciprocal arrangements (Head)</li> <li>• Policies in place (Governing body &amp; APT)</li> <li>• E-Archiving policy (Head of Estates)</li> <li>• Closure Plan (Headteacher)</li> <li>• Refer to Student Remote Learning Policy</li> </ul>
Teaching & Learning	Loss of Key Staff, e.g. due to unforeseen illness, bereavement or death	Medium impact after the first week	<ul style="list-style-type: none"> <li>• Cover by other staff</li> <li>• Head of HR Strategy &amp; Development plans in place</li> <li>• Supply staff bank</li> <li>• Help from other schools</li> <li>• Headteacher replacement</li> </ul>	<ul style="list-style-type: none"> <li>• List of suitable teachers (HR)</li> <li>• Council insurance (HR/Head of Finance)</li> <li>• Reciprocal arrangements (Head)</li> </ul>
Teaching & Learning	Loss of ICT, e.g. failure of broadband, server crash, telephone	Medium impact from the	<ul style="list-style-type: none"> <li>• Temporary provision</li> <li>• Alternative supplier</li> </ul>	<ul style="list-style-type: none"> <li>• Temp arrangements (ICT Manager)</li> <li>• Transfer to hard copy (Teachers)</li> </ul>



	system goes down etc.	start	<ul style="list-style-type: none"> <li>• Hard copy learning resources</li> <li>• Assessment &amp; Records</li> <li>• Purchased mobile broadband</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer to hard copy (Teachers)</li> <li>• Reciprocal arrangements (Head)</li> </ul>
Teaching & Learning	Loss of Key Supplier, e.g. school meals service	Low impact within a week	<ul style="list-style-type: none"> <li>• Alternative suppliers</li> <li>• Temporary arrangements</li> <li>• Cooking at other schools</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement of (Head of Finance)</li> <li>• Cold food purchased (Head of Estates)</li> <li>• Reciprocal arrangements (Head)</li> </ul>
Reputation	Schools response to emergency Incident poorly managed	Medium impact within a week	<ul style="list-style-type: none"> <li>• School Emergency Plan</li> <li>• Training &amp; Exercising Plan</li> <li>• Good links with Council</li> </ul>	<ul style="list-style-type: none"> <li>• Plan in place (Headteacher)</li> <li>• Training &amp; Exercising (CIMT)</li> <li>• Close liaison (Headteacher)</li> </ul>
Reputation	Loss of confidence by parents	Medium impact within a week	<ul style="list-style-type: none"> <li>• Good Communications Plan</li> <li>• Consistent messages given</li> <li>• Media managed</li> </ul>	<ul style="list-style-type: none"> <li>• Communications Plan (VP)</li> <li>• Close liaison with Council (Head)</li> <li>• Pro-active approach (Head &amp; CEO)</li> </ul>

## 14.0 Closure Plan

- The school has a closure plan in place for use in the event of severe weather, an emergency or unforeseen situation.
- Parent/guardian contact details are maintained and regularly updated by Data Manager/Reception
- Where these are held on Arbor, a regular print out is made and a copy kept in the emergency file locked in reception
- The following plan is to be followed in the event of school closure

Initiate the School Closure Plan	
<ul style="list-style-type: none"> <li>Assemble the School Critical Incident Management Team</li> <li>Gather the information, assess the situation and decide what to do</li> <li>CEO to approve closure, then notify LA</li> </ul>	Headteacher
<ul style="list-style-type: none"> <li>Notify all staff when the School Closure Plan will be activated</li> <li>Nominate staff to deputise for those staff in the Plan who are absent.</li> <li>Organise/ instruct staff to assist where appropriate.</li> <li>Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs.</li> <li>Ensure additional staff/resources available if needed</li> </ul>	Headteacher
<ul style="list-style-type: none"> <li>If appropriate contact School Governors and/or PTA to come to assist the school</li> </ul>	Chair Govs
Provide Information to Parents/Guardians	
<ul style="list-style-type: none"> <li>If there is time draft a letter to parents/guardians informing them why the school has closed, when it is expected to re-open, or if this is unknown refer them the where/how they can obtain further information</li> <li>Be visible/accessible when parents/guardians collect their children</li> </ul>	Headteacher  SLT/LT
<ul style="list-style-type: none"> <li>Print/copy/distribute letters for teachers to give to pupils to give to parents/guardians</li> </ul>	PA to Head
<ul style="list-style-type: none"> <li>Laminate copies of the letter and fix them to the external notice boards at the school gates</li> </ul>	Head of Facilities
Inform People that the school is Closing	
<ul style="list-style-type: none"> <li>Contact Parents/Guardians</li> <li>Contact Transport companies</li> <li>Request local radio stations to broadcast announcements – see Communications</li> <li>Notify contractors and other site users</li> <li>Cancel relevant bookings and lettings</li> <li>Inform absent staff</li> <li>Notice to be placed on the school website</li> </ul>	Reception/PA to Head/Deputy Principle)
<ul style="list-style-type: none"> <li>Request the LA to contact/notify the following if applicable: <ul style="list-style-type: none"> <li>Home-School transport</li> <li>Notice to be placed on the Council website</li> </ul> </li> </ul>	Reception/Head of Estates
Pupils are Collected by their Parents/Guardians	
<ul style="list-style-type: none"> <li>Inform pupils and supervise them until their parents/Transport collect them</li> <li>Only release pupils to custodial parent/guardian or person pre-designated by parent/guardian as an authorised contact.</li> <li>Keep log that includes the name of the pupil, the name of the person collecting the pupil, and the date, time and purpose for collection.</li> <li>Persons picking up pupils will present positive proof of their identity. if not known to staff.</li> </ul>	Assistant Headteachers, Teachers, HLTA's and

<ul style="list-style-type: none"> <li>• Make a risk assessment before allowing, and record of all the children who have walked home on their own, as they normally would.</li> </ul>	<i>SSAs</i>
<ul style="list-style-type: none"> <li>• Be visible/accessible when parents/guardians collect their children</li> </ul>	<i>SLT/LT</i>
<b>Before you Leave</b>	
<ul style="list-style-type: none"> <li>• Leave an appropriate message on the school answer phone</li> </ul>	<i>Reception</i>
<ul style="list-style-type: none"> <li>• Make appropriate arrangements for the care of any pets/animals</li> <li>• Secure the School buildings and site after everyone has left</li> </ul>	<i>Facilities Manager / Deputy Principle/ Head</i>

School Closure Procedures are as follows;

**To All RBWM Schools:**

**SCHOOL CLOSURE PROCEDURES**

1. Head to liaise with the Chair of Governors/ CEO
2. Inform the Council:
  - During office hours (08.00 to 18.00)
    - Telephone **01628 683 800**
    - Outside office hours(18.00 to 08.00)  
Telephone **01753 853517 option 1**
    -
3. Inform parents as early as possible to avoid un-necessary disruption. This could include:
  - Using the Local Radio Stations
    - BBC RADIO BERKSHIRE broadcasts on 104.1, 104.4, 95.4, 94.6 FM & DAB. Telephone 0118 946 4200 (0700 –1900), Code word is PUBLIC SERVICE. You will be asked for your DfE number.
    - HEART broadcasts on 97.0, 102.9, 103.4 FM. Telephone 0118 945 4400 (available between 0500 and 1800 on weekdays). You will be asked for your DfE number.
    - Jack fm Berkshire (was READING 107) broadcasts on 107.0 FM. Telephone 0118 986 2555. Code word is CREATION
    - Wycombe Sound broadcasts on 106.6 FM. Telephone: 01494 449900. Code word is PEPPERPOT
  - Updating the schools website
  - Updating the schools answerphone message
  - Email/text
  - By letter if this is appropriate

The Council will also post the details on its website and keep them updated in response to your calls. The weblink is <http://www.rbwm.gov.uk>

