**< Insert School Name & Logo here >**

**School Emergency Plan**



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|  |  |
| --- | --- |
| **Plan Administration** | |
| Version No. |  |
| Date of Issue |  |
| Electronic Copies file path |  |
| Hard Copies available from |  |
| Location of Emergency Grab Bags |  |
| Date of next review |  |
| Person responsible for next review |  |

PREFACE

Parents and carers trust schools to keep their children safe. Thanks to the efforts of school staff and governors, schools normally remain a safe haven for children; however, schools could become involved in an emergency at any time.

The Department for Education (DfE) recommend that schools have emergency plans in place. Planning and preparing for emergencies can save lives. These actions can also help prevent an incident from worsening and enhance the school’s standing as a safe place to learn and work, giving confidence to staff, parents and pupils.

**This template has been produced by North Somerset Council’s (NSC’s) Emergency Management Unit (EMU) to assist schools in developing their Emergency Procedures.**

**This template is flexible and is not intended to replace any emergency procedures or plans schools may have already produced. However, it may be a useful check that existing plans cover all relevant aspects of responding to an emergency**.

**Legal Disclaimer**

This plan is the sole responsibility of the school. North Somerset Council cannot accept responsibility for any omission or error contained in any such plan, or for loss, damage, or inconvenience, which may result from the plan’s implementation.

**Plan Ownership**

School Emergency Plans should be produced and maintained by each School Management Team and communicated to all relevant staff. Procedures should be regularly tested to ensure their fitness for purpose; a training and exercise record template can be found at the end of this plan. Security of the contents of this plan remains with the school.

**EMERGENCY MANAGEMENT UNIT**

**NORTH SOMERSET COUNCIL**

[emu@n-somerset.gov.uk](mailto:emu@n-somerset.gov.uk)

22nd Jan 2020

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**SCHOOL EMERGENCY PLAN**

**< Insert name of school here>** is committed to ensuring that, in the event of an emergency incident affecting the school, the school will provide an effective response, working with the Emergency Services and North Somerset Council to minimise the impact of the emergency on the school and the community.

**AIM & OBJECTIVES**

**Aim**

To provide effective emergency response arrangements that will ensure the wellbeing and safety of all children and adults in the care of the School.

**Objectives**

* Establish an effective framework of Emergency Response
* Ensure that North Somerset Council (NSC) and the Emergency Services are provided with up-to-date contact details for key school staff
* Ensure that the emergency incident is communicated quickly and clearly to supporting agencies and partners, enabling supporting arrangements to be rapidly activated
* Maintain high standards of welfare and duty of care arrangements for pupils, staff and visitors.
* Ensure that actions and decision making during the emergency incident is properly recorded
* Minimise educational and administrative disruption within school
* Facilitate the return to normal working arrangements at the earliest opportunity

**TYPES OF EMERGENCY**

An emergency incident can be clarified as an unexpected event which affects the school community and causes disruption on a scale which is beyond the normal coping capability of the school. The emergency incident may involve significant threat, damage, or injury to property and individuals, and may have long term impacts on pupils, staff, governors, parents and carers.

The following are examples of emergency incidents which may impact on the school and necessitate activation of the emergency plan:

* A fire within the school or nearby premises
* A serious accident involving children and/or school personnel, on/ off site
* A terrorist attack, or violent intruder on or nearby school premises
* Chemical or toxic substance release on or off site
* An epidemic such as meningitis
* Severe weather events such as flooding, high winds, extreme storms etc.
* Pandemic flu

There may also be specific hazards which pose particular risk to schools. For example, a chemical store/ laboratory within the school site or hazards external to the school site, such as proximity to an industrial area, river or major road. These hazards should be risk assessed and special response strategies incorporated into the plan.

**The plan should cover procedures for an incident occurring in school time and out of hours including weekends and school holidays.**

**SCHOOL PROFILE**

|  |  |
| --- | --- |
| **Name of School** |  |
| **Type of School** |  |
| **Headteacher** |  |
| **Deputy Headteacher** |  |
| **No. of pupils** |  |
| **Age range of pupils** |  |
| **Teaching complement** |  |
| **School Address** |  |
| **School Telephone No.’s** |  |
| **School operating hours (including extended services)** |  |
| **Location Map** | <insert link to map> |
| **Access Roads, alternative/ emergency access** |  |
| **Access points to school building** |  |
| **Other info** |  |

**REST CENTRE/ COMMUNITY EMERGENCY SHELTER SCHEME**

Emergencies are rare, with only a handful of incidents occurring in North Somerset each year, but we must be prepared for when they do happen.

A Rest Centre/ Community Emergency Shelter (CES) is a place of safety for anyone displaced by an emergency incident, such as flooding, or a gas leak.

A Rest Centre/ CES could be set up in any building such as a local village hall, community centre, sports venue, religious establishment or any other facility that is warm and dry and, as a minimum, have the following basic requirements: electricity and lighting, seating, kitchen facilities (provision for making hot and cold drinks), toilets and car parking. In an emergency, schools could be nominated by the Police/ Local Authority as a Rest Centre/ CES.