## **15.0 COMMUNICATIONS PLAN**

### **a) General Principles to be followed by the school in all communications in an emergency:**

- Information will be verified, accurate and reliable, not elaborated, enhanced, inferred, suggested, assumed, and based on hearsay or second hand.
- Information will be true. False information can be misleading, cause distress and be subject of accusations/litigation at a later date.
- Information will be consistent with what has been previously released.
- Information will be consistent with what has also been released by RBWM

### **b) Means of Communication**

- Telephone is likely to be the principal means of communication in an emergency, but the following is a list of other possible means of communication:
  - Local Radio – see previous page.
  - Television – contact via the RBWM Communications Team
  - Newspapers – contact via the RBWM Communications Team
  - E-Mail
  - Fax
  - Telephone
  - Mobile Phone
  - Letter By Post
  - Letter By Pupil
  - Handouts
  - Posters
  - Notice Boards
  - Leaflets Door to Door
  - Text Messages
  - Answerphones/Voicemail
  - Call Centre
  - Conference Call
  - Video Conference
  - Restricted Meetings
  - Open Meetings
  - School Web Site
  - Council's Web Site - contact via the RBWM Communications Team

### **c) Contact the RBWM if any additional staffing/resources are required to help with communications**

#### d) Communicating with the LA

- RBWM should be contacted in the event of an emergency incident in accordance with the Initial Response procedures above.

RBWM EMERGENCY CONTACT NUMBERS		
DURING OFFICE HOURS Monday to Friday 8 am to 6 pm	Customer Service Centre	<b>01628 683 800</b>
OUTSIDE OFFICE HOURS	Control Room	<b>01753 853517 option 1</b>

- RBWM maintains a 24/7/365 Emergency Duty Officer (EDO) rota, so that there is always a senior manager available to support schools in an emergency situation.
- The EDO will assist the school in evaluating the information gathered, assessing the response level and in implementing the initial response.
- Most of the emergency situations that occur are minor in nature and will be dealt with by the school with little or no support from the EDO. However, in more serious situations the EDO will also provide the liaison between the school and the other departments of the RBWM e.g. the RBWM Communications Team, relieving the school from the task of communicating and organising, freeing up the school to concentrate on its internal situation.
- Where the situation demands, the Director of Children's Services will form an RBWM Emergency Management Team comprising of other senior managers within the department, to support the school in dealing with the emergency.
- Where Schools require emergency support in the form of additional staffing resources the LA can mobilise its staff from their other departmental duties to work in support of the school either on site or from the Council's offices. All LA staff are subject of DBS checks.
- The RBWM can also assist the school to locate additional teaching staff to be made available from supply contacts or from other schools where this is required.
- Where the emergency involves the wider community e.g. a major fire, or incident involving evacuation of parts of the Borough, RBWM has its own Emergency Plan. If this happens RBWM will provide the link between the Council's Emergency Operations Centre (EOC) and the school, relaying the requirements of the Borough's emergency response to the school and keeping the EOC apprised of the school's situation and progress.

- It is essential that there will be good liaison between the school and RBWM if the above arrangements are to work properly.

#### **e) Communicating with Parents**

- In an emergency situation the school will need to ensure that they are communicating efficiently with parents in order to allay fears and minimise panic or disruption. Parents need for communication should be managed so as to ensure they do not distract emergency services and school staff from doing their jobs.
- Some points to bear in mind when communicating with parents:
  - The school will understand and appreciate the feelings parents for the safety and well-being of their children in an emergency situation.
  - The school will remain person focused rather than purely process focused.
  - The school will be sensitive, honest and caring.
  - Communication with parents/guardians will be drafted and delivered in an informative and re-assuring manner,
  - The school will not seek to down-play serious issues – give them the facts.
  - The school will treat parents of the injured as individuals, not members of a group
  - Parents will hear important facts from the school before they are released through the media.
  - The media can move very fast so the school will react quickly to events as they unfold.
  - The school will also consider how to communicate with parents, but also consider how parents will communicate with the school:
  - Telephones manned by people are preferable to recorded messages on answerphones or voicemail, as this will just make anxious parents go elsewhere for information.
  - Additional staff may be required to staff telephones.
  - Separate telephone lines may be required to handle incoming calls so as to free up other lines for the school to make outgoing calls to manage the emergency.
  - Additional telephone lines may be required at short notice via BT.
  - Mobile phones may be used but arrangements will be made for recharging batteries.
  - In a serious situation a separate help line could be established by the LA Customer Services to deal with incoming calls. This would also take some of the pressure off the school, but the school will keep the help line updated with accurate information.
- Wherever possible, letters will be sent to parents, possibly to be sent home with pupils at the outset of the incident, as this might reduce the number of subsequent incoming enquiries:
  - Explaining what has happened
  - Reassure them that the school and LA have emergency planning procedures in place to deal with incidents
  - Indicating how long it could last
  - Explaining where/how they can obtain further information

- The school will pre-draft letters that could be immediately available to be used in the event of having to activate the School Evacuation, Migration or Closure Plans.
- Some elements of the press and media may be unscrupulous and unethical in their methods, including trespassing and posing as parents or others to obtain information. Identities will be verified before any authorised information is given out by the school.
- The school will provide a means for parents and members of the public to contact them outside normal hours by including reference to the LA's Forest care emergency call centre number (see above) on their answerphone, by posting this on the external school notice boards and on the school's website.
- Parent contact details are maintained and kept up to date by Reception and copies are kept in the reception emergency file.

#### f) Communicating with the Media

- **ALL PRESS AND MEDIA ENQUIRIES SHOULD BE REFERRED TO THE RBWM COMMUNICATIONS TEAM, WHO WILL DEAL WITH THE PRESS AND MEDIA ON BEHALF OF THE SCHOOL ON 01628 796220**

- The school will liaise closely with the Communications Team, who will assist the school to deal with the media in the event of an incident, including drafting press releases and statements, organising press conferences and dealing public requests for information.
- The school will prepare general prospectus-type information about the school in advance of any emergency. Having this information ready to give to the media could take the pressure off the school when they are in an emergency situation.
- The school will aim to create and maintain a positive relationship with the media, because in some emergency situations the media can help the school by giving out important information messages.
- Local radio stations already provide assistance in communicating details of school closures, but they, and the other media (television, newspapers etc.) may also have a role to play in ongoing communication in an incident, e.g. in helping to get messages across to parents, neighbours and other stakeholders.
- The school will therefore consider taking a pro-active approach, scheduling press conferences etc. as required. This may also reduce the ad hoc demands from the press and media for information.
- The school will not release photographs to the press without first obtaining written permission of parents, pupils and adults who may appear in the photos. All



photography will be in accordance with the school's own policy and RBWM Guidelines.

- The school will appoint a dedicated media spokesperson
- This will be the Chair of Governors
  
- The Spokesperson's role will include:
  - Speaking for the school to give information and reassurance.
  - Liaising with the Communications Team on behalf of the school
  - Approving press releases and statements on behalf of the school
  - Giving short media briefings/interviews organised by the Communications Team
  - Dealing with internal communication issues within the school.
  
- Other staff will not deal with communications/media as they may not be in possession of all of the current facts or may have information that has changed. This could lead to unnecessary concern or anxiety amongst staff, parents and the public.
  
- The school Spokesperson will be given coaching/briefing by the Communications Team on how to communicate with the media, but the following points will be considered:
  - Follow the General Principles laid down at the beginning of this section
  - Select an appropriate location to speak to the media with adequate lighting, quiet and with a suitable background.
  - Ensure that furniture is appropriate, e.g. tables and chairs, lectern etc. If the media are standing then stand, if they are sitting then sit but try to keep any cameras etc. from looking down on you.
  - The updated Initial Contact – Information Gathering section may be an appropriate format for providing information about the incident
  - If information is lacking, explain that more details will be made available as soon as possible.
  - Prepare your one or two key messages – your 'must points'.
  - Try to have a smart appearance
  - Set a calm tone from the beginning.
  - Speak clearly, calmly and slowly
  - Keep eye contact.
  - Always start with expression of condolences or concerns for any victims and their families.
  - Do not be afraid to show emotion but try not to break down
  - Do not speculate about the cause of any incident
  - Do not place blame for the incident.
  - "The incident is under investigation by the Police/Fire Service/Health & Safety Executive".

- “That question will have to be referred to the Police/Fire Service/Health & Safety Executive”.
- The spokesperson will not confirm numbers of any injured/dead – this will be a matter for the emergency services.
- State that appropriate follow-up services are being provided for students, staff and parents by internal and external resources (if true).
- Show that you are in control of the situation and doing everything you possibly can to minimise the consequences (if true).
- Counter or deny dangerous rumours if you know they are untrue.
- Use the three P’s if this is appropriate: Pity, Praise and Promise, e.g.   
 ..“this has been a terrible incident which has had a profound effect on everyone in the school...our thoughts are with ....”“...there has been a tremendous response from staff in the school who are working with ... to ..., and I would like to thank the emergency services...”“...the school will be co-operating fully with ... to find out what happened and to ensure that this will not happen again...”
- Remember, be sure of your facts before releasing any details – once a ‘fact’ is in the public domain, there is no going back.
- The school will keep a record of what the spokesperson says publicly, so that this is available in the event of a subsequent inquiry.

#### **g) Communication with Pupils**

- The school will ensure pupils are kept up to date with the emergency as appropriate.
- Communication with pupils will be in an appropriate manner so as not to cause distress or upset
- Face to face verbal communication will be used by staff who are known and trusted by the pupils (regular teachers)

#### **h) Communicating With Staff and Governors and MAT**

- Staff and Governors will be kept up to date with the emergency as it unfolds
- All communication with school governors will be channelled through the Chair who will approve all information before it is sent out.
- Staff will be instructed not make statements or give information to the press or media. This is because they may not be in possession of all of the current facts or may have information that has changed. This could lead to unnecessary concern or even panic amongst staff, parents and the public.
- Individual staff at school or outside school may be approached by the press or media and put under direct pressure to answer questions. However, all staff will be made aware not to answer questions and not let themselves be tricked or pressurised into giving out information.
- Staff and Governor contact details are maintained and kept up to date by HR and PA.

#### **i) Communication with Radio Stations**

For communication with the three local radio stations please refer to paragraph 4.13 of this document

#### **j) Translation and Interpretation**

- Where an emergency situation requires support for translation or interpretation e.g. an emergency with an offsite visit in another country or involving a deaf person, the school will make use of the Communications Team.

### **16.0 CONTACT DETAILS**

#### **a) Parents and Guardians.**

A list of contact details for parents and guardians is maintained by the school. this list includes:

- *Child's Name, Class, Date of Birth,*
- *Parent/ Guardian 1 Name, address, telephone, e-mail*
- *Parent/ Guardian 2 Name, address, telephone, e-mail*
- *Other persons who are authorised to collect the child from school Name, address, telephone, e-mail*

*In the event of an emergency system this information is held in the emergency grab file located in the locked cupboard in reception.*

#### **b) School Governors.**

A list of contact details for the school governors is maintained by the school. This list includes:

- *Name, role, committees, address, telephone number, e-mail address, any relevant skills/expertise that may be of use to the school in an emergency e.g. language skills*

#### **c) Staff.**

A list of contact details for the staff is maintained by the school. This list includes:

- *Name, Post held, address, telephone numbers, e-mail address, any relevant skills/expertise that may be of use to the school in an emergency e.g. counsellor, special needs*

#### d) RBWM Contact Details

##### OUTSIDE OFFICE HOURS

**All of the Council's Services can be contacted outside office hours via Tinkers Lane Control Room on 01753 853517 option 1**

##### DURING OFFICE HOURS

**Business Support - 01628 796367**

#### Emergency Planning Officer:

- Borough Emergency Planning Officer 503481 Jonah Maddocks 01635
- Out of Hours call Tinkers Lane Control Room 01753 853517 option 1

#### Other Functions:

- Home to School Transport Transport Co-ordinator Phillip Millward 07874121437
- Communications Team Communications Manager Louisa Dean 01628 796410
- Building Group Principal Building Surveyor James Saunders 01628 796883
- Customer Services Customer Service Centre 01628 683800
- Human Resources HR Business Partners Kathy Hook 01628 796414
- Health & Safety Health and Safety Advisor Daniel Houston 01628 796641
- ICT Support ICT Services Manager Rebecca Stafford 01628 796330
- Finance Team business.hub@achievingforchildren.org.uk
- Special Needs SEN Manager David Griffiths 07923241069
- Education Psychology Senior Psychologist Frances Lee 07783656931
- Curriculum and Assessment Director of Education Clive Haines 07825862200
- Support Manager Support Services Lynne Penn 07887635049
- Environmental Health envhealth@rbwm.gov.uk
- Public Health Head of Public Health public.health@rbwm.gov.uk

## **17.0 BEREAVEMENT,**

In the event of the death of a pupil or member of staff, the school should immediately inform the Head of Children Services who will notify and alert the relevant RBWM staff of the death.

The following should be regarded as a checklist of possible responses to bereavement.

- With the loss of a member of staff the school will liaise with the RBWM Human Resources Business Partners (see 4.5 (d) for contact details) in respect of pension entitlements for the family of the deceased. The HR Business Partners will also deal with the necessary correspondence including a letter from the Director to the family of the deceased where this is appropriate.
- Where the deceased is a teacher, the school may also need to make arrangements for other staff to cover their classes, arrange for temporary or supply teachers, and for making a new appointment to the post. The school's HR team will deal with this.
- In addition, the school will consider how to deal with the family of the deceased, working with the Police Family Liaison Officer, the staff, pupils, parents and the wider school community.
- Where the deceased or their family are from a minority or ethnic group, the school should ensure that staff understand and are sensitive to their cultural needs. Responses to death and the beliefs and rituals surrounding it vary across different cultures and religions. Teachers and professionals need to be aware of these differences, which include dress, hair, food, emotional reaction and funeral customs. What may seem disrespectful in one culture may be a mark of respect in another. This could be incorporated into the curriculum so that children as well as staff are respectful of these differences.
- The school should immediately establish a line of communication with the family of the deceased and agree with the family what information can be released about how the person died and what happened. (via the Police Family Liaison Officer) The school should also consult with the family about what the school is doing and will respect the wishes of the family concerning any arrangements including involvement by the family. In the same way the school should respect the wishes of the family about involvement by the school in any arrangements being made by the family e.g. for the funeral.
- Teaching staff should be notified straight away. They may also need to be briefed about what the school is doing, take time to prepare themselves to handle questions from pupils and parents, and to monitor pupils for any signs of emotional trauma. Arrangements should also be made to notify ancillary staff such as nursery, admin, catering and cleaning staff etc. at the appropriate time in an appropriate way. Staff may themselves be affected by the bereavement, and the Headteacher should talk to them collectively and individually over the coming days/weeks/months, monitor them, and ensure they receive the necessary support if they are unable to cope, e.g. bereavement counsellors, obtainable via school's HR team. The Chairman of Governors and governing body may also have a role in monitoring the Headteacher and staff for signs of stress.
- It is important for the school to carefully manage the way the news is given to pupils, which will be in a controlled way. Time will be taken to plan how to break the news to pupils, what to say, and who will say it. Ideally this should be by the Headteacher at morning assembly followed up by class time in tutor groups. Pupils will need to be told what has happened and how everyone is feeling about it. It may also be appropriate to tell them why it happened, and younger pupils may need to

be re-assured that it will not happen again, and it will not happen to them. It may be necessary to explain to pupils that the school is grieving/mourning the loss of the individual, what this means, how this makes us feel, that this is a natural process we all go through, what will be happening in school because of this, and how they can participate. It may be important for pupils, and especially younger pupils, to then be with the teachers and staff who they are familiar with so that they can feel safe to talk and share about how they feel about what has happened. This follow-up time is important to enable teachers to provide reassurance, answer individual questions and provide guidance to the class group about how they should be feeling that it is alright to feel sad, or not to feel sad, and how to respond to what has happened. Bereavement is a normal part of human experience and while it may be very sad, it is important not to over-play it, or make pupils feel traumatised or distressed. Pupils may also need some practical way to focus how they feel about what has happened, and the school can provide ways to do this, e.g. writing cards, making floral tributes, planting a tree of remembrance, a plaque, a book of condolence, a book of remembrance, a special assembly, a memorial service etc. An appropriate quiet area could be set-aside in the school for pupils to come to talk to staff about what has happened. The school will take advice from the RBWM Education Psychology Service when planning how to handle the pupils in this situation (contact details as above 4.5 (d)).