These centres are in operation only until evacuees can safely return to their homes/ place of work/or until alternative accommodation is found. Ideally, they should not be required beyond 24-48 hours and often much less.

Should **<insert school>** be needed as a Rest Centre/ CES, North Somerset Council will be in contact with the school office (in school hours) or a keyholder (out of hours) to ask to gain access to the school.

The management of the Rest Centre will be undertaken by trained council staff and voluntary agencies with support from the school as required. In general, however, the school’s focus will be on ensuring business as usual and that any disruption to the school is kept to a minimum.

For more information on NSC’s Community Emergency Shelter Scheme / how to sign up, please visit***:*** <https://saferstrongerns.co.uk/our-services/emergency-management/community-emergency-shelter-scheme/>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Local Hazard Assessment** | | | | |
| **Local Hazards/ Risks to school** | **Location** | **Potential Impact** | **Mitigation Measures** | **Notes** |
| E.g. Major Road |  |  |  |  |
| E.g. River |  |  |  |  |
| E.g. Asbestos |  |  |  |  |
| E.g. Oil/ fuel storage tanks |  |  |  |  |
| E.g. Chemistry Lab - toxics |  |  |  |  |

**PLAN ACTIVATION**

The School Emergency Plan will be activated by the Headteacher [or other person in charge at the time] for incidents affecting the school. For an incident occurring during a trip, the School Trip Leader will activate the plan.



**ROLES & RESPONSIBILITIES**

**School Emergency Response Team (SERT)**

The School Emergency Response Team (SERT) has responsibility for activating and implementing the School Emergency Plan. The SERT should record all decisions and actions in their own [log book](#LOGSHEET) and be available for briefing sessions, handovers and emergency de-briefs.

**Suggested Membership:**

* Head-teacher
* Deputy Head-teacher
* Office Manager/ Secretary
* Care-taker/ Premises Manager
* Chair of Governors
* Other as required

**All members of the SERT must**:

* have a copy of the School Emergency Plan at home and at school
* be aware of their role and responsibilities, and that of others
* have an on-call rota for SERT members

**Current list of SERT Members**

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Contact Number(s)** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

The following check lists are provided to assist the SERT in carrying out their roles and responsibilities, it is not intended to be exhaustive as further actions may be required that are specific to the incidents as it occurs.

**HEADTEACHER/ NOMINATED PERSON IN CHARGE**

|  |  |
| --- | --- |
| **ACTION** | **Tick box** |
| **On notification/ discovery of an incident:**   * Assess the situation and take immediate action to ensure the safety of pupils and staff * Establish number and nature of injuries * Administer First Aid where appropriate * Call Emergency Services (if required) and inform, in so far as reasonably practical, in-line with M/ETHANE (which is now the recognised common model for passing incident information between the emergency services and partner agencies. * Be aware that you and others may be suffering from shock     [Start a log,](#LOGSHEET) note time, date and informant contact details if appropriate. |  |
| **Consider and action as appropriate:**   * The need for Evacuation and Shelter strategies and identify those that require specific support * The potential need for school closure |  |
| * Activation of the School Emergency Plan, follow activation flowchart |  |
| * Ensure grab bags have been collected |  |
| * Account for all staff, pupils and visitors; initiate Roll Calls |  |
| * Call a meeting of the SERT to discuss planning, allocate tasks and agree reporting and communications |  |
| * Inform and liaise with others as appropriate   - Pupils  - Staff  - Parents, Carers  - Emergency Services  - Chair of Governors  - North Somerset Council (NSC) |  |
| * Arrange a quiet area to receive parents and pupils of the school and ensure someone is there to meet and greet them. * Liaise with NSC/ Police to provide trained staff to meet and greet parents/ carers if appropriate. |  |
| **Media**   * + Liaise with Police to control media access to the school   + Liaise with Police and NSC’s Press Officer (if appropriate) before making comment to the media.   + Do not speculate and do not allow pupils to speak to the media. |  |
| * Liaise with NSC over future actions e.g. requirements for: rest centres, transport, emergency feeding, de-briefing, recovery, psychological support, Health & Safety, HR & Legal issues etc. |  |
| * Consider arrangements to assist the school in making a speedy return to normality (see Stand down & Recovery section). |  |

**DEPUTY HEADTEACHER**

|  |  |
| --- | --- |
| **ACTION** | **Tick box** |
| * Obtain as much information as possible from the headteacher (or person notifying you) about the situation and [start a log](#LOGSHEET)   The M/ETHANE model may prove helpful in capturing incident details from the informant |  |
| * Assist and support the headteacher to activate the School Emergency Plan |  |
| * Seek advice from headteacher on whether to evacuate or shelter |  |
| * Lead arrangements on safety and welfare of pupils, staff and visitors to the school   If directed by the headteacher:   * Make arrangements for the evacuation of the school to designated evacuation point (identify anyone requiring specific support) |  |
| * Carry out Emergency Roll Call of all pupils and adults in the care of the school |  |
| * Keep pupils and staff informed of situation |  |
| * Ensure that the headteacher is advised of all media requests |  |
| * Assist the headteacher in providing consistent advice/ information to parents/ carers |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the school in making a speedy return to normality |  |

**OFFICE MANAGER / SCHOOL SECRETARY**

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the headteacher (or person notifying you) about the situation and [start a log](#LOGSHEET)   The M/ETHANE model may prove helpful in capturing incident details from the informant |  |
| * Assist and support the headteacher to activate the School Emergency Plan |  |
| Telephone/inform as instructed by the headteacher:   * Emergency Services * Members of the SERT * School governors * Parents/ Carers * North Somerset Council |  |
| * Prepare and distribute copies of the School Emergency Plan as required |  |
| * Collect grab bag if appropriate |  |
| * Collect emergency funds if appropriate |  |
| * Ensure that pupil records and registers are available (highlight to SERT those who require specific support) |  |
| * Ensure that parent/carer records and contact numbers are available |  |
| * Ensure that the visitor and pupil signing in/out book is available |  |
| * Lead the office staff in assisting the SERT with the information it needs and the emergency response |  |
| * Ensure regular reporting to the headteacher and SERT, advise of any contact from the media. |  |
| * Assist headteacher in provision of consistent advice and information to parents |  |
| * Where possible cancel any planned visits to the school |  |
| * Advise service providers of the interruption to the normal arrangements for provision of goods and services to the school (e.g. catering, transport etc.) |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the school in making a speedy return to normality |  |

**CARETAKER/ PREMISES MANAGER**

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the Office Manager about the situation and [start a log](#LOGSHEET)   The M/ETHANE model may prove helpful in capturing incident details from the informant |  |
| * Assist and support the headteacher to activate the School Emergency Plan |  |
| * Ensure that Emergency Services are able to access the scene of the incident quickly and without obstruction |  |
| * Ensure all building and gate keys are available |  |
| **If safe (and appropriate)**:  • Immobilise gas supply  • Immobilise electricity supply  • Immobilise water supply  (see section on utilities and services for location and switch off points)   * Provide Emergency Services with site plan of school and advise of any hazards |  |
| * If required assist with evacuation |  |
| * Be available to liaise with the Emergency Services and the headteacher |  |
| * Where possible assist with ensuring the security of the school site |  |
| * Ensure that the headteacher is advised of all media requests |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the school in making a speedy return to normality |  |

**SCHOOL TRIP LEADER**

|  |  |
| --- | --- |
| **ACTION** | **Tick box** |
| **Before** the trip ensure that you have all the relevant information from the British Embassy/Consulate, Foreign Office, Site/Tour Operator,  Travel/Coach Company, Insurers and Local Authority as appropriate |  |
| **On notification/ discovery of an incident:**   * Assess the situation and take immediate action to ensure the safety of pupils and staff * Establish number and nature of injuries * Administer First Aid where appropriate * Call Emergency Services (if required) and inform, in so far as reasonably practical, inline with M/ETHANE (which is now the recognised common model for passing incident information between the emergency services and partner agencies. * Be aware that you and others may be suffering from shock     [Start a log,](#LOGSHEET) note time, date and informant contact details if appropriate. |  |
| * Account for all members of the group; Roll Call   Dependent on location and circumstance: -   * Keep a record of witnesses * Record events and actions on your [log sheet](#LOGSHEET) |  |
| Establish a contact point   * Telephone headteacher and SERT duty officer (if outside normal school time) giving clear details of what has happened and who is involved |  |
| Agree   * On-going communications mechanism * A member of staff to liaise with the Emergency Services and NSC * Who should inform parents and next of kin of pupils and staff |  |
| * Be aware of the media – do not make comment to the media without liaising with the Police and NSC Press Officer (if appropriate). Ask that pupils refrain from using their mobile phones and social media to cascade information regarding the incident. |  |
| * Do not discuss legal liability |  |
| * If overseas arrange to return non-casualties home |  |
| * Ensure next of kin details are readily available |  |
| * Assist with arrangements for parents/families of casualties to visit their children |  |
| * Ensure continuous liaison with the school headteacher and NSC for further action and updates |  |
| * Consider on-going support upon return home |  |

**CHAIR OF GOVERNORS**

|  |  |
| --- | --- |
| **ACTION** | Tick box |
| * Obtain as much information as possible from the headteacher (or person notifying you) about the situation and [start a log](#LOGSHEET)   The M/ETHANE model may prove helpful in capturing incident details from the informant |  |
| * Assist and support the headteacher to activate the School Emergency Plan |  |
| * Assist the headteacher in providing consistent advice / information to parents/ carers |  |
| * Inform other governors of the incident and allocate tasks as necessary |  |
| * Attend meetings of the SERT as required, and ensure that you receive regular situation updates |  |
| * Consider arrangements to assist the school in making a speedy return to normality |  |

**RESOURCES – GRAB BAGS**

**<insert school>** has an emergency grab bag located within the school building and one located off site at **xxxx**, in case the main school building becomes inaccessible. Both are securely stored and maintained by the Office Manager.