- The Headteacher may need to write a letter to parents to inform them about what has happened and concerning any arrangements that have been made. If the deceased is a member of staff, parents may need to know what arrangements the school is making to provide staff to cover their classes. In addition, the Headteacher and staff may need to make themselves available before/after school for parents and others to talk to. A follow up letter may be required to notify parents about subsequent events and arrangements e.g. special assembly, memorial service etc.
- The wider school community may also need to be notified and involved in an appropriate way. They should also be able to provide useful support e.g. the PTA, extended school providers, early year's providers, voluntary organisations, local churches, faith groups etc. and anyone who has links with the school. The school website and newsletter could also be used to carry the news.
- In cases of bereavement many people feel the need to express their feelings about what has happened, by sending cards, flowers, money or other items to the school, unless they are specifically told not to.
- Cards could be put on a special pin board/display, forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance. They should not be thrown away because this might hurt the sender's feelings.
- The school may need to designate a suitable place for people to put flowers where they are visible and can be perused. It may be appropriate to make them into a floral tribute but ensure that flowers that may arrive later can also be included otherwise people may feel that their contributions have been rejected. Pupils could help with displaying/arranging the flowers. Remember flowers will quickly perish without water, and even with water flowers may wilt and become unattractive in time. But disposal of flowers may also be a contentious issue, and they will not be just thrown away. The school may need to adopt a policy for this e.g. the flowers to be used at the funeral, or taken to the cemetery, or another appropriate location at an appropriate time. This may be an opportunity to discard any wilted stems, remake the floral tribute or make them into wreaths. The small cards sent with the flowers may also contain written messages, and these could be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.
- Items such as toys or photographs could also be forwarded to the family of the bereaved or included in a book of condolence or a book of remembrance.

- Books of condolence or remembrance could be forwarded to the bereaved family at an appropriate time.
- N.B. the family of the bereaved may not want to be bombarded with cards, flowers or other items, so the school should always ask first before forwarding these to the family.
- A clear written record of money received, and donors will be maintained by the school, and the money will be used for the purpose for which it was given. Money given for the family of the deceased should be passed on to them or donated to a charity instead if they prefer, and the school should respect their wishes. In the case of multiple bereavements, the school will carefully consider a policy on how such money will be distributed. The school will take specialist advice if it is considering setting up charitable trusts.
- It will not be necessary to provide helplines for counselling in respect of a single bereavement, however this may be appropriate in respect of multiple fatalities or where the incident involved violence. Where individual pupils or staff appear to be more seriously affected, bereavement counselling assistance can be obtained from the HR Business Partners for staff, and the Education Psychology Service for pupils as required. See above 4.5(d)
- The school should consider seeking help and advice from external organisations where appropriate (see section 7).
- Please refer also the sections below on Communicating, and Recovery.

## 18.0 EVACUATION

Refer to school evacuation procedure

### SCHOOL EVACUATION PLAN

This plan is for the evacuation for the School buildings in the event of an emergency.

<b>If the Fire Alarm Sounds</b>	
<ul style="list-style-type: none"> <li>• Call the emergency Services</li> <li>• Initiate an action log</li> </ul>	<i>Reception</i>
<ul style="list-style-type: none"> <li>• Notify the LA and request additional staff/resources if required</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>• Notify the Chair of Governors and other site users</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>• Nominate staff to deputise for those staff in the Plan who are absent</li> <li>• Organise/ instruct staff to assist where appropriate.</li> <li>• Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs.</li> </ul>	<i>Deputy Principle</i>
<ul style="list-style-type: none"> <li>• If appropriate contact School Governors/PTA to come to assist the School</li> </ul>	<i>Chair Govs</i>
<b>Gather the Resources You Will Need</b>	
<ul style="list-style-type: none"> <li>• Bring your mobile phone/charger and your copy of the School Emergency Plan</li> </ul>	<i>All</i>
<ul style="list-style-type: none"> <li>• Bring the Admin Grab Bag: Location of safe havens &amp; LA contact details, pens &amp; paper, site hazard register, site and floor plans, fire drawings, spare copies of the School Emergency Plan.</li> </ul>	<i>PA to Head</i>
<ul style="list-style-type: none"> <li>• Bring the Emergency Laptops/chargers: with e-copies of the above</li> </ul>	<i>Craig Williams</i>
<ul style="list-style-type: none"> <li>• Bring class registers and pens</li> <li>• If there is time make the children bring their coats and lunch boxes</li> </ul>	<i>Reception/Teachers</i>
<ul style="list-style-type: none"> <li>• Bring the School Grab Bag and distribute the contents to staff/pupils as necessary: high visibility tabards, torches, disposable rain ponchos, disposable foil blankets, spare batteries, umbrellas.</li> </ul>	<i>PA to head</i>
<ul style="list-style-type: none"> <li>• Bring the First Aid Grab Bag/s: first aid kits, water, biscuits, children's medications &amp; instructions for use</li> </ul>	<i>PA to Head/Teachers</i>
<b>Evacuate the Buildings</b>	
<ul style="list-style-type: none"> <li>• If there is time, switch off electrical equipment and close windows.</li> <li>• Evacuate the buildings via the designated fire exits</li> <li>• Form up by classes/groups at the designated assembly point.</li> </ul>	<i>All</i>
<ul style="list-style-type: none"> <li>• If the assembly point is covered by smoke or too close to the fire, designate the backup assembly point to be used.</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>• Inform pupils what is happening</li> <li>• Take a class register and send a report to the Associate Headteacher.</li> <li>• Supervise the children</li> </ul>	<i>Teachers</i>
<ul style="list-style-type: none"> <li>• Check the Visitors Book, account for any visitors, contractors and suppliers</li> <li>• Report to the Associate Headteacher.</li> </ul>	<i>Reception</i>
<ul style="list-style-type: none"> <li>• Ensure the whole School is accounted for.</li> <li>• Initiate appropriate action to locate/report missing individuals.</li> <li>• No-one is to re-enter the buildings unless it is safe to do so.</li> </ul>	<i>Deputy Principle</i>



<ul style="list-style-type: none"> <li>• Report to the Headteacher.</li> </ul>	
<ul style="list-style-type: none"> <li>• Make appropriate arrangements for the care of any School pets/animals.</li> <li>• If appropriate, shut off power and gas supplies if it is safe to do so.</li> </ul>	<i>Head of facilities</i>
<b>Fire Fighting</b>	
<ul style="list-style-type: none"> <li>• Only fight the fire if it is safe to do so, and never alone.</li> </ul>	<i>All</i>
<b>Handover to the Emergency Services</b>	
<ul style="list-style-type: none"> <li>• Handover to the Emergency Services and follow their instructions</li> <li>• Report any persons still in the buildings, or who are unaccounted for.</li> <li>• Handover copies of the site and floor plans, site hazard register and fire drawings to the Fire &amp; Rescue Service</li> </ul>	<i>Headteacher</i>
<b>Manage the Situation</b>	
<ul style="list-style-type: none"> <li>• Assemble the School Emergency Management Team</li> <li>• Gather the information, assess the situation and decide what to do.</li> <li>• Consider activating the School Migration/Closure Plans.</li> <li>• Notify the LA, request additional staff/resources if required</li> </ul>	<i>Headteacher</i>