Emergency grab bag items include:

|  |  |
| --- | --- |
| **Contents** | **Date Checked** |
| School Emergency Plan (5 copies) |  |
| Contact details for staff and pupils including name, address, telephone number, medical records and next of kin |  |
| Governing body contact details |  |
| Transport, School Meals and other supplier contact details |  |
| Utility contact details |  |
| Copies of important information e.g. insurance policies |  |
| Emergency Service Contact details |  |
| LA and NSC Emergency Management Contact details |  |
| School layout/drawing |  |
| Building and gate keys |  |
| Alarm arrangements |  |
| Evacuation and Shelter arrangements |  |
| Backup disk of important information |  |
| Log books, pens and pencils |  |
| Local area map |  |
| Hi-visibility vests for SERT members |  |
| First aid kit and sun screen |  |
| Radios mobile phones and chargers |  |
| Keys to place of safety |  |
| Wind up torch |  |
| Wind up radio |  |
| Foil blankets |  |
| Emergency feeding supplies |  |
| Other… |  |
|  |  |

**SCHOOL’S EMERGENCY CONTROL CENTRE**

The focal point for managing the emergency, and where the SERT will be based, is xxxxxxxxxxxxxxxx. However, if the emergency affects the school building, the school’s alternative Emergency Control Centre is located at xxxxxxxxxxxxxxxx

**SCHOOL UTILITIES & SERVICE PROVIDERS - CONTACT DETAILS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Utility/ Service** | **Location** | **Switch off arrangements** | **Supplier Name** | **Supplier Contact Details** | **Notes** |
| **Gas**  **isolation valve** |  |  |  |  |  |
| **Water**  **isolation valve** |  |  |  |  |  |
| **Electricity**  **control panel** |  |  |  |  |  |
| **Telephone**  **control panel** |  |  |  |  |  |
| **Alarm**  **control panel** |  |  |  |  |  |
| **Catering** |  |  |  |  |  |
| **Transport** |  |  |  |  |  |
| Other…. |  |  |  |  |  |

**TEACHING & SUPPORT STAFF CONTACT DETAILS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Job Title** | **Home No.**  **Mobile No.** | **Next of Kin Name**  **& Contact No.** | **Notes**  **e.g. Keyholder? Medical conditions? First Aider? Language skills?**  **Access to school funds?** |
|  | Headteacher |  |  |  |
|  | Deputy Headteacher |  |  |  |
|  | Caretaker/Premises |  |  |  |
|  | Office Manager |  |  |  |
|  | Chair of Governors |  |  |  |
|  | Year 1 Class Teacher |  |  |  |
|  | Etc. …………… |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
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|  |  |  |  |  |

**Up to date contact details are maintained for all pupils with records securely stored (locked cabinet/password protected) both on site** <insert location> **and offsite** <insert location>.

**OTHER USEFUL CONTACT NUMBERS**

|  |  |
| --- | --- |
| **Local Authority** | **North Somerset Council** |
| Switchboard - General enquiries | 01275 888 888 |
| Emergency Management Unit (office hours) | 01934 426706  01934 426770  01934 426915 |
| CCTV (out of hours emergency response) | 01934 622669 |

|  |  |
| --- | --- |
| **Emergency Services** | **999 Emergency Response 24/7** |
| Avon Fire & Rescue Service | In an emergency, dial 999 and ask for the fire service |
| Ambulance Control | In an emergency, dial 999 and ask for an ambulance |
| Police | In an emergency dial 999 and ask for the Police.  101 non-emergency number, available 24/7, calls cost 15 pence no matter what time you call or how long the call lasts. |

|  |  |
| --- | --- |
| **Hospital** | **Contact No.** |
| Weston General Hospital | **01934 636363** |

|  |  |
| --- | --- |
| **Weather Services** | **Contact No.** |
| Environment Agency | **Incident hotline**   1. Telephone (24 hour service) 2. 0800 80 70 60  Floodline Telephone (24 hour service)  0345 988 1188  Type talk (for the hard of hearing)  0345 602 6340 |
| Met Office | Tel: 0370 900 0100 |

|  |  |
| --- | --- |
| **Utilities** | **Contact details** |
| Wessex Water | 0345 600 4 600 |
| Gas | 0800 111 999 |
| Electricity | 105 |

|  |  |
| --- | --- |
| **School Trips abroad** | **Contact Details** |
| The Foreign Office | General enquiries switchboard 020 7008 1500  Consular assistance020 7008 1500 |

|  |  |
| --- | --- |
| **School Support** | **Contact details** |
| Voluntary agencies such as the British Red Cross | Contact through NSC’s Emergency Management Unit 01934 426706 or out of hours 01934 622669. |
| Chair of Governors |  |
| Diocese |  |
| Parent Liaison Officer |  |
| Other… |  |
|  |  |
|  |  |
|  |  |
|  |  |

**SHELTER, EVACUATION AND PERSONAL EMERGENCY PLANS (PEP’s)**

The decision whether to shelter indoors or evacuate to a safe place will be based on several factors including the:

* nature of the emergency
* proximity to the school
* time available to safely evacuate; and
* Personal Emergency Plans (PEPs) of pupils with particular needs

The decision may be made by the headteacher or on the instruction of the Emergency Services. It is important to have pre-planned arrangements for signaling evacuation, shelter and lockdown, and some way of signaling to staff and pupils if they are out of the school building during break or lunch time that they need to return inside immediately.

**SPECIAL MEASURES**

**Intruder**

If the hazard is an intruder on the school site then a lockdown of the building will be signaled by **XXXXXXXXX.** All entrances and exits will be secured to prevent the intruder from entering the school.

**Environmental hazard**

If the hazard is environmental and external, such as a smoke cloud or suspected chemical leak, ensure that all children and staff are safe indoors, close all doors and windows and ensure that any ventilation systems are turned off. You should then tune into media (local radio/TV/Internet) for public information broadcasts. The key message is ‘GO IN, STAY IN, TUNE IN’.

**Fire**

In the event of a fire, the designated school liaison officer is **XXXXXXXX** or in the event of their absence **XXXXXXXXXXXX.** This liaison is important to give any critical information, such as exact location of the incident, anyone who may need rescuing (including any school pets) and their location, and any individual hazards (e.g. chemicals) that may be present.

Evacuation, Shelter and Personal Emergency Plans (PEP) templates below.

|  |  |  |
| --- | --- | --- |
| **EVACUATION SIGNAL** | | |
| Evacuation of the premises will be signalled by xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | | |
| **STAFF ACTION** | | |
| On hearing the evacuation signal, all staff, pupils and visitors will evacuate the premises calmly and in an orderly manner. All teachers in control of a class will:   * Commence the evacuation of children in an orderly way * Lead children from the premises by the nearest safe route * Proceed to the assembly point * Carry out the roll call procedure * Notify: ……………………………………………. of any persons unaccounted for * Ensure children remain at the assembly point * Await further instruction from:   On hearing the evacuation signal:   * School Registers and PEPs will be collected by: * School Visitors Book and grab bag will be collected by: * Children’s medications will be collected by:   The nominated first aid person is:  On hearing the evacuation signal, the following staff will shut-down plant or equipment detailed:  Name Plant or Equipment  …………………………………….. …………………………  …………………………………….. …………………………  On hearing the evacuation signal, all other staff and visitors will:   * Proceed to the assembly point * Notify: of any persons unaccounted for * Await further instruction from: | | |
| **VULNERABLE PERSONS** | | |
| Name | Location | PEP (Y/N) |
| 1)  2)  3) | 1)  2)  3) | 1)  2)  3) |

|  |
| --- |
| **ASSEMBLY POINT/S** |
| Assembly points are located at (detail here and if possible attach a map highlighting assembly point/s, evacuation routes and emergency vehicle access) |
| **ROLL CALL PROCEDURES** |
| The roll call procedures are (detail here the roll call procedures) |
| **BREAKFAST CLUBS** |
| Staff in charge of breakfast clubs will take the following action:  Detail here the action to be taken |
| **AFTER SCHOOL SERVICES** |
| Staff in charge of extended services will take the following action:  Detail here the action to be taken |

|  |
| --- |
| **ALTERNATIVE SAFE PLACE/S** |
| Alternative Safe Place(s)  Detail here the name of the establishment(s) to be used as the alternative safe place(s) along with full postal address.  Attach a map if possible detailing routes, location of telephone boxes, safe place etc. |
| **TRAVEL TO ALTERNATIVE SAFE PLACE/S** |
| Travel to Alternative Safe Place  Detail here the travel plan for reaching the alternative safe place including any specific control measures required to ensure the safety of children.  Contact name at alternative safe place:  Telephone number: Mobile: |

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| **SHELTER / INVACUATION SIGNAL** |
| The need to invacuate the premises will be signalled by (place here details of method to be used to signal the invacuation) |
| **INVACUATION LOCATION** |
| The invacuation location is (detail here the location chosen to invacuate to). |
| **STAFF ACTION** |
| On hearing the invacuation signal, all staff, pupils and visitors will invacuate to the chosen location calmly and in an orderly manner. All teachers in control of a class will:   * Commence the invacuation of children in an orderly way * Commence lock down procedures if appropriate * Proceed to the chosen location * Carry out the roll call procedure * Notify: of any persons unaccounted for * Ensure children remain at the chosen location * Await further instruction from:   On hearing the invacuation signal:   * The school Registers and PEPs will be collected by: * The school Visitors Book and grab bag will be collected by: * First aid box will be collected by: * Children’s medications will be collected by:   On hearing the invacuation signal, the following staff will shut-down plant or equipment detailed:  Name Plant or Equipment  …………………………………….. …………………………  …………………………………….. …………………………  On hearing the invacuation signal, all other staff and visitors will:   * Proceed to the chosen location detailed above * Notify: of any persons unaccounted for * Await further instruction from:   Roll call procedures will be as per the evacuation procedures |

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| **BREAKFAST CLUBS** |
| Staff in charge of breakfast clubs will take the following action:  Detail here the action to be taken |
| **AFTER SCHOOL SERVICES** |
| Staff in charge of extended services will take the following action:  Detail here the action to be taken |