## 19.0 SCHOOL EXAMINATIONS

Refer to school [exam contingency plan](#)

## 20.0 FIRST AID

Refer to school [First Aid policy](#)

## 21.0 INFECTIOUS DISEASE PLAN

The following diseases are notifiable – [www.gov.uk/guidance/notifiable diseases](http://www.gov.uk/guidance/notifiable-diseases)

a)

Acute encephalitis	Acute infectious hepatitis
Acute meningitis	Acute poliomyelitis
Anthrax	Botulism
Brucellosis	Cholera
COVID-19	Diphtheria
Enteric fever (typhoid or paratyphoid fever)	Food Poisoning
Haemolytic uraemic syndrome (HUS)	Infectious bloody diarrhoea
Invasive group A streptococcal disease	Legionnaires disease
Leprosy	Malaria
Measles	Meningococcal septicaemia
Monkeypox	Mumps
Plague	Rabies
Rubella	Severe Acute Respiratory Syndrome (SARS)
Scarlet fever	Smallpox
Tetanus	Tuberculosis
Typhus	Viral haemorrhagic fever (VHF)
Whooping cough	Yellow fever

In the event of an occurrence of a notifiable disease or serious illness in the school, the Headteacher will notify the LA who will:

b)

- alert the RBWM Emergency Planning Officer, Health and Safety Advisor and Environmental Health Officer
- arrange for the appropriate health professionals to become involved and give advice
- where necessary will circulate information to other schools to minimise the risk of the disease or illness spreading
- alert the RBWM Communications Team to assist the school with media enquiries
- alert the Kitchen Manager, where this is relevant

- consider requests from the school for additional support (e.g. staffing or finance).

c) The nature of the advice given by the health professionals will depend on the type and seriousness of the illness, and whether it is an isolated case or an incident involving multiple cases. But in general terms it will include guidance to the school on what the health authority will do, what the school should do, and what advice should be given to parents.

d) In respect of written guidance on dealing with medical emergencies and specific diseases and illnesses please refer to *Guidance on Infection Control and Communicable Diseases in Schools and other childcare settings* published by Public Health England.

e) The school will manage the incident by

- nominating a member of staff to liaise with the other parties.
- guided by the health professionals, provide information to parents/guardians and other site users advising them of the incident, of the action the school is taking and what action parents and families need to take.
- keeping suitable records of current, new and suspected pupil cases including ages and numbers by class, date of commencement of illness, details of any other family members known to be affected and when the symptoms ended.
- keeping similar records in respect of members of staff and other site users.
- following the advice of the health professionals by implementing relevant control measures required to minimise the risks of spreading the infection which could include:
  - ⇒ instigating any additional cleaning/disinfection regimes where required.
  - ⇒ applying any necessary 'exclusion' of cases to prevent the spread of the disease or illness.
  - ⇒ ceasing use of drinking water fountains, water play, cooking lessons where food is consumed.
  - ⇒ temporarily closing school kitchens.

f) The response to a more widespread serious communicable disease or illness such as a flu pandemic will be likely to be managed by the Department of Health advised by the Public Health England at a regional or national level. RBWM will receive medical advice and instructions from the government as the situation develops and will pass these on to schools. In such a situation it is unlikely that action would be required on the part of individual schools, as all schools in the Borough will be likely to be equally affected and the advice and guidance issued would be likely to apply to all.

g) Experience has shown that some parents may decide to keep their children away from school if they believe they are at risk of becoming ill, despite medical advice or guidance to the contrary. The school will ensure that any medical advice passed on to parents is in written form and simple to understand. See section on Communication.

Separate advice and guidance will be issued in the event of an outbreak of avian or pandemic flu.

## 22.0 LOCKDOWN PLAN

This is an American term, referring to the procedure for keeping pupils safe by keeping them indoors in their classrooms or other safe locations away from a perceived threat.

- a. Lockdown could also apply if the intruder is within the school buildings, in which case a quick assessment will be made as to whether it is safer to keep pupils within their classrooms or to evacuate and disperse them.
- b. The Headteacher/ VP will activate the lockdown signal, which is **THE COLOUR OF THE DAY TODAY IS BLUE**, this will be communicated via the Tannoy system.
- c. **Reception/PA to Head** will call the emergency services.
- d. Teachers will clear the halls and get all pupils and staff into the closed classrooms.
- e. Staff will keep all pupils in their classrooms until given all clear.
- f. Consider locking doors/gates, if possible, shut/lock windows and close blinds.
- g. Turn off lights if necessary.
- h. Keep pupils seated and away from doors and windows. There may be circumstances when it is best to sit on the floor or under desks, where possible.
- i. Teachers will maintain (as best they can) a calm atmosphere in the classroom and keep alert to the emotional needs of pupils.
- j. Try and keep pupils engaged in a quiet activity or game.
- k. Staff will not allow anyone out of the classroom during a lockdown procedure in any circumstances.
- l. Teachers will remain with their pupils at all times.
- m. If the teacher is out of class at the time of the incident, and then they should only attempt to go back to the classroom IF SAFE to do so. However, if this is too risky or dangerous, then they will try and make contact with the children as soon as possible.
- n. Follow the Emergency Initial Response checklist. (Follow the 'What to do in an Emergency of this document).
- o. Parents will not be allowed to pick up their children during a lockdown procedure.
- p. If the children are outside, teachers/supervisors will, depending on the situation, either move them to the nearest building that can be secured and has an alternative escape route, or take them as a group away from the situation to another safe area.
- q. The Headteacher/Associate Headteacher will activate all clear signal by visiting each class and explaining the situation that has occurred.

## 23.0 MIGRATION PLAN

- a. In certain circumstances, it may be necessary to vacate the site and relocate pupils and staff to an alternative location for safety reasons, for example, during bad weather, or in the event of smoke from a nearby fire making the assembly areas untenable.
- b. The school will develop reciprocal arrangements with Cox Green school and suitable organisations to provide options for safe havens to which the school could migrate in an emergency. The locations to be close by to enable migration on foot along safe routes, available during school hours, and to provide suitable and safe accommodation.
- c. There will be more than one safe haven preferably in different directions from the school to allow for migration in more than one direction.
- d. The designated safe havens are: Cox Green School 01628 629415
- e. Because migration may not be without hazards e.g. very young children crossing roads, the situation will be subject of a risk assessment by the Headteacher, and migration will only be undertaken if the risks of staying exceed the risks of going, or if instructed to do so by the emergency services.
- f. The School Migration Plan is set out as follows:

## SCHOOL MIGRATION PLAN

This plan is for the evacuation of the whole School site and moving to a place of safety.