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| **PERSONAL EMERGENCY PLAN (PEP)** |
| Name of individual  Staff/Student/Visitor (delete as appropriate)  Location |
| **NATURE OF DISABILITY** |
|  |
| **AWARENESS OF ALARM PROCEDURES** |
| State how the individual is to be made aware of the alarm actuation procedure to be followed if they have any difficulties in hearing or understanding the procedure |
| **EVACUATION/INVACUATION PROCEDURE** |
| On hearing the evacuation/invacuation signal  Evacuation to on-site assembly point  Invacuation to a safe area within the building  Evacuation to the alternative place of safety off-site |
| **DESIGNATED ASSISTANCE** |
| Detail here the names and contact details of those who have been designated to assist the individual:  Name  Location in building  Name  Location in building  Training provided to these individuals in their roles: |
| **WELFARE ARRANGEMENTS** |
| Detail here the arrangements for ensuring the well-being of the individual if having to remain at the assembly point or place of safety |

**BOMB THREAT**

Although bomb threats usually turn out to be hoaxes, they must always be taken seriously. It is important that reception/switchboard staff receiving the call know what questions to ask the caller so they may pass on as much information as possible to the Police.

**Possible actions/ prompt card**

|  |  |
| --- | --- |
| **Action** | **Tick** |
| **1.** Stay calm and let them finish the message without interruption. Try to record exactly what they say, especially any code word they might give  **Message:** |  |
| **2.** Make a note of:   * The exact time of the call: * The caller’s sex and approximate age: * Any accent the person has, or any distinguishing feature about their voice (e.g. speech impediment, state of drunkenness) * Any distinguishable background noise |  |
| **3.** When they have finished the message, try to ask as many of the following questions as you can, being cautious to avoid provoking the caller:   * Where exactly is the bomb right now? * When is it going to explode? * What does it look like? * What does the bomb contain? * How will it be detonated? * Did you place the bomb? If not you, who did? * What is your name? * What is your address? * What is your telephone number? * Do you represent a group or are you acting alone? * Why have you placed the bomb? |  |
| **4.** Dial 1471 – you may get the details of where the phone call was made from, especially in the case of a hoax caller |  |
| **5.** Report the call to the police and the headteacher/nominated deputy immediately. In the extremely unlikely event that there was a code word with the message, and the location of the bomb was given as a location other than the school, follow the same procedure – report the call immediately to the police, and notify the headteacher. |  |

**SUSPICIOUS PACKAGES**

The likelihood of a school receiving a postal bomb or suspected biological/ chemical package is very low; schools should however be aware of the immediate steps to be taken if they receive a suspicious package or are exposed to a chemical or biological substance.

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

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

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

|  |  |
| --- | --- |
| **Instructions** | **Tick** |
| Stay calm |  |
| Put the letter/package down gently and walk away from it |  |
| Do not put the letter or package into anything (including water) and do not put anything on top of it |  |
| Ask everyone to leave the area (including classes if necessary) |  |
| Notify the police and headteacher/nominated deputy immediately |  |
| Do not use mobile phones or sound the alarm using the break glass call points as this may activate the bomb. |  |

If you suspect that a letter or package may contain a **chemical or biological threat:**

|  |  |
| --- | --- |
| **Instructions** | **Tick** |
| Stay calm |  |
| Do not touch the package, leave it where it is |  |
| Shut windows and doors in the room and leave the room, but keep yourself separate from others (to avoid contamination) |  |
| Notify the headteacher/deputy immediately |  |
| Notify the police immediately on 999 |  |
| Ensure that any air conditioning system in the building has been turned off, and that all doors (including internal fire doors) and windows have been closed. |  |
| Evacuate the building, keeping people away from the contaminated room as far as possible |  |
| Keep all persons exposed to the material separate from others and available for medical attention |  |
| Anyone experiencing symptoms of chemical exposure (e.g. streaming eyes, coughs and irritated skin) should seek medical attention immediately |  |

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

* Remain calm
* Avoid touching their eyes, nose and any other part of their body
* Wash their hands in ordinary soap and water where facilities are provided
* Seek medical attention

**SEVERE WEATHER PROCEDURES**

Schools are expected to remain open in all but the most extreme circumstances.

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| **Monitoring**  XXXXXXXXXXXX will be responsible for monitoring Met Office weather forecasts and providing weather updates to the SERT. |

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| **How to keep the school open despite having fewer staff present than usual**  < insert details>  **Resources available to prevent school closure/mitigate the effects of severe weather or reduce risk (e.g. Flood Protection equipment, grit supplies, fuel stocks etc.)**  < insert details>  **Special arrangements needed to ensure examinations can still take place (or reassurance to pupils if this is not possible).**  <insert details>  **Emergency arrangements should pupils/staff become stranded at the school e.g. emergency feeding and accommodation**  <insert details> |

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| **Decision to Close the School**  The headteacher, or in their absence, deputy headteacher, will take the decision to close the school after making an assessment of the situation and in consultation with the Chair of Governors.  Where the emergency services determine that the school should be closed, the headteacher/deputy headteacher/Chair of Governors will adhere to this request. |
| **Communication arrangements with parents and staff regarding closure & re-opening of the school**   * **Inside school hours** * **Outside school hours:**   (Schools should update their website with their open/close status). | |

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| **Pupil Collection & Release arrangements**  <insert details>  **Transport arrangements:**  <insert details> |

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| **Remote Learning**  Describe how learning will be provided should the school be closed for a significant period of time.  <insert details> |

**EMERGENCY CLOSURE PROCEDURES / DISRUPTION**

Details of NSC School Emergency Procedures/Disruption can be found online at:

<https://www.n-somerset.gov.uk/my-services/community-safety-crime/emergency/emergency-closures/emergency-closures/>

**PRESS & MEDIA**

In the event of a major incident, the Police will take the lead on communications. Schools should not speculate or make comment to the media without authority. Schools should liaise with the Police and North Somerset Council’s Marketing & Communications lead (if a NSC maintained school) to agree any media messages.

Contact Details for the Marketing & Communications Team:

In hours – via the Councils switchboard 01934 888 888

Out of hours via CCTV control room, 01934 622669 (reasonable endeavours response only is provided out of hours)

Schools are advised to have pre-scripted holding statements in place for no notice emergency communications.

**COMMUNICATIONS**

**Communications – External**

Communication systems are put under enormous pressure in the immediate aftermath of an incident but are vital to ensuring a well-managed response. The main school line may become overwhelmed with incoming calls. If this happens NSC may be able to assist in utilising its contact centre to provide a public helpline thereby relieving some of the volume of calls into the school. NSC may also use its website and social media to warn and inform the public.

Alternative telephone numbers for the school, not known to the public, should be pre-identified and communicated to those with a need to know in order to ensure the school has continuity of communications in an emergency.

**Communicating with Parents**

An early decision should be made about how to inform parents, bearing in mind the speed with which rumours circulate. However, in the case of a fatality, the Police will normally inform the parents or next of kin of the child(ren) or staff involved. The Police will advise the school what incident details can be given out.

Concerned parents may also turn up at the school unannounced which may cause traffic congestion and create difficulties for the emergency services trying to access the school. Schools should discourage parents from turning up at the school without appointment.

The decision on which is the most appropriate method to inform parents will depend on the nature, scale and impact of the emergency. Options include:

* Email or text messages
* Telephone call
* School website
* Notices on the school gate/fence
* School staff at the entrance to the school to explain issues
* Link to Police or NSC Website
* NSC Contact Centre
* Local Radio

In a severe weather emergency, in addition to text notification systems that may be in place, a voice recorded message could be set up on the school’s answerphone to provide more information, allowing the school to focus their efforts on dealing with the incident.

**<insert school>** will routinely inform parents of the school’s emergency procedures in order to reassure parents that the school is well prepared to deal with any emergency incident. Communications will include how parents might hear about an incident and general advice on what they should/should not do. A reminder will also be included about the importance of notifying the school of any change in their personal contact details.

**BUSINESS CONTINUITY**

Business continuity planning is the process involved in ensuring that a business or organisation can continue to deliver its critical services during and after an emergency. In the case of schools, this is the continuance of pupils’ education and the measures that need to be put in place to ensure that this is possible.

**Business Continuity Issues**

* Loss of School Building

This may be a total loss of the building, due to a fire or flood for example, or it could be a temporary exclusion, for example, the school boiler breaking down in winter necessitating a closure.

* Staff / Pupil shortage

This is usually as a result of some health issue making it unsafe for the school to open for example: meningitis, legionnaire’s disease or pandemic ‘flu outbreak. In such cases, the school should follow Department of Health advice and contact their local authority.

**Business Continuity Preparations**

|  |
| --- |
| **Buddy school/ community facility arrangements** |
| <insert details> |
| **Back up of essential paper based and electronic records details** |
| <insert details> |
| **Inventory of contents of the school (for insurance purposes)** |
| <insert location details> |
| **Back up power arrangements** |
| <insert details e.g. generators> |
| **Back up communication plan** |
| <insert details e.g. mobiles, loud hailers etc.> |

**PANDEMIC ‘FLU**

Pandemic ‘flu is a global disease outbreak of a new influenza virus that spreads rapidly and causes serious illness in a large number of people. Detailed guidance and can be found on the [Health Protection Agency](http://www.hpa.org.uk/Topics/InfectiousDiseases/InfectionsAZ/PandemicInfluenza/) and [Department for Education](http://www.education.gov.uk/schools)  websites including advice on infection control.

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| **Procedures for dealing with a child who shows symptoms of pandemic influenza at school**  <insert details>  **System to minimize the spread of infection if the school stays open during a pandemic/infection control procedures**  <insert details> |

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| **Decision to close**  Guidance on widespread school closures in a pandemic will be issued by central government and communicated to schools via local authorities. The final decision to close will still rest with the headteacher and governing body. Closures should be communicated to North Somerset Council and include details of how many pupils are affected. |

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| **Expectations**  Staff would generally still be expected to work if able to do so, even if the school was closed to pupils.  **Plans/ procedures to continue educating pupils remotely**:  <insert details> |

**LOG KEEPING**

Any emergency incident affecting the school may afterwards become the subject of a detailed inquiry. It is important that accurate written records are maintained.

Each member of staff involved in dealing with the emergency should keep a log. In an emergency, things can happen very quickly, and it is unlikely that staff will remember everything that has happened unless they write it down as soon as possible.