<b>Initiate the Migration Plan</b>	
<ul style="list-style-type: none"> <li>Assemble the School Critical Incident Management Team.</li> <li>Assess the situation, only migrate if the risks of staying exceed the risks of going, or if instructed to do so by the emergency services</li> <li>Decide which Safe Haven is the most suitable and ensure it is available, notify them the school is coming</li> <li>Consider activating the School Closure Plan</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>Notify the LA, request additional staff/resources if required</li> <li>Request the LA to organise transport if there is time</li> </ul>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>Notify all staff when the School Evacuation/Migration/Closure Plan will be activated, the mode of transport and to which Safe Haven.</li> <li>Nominate staff to deputise for those staff in the Plan who are absent.</li> <li>Organise/ instruct staff to assist where appropriate.</li> <li>Make and initiate appropriate arrangements for anyone who is disabled, vulnerable or has special needs.</li> <li>Liaise with the Safe Haven/LA if additional staff/resources are required</li> </ul>	<i>Associate Headteacher</i>  <i>Deputy Principle</i>
<ul style="list-style-type: none"> <li>Inform the Police, LA, Chair of Governors and other site users when the School Migration Plan will be activated, mode of transport and to which Safe Haven.</li> <li>Check the Visitors Book and send away all visitors, contractors and suppliers.</li> <li>Initiate an action log</li> </ul>	<i>Reception</i>
<ul style="list-style-type: none"> <li>If appropriate contact School Governors and/or PTA to come to assist the school</li> </ul>	<i>CEO</i>
<b>Dispatch an Advance Party to the Safe Haven</b>	
<ul style="list-style-type: none"> <li>Take copies of the School Emergency Plan, mobile phones/chargers and laptops.</li> <li>On arrival at the Safe Haven make arrangements for the arrival of the school, including reception and directions, accommodation, toilets, catering, disabled access, special needs, Safe pick-up points for parents collecting children.</li> <li>Liaise with the Safe Haven/LA if additional staff/resources are required.</li> <li>Prepare to activate the School Closure Plan</li> </ul>	<i>Headteacher/Deputy Principal/ VP</i>
<b>At the designated time activate the School Evacuation Plan</b>	<i>Headteacher</i>
<b>When the Evacuation is complete, activate the Migration Plan</b>	<i>Headteacher</i>
<ul style="list-style-type: none"> <li>Inform the pupils what is happening</li> <li>If transport is available, travel in class groups with at least 2 adults per class</li> <li>If transport is not available, form up into a column by class groups with youngest (slowest walking) children at the front of the column.</li> <li>Walk in column by class groups to the Safe Haven.</li> <li>Keep together and take care crossing roads.</li> <li>If parents/guardians join the column while en-route encourage them to walk with the column to the Safe Haven. Children will only be released to parents/guardians en route if their identity is known.</li> <li>Keep a register of children who are collected by their parents/guardians en route.</li> </ul>	<i>Teachers and HLTA's</i>
<ul style="list-style-type: none"> <li>Secure the School buildings and site after everyone has left, and report the site as secure to the Headteacher</li> <li>Make appropriate arrangements for the care of any School pets/animals</li> </ul>	<i>Head of Estates</i>
<b>On arrival at the Safe Haven</b>	
<ul style="list-style-type: none"> <li>Proceed as directed by the Advance Party</li> </ul>	<i>All</i>
<ul style="list-style-type: none"> <li>Take a class register and send a report to the Associate Headteacher</li> <li>Keep the children under supervision and engaged in appropriate activity</li> </ul>	<i>Teachers and HLTA's</i>

<ul style="list-style-type: none"> <li>• Ensure the whole School is accounted for, Initiate appropriate action to locate/report missing individuals and report to the Headteacher.</li> </ul>	<i>Deputy Principle</i>
<ul style="list-style-type: none"> <li>• Remain at the Safe Haven until it is safe to return or activate the School Closure Plan</li> <li>• Liaise with the Safe Haven/LA if additional staff/resources are required</li> <li>• Be visible/accessible when parents/guardians collect their children</li> </ul>	<i>Headteacher</i>

## 24.0 RADIO STATION CONTACT DETAILS

- a. Local radio stations may have a role to play e.g. publicising details of school closures, and/or late openings. Once a decision is taken to close, the PA to Head will contact the 4 local radio stations below, initially by phone with a follow up email, if possible, with information for broadcasters about establishment closure or partial closure on each day of closure, there is no need to call them to announce re-opening on subsequent days.

BBC Radio Berkshire	0118 946 4200	radio.berkshire.news@bbc.co.uk
Heart	0118 945 4400	news1029@heart.co.uk
Jack fm Berkshire	0118 986 2555 / 01865 575106	News@jackfm.co.uk
Wycombe Sound	01494 449900	Studio@wycombesound.org.uk

- b. You should provide them with the following information:
- Relevant password for each radio station (Up to date passwords can be obtained from the RBWM Communications Team – see page 35)
  - The name of your establishment
  - The area in which your establishment is based
  - The degree of closure – which years are affected etc.
  - Give an indication as to how long the establishment will be closed
  - If it is open but there are significant restrictions, please give details e.g. no meals, no heating, warm clothing required etc.

## 25.0 SHELTER PLAN

Emergencies may very occasionally arise when it is safer for the members of a school to remain within the school building beyond normal school hours. These would be very rare indeed, e.g. a factory fire with hazardous fumes or a terrorist attack.

- a. In these situations, it is essential that all doors and windows be kept shut. All appliances, such as extractor fans and air conditioning, will be switched off.
- b. Senior staff will wait for all clear from the emergency services. If telephone lines are down or busy, listen to the radio or TV. It may be necessary to maintain this situation for several hours, or even overnight. In very extreme circumstances it will be safer for children to be kept in the school for a long period even without food and blankets.



## 26.0 AFTER THE EVENT

### GENERAL PRINCIPLES

- a. The recovery process and timescale following a critical incident will vary depending on the circumstances.
- b. In a serious recovery situation, the school will inevitably rely heavily on expertise and guidance from the RBWM and outside organisations and agencies.
- c. Emergency incidents may impact on one or more of the following:
  - People
  - Buildings
  - ICT systems
  - Supply chain
  - Resources
  - Reputation
- d. The impact on people is the most important

### PEOPLE

- a. The school will:
  - Identify who has been affected by the incident.
  - Understand how they have they been affected by the incident.
  - Identify what support they need to fully recover.
  - Ensure that this support is provided.
- b. People who may have been affected by the incident could include:
  - Pupils
  - Teachers
  - Headteacher
  - School governors
  - Parents
  - Relatives
  - Friends
  - Pupils who may not have been directly affected
  - Other staff in the school e.g. admin staff, cleaners, caterers
  - Helpers

- Recovery personnel e.g. counsellors, emergency service personnel
- Neighbours
- Bystanders
- The local community
- Those in the RBWM School community
- Those who have already suffered over loss or tragedies in the past

c. People may have been affected in numerous different ways:

- Physical injuries
- Shock and mental trauma
- Grieving for the injured and affected
- Loss or bereavement
- Fear
- Stress
- Exposure to carnage and destruction
- Sympathy
- Anger
- Sadness
- Depression

d. Identifying how each person has been affected and ensuring they get the support they need to recover may be a lengthy process. The school will commit to engage and work closely with the LA, Educational Psychology service and other appropriate agencies.

e. At the Time of the Event

- Speeding recovery and minimising the impact of an event begins at the time of the event. At the time of the event, the school will:
  - ⇒ Stay people focused
  - ⇒ Be honest
  - ⇒ Be sensitive
  - ⇒ Give people information and choice
  - ⇒ Not over-protect parents/staff from facts
  - ⇒ Understand and appreciate the feelings parents for the safety and wellbeing of their children in an emergency situation.
- Establish lines of communication as quickly as possible – see above Communicating in an Emergency
- Do not leave a recorded message on the school phone unless it is directing parents to a help line where they can talk to someone

- Set up support mechanisms quickly. The LA can assist with a helpline so people can talk to someone.
- Keep staff informed as the situation develops by debriefing staff and pupils before they go home wherever possible.

f. Within 24-72 Hours

- Identify who has been affected by the incident
- Begin the process of assessing how they may have been affected (recognise that this may require specialist expertise and seek assistance from the LA and relevant organisations/agencies)
- Hold briefing meetings for staff/students/parents.
- Arrange counselling as needed.
- Provide opportunities for staff, pupils and parents to talk about the incident.
- Provide support to staff and helpers.
- Continue to brief and debrief all relevant persons when they arrive at school and before they go home.
- Restore normal functioning and service delivery as soon as possible.
- Plan re-integration of pupils/staff.
- Keep parents informed.
- Headteacher will consider writing a letter to all parents and students from the heart, letting them know they can express emotions and asking what they need from the school. Act on the responses.
- Undertake statutory reporting of accidents.

g. Within the First Month

- Remain people focused
- Work with the LA and relevant organisations/agencies to ensure people affected by the incident are receiving the support they need to recover
- Consult and remain sensitive to wishes of victims' families.
- Continue to understand and appreciate the feelings parents for the safety and wellbeing of their children in an emergency situation.
- Encourage parents to participate in meetings to discuss students' welfare and changes post-incident.
- In a major emergency keep any helpline for parents, staff and students open.
- Keep counselling available for students and staff, and if necessary for parents too.
- Set up a room, on or off-site for regular meetings of support groups. This may need to be kept available for a significant timescale.
- Actively encourage after counselling support. Target and seek out children/staff that may need help.
- Talk about victims sensitively but do not fail to mention them.

- Consult with families over memorial services, charity, and use of money sent/donated.
- All pupils to be given opportunity to expand themselves emotionally, e.g. through music, art, writing and drama.
- Arrange/attend condolences/memorial service, visits to the family if appropriate.
- Encourage parents to participate in meeting to discuss students' welfare.
- Identify behavioural changes and the possibility of post-traumatic stress disorder and refer to Health contacts for mental health services.
- Monitor progress of hospitalised staff or students.
- Monitor mental and physical health of all helpers.
- Review emergency response (lessons learned) and policy and procedure.
- Consider symptoms of stress and what actions to take if levels of stress are adversely affecting staff or pupils.

#### h. In the Longer Term

- Consider the effectiveness of the support provided to help those affected by the incident recover. If this is not working, then work with the LA and relevant organisations/agencies to re-assess the situation
  - Monitor staff and students for signs of delayed stress and the onset of post-traumatic stress disorder – refer for specialised treatment.
  - Continue to communicate with families of victims and respect their wishes.
  - Provide ongoing support if needed.
  - Consider including grief as a topic in the personal development, health and physical education because it is a key learning area.
  - Plan for and be sensitive to the disturbing influences e.g. subsequent anniversaries, inquests and legal proceedings.
  - Access specialist support if needed.
  - Ensure information is passed on to relevant parties as to the incident and its impact on the individual. When the pupils move school, ensure the destination school will continue to monitor and provide support if needed.
- i. The school will consider whether there are any individuals who may require additional support on an ongoing basis and will refer them to the LA Educational Psychology Service.

### **BUILDINGS – Tanya – please confirm the below**

- a. The RBWM Head of Property and Admissions and Building Services will provide support to the school in respect of damage to or loss of school buildings.
- b. Types of support that may be required include making safe damaged buildings, provision of temporary services (heating, water, hot water, power, telephone, gas etc.), provision of temporary accommodation, designing replacement buildings, construction project management etc.

- c. In the case of partial loss of school premises – assess if there are safe areas of the school that can be used.
- d. The risk of losing a building will be mitigated by ensuring that Fire Risk Assessments and adequate Security procedures are in place. The Head of Estates is responsible for ensuring these are in place.

### **ICT SYSTEMS – check with craig**

- a. The ICT Manager and Lynx Networks will provide support to the school in respect of damage to or loss of ICT systems.
- b. The risk of losing key data is mitigated by backing up copies of key data, this is regularly carried out by ICT Manager.

### **SUPPLY CHAIN**

- a. The Head of Estates will manage loss of key elements of the supply chain.

### **LESSONS LEARNT REVIEW**

- a. After any incident you should conduct a debrief/lessons learnt
- b. Consider:
  - What happened?
  - How did you respond?
  - What worked well?
  - What didn't work?
  - What made the situation worse or hampered your response?
  - How would you respond next time?
  - What could be done to minimise the chance of such an incident occurring again in the future?
  - What changes need to be made to plans, procedures, environment, etc.?
  - What materials or equipment do you need?
  - How does this impact on your response and preparedness for other incidents?
  - What things could you do to minimise the chance of other incidents occurring in the future?
  - Who is going to be responsible for making any changes?
  - How are you going to monitor that these changes have taken place?

## 27.0. TRAINING AND EXERCISING

Training activities for emergency plans and response activities will be conducted on a continuous basis for all pupils and staff. Training should be revised as necessitated by plan changes or experience in actual events. Remember to be inclusive, as everyone has a role in an effective emergency plan. The records of training should be maintained and monitored to ensure that the information is current

- a While certain portions of the emergency operations plan may need to be practiced on a more frequent basis, the categories of training fall into two basic categories:
  - Generalised knowledge for students and staff
    - ⇒ Potential disaster.
    - ⇒ Warning signals, emergency instructions and appropriate “instant survival techniques.”
    - ⇒ Evacuation routes, staging areas, reception centre/shelter locations.
    - ⇒ Availability of personal and group counselling and support following a disaster.
    - ⇒ Updates in the emergency plan that affect the total population of the setting.
  - Specialised knowledge
    - ⇒ Specific duties and procedures assigned to staff to fulfil responsibilities in the emergency plan.
    - ⇒ Local emergency operations plan integration/coordination.
- b The school already practice fire drills but will also practice lockdown procedures and bomb threats with pupils and staff. In addition, the school will also hold training sessions with all staff to familiarise them with the Emergency Plan and the Settings procedures for different emergency scenarios.
- c Scenarios
  - Intruder on site
  - Report of gunshots in Maidenhead Town Centre
  - Fire at local airfield

## 28.0 APPENDICES/FURTHER INFORMATION

### References / Further Information

Yule H and Gold A, Wise Before the Event: Coping with Crisis in Schools. ISBN 0 403319 667.

Poland, S and McCormick, J.S. Coping with Crisis: A Quick Reference.

Poland, S and J.S. McCormick, Coping with Crisis: Lessons Learned.

Compton, M, Jupiter's Children, Liverpool University.

Daisy's Dream - Document on child bereavement forwarded to your Setting.

## CONTACT DETAILS

### OUTSIDE ORGANISATIONS AND AGENCIES

Emergency Planning			
The Emergency Planning Society	professional body for all those professionals with an involvement in emergency planning, crisis and disaster management  <a href="https://www.the-eps.org/">https://www.the-eps.org/</a>	01347 821972	
Royal Society for the Prevention of Accidents	<a href="http://www.rosipa.com/safetyeducation/adviceandinformation/health-and-safety-at-school/disastermanagement/default.aspx">http://www.rosipa.com/safetyeducation/adviceandinformation/health-and-safety-at-school/disastermanagement/default.aspx</a>	0121 248 2000	
Emergency Planning College	Provides training and resources <a href="http://epcollege.com/">http://epcollege.com/</a>	01347 825025	
DfE	<a href="http://www.education.gov.uk/schools/adminandfinance/emergencyplanning">http://www.education.gov.uk/schools/adminandfinance/emergencyplanning</a>		
Department of Health	NHS contingency plans and advice on preparing for specific types of disasters and attacks <a href="http://www.gov.uk/government/organisations/">http://www.gov.uk/government/organisations/</a>		
UK Resilience	Cabinet Office resource for practitioners <a href="http://www.gov.uk/government/organisations/">http://www.gov.uk/government/organisations/</a>		
Preparing for Emergencies	Government website has information on how you can help yourself and others in emergencies. <a href="http://www.preparingforemergencies.gov.uk/index.shtm">http://www.preparingforemergencies.gov.uk/index.shtm</a>		
Health and Safety			
Health & Safety Executive	Provides advice and information about health and safety in the education sector. <a href="http://www.hse.gov.uk">http://www.hse.gov.uk</a>	01256 404100	
Fire Information Centre	<a href="http://www.the-fic.org.uk">http://www.the-fic.org.uk</a>		
Royal Berkshire Fire and Rescue Service	<a href="http://www.rbfrs.co.uk">http://www.rbfrs.co.uk</a>	0118 959 2888	
DfE	<a href="http://www.education.gov.uk/schools/adminandfinance">http://www.education.gov.uk/schools/adminandfinance</a>		