A sample log sheet can be found below.

**\*NB - Log Book:**

* Note all relevant facts in chronological order
* Record important statements, questions, comments, answers, reasons for decisions etc.
* Sign, date and time each series of entries
* Check log for mistakes immediately afterwards
* If you make a mistake, cross it out with a single line (so that underneath is still visible) and initial it
* Do not tear out the pages
* Do not leave blank spaces – or if you do, rule them out with a line
* Do not over write – if you make a mistake cross it out, initial it and start again
* Do not use correction fluid

Insert School Logo

Emergency *log sheet*

Log keeper Page number Date \_\_\_\_\_

| Serial | Time | Call To | Call From | Message | Action/Contact Details | Signature |
| --- | --- | --- | --- | --- | --- | --- |
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**RECOVERY**

Recovery is defined as – ***the process of rebuilding, restoring and rehabilitating the community following an emergency*.**

Recovery is a complex social and developmental process rather than just a remedial one and is best achieved when the affected community can exercise a high degree of self-determination.

The recovery function should be established as early as possible following declaration of a major incident.

There may be formal inquiries or even police investigations into the incident, which may continue for some time, and require the co-operation and support of school staff, pupils and parents. Support will continue to be provided to the school from North Somerset Council as required.

**Possible Recovery Actions for the School;**

|  |  |
| --- | --- |
| **After the emergency…………………………………………** | **Tick** |
| Visit injured pupils/staff |  |
| Liaise with parents regarding plans for attendance/representation at memorial services |  |
| Arrange debriefing meetings for staff and pupils |  |
| Arrange debriefing meetings for the headteacher and School Emergency Response Team (SERT) |  |
| Identify and support high-risk pupils and staff |  |
| Consider the need for individual or group support |  |
| Help affected pupils and staff to return to school |  |
| Seek advice on legal and insurance issues |  |
| **In the longer term……………………………………………….** | **Tick** |
| Arrange an incident debrief for staff who were involved in the response |  |
| Initiate a review of the School Emergency Plan, evaluating the school’s response and incorporating any lessons identified |  |
| Consider financial and insurance implications |  |
| Consider public relation issues, reputational damage |  |
| Consider on-going communications with parents |  |
| Consult staff and decide how to mark anniversaries |  |
| The impact of some incidents can continue for many years, so thought may need to be given to ongoing identification and support measures for both pupils and staff who are affected |  |
| Remember that legal processes, inquiries and news stories may bring back distressing memories and cause upset within the school |  |
| Remember to make any new staff aware of which pupils/staff were involved and how they were affected |  |

**DEBRIEFING**

There are two recognised forms of debriefing which can be valuable in dealing with the aftermath of an incident. These are:

* Psychological debriefing (also known as critical incident stress debriefing) – a useful way of helping people to come to terms with an incident, carried out by a trained specialist
* Post-incident debriefing – concentrates on learning lessons which will help the school improve plans and procedures to deal more effectively with an incident in the future.

Contact – Your School Academy Trust/ North Somerset Council for advice and assistance as appropriate.

**POST-INCIDENT CARE & WELFARE**

Post-incident care is aimed at helping individuals to understand their feelings following an emergency in order to reduce the possibility of them developing post-traumatic stress disorder. Some frequent and normal reactions to a traumatic incident include fear, guilt, anger, confusion, withdrawal, aggression, nervousness and depression.

Support may be available from

* Academy Trusts
* North Somerset Council
* Counselling service providers

**TRAINING & EXERCISE RECORD**

**TRAINING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Training Date** | **Training Title** | **Areas covered** | **Attendees** |
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**EXERCISE -** a simulation to validate an emergency plan, rehearse key staff or test systems and procedures

**Live exercise** – a process of validating an emergency plan by physically acting out the response to a simulated emergency (e.g. a fire drill evacuation would be a small-scale live exercise).

**Table top exercise** – a process of validating an emergency plan by making decisions based on a simulated emergency, but not physically acting out the response.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Exercise Date** | **Exercise Title** | **Brief details of Exercise** | **Aspects of plan tested** | **Lessons learned & actions to be taken forward** | **Participants** |
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**PLAN ADMINISTRATION**

**This plan is owned by** xxxxxxxxxx **School**

**Contributors in updating this planning template include:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Sections Updated** | **Date completed** |
| E.g. J. Smith | Deputy headteacher | Pandemic ‘flu |  |
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**Outstanding sections that need updating**

|  |  |  |
| --- | --- | --- |
| **Section** | **Allocated to** | **Target date for completion** |
| e.g. School overview & risks | Headteacher |  |
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**Plan Distribution**

Copies of the School Emergency Plan have been distributed to:

|  |  |
| --- | --- |
| **Name** | **Role** |
|  | All SERT Members |
|  | All Teaching Staff |
|  | All Support Staff |
|  | All School Governors |
|  | Other…………… |
|  |  |
|  |  |

**Review period**

This plan, and related plans, must be reviewed on at least an **Annual basis** or

* As a result of staff/pupil changes or
* Following an exercise (incorporating lessons learned)
* Following any material change

**Signed off by:**