CLEAPSS (Consortium for Local Authorities Provision of Science Service)	<a href="http://www.cleapss.org.uk">http://www.cleapss.org.uk</a> email: science @cleapss.org.uk	01895 251496
Offsite and Hazardous Activities		
DfE	<a href="http://www.education.gov.uk/aboutdfe/advice">http://www.education.gov.uk/aboutdfe/advice</a>	
RBWM Health and Safety	For all Health and Safety issues in schools. H&S Adviser - Daniel Houston	01628 796111 01628 796641
Health & Safety Executive	<a href="http://www.hse.gov.uk">http://www.hse.gov.uk</a>	01256 404100
Offsite Activities Service	Approves offsite activities at schools on behalf of the RBWM and provides advice and guidance. E-mail <a href="mailto:paul.bowen@achievingforchildren.org.uk">paul.bowen@achievingforchildren.org.uk</a>	01753 853517
Emotional Support		
The Samaritans (helpline)	Voluntary agency providing 24-hour support for people feeling depressed, isolated or in despair  <a href="http://www.samaritans.org.uk/">http://www.samaritans.org.uk/</a>	0845 790 9090
Women's Aid Federation (helpline)	Voluntary agency providing support and temporary refuge for people threatened by violence or abuse  <a href="http://www.womensaid.org.uk/">http://www.womensaid.org.uk/</a>	0808 200 0247
Daisy's Dream	child bereavement organisation – e-mail at <a href="mailto:info@daisysdream.org.uk">info@daisysdream.org.uk</a>	0118 934 2604
Disaster Action	A charity set up in 1991 by survivors and bereaved people from major disasters <a href="http://www.disasteraction.org.uk/">http://www.disasteraction.org.uk/</a>	01483 799 066
Homicide		
Cruse Bereavement Care (bereavement line)	Voluntary agency providing a support service to anyone who has been bereaved <a href="http://www.crusebereavementcare.org.uk/">http://www.crusebereavementcare.org.uk/</a>	0844 477940 (daytime)

The Compassionate Friends (helpline)	Support for bereaved parents and their families by those similarly bereaved <a href="http://www.tcf.org.uk/">http://www.tcf.org.uk/</a>	0845 123 2304
Support after Murder and Manslaughter (SAMB)	Voluntary agency providing support to families bereaved by homicide <a href="http://www.samm.org.uk/">http://www.samm.org.uk/</a>	0845 872 3440 0121 451 1618
<b>Crimes against Children</b>		
Bullying UK	Life online help and advice for parents and children <a href="http://www.bullying.co.uk/">http://www.bullying.co.uk/</a>	0808 800 2222
ChildLine (24-hour free helpline)	Voluntary agency providing a telephone counselling service for children and young people in danger and distress. <a href="http://www.childline.org.uk">http://www.childline.org.uk</a>	0800 1111
Domestic Violence (Thames Valley Police)	The Police offer a wide range of support and action to victims of domestic violence  <a href="http://www.thamesvalley.police.uk/aboutus/crp-rev-domabu.htm">http://www.thamesvalley.police.uk/aboutus/crp-rev-domabu.htm</a>	
Kidscape	Voluntary agency working to promote children's safety and prevent child abuse and bullying  <a href="http://www.kidscape.org.uk/">http://www.kidscape.org.uk/</a>	020 7730 3300
NSPCC (24-hour child protection helpline)	Voluntary agency working to prevent child abuse and neglect  <a href="http://www.nspcc.org.uk/">http://www.nspcc.org.uk/</a>	0800 800 500
Reunite (International Child Abduction Centre)	Voluntary agency working to reunite abducted children with their custodial parent <a href="http://www.reunite.org/">http://www.reunite.org/</a>	01162 556234
Victim Support	Helping people cope with the effects of crime <a href="http://www.victimsupport.org/">http://www.victimsupport.org/</a>	0845 450 3936

## Annex A

### Log Sheet

Decision made

Reason for decision

Name .....

Signature .....

Date .....

Time .....

Page ..... of .....

## **Annex B**

### Guidance notes for completing log sheets

Any critical incident affecting the school is likely to become the subject of a detailed inquiry. It is essential that accurate written records are maintained.

Every member of staff involved in dealing with the critical incident must keep a log of any actions/decisions made and reasons for these decisions, these decisions/actions should be recorded in chronological order.

Every form must be signed and dated and page numbers recorded.

All entries must be checked to ensure they are factually correct.

Any mistakes should be struck through with a single line and initialled.

Correction fluid must not be used.

Ensure handwritten documents are legible

All log sheets will be held by PA to Headteacher.

## Annex C

### Emergency Grab Bag

An emergency grab bag is located in PA to Headteacher office

The emergency grab bag contains the following;

Item
Critical Incident Plan
Building plans
Incident controller armband
Wind-up radio with LED torch
LED torch
Megaphone with batteries
20 x foil first aid blankets
2 x high Vis vests
10 x Emergency glow sticks
1 x roll hazard barrier tape
2 x disposable respirator masks
1 x clipboard c/w waterproof labels
2 x permanent markers
1 x pair work gloves
1 x protective goggles
2 x disposable camera with flash
1 x hand sanitizer
1 multi-function hand tool
1 x drinking water
2 x safety whistles
1 x notebook with pencil
<b>1 x Disaster first aid kit in sealed carton</b>
6 x large sterile dressings 18x18cm
6 x medium sterile dressings 12x12cm
4 x eye pad dressings
10 x triangular bandages
3 x gel soaked burns dressing
5 x low adherent dressing 10x10cm
4 x sterile swabs 7.5 x 7.5cm
8 x conforming bandages 10cm x 4m
100 x gauze swabs 7.5 x 7.5cm
1 x micro-porous tape
6 x disposable gloves
5 x saline eyewash
1 x paramedic scissors
3 x sterile saline moist cleansing wipes

## **Annex D**

Unplanned Emergency Closure procedures

The CIMT will convene for a briefing with the Headteacher.

The Headteacher will inform RBWM and Chair of Governors

Assistant Headteachers will be briefed to alert classes the school is closing

Reception will contact transport to arrange early pick up's

Teachers will contact parents

The emergency file will be retrieved from Reception which contains transport lists, class lists, class telephone numbers and details of off-site trips

The Headteacher will decide if off site trips should return to school

An incident table will be set up in the Foyer of the main school to be manned by at least two members of the CIMT, they will co-ordinate pupils being ticked off as they are collected and will confirm with teachers that a parent is at home prior to allowing them to leave on transport.

Other members will act as runners based at the front of the school to liaise between incident table and transport at the front of the school acting in a calm manner.

The Head of Estates will co-ordinate contractors and dealing with the emergency.

### Annex E Initial Contact – Information gathering

What is the Source of the Information? (e.g. who contacted you, name, title, organisation, telephone number)
Date and Time:
What has happened?
Where did it happen? (e.g. location of the incident)
When did it happen? (e.g. how long ago)
Why did it happen? (N.B. caution – remember it may be too soon to establish the cause or blame at this stage)
Who was involved? (e.g. names and numbers of children, leaders and others)
How were they affected? (e.g. uninjured, casualties, fatalities, missing)
Where are they now? (e.g. where have the uninjured, casualties, fatalities been taken, who is with them, are they safe, how can they be contacted?)
What is their current Condition? (e.g. are they safe and well and being looked after?)
What is happening now? (e.g. is the emergency resolved or still ongoing, are those involved in transit, where to, when will they arrive?)
Relevant contact details: (e.g. who is in charge and how they can be contacted. Include school contacts and those from other relevant organisations or individuals)

Has anyone else been informed? (e.g. emergency services, Forestcare, LA, names and numbers, what were they told?)

What additional resources or assistance are required?

Person Completing, date and time: